

# YOUTH SERVICES POLICY

<b>Title:</b> Education	<b>Type:</b> B. Classification, Sentencing and Service Functions <b>Sub Type:</b> 7. Education <b>Number:</b> B.7.1
<b>Page 1 of 8</b>	
<b>References:</b> La. R.S. 15:905, 17:154.1, and 17:221; Department of Education Bulletins 118, 131, 741, 1508, 1530, and 1702 Subpart 1 and 2; ACA Standards 2-CO-5B-01, 2-CO-5F-01 (Administration of Correctional Agencies); 4-JCF-1C-15, 4-JCF-3A-04, 4-JCF-5D-01, 4-JCF-5D-02, 4-JCF-5D-03, 4-JCF-5D-04, 4-JCF-5D-05, 4-JCF-5D-06, 4-JCF-5D-07, 4-JCF-5D-08, 4-JCF-5D-09, 4-JCF-5D-10, 4-JCF-5D-11, 4-JCF-5D-12, 4-JCF-5E-02, 4-JCF-5E-03 (Performance-Based Standards For Juvenile Correctional Facilities); YS Policy Nos. A.1.8 "Emergency Operations Plan", A.2.14 "Secure Care Facility Staffing", B.3.1 "Secure Care Youth Records; Composition and Maintenance", B.3.2 "Access to and Release of Active and Inactive Youth Records", C.5.3 "Quality Assurance Reviews – Central Office Audits, Secure Facilities, and Regional Offices"	
<b>STATUS: Approved</b>	
<b>Approved By:</b> <i>James Bueche, Ph.D., Deputy Secretary</i>	<b>Date of Approval:</b> 10/25/2019

**I. AUTHORITY:**

Deputy Secretary of Youth Services (YS) as contained in R.S. 36:405. Deviation from this policy must be approved by the Deputy Secretary.

**II. PURPOSE:**

To establish educational and vocational programs, and youth participation in those programs at YS secure care facilities.

**III. APPLICABILITY:**

Deputy Secretary, Assistant Secretary, Undersecretary, Chief of Operations, Executive Management Advisor, Director of Education, Regional Directors, Facility Directors, and Principals of schools located on the grounds of a YS secure care facility.

Facility Directors are responsible for the implementation of this policy, and for conveying its contents to the youth and all education staff (i.e. administrators, teachers and para-educators).

#### IV. DEFINITIONS:

***Alternative State School Program*** - An educational school program that aligns with the standards stated in Bulletin 741 in order to meet the specific needs of a particular segment of youth within the community. There are three types of alternative school programs:

- *Alternative within Regular Education* - The curriculum addresses state standards of the Board of Elementary and Secondary Education as published in Bulletin 741. Upon graduation, youth earn a state approved high school diploma.
- *Alternative to Regular Education* - The curriculum does not address state standards of the Board of Elementary and Secondary Education as published in Bulletin 741. Upon graduation, youth earn a High School Equivalency Diploma (HiSET).
- *Combination* - A program which offers both "Alternative within Regular Education" and "Alternative to Regular Education."

***District Adopted Assessments*** - Assessments the district has adopted that assess Louisiana statewide educational benchmarks. These assessments will include, but are not limited to, diagnostic assessments as well as interim assessments. Diagnostics can be given at any time. Interim assessments will be given in accordance to educational benchmarks addressed throughout the curriculum on a quarterly basis. Data is collected from these assessments to inform classroom instruction decisions that lead to improvement in student learning.

***High School Equivalency Credential*** - A certificate awarded to youth who have passed an approved high school equivalency test which certifies that the youth has American high school-level academic skills. The HiSET is sometimes referred to as a High School Equivalency Diploma.

***High School Equivalency Test (HiSET)*** - A test taken by youth in order to obtain a high school equivalency diploma.

***Individualized Education Program (IEP)*** - A legally binding written document which describes the educational program that has been designed to meet the unique needs of a youth who have been identified as having exceptionality according to Bulletin 1508, Pupil Appraisal Handbook.

***Individualized Graduation Plan (IGP)*** - A working document used by counselors to track student completion of graduation requirements. The IGP will align career goals and a student's course of study and incorporate provisions of a student's individual education program, when appropriate. The IGP replaces the ILP.

**Industry Based Certification (IBC)** - A credential, usually issued by an industry or industry group, that verifies an individual has met the skill standards established by that industry or industry group, as minimal requirements to successfully enter the workforce and compete in that particular occupational area.

**Post-Secondary Education** - Any schooling, beyond the high school level is considered "post-secondary". Post-secondary education is often referred to as higher education. Undergraduate, postgraduate and vocational (trade schools, career colleges) schools make up the various types of post-secondary education.

**School Building Level Committee (SBLC)** - A problem-solving, decision-making group that meets on a scheduled basis to receive referrals from teachers, parents or other professionals on individual youth who are experiencing difficulty in school because of academic and/or behavior problems. It is through the SBLC that a referral can be made to pupil appraisal personnel for an individual evaluation, or for pupil progression cases.

**Special School Programs (SSP)** - Created by the Board of Elementary and Secondary Education for the purpose of providing special educational services to the identified exceptional youth population at all state facilities.

**Test of Adult Basic Education (TABE)** - Assessments of adult basic skills in reading, math computation, applied mathematics, language, vocabulary, language mechanics, and spelling designed to measure learning equivalency. This assessment may be administered to students pursuing a High School Equivalency Diploma through the means of successfully passing the High School Equivalency Test (HiSet).

**Title I** - A federally funded supplemental program to assist educationally disadvantaged youths in attaining higher levels of achievement.

**Vocational Education** - An organized educational program that offers a variety of courses which are directly related to preparation of individuals for employment in current or emerging occupations.

## V. POLICY:

It is the Deputy Secretary's policy to provide comprehensive year round educational and vocational programs which include a broad variety of components appropriate to the needs of youth assigned to a secure care facility. The YS educational program has been approved by the State Board of Elementary and Secondary Education as a combination alternative program, and shall operate in accordance with State laws.

The program shall include:

- A. A written standardized competency-based curriculum, which meets Louisiana State Standards, supported by age-appropriate materials and classroom resources;
- B. Placement of youth for academic skills ranging from primary to secondary level;
- C. Provisions for all youth to have the opportunity to earn a high school diploma, Certificate of Achievement, Career Diploma, or HiSET;
- D. Flexible scheduling to allow for open entry/open exit to all educational programs; and
- E. Compliance with the Louisiana Department of Education (DOE) certification laws for academic and vocational instructors.

**VI. SECURE CARE FACILITY EDUCATION PROGRAM:**

The YS education program at each secure care facility shall consist of the following:

- A. An initial screening and educational assessment upon entering school or during the first few weeks of school to determine each youth's educational needs. The Test of Adult Basic Education (TABE) and the District Adopted Assessment (statewide benchmark driven) will be administered by trained and qualified staff (unless a youth is accompanied with a current copy of the assessment being used by OJJ's schools that was given at a prior institution of learning). Both assessments can be given on a quarterly basis to track growth among youth.
- B. Upon admission to the school, an Individualized Graduation Plan (IGP) will be developed for regular education youth to include career goals and a student's course of study and incorporate provisions of a student's individual education program, when appropriate.
- C. The TABE test and/or the District Adopted Diagnostic Assessment is administered (unless a current acceptable assessment from prior institution is presented) to assess current academic performance in Reading, Language and Mathematics. While this assessment shall continue to be utilized, youth will be enrolled in their appropriate grade level, based on age, last grade attended, prior school history and test history, and LDOE database information. The School Building Level Committee (SBLC) shall meet to determine the most appropriate grade placement based upon the above information. If prior school history is unavailable, other educational assessments may be utilized for placement purposes.

- D. A written Individual Education Program (IEP) shall be developed for youth who have been identified as having exceptionality according to Bulletin 1508, Pupil Appraisal Handbook. Special School Programs (SSP) provide special education services to youth who have been identified in a secure care facility. Special School Programs also provides a pupil appraisal team that conducts individual evaluations and re-evaluations pursuant with guidelines set forth in Bulletin 1508.
- E. Academic and vocational counseling to assist and encourage each youth in developing his educational goals.
- F. The opportunity for each student to enter the program at their own instructional level, and advance through the continuum of educational services at their own individual pace.
- G. A Title I federally funded supplemental program which offers academic support to the educational programs.
- H. Sufficient classroom space to accommodate the designated capacity of the facility in an environment conducive to teaching and learning.
- I. Adequate instructional materials and equipment to support the curriculum.
- J. Library materials shall reflect the different reading levels, languages, special interests, and ethnicities of the youth. The designated library facilitator, and/or teacher shall establish the hours of availability for youth access to the library.
- K. Lifeskills/Career readiness shall be implemented as part of the school program.
- L. Vocational Education programs that shall be structured, sequential, and time-limited, with emphasis on skill development using the State approved curriculum. Vocational programs shall be accessible to youth, appropriate to their age, interest and abilities, and graduation requirements.
- M. Vocational programs shall be instructed by Career and Technical teachers and must be monitored by a Juvenile Justice Specialist for safety compliance.
- N. Incentives for educational participation, and formal recognition of specific educational achievements.
- O. Mandatory school attendance requirements. Work assignments, visitation, counseling, and other work programs shall not hinder attendance.

**VII. EDUCATIONAL RECORDS:**

- A. Educational records shall be controlled from unauthorized and improper disclosure utilizing secure placement, preservation and safeguards with respect for the right to privacy, pursuant to YS Policy B.3.2. Only those with legitimate business and a lawful right to the information shall have access to the files. A hard copy of education records shall be maintained in a secure area in the school. The contents shall also be included in the school's Student Information System (SIS).
  
- B. Pursuant to YS Policy B.3.1, copies of educational information allowed to be included in the youth's Master Record are as follows:
  - 1) Initial Education Assessment(s) (TABE Scores, vocational inventory, and other academic, vocational, college, work detail, if applicable, information/documents)
  - 2) Education Assessments (TABE) every 6 months or as prescribed by their graduation pathway;
  - 3) Individual Evaluation (if identified as eligible for Special Ed Services);
  - 4) Current IEP (if identified as eligible for Special Ed Services);
  - 5) Intellectual Disability Assessments;
  - 6) Quarterly Education Staffing Reports.
  
- C. Upon transfer/reintegration/transition of a youth, school records shall be completed and forwarded by the School Records Coordinator/Guidance Counselor within ten (10) calendar days as specified:
  - 1. For youth being placed on supervision or placement in a community program, the completed school records shall only be provided to the receiving school upon written request on official school letterhead.
  - 2. For youth released/discharged from the custody of YS, only copies of credentials shall be provided to the youth if 18 years of age or older. All other school records shall be provided upon written request by post-secondary institutions.
  
- D. No reference to YS or to the youth's legal status with the agency shall be noted on any correspondence or materials referenced in this section. All signatures, names, and titles of employees shall reflect only school titles. Each school located on the grounds of a secure care facility shall use appropriate letterhead identifying the school and school officials only.

**VIII. EVACUATION PROCEDURES:**

- A. Pursuant to YS Policy No. A.1.8, in the event of an evacuation of a YS secure care facility, all teachers/education staff (i.e. administrators, educators, paraeducators) shall adhere to the following:
1. All teachers shall prepare work packets by subject that are clearly labeled.
  2. Packets should include previously covered work that students should be able to use as subject/skill review and/or remediation; however, the work should be meaningful and content related.
  3. Upon request, each teacher shall be required to submit work packets to include at least a five (5) day lesson plan for each class period. Work plans/packets shall be labeled by dorm, content, subject, day 1-5, etc. If there is a more productive system for labeling, the Principal/designee shall make sure that the plans/packets are consistent among all teachers.
  4. Upon evacuation, unless there is an official state office closure by parish, teachers shall initially report to the designated site for instruction of educational duties (i.e. planning, creation of additional student work packets, team teaching, other instructional related assignments, etc.).
  5. Teachers who are unable to report to duty during regular school hours must take the appropriate leave.
  6. Depending on the duration of the evacuation period, teachers may be reassigned to a different work site. Teachers and other education staff are responsible for making daily contact with their immediate supervisor. In the event that the supervisor is unavailable, the education staff should contact another facility administrator.
  7. Sign-out/sign-out sheets shall be signed daily.
  8. Regular policies for time and attendance must be adhered to.

Additional information shall be communicated as it becomes available from the Deputy Secretary/designee throughout the evacuation period.

**IX. STAFF DEVELOPMENT:**

Professional development plans for OJJ schools and educational staff are written to facilitate and assist in improving academic performance for all youth, with a strategic focus on targeting the needs of low achieving youth.

Training is supported and facilitated by the following:

- A. Performing a needs assessment of the facility, by analyzing student performance data including TABE, LEAP, End of Course and HiSET test.
- B. The Principal and school leadership team shall develop and implement staff development initiatives and activities annually, by which staff receives quality professional staff development targeting their needs, based on the needs of the youth. Initiatives and activities may be adjusted to address needs occurring throughout the school year.
- C. The delivery of school-based and participation in outside staff development opportunities as needed, that focus on best practices for delivering instruction to “at risk” youth or youth in an incarcerated setting. Topics shall be determined according to school staff and youth needs.
- D. All staff development initiatives shall include an agenda and a sign-in sheet, and be documented in individual teacher professional growth plans.
- E. Principals shall monitor the instructional strategies, best practices, and teaching practices of educational staff according to the Louisiana Compass and the Louisiana State Standards to evaluate the alignment of the curriculum with state standards as evidenced by test data. Monthly walk-through observations and review of lesson plans shall also be conducted throughout the school year. At the end of each fiscal year, teacher evaluations shall be maintained on file in a secured location.

**X. QUALITY ASSURANCE:**

- A. An annual review of each school located on the grounds of a secure care facility shall be conducted by the Louisiana State Department of Education (LDOE) and/or OJJ central office education staff, to measure the effectiveness of the educational program against stated performance standards.
- B. A report of the final monitoring results shall be submitted to the Principal, Facility Director, Deputy Secretary, Assistant Secretary, Chief of Operations and appropriate Regional Director upon completion of the final monitoring results.
- C. Additional reviews shall be conducted pursuant to YS Policy No. C.5.3.

**Previous Regulation/Policy Number:** B.7.1

**Previous Effective Date:** 10/17/2018

**Attachments/References:**