





San Francisco Juvenile Probation Department

Juvenile Hall Policy and Procedures Manual

Chapter 8 - Programs

Policy Number:	8.07
Policy Name:	Youth Education Program
Authority:	WIC: 209, 210, 856, 885 Title 15, 1370 State Education Code 48900
Replaces:	18.6 Juvenile Education Program (03/17/2009)
Effective Date:	January 1, 2019
Revision Date:	November 14, 2018
Related Policies and Procedures:	3.01 - Admission, Referral, Screening and Classification 3.03 - Suicide Prevention Plan 8.12 - Bilingual and Multicultural Services 8.13 - Institutional Assessment and Plan 12.05 - Educational needs (Probation Services)
Related Forms:	Home Language Survey Math and Reading Assessment Individual Education Plan (IEP)
Director of Juvenile Justice Center:	Bobby Uppal 
Chief Probation Officer:	Katherine Weinstein Miller 

I. POLICY

A. School Programs

The County Board of Education shall provide for the administration and operation of juvenile court schools in conjunction with the Chief Probation Officer or designee pursuant to applicable State laws. The school and Juvenile Hall administrators shall develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff. Culturally responsive and trauma-informed approaches should be applied when providing instruction. Education staff should collaborate with the facility administrator to use technology to facilitate learning and ensure safe technology practices. The Juvenile Hall administrator shall request an annual review of each required element of the program by the Superintendent of Schools and a report or review checklist on compliance, deficiencies, and corrective action needed to achieve compliance with this section. Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site. The Superintendent of Schools shall conduct this review in conjunction with a qualified outside agency or individual. Upon receipt of the review, the Juvenile Hall administrator or designee shall review each item with the Superintendent of Schools and shall take whatever corrective action is necessary to address each deficiency and to fully protect the educational interests of all youth in the facility. [Title 15, 1370]

B. Required Elements

Juvenile Hall's school program shall comply with the State Education Code and County Board of Education policies, all applicable federal education statutes, and regulations and provide for an annual evaluation of the educational program offerings. As stated in the 2009 California Standards for the Teaching Profession, teachers shall establish and maintain learning environments that are physically, emotionally, and intellectually safe. Youth shall be provided a rigorous, quality educational

program that responds to the different learning styles and abilities of students and prepares them for high school graduation, career entry, and post-secondary education. [Title 15, 1370]

All youth shall be treated equally, and the education program shall be free from discriminatory action. Staff shall refer to transgender, intersex, and gender-nonconforming youth by their preferred name and gender. [Title 15, 1370]

- i. The course of study shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.
- ii. Information and preparation for the High School Equivalency Test as approved by the California Department of Education shall be made available to eligible youth.
- iii. Youth shall be informed of post-secondary education and vocational opportunities.
- iv. Administration of the High School Equivalency Tests as approved by the California Department of Education shall be made available when possible.
- v. Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards
- vi. The minimum school day shall be consistent with the State Education Code requirements for juvenile court schools. Juvenile Hall staff in conjunction with education staff must ensure that operational procedures do not interfere with the time afforded for the minimum instructional day. Absences, time out of class or educational instruction, both excused and unexcused, shall be documented.

- vii. Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status, including room confinement, except when providing education poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provide in a youth's Section 504 Plan or Individualized Education Program (IEP).

C. School Discipline

- i. Positive behavior management will be implemented to reduce the need for disciplinary action in the school setting and be integrated into the facility's overall behavioral management plan and security system.
- ii. School staff shall be advised of administrative decisions made by probation staff that may affect the educational programming of students.
- iii. Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed.
- iv. The Facility Administrator in conjunction with the education staff shall develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day.

D. Provisions for Special Populations

- i. State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes but is not limited to child find, assessment, continuum of alternative placements, manifestation determination reviews, and implementation of Section 504 Plans and Individualized Education Programs.
- ii. Youth identified as English Learners (EL) shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.

E. Educational Screening and Admission

- i. Youth shall be interviewed after admittance and a record maintained that documents a youth's educational history, including but not limited to:
 - a. School progress/school history;
 - b. Home Language Survey and the results of the State Test used for English language proficiency
 - c. Needs and services of special populations as defined by the State Education Code, including but not limited to, students with special needs.
 - d. Discipline problems.
- ii. Youth will be immediately enrolled in school. Education staff shall conduct an assessment to determine the youth's general academic functioning levels to enable placement in core curriculum courses

- iii. After admission to the facility, a preliminary education plan shall be developed for each youth within five school days.
- iv. Upon enrollment, the education staff shall comply with the State Education Code and request the youth's records from his/her prior school(s) including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits. Upon receipt of the transcripts, the youth's educational plan shall be reviewed with the youth and modified as needed. Youth should be informed of the credits they need to graduate.

F. Educational Reporting

- i. The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code.
- ii. The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in juvenile court school in accordance with the State Education Code.

G. Transition and Re-entry Planning

- i. The Superintendent of Schools and the Chief Probation Officer or designee shall develop policies and procedures to meet the transition needs of youth, including the development of an education transition plan, in accordance with the State Education Code and in alignment with Title 15. Minimum Standards for Juvenile Facilities, Section 1355.

H. Post-Secondary Education Opportunities

- i. The school and facility administrator should, whenever possible, collaborate with local post-secondary education

providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.

II. Purpose

Education is an essential need of all youth and one of the most important vehicles for providing programs that have the potential to improve outcomes for youth in Juvenile Hall. Academic outcomes achieved during detention have an important impact on the achievements of youth after release and have been shown to reduce recidivism.

In a meta-analysis of the academic performance delinquency relationship, researchers estimated that 35 percent of academically low-performing children became delinquent compared with only about 20 percent of academically high-performing children (Maguin & Loeber, 1996). A large number of youths in detention are also marginally literate or illiterate and have already experienced school failure (Leone, Meisal & Drakeford, 2002), and many have a history of truancy and grade retention. A study of more than 400 incarcerated ninth graders found that in the year prior to incarceration, these students had attended school barely half the time and were failing most of their courses (Balfanz, Spiridakis, Neild, & Legters, 2003). During the 2007–08 school year, federally funded Title I Part D programs for children and youth (designed to provide supplemental educational support for students who are neglected, delinquent, or at risk) reported that only 33 percent of youth in juvenile correction programs returned to their local school district following incarceration and only 5.6 percent earned a GED or a high school diploma.

Despite academic difficulties and truancy, there is evidence that youth who are incarcerated or formerly incarcerated maintain educational aspirations. Over 75 percent of youth in facilities stated that they plan to return to school and that they would like to receive a diploma, but only roughly half of these students actually succeed in returning to school (Leblanc, 1991). Yet, studies have established that the majority of these youths fail to fulfill their academic ambitions and that recidivism is more likely than academic success.

Developing targeted educational services for youth in detention through proven strategies such as intensive explicit instruction in foundational reading

skills represents a critical step toward reducing recidivism and improving the trajectory of these youths' following incarceration. Additional research has focused on the school climate in which academic interventions are implemented. Through this work, it is apparent that careful attention needs to be paid to building positive social and emotional conditions for learning. For more information, see *Improving Conditions for Learning for Youth Who Are Neglected or Delinquent* (Osher, Sidana, & Kelly, n.d.).

Furthermore, it is imperative that youth needing special education services be promptly and appropriately identified. A significant portion of system involved youth have undiagnosed learning disabilities or other behavioral health challenge problems that have gone undetected or unaddressed by the school system. These youth will become further behind in their studies, more alienated from the school system, and more likely to recidivate if these challenges are not addressed even belatedly.

Education services which begin as soon as possible following the detention hearing, and ideally at a minimum of 5 hours of instruction provided by qualified teachers per day, will be a crucial tool for the youth's productivity and development. By developing patterns to assist the youth's preparation for a return to a comprehensive high school environment upon release, and through cooperation and collaboration with the SFUSD staff for the effective and efficient coordination of services, both Departments can make a significant difference in the outcomes of system involved youth.

III. PROCEDURE

A. General Requirements & Procedures

- i. The Director of Juvenile Hall and Juvenile Hall staff shall work together with SFUSD to ensure all youth are provided a quality educational program that includes instructional strategies designed to respond to the different learning styles and abilities of each student. Culturally responsive and trauma-informed approaches should be applied when providing instruction. Education staff should collaborate with the Director of Juvenile

Hall to use technology to facilitate learning and ensure safe technology practices.

- ii. Title 15 guidelines require the Superintendent of Schools in conjunction with a qualified outside agency or individual to annually review each required element for compliance with statute and to provide corrective action if needed to achieve compliance. As such, the Director of Juvenile Hall shall request and facilitate an annual review and accompanying report certifying that all specified requirements of Title 15 are met.
- iii. Juvenile Hall staff shall enforce all compulsory education laws.
- iv. The course of study provided shall comply with the State Education Code and include, but not be limited to, courses required for high school graduation.
- v. Information and preparation for High School Equivalency Tests as approved by the California Department of Education shall be made available to eligible youth.
- vi. Supplemental instruction shall be afforded to youth who do not demonstrate sufficient progress towards grade level standards.
- vii. The minimum school day shall be consistent with the State Education Code requirements for juvenile court schools. Juvenile Hall staff shall ensure that operational procedures do not interfere with the time afforded for the minimum instructional day. Absences, time out of class, or educational instruction, both excused and unexcused, shall be documented.
- viii. Youth shall be informed of post-secondary education and vocational opportunities.

- ix. Education shall be provided to all youth regardless of classification, housing, security status, disciplinary or separation status including room confinement except when providing educational services poses an immediate threat to the safety of self or others. Education includes, but is not limited to, related services as provided in a youth's Section 504 Plan or Individualized Education Program (IEP).

B. Cooperation and Collaboration Among Staff and Educational Partners

- i. All Juvenile Hall and Probation Services staff shall work with SFUSD staff in a spirit of collaboration and cooperation to facilitate agreed upon procedures with respect, continuity, legal compliance, and professionalism in the delivery of services.
 - a. This means working both separately and together to accomplish both Departments' overlapping and respective mission.
 - b. Unless otherwise indicated, the word "staff" refers to Juvenile Hall and SFUSD teachers alike.
- ii. Teachers and Juvenile Hall staff shall always maintain a cooperative demeanor and shall function in mutually supportive roles to preserve the educational environment to its fullest extent.
 - a. Juvenile Hall administration shall advise school staff of administrative decisions made that may affect the educational programming of students.

- b. Juvenile Hall staff shall coordinate with teachers to provide all appropriate individual assignments and instruction upon notification of a youth who is not able to attend class for self-protection, medical or psychological reasons, or for being an imminent threat to themselves or others.
- iii. In addition to all City and County of San Francisco policies, SFUSD and Juvenile Hall staff shall observe the following to maintain a more consistent and effective educational program for youth:
 - a. All staff shall attach keys to their belt by a chain and lanyard and wear a current departmental ID badge.
 - b. Staff may use telephones solely for the purpose of conducting official Juvenile Hall or SFUSD business.
 - c. Staff shall communicate openly across Departments and observe all applicable policies and procedures.
- iv. The Educational Program Director and/or Principal and the Director of Juvenile Hall shall be notified of all conflicts, misconduct allegations, and issues between SFUSD and Juvenile Hall staff members.
 - a. Informal resolution of interdepartmental issues shall be utilized as a primary step to conflict resolution.
 - b. Unresolved issues shall be submitted to the Director of Juvenile Hall and the Principal for resolution.

- c. All staff and administrators shall cooperate in investigations of staff misconduct allegations.
- v. SFUSD shall supply teaching schedules to Juvenile Hall staff and provide updates as necessary.
 - a. Any adjustment in the school program (assemblies, etc.) shall be mutually agreed upon by the respective Director of Juvenile Hall and the Principal. The Director of Juvenile Hall and the Principal shall notify staff of any adjustments.
 - b. Class cancellations may only occur with the permission of the Director of Juvenile Hall or designee and/or the Principal with prior timely notification, giving adequate time whenever possible, for alternative scheduling for youth activities.

C. Educational Screening and Admission

- i. Juvenile Hall administrators shall ensure that, no later than three days after admission into the facility, the youth is enrolled in school and educational staff have conducted an assessment to determine the youth's general academic functioning levels. This should be done as swiftly as possible to enable placement in the appropriate educational setting and core curriculum courses. [Title 15, 1370]
- ii. This assessment and record shall include but is not limited to: [Title 15, 1370]
 - a. School progress/school history

- b. Home Language Survey and results of the State Test used for English language proficiency.
 - c. Needs and service of special populations as defined by the State Education Code, including but not limited to, students with special needs.
 - d. Discipline problems.
 - iii. Where necessary or requested, Juvenile Hall staff shall work to facilitate the educational staff requirements of:
 - a. Immediately requesting the youth's records from his/her prior school(s) including, but not limited to, transcripts, Individual Education Program (IEP), 504 Plan, state language assessment scores, immunization records, exit grades, and partial credits.
 - b. Developing a preliminary education plan within five school days.

D. In-Class Procedures

- i. During class time, teachers are primarily responsible for maintaining an orderly, safe, and supportive learning environment however Juvenile Hall staff shall maintain alert supervision of youth while present in classrooms and assist whenever necessary in maintaining a safe and secure learning atmosphere for all.
- ii. Due to safety and security concerns, Juvenile Hall staff shall distribute and collect all pencils with lead intact.
- iii. Juvenile Hall staff shall respect the climate of classes in session which includes refraining from any actions that

might cause distractions or disruptions, the use of profane language, and the use of non-school items including combs, personal letters, and non-subject specific magazines.

- iv. Juvenile Hall staff shall work to minimize disruptions caused by late arrivals, re-entries, and youth being pulled from class without compromising youth access to mandated services such as court, probation services, legal consultations, interviews, and medical services.
 - a. When removal or readmission of a youth into a class is deemed necessary, Juvenile Hall staff shall do so with minimal disruption and in communication with teachers.
 - b. Generally, Juvenile Hall staff may not return the youth to class once they are removed during a class period and may provide counseling and assessment of the youth's readiness to attend the next class period.
 - c. Juvenile Hall staff shall not release youth to the teachers for any reason other than school attendance. If a teacher has a special need regarding a youth, it shall be cleared with the Principal, Director of Juvenile Hall, the Officer of the Day, or the youth's Probation Officer.

E. Provisions for Youth with Special Needs

- i. The Director of Juvenile Hall or designee shall ensure education instruction is provided to youth restricted to high security or other special units. [Title 15, 1370]
- ii. Juvenile Hall shall observe state and federal laws for individuals with special education needs and staff shall never discipline or deprive youth access simply for

behaviors that are manifestation of special needs. Rather, these shall be identified and responded to with trauma-informed approaches which are appropriate and supportive and/or behavioral health interventions wherever possible. [Title 15, 1370]

- iii. Youth identified as English Learners (EL) shall be afforded an educational program that addresses their language needs pursuant to all applicable state and federal laws and regulations governing programs for EL students.
- iv. Juvenile Hall staff shall follow due process when removing students from the regular school setting (section F below). If a youth's behavior is the result of a disability, frequent removal from the program may be deemed unequal treatment based on a disability. This shall be avoided at all times.
 - a. These removals may trigger due process for a new IEP.
 - b. Juvenile Hall staff are encouraged to use daily Multi-Disciplinary Team meetings as a mechanism for automatic review by school and Juvenile Hall staff for any youth who has ongoing difficulties and, if appropriate, develop interventions that will assist the youth in successfully participating in the full school program.
 - c. State and federal laws and regulations shall be observed for all individuals with disabilities or suspected disabilities. This includes, but is not limited to, assessment, continuum of alternative placements, manifestation determination reviews, and

implementation of Section 504 Plans and
Individualized Education Programs.

F. School Discipline and Access to Education Notwithstanding Youth
Disciplinary Needs

- i. Barring serious safety considerations, Juvenile Hall staff shall not deny youth education for disciplinary reasons. Positive behavior management shall be implemented to reduce the need for disciplinary action in the school setting and shall be integrated into the facility's overall behavioral management plan and security system.
 - a. Regardless of disciplinary status, each youth shall receive education in accordance with the State Code of Education.
 - b. SFUSD staff shall conduct daily unit rounds before school to determine if any youth are on room confinement.
 - c. A Youth placed on a reintegration and safety plan which restricts their interaction with one or more of their peers or if the youth would benefit from a smaller classroom setting may be required to attend class in an alternative classroom. The alternative classroom provides the full school curriculum taught by the same SFUSD teachers in their subject of expertise who teach at the education center.
 - d. Schoolwork for the day shall be left with the living unit staff member for distribution to any qualifying youth.
 - e. The educational program shall be integrated into the facility's overall behavioral management plan and security system.

(Policy 8.03 – Discipline and Discipline Process) [Title 15, 1370]

- ii. Except as otherwise provided by the State Education Code, expulsion/suspension from school shall be imposed only when other means of correction fails to bring about proper conduct. School staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs. School staff shall document the other means of correction used prior to imposing expulsion/suspension if an expulsion/suspension is ultimately imposed.
- iii. Juvenile Hall staff are required to monitor and ensure that youth are participating in the afterschool homework program. Participation in this program as well as the school program in general is required to grant youth access to the Merit Center.
- iv. Juvenile Hall staff shall facilitate advisement of educational staff on administrative decisions made by SFJPD staff that may affect the educational programming of students. [Title 15, 1370(c) (2)]
- v. School staff and Juvenile Hall staff shall follow the appropriate due process safeguards as set forth in the State Education Code including the rights of students with special needs for all school suspensions and expulsions. [Title 15, 1370]]
- vi. If necessary, any teacher may suspend a youth from his or her classroom for the remainder of one class period and one additional class period for any of the acts described in the State Education Code 48900.

- a. Further suspension or disciplinary action beyond this point shall be directed by the Principal.
 - b. If a youth is removed from the classroom for misbehavior, the teacher shall complete the referral form by the end of the following period and submit this documentation to the Officer of the Day and shall place one copy in the Principal's box at lunch or after school the same day and provide one copy to the youth's assigned living unit.
 - c. Unless the cause of the removal poses an immediate safety and security risk, the youth is to be returned to school for the next available class.
 - d. Teachers may request a follow-up on referrals for a conference involving the teacher, counselor, youth, and principal or designee.
 - e. AT NO TIME SHALL DENIAL OF EDUCATIONAL SERVICES BE USED AS A FORM OF DISCIPLINE.
- vii. The Juvenile Hall administrator in conjunction with the education staff shall develop policies and procedures that address the rights of any student who has continuing difficulty completing a school day or portion of the designated educational program. [Title 15, 1370]

G. Educational Reporting

- i. Juvenile Hall staff shall be aware of and facilitate where possible the following reporting requirements which ensure continuity and effectiveness in youth education:

- a. The complete facility educational record of the youth shall be forwarded to the next educational placement in accordance with the State Education Code. [Title 15, 1370]
- b. The County Superintendent of Schools shall provide appropriate credit (full or partial) for course work completed while in the juvenile court school in accordance with the State Education Code. [Title 15, 1370]

H. Transition and Re-Entry Planning

- i. The Superintendent of Schools and the Director of Juvenile Hall have developed policies and procedures to meet the transition needs of youth including the development of an education transition plan in accordance with the State Education Code and in alignment with Title 15 Minimum Standards for Juvenile Facilities Section 1355. (See Policy 8.14 Assessment and Plan)

I. Post-Secondary Education Opportunities

- i. The Woodside Learning Center and Juvenile Hall, whenever possible, collaborate with local post-secondary education providers to facilitate access to educational and vocational opportunities for youth that considers the use of technology to implement these programs.