

EDUCATION RIGHTS & RESPONSIBILITIES TOOLKIT FOR JUVENILE JUSTICE SYSTEM INVOLVED YOUTH

All system stakeholders should understand educational rights and responsibilities, and be willing to coordinate and collaborate to support school success and other positive outcomes for young people involved in the juvenile justice system. This toolkit provides education related information and resources regarding the rights of youth and the responsibilities of system stakeholders. The toolkit is organized by stage of juvenile justice system involvement, including detention, transition and release, reentry, community placement, and home supervision. Each stage includes categories of rights/responsibilities, the right/responsibility, and the stakeholder(s) responsible.

Please note that several citations in this toolkit refer to all juvenile court-involved youth in discussing “foster youth” educational rights that apply to students in the community in the dependency or the delinquency system regardless of whether they are in a foster care placement. It is a common misconception that certain “foster youth” educational rights are only afforded to youth in the juvenile dependency system (Welf. & Inst. Code § 300), despite the fact that most provisions throughout the Education Code define “foster child” or “pupil in foster care” to any child who is the subject of a petition filed under Welfare and Institutions Code Section 300 (dependency) or Section 602 (delinquency). *See, e.g.,* Ed. Code § 48853.5(a); Ed. Code § 49069.5(j)(3); Ed. Code § 51225.2(a)(1).

Responsibility	Stakeholder(s)
STAGE 1: ENTRY INTO DETENTION	
Assessment	<p>Detention facilities must conduct an initial educational screening and assessment for each student.</p> <p>After admittance into a facility, youth must be interviewed and a record maintained that documents the youth’s educational history, including but not limited to, school progress/school history, home language survey and English language proficiency assessment, needs and services of students with special needs, and discipline.</p> <p>An educational assessment must be conducted for each student to determine the youth’s general academic functioning levels in order to place the student in the appropriate courses. 15 CCR § 1370(e)(1)-(2).</p>
Enroll	<p>Youth must be enrolled in school within three days of entering a detention facility. 15 CCR § 1370(e)(2).</p>

Obtaining Records	<p>Court school staff must immediately request incoming court school students' records from prior schools in order to appropriately address their educational needs.</p> <p>A student's educational records include, but are not limited to, transcripts, the student's IEP and/or 504 Plan, language assessment scores, immunization records, exit grades, and partial credits earned. Records from multiple schools might have to be obtained to get a perspective on the student's complete educational history. 15 CCR § 1370(e)(4); EC § 48647(a).</p>	<p>County office of education</p> <p>School district/ school(s) of origin</p>
Ed Plan	<p>A preliminary education plan must be developed for each student within five school days of admission to the facility (15 CCR § 1370(e)(3)) and students are to be informed of the credits they need to graduate (15 CCR § 1370(e)(4)).</p>	<p>County office of education</p>
STAGE 2: EDUCATION WHILE IN DETENTION		
Programming	<p>Youth in detention are entitled to a comprehensive education with quality programming.</p> <p>Juvenile court school students are to be provided with:</p> <ul style="list-style-type: none"> • A rigorous academic curriculum that includes a course of study preparing them for high school graduation, career entry, and fulfilling requirements for admission to the University of California and the California State university (A-G coursework requirements). EC § 48645.3(d); 15 CCR § 1370(b)(1). • A course of study that is tailored to meet the needs of each individual student's needs, with instructional strategies designed to respond to the different learning styles and abilities of students. EC § 48645.3(c)(2); 15 CCR § 1370(b)(5). • Access to a wide range of post-secondary and vocational educational opportunities. 15 CCR § 1370(h). • Access to the academic resources, services, and extracurricular and enrichment activities available to all students. EC § 42920(i). • A culturally responsive and trauma-informed approach to academic instruction. 15 CCR §§ 1302, 1370(a); <i>see</i> Brown University Education Alliance, Culturally Responsive Teaching, https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-; <i>Unlocking the Door to Learning: Trauma-Informed Classrooms & Transformational Schools</i>, Educational Law Center (2014), http://www.codmanacademy.org/PDF/Trauma-Informed-in-Schools-Classrooms-FINAL-December2014-2.pdf; <i>Engaging Schools: Fostering High School Students' Motivation to Learn</i>, National Research Council Institute of Medicine (2003), https://www.iteea.org/File.aspx?id=137460&v=3875d9ad. 	<p>County office of education</p>

Programming	<p>Juvenile court school students must have access to technology and the internet in order to facilitate individualized learning while in detention and to prepare students for a successful transition back into the community where technological skills are highly valued. WIC §§ 851.1, 889.1, 362.05(a)(1).</p> <p>Education staff should collaborate with the juvenile detention facility administrator to use technology to facilitate learning and ensure safe technology practices. 15 CCR §§ 1370(a), (h)(1); WIC § 362.05(a)(1).</p>	<p>County probation facility administrator/ California Division of Juvenile Facilities</p> <p>County office of education</p>
Programming	<p>Juvenile court school curricula should be appropriately structured for a transient student population so that students can receive proper academic credits for work completed in detention.</p> <p>Students returning to traditional schools from juvenile justice placements experience immense difficulty attaining credit for work completed in detention and having their credits earned transferred to their official transcripts because credits earned while in detention often do not align with the content and timelines of traditional school curricula. To ensure appropriate academic progress and credit accumulation for the transient court school student population, court school curricula should be appropriately structured in a way that accurately credits students for knowledge and skills gained in a course regardless of how long a student was enrolled in a court school.</p> <p>For an example of a juvenile court school curriculum that does this well, <i>see</i> James Forman Jr. & David Domenici, <i>What it Takes to Transform a School Inside a Juvenile Facility: The Story of the Maya Angelou Academy</i>, in JUSTICE FOR KIDS: KEEPING KIDS OUT OF THE JUVENILE JUSTICE SYSTEM (Nancy Dowd ed., 2011).</p>	<p>County office of education</p> <p>School district</p>
Programming	<p>All educational services, including services included in a student’s Individualized Education Program (IEP) or 504 Plan, must always be provided to all court school students, regardless of their classification, housing, security status, disciplinary, or separation status. 15 CCR § 1370(b)(7).</p> <p>Probation departments must effectively communicate with juvenile court school staff about serious security concerns regarding a particular student, and must inform school staff of any decisions that may affect the student’s educational programs. Only when a student poses an immediate threat to his own safety or the safety of others may educational services be suspended to address the safety risk. 15 CCR §§ 1370(b)(7), (c)(2).</p>	<p>County probation department</p> <p>County office of education</p>

Discipline	<p>Discipline of court school students in detention.</p> <p>Court schools are public schools and must comply with the Education Code including the limitations on school discipline and requirements for due process applicable for all public school students in California. EC § 48645; EC §48900 <i>et seq.</i>;15 CCR 1370 (b). Expulsions and suspensions from school should only be imposed when other means of correction fail to bring about proper conduct. EC § 48900.5 When school disciplinary actions are taken, due process safeguards must be followed. EC §48900 <i>et seq.</i> and 15 CCR § 1370(c)(3).</p> <p>Counties are prohibited from depriving youth of education when imposing discipline. 15 CCR § 1390(j).</p> <p>A positive behavior management plan must be developed and implemented in order to reduce the need for disciplinary action in the school setting, and must be integrated into the facility’s overall behavioral management plan and security system. 15 CCR § 1370(c)(1).</p>	<p>County office of education</p> <p>County probation department</p>
Special Education	<p>There are special legal protections for students with disabilities and suspected disabilities that all court schools must comply with.</p> <p>All state and federal laws applicable to students with disabilities or suspected disabilities apply to students in detention. County offices of education and county probation departments are jointly responsible for the provision of education, including special education and related services, to detained students. Statement of Interest of the United States of America in <i>G.F. v. Contra Costa</i> at 9, citing 15 CCR §§ 1370(a), (d), http://www.justice.gov/sites/default/files/crt/legacy/2014/02/14/contracosta_soi_2-13-14.pdf.</p> <p>Governing special education legal principles include, but are not limited to, “child find” duties, assessment, continuum of alternative placements, manifestation determination reviews, implementation of Section 504 Plans and Individualized Education Programs, the provision of a free appropriate public education in the least restrictive environment, and the provision of transition services. 15 CCR § 1370(d)(1); 34 CFR § 300.320(b). For a more detailed explanation of the various special education responsibilities of different agencies, <i>see</i> U.S. Department of Education, Office of Special Education and Rehabilitative Services, Dear Colleague Letter, “The Educational Needs of Students with Disabilities Who Are in Correctional Facilities” at 5-6 (Dec. 5, 2014), https://www2.ed.gov/policy/gen/guid/correctional-education/idea-letter.pdf.</p>	<p>County office of education</p> <p>County probation department</p>

High School Diploma	<p>Court school students are eligible to earn a high school diploma while in detention, either when the student completes the graduation requirements of the school district of residence (EC § 48645.5(a)), or after completing California’s state coursework requirements for graduation (EC § 48645.5(d)).</p> <p>Court school staff must notify certain parties of the right of the student to receive a high school diploma under the state coursework requirements, how their admission to college might be affected, about transfer opportunities through the California community colleges, the right to decline or defer the diploma and pursue additional coursework, and the right to request the diploma at any time after deferring or declining the granting of a diploma. EC § 48645.7(a).</p>	County office of education
Post-Secondary	<p>Young people detained in juvenile facilities are to be afforded access to a wide range of post-secondary and vocational opportunities. 15 CCR § 1370(h).</p> <p>Post-secondary educational opportunities for young people detained in juvenile facilities may be accessed through partnerships with post-secondary education providers, dual enrollment courses, and the use of technology.</p> <p>Senate Bill 716 (Mitchell, 2019), signed into law October 2019 and effective January 1, 2020, requires that young people with a high school diploma or California high school equivalency certificate who are detained in juvenile facilities have access to, and can choose to participate in, public post-secondary academic and career technical courses and programs. The provision of post-secondary programming is considered to be part of the current responsibilities of the county probation department to provide and coordinate services for juveniles that enable them to be law abiding and productive members of their families and communities. <i>See</i> https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB716.</p>	<p>County probation department</p> <p>County office of education</p> <p>Post-secondary educational institutions</p>
Post-Secondary	<p>Juvenile court school staff should assist students in completing the FAFSA and in applying for financial aid in preparation for admission to post-secondary institutions.</p> <p>This is especially important in facilities where students do not have access to technology to complete the web-based FAFSA application, and where coordination with parents and guardians is required. Federal Student Aid, Federal Pell Grant Eligibility for Students in Juvenile Justice Facilities, Questions and Answers for Dear Colleague Letter GEN-14-21, https://ifap.ed.gov/dpccletters/attachments/GEN1421FAQAttachment.pdf.</p>	County office of education

Transition Services	<p>A transition plan and related transition services should be coordinated <i>prior to</i>, and in anticipation of, a youth’s release from detention.</p> <p>In anticipation of a youth’s release from detention, probation is required to provide discharge planning that includes release notification to the court school (15 CCR § 1351), case planning for youth held for 30 days or more that includes a transition and reentry plan (15 CCR § 1355), and transitional and reentry services for all post-dispositional youth released from the facility (15 CCR § 1351).</p> <p>Probation departments and court schools must develop joint policies and procedures to meet the transition needs of youth, including but not limited to, the development of an education transition plan, and procedures that improve communication, and coordination of immediate school placement and enrollment. 15 CCR § 1370(g); EC § 48647 (b).</p> <p>The county office of education and county probation department must have a joint transition planning policy that includes collaboration with school districts to improve communication regarding dates of release and the educational needs of pupils who have had contact with the juvenile justice system, to coordinate immediate school placement and enrollment, and to ensure that probation officers in the community have the information they need to support the return of students who are being transferred from juvenile court schools to public schools in their communities. EC § 48647(b).</p> <p>Memoranda of understanding should be entered into between probation, the county office of education, and school districts to create joint policies and procedures facilitating youth transition. Such joint policies and procedures should include data sharing systems, transition centers, and other joint structures that will allow for the immediate transfer of educational records, create uniform systems for calculating and awarding course credit, and allow for the immediate enrollment of pupils transferring from juvenile court school. EC § 48647(a).</p>	<p>County office of education</p> <p>County probation department</p> <p>School district</p> <p>Community based organizations</p> <p>Other service providers</p>
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Joint Coordination	<p>Joint policies should be implemented to ensure communication and coordination between juvenile court school staff and probation department staff.</p> <p>Court school and facility administrators must develop and implement written policy and procedures to ensure communication and coordination between educators and probation staff. 15 CCR § 1370(a).</p> <p>Narrowly stated, the probation department is charged with maintaining the health and safety of youth in detention, whereas the county office of education/juvenile court school is charged with providing students appropriate educational services while in detention. In a juvenile detention setting, these seemingly distinct responsibilities often overlap. Therefore, established joint policies governing communication and coordination between the two entities are crucial to ensure the operation of the juvenile detention facility and court school.</p>	<p>County office of education</p> <p>County probation department</p>
Evaluation/Review	<p>Maintenance of quality court school programs and required annual review.</p> <p>The facility administrator shall request an annual review of school program compliance, deficiencies, and corrective action. Such a review, when conducted, cannot be delegated to the principal or any other staff of any juvenile court school site. Upon receipt of the review, the facility 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. 15 CCR § 1370(a).</p>	<p>Probation facility administrator/ California Division of Juvenile Facilities</p> <p>Superintendent of Schools and qualified outside agency or individual</p>
STAGE 3: PLANNING FOR TRANSITION & REENTRY		
Records Transfer	<p>As part of the transfer process, court schools and schools in the community serving juvenile justice youth must compile the student’s complete educational record and forwarded it to the next educational placement.</p> <p>The student’s complete educational record includes a determination of seat time, full or partial credits earned, current transcripts, cumulative academic file, immunization and other records, and, if applicable, a copy of the student’s 504 Plan or Individualized Education Program. EC § 49069.5(e); 15 CCR § 1370(f)(1).</p> <p>The local educational agency must designate a person competent to handle the transfer procedure and who is aware of the specific educational recordkeeping needs of homeless, foster, juvenile justice system involved, and other transient children who transfer between schools. EC § 49069.5(f).</p>	<p>County office of education</p> <p>School district</p>

Transition Services	<p>Local education agencies must designate an educational liaison to facilitate a swift and efficient transition for students.</p> <p>Local education agencies must designate a staff person as the educational liaison for system-involved youth to facilitate proper educational placement, enrollment in school, transferring from one school/district to another, and assisting in anything else a youth might need to succeed in school. EC §§ 48853.5(c), (e).</p>	<p>School district</p> <p>County office of education</p>
Transition Services	<p>A designated transition specialist should be assigned to support each youth’s transition from detention back into the community.</p> <p>The designated transition specialist should be responsible for supporting the student throughout their entire journey through the court school system. The transition specialist should help the student adjust to detention, serve as the school’s primary liaison with probation and facility staff, and help plan and facilitate the student’s transition back to the community, including compiling and transferring accurate records, enrolling in school, or accessing job training or post-secondary education opportunities.</p> <p>Assembly Bill 1354 (Gipson, Portantino, 2019), signed into law October 2019 and effective January 1, 2020, requires that the county office of education assign transition oversight responsibilities to existing county of education personnel who will work in collaboration with county probation and relevant local education agencies to ensure that legally mandated transition activities are completed on behalf of each and every transitioning student. <i>See</i> https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB1354. <i>See also</i> California Department of Education, Juvenile Court Student Transition Statewide Work Group Report and Recommendations to the Legislature (July 2016), https://www.cde.ca.gov/sp/eo/jc/.</p>	<p>County office of education</p> <p>County probation department</p>
Collaboration	<p>A key component to a successful student transition is effective communication and collaboration among critical stakeholders.</p> <p>The sharing of important information is the first step in facilitating a successful transition. Such information should include, among other things, the student’s expected release date, information about reenrollment in school of origin, and the student’s academic, health, mental health, and social service needs. <i>See</i> California Department of Education, Juvenile Court Student Transition Statewide Work Group Report and Recommendations to the Legislature (July 2016), https://www.cde.ca.gov/sp/eo/jc/; <i>see also</i> EC § 48647.</p>	<p>County office of education</p> <p>School district</p> <p>County probation department</p>

Post-Secondary	<p>Staff should assist students in applying for financial aid and completing the Free Application for Federal Student Aid (FAFSA) application.</p> <p>Students in juvenile justice facilities are eligible to receive certain forms of financial aid, such as Federal Pell Grants, if other criteria are met. For more detail, <i>see</i> Federal Student Aid, Federal Pell Grant Eligibility for Students in Juvenile Justice Facilities, Questions and Answers for Dear Colleague Letter GEN-14-21, https://ifap.ed.gov/dpccletters/attachments/GEN1421FAQAttachment.pdf. Youth confined in juvenile detention facilities are not eligible to obtain federal student loans during the period of their confinement; however they may become eligible for federal student loans upon release.</p> <p>Staff should be well-versed in the distinctions between having a juvenile record and an adult criminal record when assisting students to apply for post-secondary educational programs.</p>	<p>County office of education</p> <p>County probation department</p>
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STAGE 4: REENTRY INTO THE COMMUNITY & PROBATION SUPERVISION IN THE COMMUNITY

School Stability	<p>System-involved youth have a right to school stability and to remain or return to their school of origin.</p> <p>Stable school placements are a priority. All educational and school placement decisions must be based on the best interests of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress. EC §§ 48850(a)(1), 48853(h). Educational matters must be considered at every court hearing. CRC 5.651(c).</p> <p>For youth who are changing placement to a community setting (returning home or to a placement), they have the right to remain or return to any of the following schools: the school they attended when first removed from their parents; the last school they attended; or any school attended in the last 15 months where the youth feels a connection. Any of these schools is considered the student’s “school of origin.” EC § 48852.7(f)(2). These school stability protections do not apply to youth placed in court schools or students expelled through a district’s disciplinary process.</p>	<p>Juvenile courts</p> <p>County placing agencies</p> <p>Advocates</p> <p>Educators</p>
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School Stability	<p>Schools cannot delay or deny a student’s enrollment or readmission solely because they had contact with the juvenile justice system. EC § 48645.5(b).</p> <p>“Contact” with the juvenile justice system includes any arrest, adjudication, formal or informal probation, detention for any length of time in a juvenile facility, or enrollment in a juvenile court school.</p>	<p>School district/ school of origin</p>
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School Stability	<p>Students must be immediately enrolled in a public school upon release from detention.</p> <p>Schools cannot delay enrolling a student for any reason, including requiring a meeting prior to enrollment, outstanding fees, fines, or other items or moneys due to the school last attended, inability to produce academic records, medical records, immunization records, or inability to produce proper uniform/school dress. EC §§ 48645.5(c), 48647(a).</p> <p>The proper and timely transfer of students between schools is the joint responsibility of the local educational agency, including the county office of education, and the county placing agency, which includes the county probation department. EC §§ 49069.5(b)-(f).</p>	<p>County office of education</p> <p>School district/ school of origin</p> <p>County placing agency/ County probation department</p>
School Stability	<p>Students with system involvement should be immediately enrolled in comprehensive schools within their home school district, and cannot be transferred to alternative school settings such as continuation schools, community day schools, or independent study programs without cause.</p> <p>Students cannot be transferred to alternative schools solely on the basis of their system involvement. There are legal and procedural protections in place governing involuntary and voluntary transfers to alternative school settings. <i>See</i> EC §§ 48432.5, 1981(b)(1), 48432.3.</p> <p>School districts must develop and consistently implement clear policies and procedures around transfers to alternative school settings. These transfer policies must ensure that no group of students, including foster or probation youth, students of color, English language learners, or special education students, are disproportionately enrolled in alternative school settings.</p>	<p>School district/ school of origin</p>
Credit Transfer	<p>Students cannot be required to retake courses or partial courses they have already completed. EC § 51225.2(d).</p> <p>However, students are entitled to retake courses on their own, and schools cannot prevent students from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California. EC § 51225.2(e).</p>	<p>School district/ school of origin</p>

Credit Transfer	<p>System-involved youth are entitled to full or partial credit for course work completed.</p> <p>All public schools and juvenile court schools must accept full or partial credits for coursework that a student satisfactorily completes. Foster youth and probation-supervised youth who change schools during the school year have a right to receive partial credit for the work they completed. EC § 51225.2(b); 15 CCR § 1370(f)(2).</p> <p>County offices of education and school districts within a single local education agency should create uniform systems for calculating and awarding course credit so that court school curricula are aligned with traditional school curricula. EC § 48647(a).</p> <p>For a partial credit model policy, <i>see</i> Alliance for Children’s Rights, Foster Youth Education Toolkit (Dec. 2016), https://kids-alliance.org/programs/education/educational-equity/edtoolkit/ at 56-59.</p>	<p>School district/ school of origin</p> <p>County office of education</p>
Absences	<p>System involved youth cannot be penalized for changes of placement or court-related obligations.</p> <p>If a system-involved youth is absent from school due to a juvenile court/placing agency decision to change placement, or due to a court appearance or related court-ordered activity, the student’s grades and credits will be calculated as of the date the student left school, when a placement is changed, or the absence is excused, and the student’s attendance record or grades may not be affected as a result. EC §§ 49069.5(g)-(h). Students, schools, probation and parents/guardians must effectively communicate to ensure that the student’s attendance record accurately reflects excused absences for court-related obligations.</p>	<p>School district/ school of origin</p> <p>County probation department</p> <p>Parent(s)/ Guardian(s)</p>
Extracurricular Activities	<p>All system involved youth are entitled to participate in a wide array of age-appropriate extracurricular, enrichment, and social activities. EC § 42920(i); WIC §727(a)(4)(F) .</p> <p>Extracurricular engagement supports healthy development, helping young people build resiliency and counteract the harmful effects of trauma. Extracurriculars help young people improve academic outcomes, develop skills, and reduce risky behavior. They also increase youth’s lifelong connections and opportunities for permanency. These benefits not only impact youth, but also help their caregivers and the child welfare and juvenile justice systems achieve the goal of improving child well-being and reducing recidivism. For more information on the importance of extracurricular activities for system-involved youth, <i>see</i> Youth Law Center, <i>Closing the Extracurriculars Gap: Prioritizing Extracurricular Activities as a Key Intervention for Children and Youth in Foster Care and Juvenile Justice</i> (2019), https://ylc.org/wp-content/uploads/2019/01/YLC-Extracurriculars-Report-2019.pdf.</p>	<p>County probation department</p> <p>County office of education</p> <p>School district/ school of origin</p>

SPECIAL ISSUES & CONSIDERATIONS		
Decision-making	<p>Education Rights Holders make education-related decisions for minors.</p> <p>Parents generally have the right to make educational decisions for their children, unless their child is in a legal guardianship, their parental rights have been terminated, or the juvenile court has limited their educational rights and has appointed an education rights holder. WIC § 726; CRC 5.649.</p> <p>For more information on education rights holder appointments and responsibilities, <i>see</i> http://kids-alliance.org/wp-content/uploads/2018/01/FYETCC_Checklist_Education%20Rights%20Holder.pdf.</p>	<p>Juvenile court</p> <p>Parent(s)/ Guardian(s)</p>
High School Diploma	<p>System-involved youth who transfer schools after their second year of high school are exempt from local graduation requirements and may receive a high school diploma if they satisfy state coursework requirements. EC §§ 51225.1; 51225.3(a).</p> <p>If a foster youth or former juvenile justice system involved youth transfers between schools (this includes between different comprehensive schools, juvenile court schools, alternative schools, schools in different geographic areas) any time after the completion of the student’s second year of high school, then the student is eligible to receive a high school diploma in accordance with the California state coursework requirements.</p> <p>A student’s eligibility to receive a diploma under the state coursework requirements essentially exempts the student from any local school district graduation requirements that are in addition to the statewide requirements, unless the local education agency makes a finding that the student is reasonably able to complete the local graduation requirements in time to graduate from high school by the end of the student’s fourth year of high school. EC § 51225.1(a). Court-involved students who are reasonably able to complete the school district’s graduation requirements within the student’s fifth year of high school must be informed of the option to remain in school for a fifth year to complete the school district’s graduation requirements. EC § 51225.1(b).</p>	<p>School district</p>

Special Education	<p>A significant proportion of youth involved with the juvenile justice system have education related disabilities and are eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA). Compared with their public school counterparts, students involved with the juvenile justice system are much more likely to have both identified and undiscovered disabilities. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, <i>Special Education and the Juvenile Justice System</i> (2000), https://www.ncjrs.gov/pdffiles1/ojjdp/179359.pdf.</p> <p>The responsibility of providing special education services to court-involved students is shared among court schools, probation, and the school districts and schools. No one entity is solely responsible for identification and provision of special education services. This especially true with respect to court-involved students who can be highly transient and may repeatedly transfer schools. Clear documentation and communication among providers of special education services is vital to ensuring that all students can meaningfully access their education.</p>	<p>County office of education</p> <p>County probation department</p> <p>Special Education Local Plan Area</p> <p>School district/ school of origin</p>
English Learners	<p>There are special legal protections for students who are English Learners that all court schools and local education agencies must comply with.</p> <p>Juvenile court schools must take affirmative steps to address, and take appropriate action to overcome, the language barriers of English learner students so that they can participate meaningfully in their schools' educational programs. 20 USC § 1703(f); 15 CCR § 1370(d)(2).</p> <p>Juvenile court schools serve a greater percentage of English learner students statewide compared to regular schools, and therefore ought to have robust programming and supportive educators to assist students in meaningfully accessing their education.</p>	<p>County office of education</p> <p>School district/ school of origin</p>