

# MATTIE V. RUTHERFORD DISCIPLINARY PROGRAM

## Program Category

Disciplinary Program

## Individual Program Plan

### 1. Program Description and Agency Coordination

This short term disciplinary program houses students in grades 6-8. The program is designed to serve students in grades 6-8 who violated the rules of the Duval County School System's Code of Student Conduct. Students who have multiple Class II referrals and first time Class III or Class IV offenders are usually enrolled for a minimum of forty-five (45) days.

The students continue with their academic courses under an individual study plan and experience intensive individual and group counseling in an effort to help the students improve their self-concept and modify their behavior.

The program goal is to effect positive changes in attitude, which will result in the improved behavior of students. Coordinating agencies include HRS, the Department of Juvenile Justice, the Child Guidance Center, and the Jacksonville Children's Commission.

### 2. Program Goals

- a. To provide an alternative to out-of-school suspensions and expulsions.
- b. To help students understand the serious consequences of their behavior/actions and the need to modify their behavior to insure success in school and in life.
- c. To assist the students in developing a positive self-concept and to provide interaction activities that will improve self-esteem.
- d. To provide instructional assistance through individualized instruction so that the student will not be deficient in his/her studies when he/she returns to the home school.

### 3. Specific Outcome Objectives

By the end of the school year:

- a. At least 91% of the students will remain in school or graduate.
- b. No students who opted for and were assigned to these programs will commit an expulsory offense during the school year and/or be assigned there during the current school year.
- c. At least 75% of the students will have five percent (5%) fewer out-of-school suspensions during program participation compared to the number of out-of-school suspensions before program participation.
- d. At least 75% of the students will decrease their number of referrals by three percent (3%) during program participation when compared to the number prior to program participation.

#### **4. Evaluation Procedures**

- a. The number of students still enrolled in school at the close of the school year will be compared to the ones that enrolled in the program during the year to determine the percent that remained in school or graduated.
- b. A status report from the School Board Hearing Officer will be analyzed to determine those students expelled for a second time during the current school year.
- c. A review of each student's disciplinary report will be analyzed to determine if 75% of the students had five percent (5%) fewer suspensions during program participation compared to the number of out-of-school suspensions before program participation.
- d. A review of each student's disciplinary report will be analyzed to determine if 75% of the students had three percent (3%) fewer referrals during program participation when compared to the number prior to program participation.

#### **5. Specific Student Eligibility Criteria**

Eligibility in this program is based on the Duval County Code of Student Conduct. Students will qualify for this program after it has been determined by the principal of the home school that multiple Class II's, a Class III or a Class IV offense (a major offense of the Duval County Code of Student Conduct) has been committed, that no extenuating circumstances exist, and the principal has recommended Mattie V. Rutherford.

## 6. Student Admission Procedures

After it has been determined that multiple Class II's, a Class III or a Class IV violation of the Code of Student Conduct has been committed and the parent(s)/guardian accepts the program, these steps are followed.

- a. The parent signs the Parent-Student Agreement Form at the sending school. The parent must give written permission before the student can be admitted into the program.
- b. The principal of the sending school sends all documentation to the Mattie V. Rutherford principal or program coordinator prior to the student's enrollment.
- c. The student is scheduled for enrollment/orientation Monday through Thursday starting at 8 A.M. A parent or guardian must enroll students. No student will be allowed to enroll without the presence of a parent or guardian.
- d. After enrollment, both the student and his parent(s) attend an orientation session for an overview of the program.
- e. Students are assigned to Program "A" on the dropout prevention screen.

## 7. Program Operating Procedures

- a. Curriculum

Students are provided an opportunity to continue their academic work, and time is provided each day for study according to the outline provided by the referring school. The curriculum will be in compliance with the state course framework and student performance standards.

- (1) Standards

Students will be assigned curriculum based on individual needs, and including strands from the following standards:

### Middle School

#### NCEE Standards

- E1 – Reading
- E2 – Writing
- E3 – Speaking, Listening, and Viewing

#### Sunshine State Standards

- LA.A. – Reading
- LA.E. – Literature
- LA.B. – Writing
- LA.D. – Conventions, Grammar, and Usage of English
- LA.C. – Speaking, Listening and Viewing

E4 – Conventions, Grammar, and Usage	LA.B. – Writing of the English language LA.D. - Conventions, Grammar, and Usage of English
E5 – Literature	LA.E. – Literature
M1 – Number and Operation Concepts	MA.A. – Number Sense, Concepts, and Operations
M2 – Geometry and measurement Concepts	MA.B. – Measurement
M3 – Function and Algebra Concepts	MA.C. – Geometry and Spatial Sense
M4 – Statistics and Probability Concepts	MA.D. – Algebraic Thinking
M5 – Problem Solving and Mathematical Reasoning	MA.E. – Data Analysis and Probability
M6 – Mathematical Skills and Tools	MA.B. – Measurement Reasoning
M7 – Mathematical Communication	No Correlation
M8 – Putting Mathematics to Work	No Correlation
S1 - Physical Sciences Concepts	No Correlation
	SC.A. – Nature of Matter
	SC.C. – Energy
	SC.C. – Force and Motion
S2 – Life Sciences Concepts	SC.F. – Processes of Life
	SC.G. – How Living things Interact with Their Environment
S3 – Earth and Space Sciences Concepts	SC.E. – Earth and Space
S4 – Scientific Connections and Applications	SC.G. – How Living Things Interact with Their Environment
S5 – Scientific Thinking	SC.H. – Nature of Science
S6 – Scientific Tools and Technologies	SC.H. – Nature of Science
S7 – Scientific Communication	SC.H. – Nature of Science
S8 – Scientific Communication	SC.H. – Nature of Science
	SS.A. – Time, Continuity, and Change
	SS.B. – People, Places and Environment
	SS.C. – Government and the Citizen
	SS.C. – Production, Distribution, and Consumption
A1 – Problem Solving	No Correlation
A2 – Communication Tools and Techniques	No Correlation
A3 – Information Tools and Techniques	No Correlation
A4 – Learning and Self-Management Tools and Techniques	No Correlation
A5 – Tools and Techniques for Working With Others	No Correlation

### High School

#### NCEE Standards

E1 – Reading
E2 – Writing
E3 – Speaking, Listening, and Viewing
E4 – Conventions, Grammar, and Usage
E5 – Literature
M1 – Arithmetic and Number Concepts
M2 – Geometry and Measurement

#### Sunshine State Standards

LA.A. – Reading
LA.A. - Writing
LA.C. – Listening, Viewing, and Speaking
LA.D. – Language
LA.F. – Literature
MA.A. – Number Sense Concepts and Operations
MA.B. - Measurement

M3 – Function and Algebra Concepts	MA.C. – Geometry and Spatial Sense
	MA.D. – Functions, Patterns, and Relationship
M4 – Statistics and Probability Concepts	MA.E. – Data Analysis, Probability and Statistics
	No Correlation
M5 – Problem Solving and Reasoning	No Correlation
M6 – Mathematical Skills and Tools	No Correlation
M7 – Mathematical Communication	No Correlation
M8 – Putting Mathematics to Work	No Correlation
S4 – Scientific Connections and Applications	SC.H. – The Nature of Science
S5 – Scientific Thinking	SC.H. – The Nature of Science
S7 – Scientific Communication	SC.H. – The Nature of Science
S8 – Scientific Investigation	SC.H. – The Nature of Science
No Correlation	SS.A. – Time, Continuity, and Change
No Correlation	SS.B. – People, Places, and Environments
No Correlation	SS.C. – Government and the Citizen
No Correlation	SS.D. – Economics

The standards listed above will be addressed in the standard courses listed in the Florida Course Code Directory and approved by the Duval County School Board. The course code numbers will include a .05 suffix to denote dropout prevention high school courses and a .04 suffix to denote dropout prevention middle school courses. All assigned courses must be used in accordance with the current Duval County Student Progression Plan for the appropriate grade level.

Students will be provided counseling in career awareness, vocational education opportunities, and academic planning.

Students will be instructed in character development and law education, as required by Florida Statute 1003.53(1)(a).

#### Character Development:

Character development instruction may be taught in a classroom setting. If they do not receive character development instruction in this class, they will receive it through their health/physical education class.

#### Law Education:

Students will be instructed in both their rights under the law and the consequences of breaking the law. Teachers may plan field trips to the court and/or to the city jail.

## (2) Assessment

Students will be promoted based on mastery of the NCEE/Sunshine State Standards. This promotion may include qualitative and quantitative methods of evaluation such as portfolio assessment, computer-based assessment, and diagnostic evaluation.

A progress report and the academic work of each student will be sent to the student's home school. The classroom teachers will evaluate assigned work. Standardized test, grades, mastery of standards, and teacher comments will be used to evaluate student progress.

b. Special Strategies

- (1) An intensive diagnostic/prescriptive language arts and mathematics learning lab will be used for students on an individual basis. The program is designed to diagnose the areas of academic weakness so that the teachers can include this information to develop their instructional strategies.
- (2) Counselors work with the students in the area of behavior modification.
- (3) In the absence of an IEP, SSAP, or current AIP, an individual Safety net Improvement Plan (SNIP) will be developed for each student. This plan will include the four basic academic courses in which the student is enrolled at his/her home school.

c. Application of the Program to Eligible Exceptional Education and Limited English Proficient Students

- (1) Limited English Proficient (LEP) students who meet program eligibility criteria shall have equal access to the program. When LEP students are served in the program, the curriculum and related services will be designed to appropriately address the needs of LEP students in order to ensure that the instruction maximizes student success.
- (2) Exceptional students who meet the program eligibility criteria will be considered for placement. An IEP review will occur prior to this placement, and dropout prevention staff will be present at the review.

d. Student Services

The program provides additional counseling in the form of individual dialogues and/or group counseling sessions. An intensive network of referral agencies in the community enhances the school staff's ability to provide or assist the students with residential treatment.

e. Grade Level of Students Served

The program will serve students in grades 4 through 8.

f. Implementation Sites

Students in grades 6 – 8 are housed at Mattie V. Rutherford School.

## 8. General Program Procedures

a. Number and Length of Class Periods

Students are scheduled in six 50 minutes classes per day or 300 minutes of daily instruction.

b. Average Class Size

The average class size is 20 students.

c. Length of Stay

Students are assigned to the program for a minimum of 45 days. Before students are re-assigned to the home school, academic and counseling requirements must be met with a high degree of quality. Failure to meet academic counseling compliance standards will jeopardize the student's stay and right to exit in a timely manner.

d. Total Number of Students Served

The program serves approximately 200 students during the school year.

## 9. Personnel Qualifications

The program staff includes a principal, vice principal, four counselors, four teachers, and two clerical assistants. The teachers selected for this program should be interested, motivated, and enthusiastic persons who are willing to take the challenge of working with students who have disciplinary problems. All teachers shall hold a valid Florida Teaching Certificate.

## **10. Staff Development Activities**

Staff development activities will be provided during pre/post planning and/or throughout the year as appropriate. Combined staff development topics will include those below:

- a. Characteristics of the Target Populations
- b. Helping Students Set and Achieve Goals
- c. Counseling in the Classroom
- d. Promoting Student Success and a Positive Attitude
- e. Utilizing Volunteers and Community Resources
- f. Recognizing and Preventing Substance Abuse

Opportunities will be provided to develop appropriate interdisciplinary and multidisciplinary techniques and instructional strategies for meeting the needs of potential dropouts, including strategies and techniques that reflect the cultural learning styles and characteristics of all students.

## **11. Parent/Community/Business Involvement Activities**

In addition to the district-wide activities, parent(s)/guardian are involved in the counseling aspects of the program so they can understand their student's needs and help them work through their problems. Parent(s)/guardian are involved in the orientation process during their child's stay.

## **12. Employability Skills and Career Awareness Activities**

Students are counseled in opportunities for military and vocational career options.

**SAFETY NET IMPROVEMENT PLAN (SNIP)**  
**Dropout Prevention**  
**Duval County Public Schools**  
**1701 Prudential Drive, Jacksonville, Florida 32207**

In order to serve our students better, please list the academic and behavioral interventions to be used.

Student Name: \_\_\_\_\_ ID# \_\_\_\_\_

School Name/No.: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ DOB: \_\_\_\_\_

**INDIVIDUALIZED ACADEMIC/BEHAVIOR INTERVENTIONS:**

Please check area to be addressed:

\_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_ Science \_\_\_\_\_ Behavior  
\_\_\_\_\_ Attendance \_\_\_\_\_ Language/Language Arts \_\_\_\_\_ Social Studies

**Academic Interventions (Please be specific.)**

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**Behavioral/Attendance Interventions (Please be specific.)**

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**Monitoring and re-evaluation activities to be employed (Please be specific, including dates and results.)**

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Copy 1: Student's Cum Folder

Copy 2: Receiving school

Copy 3: Parents