

## **Educational Services for Students in the Henley-Young Patton Juvenile Detention Center**

### **I. PURPOSE**

The Jackson Public School District (JPS) Board of Trustees affirms its commitment to ensuring that all students placed in juvenile detention facilities are provided equitable, continuous, and educational services that support academic progress, credit attainment, graduation readiness, and successful transition into a post-release placement most appropriate for the student's age, academic standing, and individual goals. . The District further affirms that educational services within the juvenile detention school setting shall serve as a critical component of student rehabilitation, re-engagement in learning, and sustainable life-long success.

### **II. POLICY STATEMENT**

The Superintendent or designee will ensure that students placed in juvenile detention facilities receive educational services consistent with:

- Mississippi state law governing the education of detained youth
- Mississippi Department of Education (MDE) guidance for detention education programs
- Mississippi Department of Public Safety (MDPS) minimum standards for juvenile detention facilities
- Applicable federal laws, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and federal civil rights requirements

The District shall ensure that no student's educational progress is unduly interrupted by detention and that students have access to appropriate instruction, special services, and transition supports. The District shall also ensure that all eligible or potentially eligible students are identified and evaluated for special education and related services by implementing Child Find procedures in accordance with IDEA.

### **III. SCOPE AND APPLICABILITY**

This policy ensures that educational services are provided to all students immediately upon intake, regardless of the anticipated length of stay, academic status, or prior school enrollment history. Specifically, this applies to:

- Direct Service Delivery: As the sponsoring school district for the Henley-Young Patton Juvenile Detention Center, JPS is responsible for the full operation and quality service delivery of all educational programs and supports.
- When a student enrolled in JPS is placed in a detention facility operated by another entity, JPS remains responsible for the timely coordination of records, services, and transition planning to ensure education continuity.

### **IV. BOARD EXPECTATIONS**

The Board of Trustees establishes the following expectations for the Superintendent and District administration:

#### **A. Timely Enrollment and Instruction**

The District shall ensure that students placed in detention facilities are enrolled in an educational

program in a timely manner and receive daily instructional services consistent with state requirements.

### **B. Curriculum and Credit**

The educational program shall provide access to state-approved curriculum aligned to graduation requirements, including opportunities for students to earn full or partial academic credit and to participate in required assessments, as appropriate.

The District shall provide differentiated instruction and evidence-based interventions, particularly in high-need areas such as literacy and numeracy, to address learning gaps. The District shall provide access to career exploration and workforce readiness-aligned instructional opportunities to support college and career readiness when feasible.

### **C. Individualized Educational Planning**

Each student shall receive individualized academic planning, including:

- An Individualized Academic Plan (IAP) for general education students; or
- An Individualized Education Program (IEP) for students eligible for special education services

Plans shall address academic needs, literacy development, behavioral supports, and transition planning. Individualized planning shall be informed by intake academic, behavioral, and, when appropriate, cognitive assessments to ensure accurate instructional placement and goal setting.

### **D. Students with Disabilities and English Learners**

The District shall ensure that all eligible students with disabilities placed in juvenile detention facilities are provided a Free Appropriate Public Education (FAPE) in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, Mississippi statutes, and Mississippi Department of Education regulations.

Consistent with District Assurances (Policy IDF), FAPE shall:

- Be provided at no cost to the parent or guardian
- Meet Mississippi State Board of Education standards
- Be delivered in conformity with the student's Individualized Education Program (IEP)
- Include special education and related services necessary to meet the student's unique needs
- Continue through the school year in which the student reaches age twenty-one (21), if otherwise eligible

The District shall ensure:

- Timely implementation of existing IEPs
- Immediate provision of interim supports when records are pending
- Access to related services, including but not limited to speech-language therapy, counseling, occupational therapy, and other services required by the IEP
- Comparable instructional time to nondisabled peers

- Compliance with the least restrictive environment (LRE) requirements to the maximum extent appropriate within the detention setting

The District shall also ensure compliance with civil rights requirements for English learners, including timely access to appropriate language instruction services and instructional accommodations.

The District shall ensure compliance with IDEA, Section 504, and civil rights requirements for students with disabilities and English learners, including timely access to services and instructional accommodations.

Detention placement shall not delay, interrupt, or diminish the provision of special education services, related services, accommodations, or procedural safeguards.

The District shall implement Child Find procedures to identify students who may have disabilities and ensure timely evaluation in accordance with IDEA requirements.

### **E. Transition and Reentry Planning**

The District shall support coordinated transition planning to facilitate a student's successful move from detention to a setting that aligns with their specific needs. This includes, but is not limited to:

- Educational Re-enrollment: Seamless reentry into a comprehensive school or alternative program.
- Completion Pathways: Support for students who have fulfilled graduation requirements while detained or who are pursuing high school equivalency (GED/HiSet).
- Post-Secondary and Career and Technical Education Alignment: Coordination with community colleges, trade schools, or workforce development for students nearing the end of their secondary education.
- Life Skills and Stability: For students not returning to a classroom, the District will provide coordination with community-based services to support functional literacy and workforce readiness or other postsecondary pathway upon release from detention.

### **F. Records, Confidentiality, and Accountability**

The District shall maintain accurate educational records, ensure confidentiality, and provide timely transfer of records and credits between the detention education program and the student's home school.

### **G. Collaboration with Juvenile Detention Facility**

The District shall collaborate with the juvenile detention administration and staff to ensure coordinated delivery of educational services, including communication regarding student placement, behavior, safety considerations, and instructional access. The District shall collaborate with facility administration to ensure that disciplinary actions within the facility do not result in the denial of educational services, unless an immediate safety threat precludes instructional access.

## **V. SUPERINTENDENT RESPONSIBILITIES**

The Superintendent or designee shall:

1. Establish and maintain administrative procedures to implement this policy,
2. Ensure compliance with all applicable state and federal requirements,
3. Designate appropriate staff to oversee detention education programs,
4. Monitor program quality, instructional delivery, and student outcomes,
5. Report to the Board as requested regarding program effectiveness and compliance,
6. Ensure implementation of Child Find procedures within the detention center school,
7. Ensure students have access to secure educational technology and digital learning platforms necessary to complete coursework, and
8. Ensure coordination with detention facility staff to support safe and effective instructional delivery.

**SOURCES:** Jackson Public School District, Jackson, Mississippi  
Mississippi Code § 43-21-321  
Individuals with Disabilities Education Act (IDEA)  
Section 504 of the Rehabilitation Act  
Mississippi Department of Education – Educating Juveniles in Detention Centers  
Mississippi Department of Public Safety – Juvenile Detention Facility Minimum Standards

**REVIEWED:** July 21, 2020  
May 12, 2026

**AMENDED:** August 4, 2020  
June 2, 2026



## **ADMINISTRATIVE PROCEDURES MANUAL**

### ***Educational Services for Students in Juvenile Detention Facilities***

#### **I. PURPOSE**

These procedures establish uniform processes to ensure the implementation of Board policy regarding educational services for students placed in juvenile detention facilities.

#### **II. ROLES AND RESPONSIBILITIES**

##### **A. Superintendent or Designee**

- Oversees district compliance and program implementation
- Serves as liaison with MDE, MDPS, and juvenile justice partners

##### **B. Detention Education Administrator**

- Supervises daily operations of the detention education program
- Ensures instructional minutes, staffing, and curriculum compliance

##### **C. Home School Administrator**

- Provides student records, transcripts, IEPs, and academic history
- Participates in IAP/IEP development and transition planning

##### **D. Special Education Director or Designee**

- Ensures IDEA compliance and timely provision of special education services

#### **III. INTAKE, NOTIFICATION, AND ENROLLMENT PROCEDURES**

##### **1. Notification**

- Juvenile detention facilities shall notify the student's home school district within 24 hours of admission (excluding weekends and holidays).

##### **2. Records Request**

- The home school shall provide academic records, transcripts, and discipline history promptly.
- For students with disabilities, the IEP must be provided no later than the close of business on the day of notification, when feasible.

##### **3. Enrollment**

- Students shall be enrolled in the detention education program no later than three (3) school days after admission.

##### **4. Intake Assessment**

- All students shall receive baseline academic and behavioral assessments upon intake.
- Assessments may include literacy, numeracy, and behavioral screening tools.
- Assessment results shall be used to inform intervention services and IAP development.

#### **IV. INSTRUCTIONAL PROGRAM REQUIREMENTS**

- Students shall receive a minimum of 330 minutes of instruction per school day.
- Instruction shall be delivered by appropriately licensed teachers.
- Curriculum shall align with Mississippi College- and Career-Readiness Standards.
- Instructional materials may be adapted to meet individual student needs.
- Instruction shall continue for students who are temporarily removed from the classroom setting through alternative instructional delivery methods (e.g., individualized assignments, instructional packets, or supervised learning)
- Substitute teachers or qualified instructional personnel shall be provided to ensure continuity of instruction during staff absences
- Instruction shall occur in designated educational spaces that support student learning, to the extent practicable within the detention setting
- Instructional delivery shall consider the safety and operational requirements of the detention facility

#### **V. INDIVIDUALIZED ACADEMIC PLANNING**

##### **A. Individualized Academic Plan (IAP)**

- Developed within ten (10) calendar days of enrollment.
- Includes:
  - Academic baseline data
  - Literacy and numeracy goals
  - Behavioral and social-emotional supports
  - Transition and reentry goals

##### **B. Individualized Education Program (IEP)**

Students with disabilities placed in juvenile detention facilities remain entitled to a Free Appropriate Public Education (FAPE) as defined in District Policy IDF.

Administrative procedures shall ensure:

1. Immediate review of the student's current IEP upon enrollment
2. Implementation of all special education and related services without delay
3. Provision of services by appropriately licensed personnel
4. Documentation of service minutes and progress monitoring
5. Protection of procedural safeguards and due process rights
6. Delivery of services at no cost to the parent

If the IEP is not immediately available:

- The detention education administrator shall contact the home school within 24 hours
- Interim services aligned to suspected needs shall be provided

- An IEP meeting shall be convened promptly, if necessary

#### Child Find Procedures:

The District shall implement Child Find procedures within the detention education program, including:

1. Screening students for potential disabilities upon intake
2. Initiating referrals for evaluation when a disability is suspected
3. Conducting evaluations within required timelines
4. Ensuring compliance with IDEA procedural safeguard

## **VI. SPECIAL POPULATIONS**

### **A. Students with Disabilities**

All IDEA timelines, protections, and entitlements apply to students placed in detention facilities.

Detention placement shall not constitute a change in eligibility, placement rights, or service entitlement.

The District shall ensure:

- FAPE is continuously provided
- Least Restrictive Environment (LRE) principles are considered
- Students suspended or removed for disciplinary reasons continue receiving services as required under IDEA
- Reevaluations, annual reviews, and transition services occur within required timelines
- Parents/guardians shall be provided opportunities to participate in IEP meetings through in-person, virtual, or teleconference options when feasible
- Documentation of parent contact attempts shall be maintained

### **B. English Learners**

Students identified as English learners shall receive appropriate language support services to ensure meaningful access to instruction.

## **VII. CREDIT, TRANSCRIPTS, AND RECORDS**

- Students may earn full or partial credit for coursework completed.
- Credits earned shall be documented and transferred to the student's home school upon release.
- Educational records shall be transmitted within five (5) school days of a student's exit from detention.

## **VIII. TRANSITION AND REENTRY PROCEDURES**

1. A transition plan shall be developed before the student's release, when practicable.
2. The plan shall identify:
  - Receiving school or program
  - Credits earned and academic status
  - Recommended supports and interventions
3. A reentry conference may be conducted involving:
  - Student
  - Parent/guardian (when appropriate)
  - Home school representative(s) (i.e., Administrator, Counselor, Teacher)
  - Detention education staff

#### **IX. PROGRAM MONITORING AND EVALUATION**

- The detention education program shall be reviewed annually.
- The District may conduct periodic monitoring throughout the school year to assess program implementation and student outcomes
- Data reviewed may include:
  - Enrollment and attendance
  - Credits earned
  - Academic growth
  - Transition outcomes
- Data shall be used to inform continuous program improvement

#### **X. FORMS AND DOCUMENTATION**

- Detention Education Intake Checklist
- Records Request and Receipt Log
- Individualized Academic Plan (IAP) Template
- Transition/Reentry Summary Form
- Intake Assessment Documentation Form
- Child Find Referral and Tracking Form
- Parent Contact Log (IEP/504)