


Educational Programming

Division of Child and Family Services (DCFS)
Juvenile Justice Services (JJS)
Statewide Policy

POLICY NUMBER:	DCFS/JJS 500.06
EFFECTIVE DATE:	February 28, 2023
APPROVED BY:	Sharon Anderson, Deputy Administrator – DCFS 
DATE:	02/07/2023
SUPERSEDES:	New Policy
APPROVED BY:	Dr. Cindy Pitlock, Administrator – DCFS 
DATE:	02/08/2023
REFERENCES:	Program Reporting (DCFS/JJS 100.03); Documentation Standards (DCFS/JJS 100.13); Confinement (DCFS/JJS 300.13); Case Plan (DCFS/JJS 500.20)
ATTACHMENTS:	N/A

I. SUMMARY

The Division of Child and Family Services (DCFS) Juvenile Justice Services shall ensure facilities have competency-based education and vocational programs, to include a safe and effective learning environment. Supervisory, management, and accountability of youth and staff regarding education programs is outlined.

II. PURPOSE

To provide standards and criteria for ensuring educational programming is available and supervised.

III. DEFINITIONS

None

IV. GENERAL PROCEDURES – FACILITY

A. Facilities shall ensure all youth have access to competency-based education and vocational programming.

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- B. Facilities shall ensure all youth have access to a safe and effective learning environment either through a contract with a local school district or through a facility-based school.
- C. The facility superintendent shall designate a staff member to oversee education and vocational programming and work directly with the school principal or designee to ensure on-going services.
- D. Generally, education takes priority over other programming activities. However, medical appointments, mental health counseling, substance abuse counseling, and court appearances may take priority over education, when appointments cannot be rescheduled.
 - 1. Family and attorney visitations shall be scheduled around the education schedule.
 - a. Exceptions may be made on a case-by-case basis.
- E. A learning environment (school building or assigned classrooms) must be available at the facility.
- F. At least one direct care staff member must be in each classroom during education programming.
 - 1. Teachers or teachers aids from local school districts do not count as a direct care staff member.
 - 2. It is recommended to have a roving staff person present in the school and classroom areas to handle youth needing to be removed from a classroom.
 - 3. A classroom should not be without a direct care staff person for any length of time.
 - a. Exceptions may be made based on emergency situations.
- G. If a facility is co-ed, males and females shall not be in the same classroom.
- H. Education program staff are required to conduct assessments of all youth at admission and discharge to determine initial placement and to identify progress at discharge.
 - 1. Assessment methods may vary and are at the discretion of the education program staff.
 - 2. Youth shall be placed at their grade level, based on assessment results.
 - 3. The education program staff is responsible for providing data on initial assessment and discharge assessment as outcome measures.
 - 4. Development of an education plan is recommended for each youth based on assessment results, school transcripts, and any other documentation received from previous schools.
 - a. Youths with an Individualized Education Plan (IEP) shall follow their IEP.
- I. The education program, including courses, assessment, and graduation requirements, must adhere to the State of Nevada's curriculum guidelines and both federal and state standards.

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- J. The education program shall ensure there are adequate supplies, assessment materials, computers, laptops, software, and items needed for vocational training.
- K. The education program or facility shall provide at least two vocational certification programs, as funding allows.
- L. Teachers and teachers' aids shall meet the State of Nevada requirements for licensure.
- M. Homework may be provided by teachers and completed on the living unit.
 - 1. Homework time is counted as education time.
- N. The education program shall provide the following services:
 - 1. Credit recovery meeting state requirements
 - 2. Special education services, as applicable
 - 3. Credit hours meeting state requirements
 - 4. Issue diplomas, when applicable
 - 5. High School Equivalency preparation
 - 6. Basic literacy skills
 - 7. Tutoring services
 - 8. Education counseling services
- O. High School Equivalency exams may be provided at a facility in conjunction with the Department of Adult Education.
 - 1. Each facility shall outline the process to determine eligibility and how to access the exams through the Department of Adult Education.
- P. The facility case manager or designee is required to document all education progress on the discharge plan to include the number of credits earned and the grade level of the youth at discharge (DCFS/JJS 100.13, Documentation Standards).
 - 1. If a youth earned a diploma, passed a high school equivalency exam, or earned vocational certifications, the information must be included on the discharge plan.
- Q. Upon discharge, an assigned facility staff person shall ensure the youth's record in the web-based case management system is updated to reflect education status, including:
 - 1. School name (name of the facility)
 - 2. Start and end date (admission and discharge date)
 - 3. Number of credits earned
 - 4. Grade level at discharge, if they have not passed a high school equivalency or obtained a diploma
 - 5. Status of education (attending, completed, GED, diploma, etc.)
 - 6. Testing information, entrance and exit assessment scores

Note: The facility may grant access to an education program employee to complete this task; however, it is the facility's responsibility to ensure the task is completed and documented accordingly.

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- R. Facilities with youth who have earned a diploma or passed a high school equivalency must provide some type of education program such as college courses or vocational training.
 - 1. Facilities may partner with the education program to meet this requirement.
- S. The education program may use their established standardized grading system. The program must maintain attendance, grades, and produce transcripts at discharge.
- T. The facility shall provide education transition services for all youth no later than 30 days prior to discharge. Transition services entail preparation to transfer to a school in the youth's community or preparation activities for employment, including how to dress and prepare for a job interview.
 - 1. Facilities may partner with the education program to meet this requirement.
- U. Youth may request classroom removal through the assigned staff in the classroom. A supervisory staff member shall determine if the youth's request will be granted.

Note: This is not to be called a "cool off" as it confuses wording in the Confinement policy (DCFS/JJS 300.13). This is a youth request based on how they are feeling mentally or physically.
- V. Teachers, teachers' aides, and classroom staff have the authority to remove a youth from a classroom based on disruptive behavior.
 - 1. Any removal directed by a teacher, teacher's aide, or classroom (facility) staff shall be considered confinement after 15 minutes (DCFS/JJS 300.13, Confinement).

V. GENERAL PROCEDURES – PAROLE

- A. The youth's assigned Youth Parole Counselor (YPC) shall provide all educational documentation to the facility at the time of admission and may be required to obtain additional documents at the request of the facility. Documents include, but are not limited to, school transcripts, school assessments, and IEPs.
- B. Upon termination of parole, the assigned YPC shall ensure the youth's record in the web-based case management system is updated to reflect education status (DCFS/JJS 100.13, Documentation Standards), including:
 - 1. School name
 - 2. Start and end date (may coincide with parole supervision dates)
 - 3. The grade level at termination, if they have not passed a high school equivalency or obtained a diploma
 - 4. Status of education (attending, completed, GED, diploma, etc.)

VI. DOCUMENTATION REQUIREMENTS

- A. The facility education program shall ensure the following is documented for all youth participating in an education program (DCFS/JJS 100.03, Program Reporting):
 - 1. Number of youths served by education year

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2. Demographic breakdown of youth served by gender, age, and race/ethnicity
 3. Average assessment results for all youth served at admission and discharge broken down by reading and math
 4. Average grade level at admission and discharge
 5. Total number of credits hours earned monthly
 6. Total number of diplomas issued monthly
 7. Total number of high school equivalency exams passed monthly
 8. Total number of vocational certifications issued monthly broken down by vocation
- B. The Chief of Parole or designee shall ensure the following is documented for all youth participating in education or employment in the community (DCFS/JJS 100.03, Program Reporting):
1. Number and percent of youths in school (includes secondary, college, vocational programs)
 2. Number and percent of youths working (includes breakdown of employment industry and breakdown of full time or part time)
 3. Number and percent of youth reaching their education or employment goals as outlined on the youth's case plan
- C. Youth case plans shall include education goals if the youth is attending school (DCFS/JJS 500.20, Case Plan).

VII. STANDARD OPERATING PROCEDURES

- A. Each facility shall create standard operating procedures consistent with this policy, to include:
1. Establishment of education program and process for maintaining any contract or memorandum of understanding is in place to ensure on-going education services.
 2. Process for facility oversight of education program, to include identifying a designated staff member to collaborate with school principal for education programming:
 - a. Educational assessment of youth at admission and discharge
 - b. Vocational programs offered
 - c. Current licensure for all education staff
 - d. Education documentation and reporting
 - e. All required facility education services are offered, including:
 - i. Process to provide high school equivalency exams.
 - ii. Education transition services
 3. Scheduling to ensure direct care staff are in classrooms when school is in session.
 4. Process for ensuring education or employment goals are incorporated into case plans and discharge plans.
 5. Procedures for maintaining education records in the web-based case management system.
 6. Identification of programming for youth who have earned a high school diploma or passed a high school equivalency exam.

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- B. The Youth Parole Bureau shall create standard operating procedures consistent with this policy, to include:
 - 1. Process for providing educational documentation to facilities for youth admissions.
 - 2. Procedures for maintaining education records in the web-based case management system, including at termination of parole.
 - 3. Process for ensuring education or employment goals are incorporated into case plans and updated accordingly.
 - 4. Process for ensuring education and employment information is documented and reported.
- C. This policy shall be reviewed every two years or sooner if deemed necessary.