


SCHOOL JUSTICE PROJECT


The Intersection of Education & Justice:
Overcoming Barriers of Older Students Involved in DC's Juvenile and Criminal Justice Systems



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School Justice Project

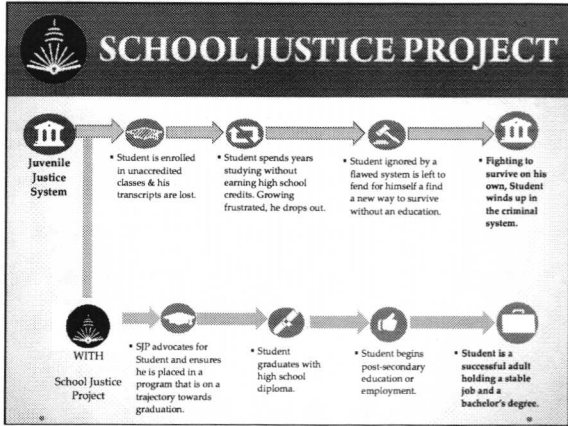
- Founding Story
- Who We Are
 - Mission
 - Vision
- Our Goals
- Our Programs
 - Direct Representation
 - Systemic Advocacy
 - Community Outreach & Legal Training



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The Problem

- Highest rates of drop out, unemployment, and court-contact
- Inferior education in secure juvenile facilities
- Credit accrual and transfer issues
- No path to graduation
- Disproportionate impact on students of color and students living below the poverty line



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PROBLEM	EXAMPLE	SOLUTION	RESULT
Students are placed in programs that do not offer the services outlined in their IEPs.	Joe requires two hours per week with a therapist and one-on-one instruction in math and science, but the school at the facility does not offer either.	Document school's failure to provide appropriate services. Identify and enroll in alternative program. Obtain compensatory education services.	Joe transferred to another facility that provides therapy and one-on-one instruction. Joe received 200 hours of therapy and tutoring.
Education records are not transferred when students change placements, so academic history gets lost.	Joe passed Creative Writing twice, and it is not required for DC graduation. Facility staff does not listen when he relays this, and he is enrolled again.	Request all education records. Draft transcript analysis. Follow up to make sure that student remains in proper classes.	Joe is now enrolled in classes that count towards his DC graduation requirements.
Students reenter the community and schools refuse to enroll them.	Joe returns from the juvenile facility but the school will not enroll him due to his age, special education needs, or concerns over juvenile history.	Identify appropriate school and advocate for placement through informal advocacy or litigation.	Joe is in a school of his choice that is designed for older students with special education needs.

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Special Education Law

Access to a Free Appropriate Public Education

- **Definition:** Individualized Instruction & Related Services
- **Purpose:** Transition to Adulthood
- **Eligibility:** 1) Eligible Disability; 2) Up to 22; 3) Regardless of Placement
- **Disability Classifications:**
 - Most common: Emotional Disturbance and Specific Learning Disability




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Examples of Related Services

Related services are supportive services designed to assist a child with a disability to benefit from special education. 34 C.F.R. §300.34.


- Audiology
- Counseling Services
- Behavior Support
- Interpreting Services
- Orientation/ Mobility
- OT
- Medical Services (for diagnostic purposes)
- Parent counseling and training
- Physical Therapy
- Psychological Services
- Recreation
- Rehabilitation counseling
- School health services and school nurse services
- Social Work Services
- Speech Language Services
- Transportation



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Transition Plans

- Purpose: Assist older students (16+) in reaching post-secondary goals of: post-secondary education; employment; vocational training; and independent living.
- Examples:
 - Long-term education goal: College
 - Short-term education goals: identifying colleges, beginning the application process, SAT preparation, and starting process for accommodations (No IDEA in post-secondary education).



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What This Means?

- Court-involved students EVEN IF in jail have right to be in school if eligible
- Creative options for students in the community
 - Terms of probation
- Working toward high school diploma while in DC Jail
- Accommodations during meetings
 - Modifications of instruction
 - Interactions with CSO
