

YOUTH DEVELOPMENT PROGRAMS SCHOOLS IN THE DEPARTMENT OF JUVENILE JUSTICE FACILITIES

Program Category

Youth Services

Individual Program Plan

1. Program Description and Agency Coordination

The Youth Development and Department of Juvenile Justice (DJJ) programs are for students who are in need of protective custody, assigned to a detention or commitment program, or placed in a probationary or adjudicated program. All students are provided instruction to enable them to demonstrate proficiency in the skills required for grade progression/remediation and high school graduation. The educational program is based on the contractual agreements between the Department of Juvenile Justice, the Department of Education, and the Duval County School Board. The eleven (11) programs provide instruction in reading, math, English/writing, science, and social studies. All students receive basic academic instruction preparing them for a high school diploma or the GED Exit Option. Coordinating agencies include the Department of Education, Duval County Public Schools, and the Department of Juvenile Justice.

2. Program Goals

- a. To provide instruction that will prepare all students to demonstrate proficiency in the skills necessary for successful grade progression and high school graduation.
- b. To provide a learning environment emphasizing personal growth, positive interpersonal skills development, and responsibility for one's own behavior.
- c. To provide strategies designed to individualize instruction for each student as prescribed by initial assessment.
- d. To provide career awareness and improve employability skills.

3. Specific Outcome Objectives

At least fifty-four percent (54%) of the students tested will increase their grade level by at least one year in reading and math based on a pre and post

instructional assessment or other state or district-required diagnostic instrument(s), such as the FCAT.

4. Evaluation Procedures

Students' pre and post-test scores (e.g., BASI, PIAT-R, TABE, FCAT, Brigance etc.) will be compared to determine academic gain. In addition, teachers may access imbedded assessment in computer-assisted instructional programs.

5. Specific Student Eligibility Criteria

According to Florida Youth Services Program or Department of Juvenile Justice State Board of Education Administrative Rule 6A-6.0528.1, participation in a program may be assigned. Assigned participation means that the school district, courts, or other agencies require the placement. Students are in residence at these sites because of these issues:

- a. neglect,
- b. court appointment, or
- c. voluntary participation.

Specific criteria for student eligibility include the following:

- a. has a history of disruptive behavior, which interferes with his own, or others' educational program(s) or results in frequent conflicts of a disruptive nature in or out of the classroom while the student is under the jurisdiction of the school,
- b. severely threatens the general welfare of others,
- c. requires assistance in behavior modification beyond that which can be provided in the traditional class,
- d. commits an offense which would warrant out-of-school suspension or expulsion, or
- e. is placed in protective custody, a commitment program or a detention center.

6. Student Admission Procedures

- a. Appropriate forms for placement are provided by the Court Liaison Officer. In addition, students' academic records (if available) are reviewed along with diagnostic test information.

- b. Students who have not graduated from high school shall be assessed for academic competency, vocational interest and/or aptitude.
- c. Students placed in a detention center and not placed in a commitment program shall only have an academic assessment if placed in a commitment program.
- d. Withdrawal forms are sent to the home school by the program school.
- e. Re-admit forms are sent to the home school by the program school at the time of the student's release.
- f. Students shall be entered under Program "D" on the Dropout Prevention screens.

7. Program Operating Procedures

a. Curriculum

During the first 5 days of enrollment in the program, students are involved in diagnostic/prescriptive activities to determine their appropriate grade level and educational needs. After 15 days of enrollment, students are enrolled in the same academic courses as they were enrolled in at their comprehensive high school (English, mathematics, science, social studies and electives).

The basis for the core curriculum will be approved courses in the Florida Course Code Directory. Successful completion of these standards-based courses leads to grade-to-grade progression and the acquisition of a high school diploma.

(1) Standards

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

NCEE Standards

- E1 – Reading
- E2 – Writing
- E3 – Speaking, Listening and Viewing
- E4 – Conventions Grammar, and Usage of the English Language

Sunshine State Standards

- LA.A. – Reading
- LA.B. – Writing
- LA.C. – Listening, Viewing and Speaking
- LA.D. – Language

GED Standards

- LCP-D – Literature 04.0
- LCP-B – Social Studies 02.0
- LCP-C – Science Skills 03.0
- LCP-A – Writing Skills 01.0
- No Correlation
- No Correlation

E5 – Literature	LA.E. – Literature	LCP-D – Literature 04.0
E6 – Public Document*	No Correlation	No Correlation
E7 – Functional Document*	No Correlation	No Correlation
M1 – Arithmetic and Number Concepts	MA.A. – Number Sense, Concepts, and Operations	LCP-E – Mathematics 05.0
M2 – Geometry and Measurement	MA.B. – Measurement	LCP-E – Mathematics 05.0
	MA.C. – Geometry and Spatial Sense	
M3 – Function and Algebra Concepts	MA.D. – Functions, Patterns and Relationships	LCP-E – Mathematics 05.0
M4 – Statistics and Probability Concepts	MA.E. – Data Analysis, Probability and Statistics	LCP-E – Mathematics 05.0
M5 – Problem Solving and Reasoning	No Correlation	LCP-E – Mathematics 05.0
M6 – Mathematical Skills and Tools	No Correlation	LCP-E – Mathematics 05.0
M7 – Mathematical Communication	No Correlation	LCP-E – Mathematics 05.0
M8 – Putting Mathematics to Work	No Correlation	LCP-E – Mathematics 05.0
S1 – Physical Science	SC.A. – The Nature of Matter SC.B. – Energy SC.C. – Force and Motion	No Correlation
S2 – Life Science	SC.F. – Processes of Life	No Correlation
S3 – Earth and Space Science Concepts	SC.E. – Earth and Space	No Correlation
S4 – Scientific Connections and Applications	SC.H. – The Nature of Science	LCP-C – Science Skills
S5 – Scientific Thinking	SC.H. - The Nature of Science	LCP-C – Science Skills
S6 – Scientific Tools and Technology	SC.H. – The Nature of Science	LCP-C – Science Skills
S7 – Scientific Communication	SC.H. – The Nature of Science Communication	LCP-C – Science Skills
S 8 – Scientific Investigation	SC.H. – The Nature of Science Investigation	LCP-C – Science Skills
No Correlation	SS.A. – Time, Continuity, and	LCP-B – Social Studies 02.0
No Correlation	SS.B. – People, Places, and Environments	LCP-B – Social Studies 02.0
No Correlation	SS.C. – Government and the Citizen	LCP-B – Social Studies
No Correlation	SS.D. – Economics	LCP-B – Social Studies 02.0 LCP-E – Mathematics 05.0
No Correlation	HE.A. – Health Literacy	No Correlation
No Correlation	HE.B. – Responsible Health Behavior	No Correlation
No Correlation	HE.C. – Advocate and Promote Healthy Living	No Correlation
A1 – Problem Solving	No Correlation	No Correlation
A2 – Communication Tools and Techniques	No Correlation	No Correlation
A3 – Information Tools	No Correlation	No Correlation

And Techniques A4 – Learning and Self Management Tools	No Correlation	No Correlation
A5 – Tools and Techniques for Working with Others	No Correlation	No Correlation

Students will be assigned curriculum designed to develop necessary life skills:

<u>NCEE Standards</u>	<u>Sunshine State Standards</u>	<u>GED Standards</u>
No Correlation	HE.A.1.2 –Knows why illegal drugs should not be used and the consequences of their use.	No Correlation
No Correlation	HE.A.2.2 –Knows the availability of stress management resources in the home, school, and community, and has access to them.	No Correlation
No Correlation	HE.B.1. – Knows strategies for avoiding threatening or abusive situations.	No Correlation
No Correlation	HE.B.3.2 –Knows non-violent, positive behaviors for solving conflict.	No Correlation

*High School Only

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. All assigned courses must be used in accordance with the current Duval County Student Progression Plan for the appropriate grade level. The course code numbers will include a .04 suffix for middle school and .05 for high school to denote dropout prevention courses.

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

Character Development:

Teacher lesson plans, which reflect character development and law education, are being implemented. A review of the Sunshine State Standards indicates a number of benchmarks in health, physical education, social studies, language arts, and science that address areas of character

development. Existing programs in conflict mediation, life skills, service learning, and character education may be implemented and are reflective of Sunshine State Standards: HE.A. – Health Literacy, and HE.B. – Responsible Health Behavior.

Law Education:

Students will be instructed in both their rights under the law and the consequences of breaking the law. Campus Resource Officers may instruct students as needed regarding law education. This curriculum is reflective of Sunshine State Standards: SS.C. – Government and the Citizen.

(2) Assessment

Within five days of placement into a Youth Development/DJJ program, all students 16 years of age or older are administered the BASI (Basic Achievement Skills Inventory) and the Test of Adult Basic Education (TABE) locator for reading, writing and math, and students under the age of 16 may also be administered the Brigance: Comprehensive Inventory of Basic Skills Revised (CIBS-R) to identify specific deficiencies. A DOE-approved writing assessment is given to all students within this same time frame. In addition, other testing can be administered.

The student will be assessed on mastery of NCEE/Sunshine State Standards to determine grade promotion. This assessment will include ongoing teacher assessments, student portfolios, and other required district and state tests to determine successful mastery of standards.

b. Special Strategies

- (1) Character development and law education are integrated into the curriculum areas.
- (2) Small group instruction and individualized attention are the focus for the program classes.
- (3) Students have access to computer and career exploration software, such as Choices.

Students are provided remediation as indicated on their AIP/IEP/SNIP. The goals and objectives of all student AIP/IEP/SNIP's are reviewed and revised on a regular basis.

- (4) The GED Exit Option strategy is offered to eligible students.
 - (5) Students' learning styles are assessed and addressed when planning for instruction.
 - (6) A request for student records is completed within five days of the student's entry into a Youth Development or DJJ program.
 - (7) The educational exit packets that include all required documents are sent to the next educational placement within five days of a student's exit from the program.
 - (8) Long-term students are provided progress reports, and copies are sent to the student's parents.
- 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 address the needs of the LEP students in order to ensure that the instruction maximizes student success.
 - (2) Exceptional (ESE) students who meet the program eligibility shall have equal access to entitled services, including assessments and appropriate instructional strategies.
- d. Student Services
- The school board will provide guidance services under the supervision of the district's guidance counselor, a registrar or a designee of the school board who has access to the SIMS system.
- e. Grade Level of Students Served
- Students in grades 1 – 12 will be served.
- f. Implementation Sites
- (1) Youth Development Programs - -Dropout Prevention

#182 Hubbard House/The Youth Crisis Center

These facilities are for abandoned, neglected or abused children and families, and serve male and female students 5-18 years of age in kindergarten through twelfth grades. Students may be self-referred, or referred by parents, The Department of Juvenile Justice, the Jacksonville Sheriff's Office, or by other community agencies. Clients stay from two hours to three months and may enter and exit the program frequently, depending on their case. Duval County teachers provide instruction to the students. Short-term students are provided remedial or enhancement activities in reading, math, life skills, and career/vocational orientations. Students who stay over 15 calendar days are provided a school schedule where they earn academic credits and/or work toward a GED exit option, if applicable.

(2) Youth Development Program - Non-Dropout Prevention Substance Abuse

#039 Gateway Community Services

This facility offers a residential program with curriculum taught by Duval public school teachers. It serves students ages 14 to 18+ who are committed either by the juvenile court, a doctor, oneself or a parent. Clients stay a minimum of three to six months, until they successfully complete the facility's program. Students earn course credits and may return to regular school (if eligible) upon completion of their program.

(3) Department of Juvenile Justice Programs - Duval County Public Schools

#041 Duval Halfway House

This center, a residential program that serves students ages 14 to 18+, is a Department of Juvenile Justice Level 6 facility. Duval County public school teachers teach the curriculum. Clients stay from six to nine months, depending on their sentence. They are committed by the Juvenile Courts. Students earn course credits and may return to a regular school, if eligible, upon completion of their program or may attain their GED while in school earning credits if

they are over 16 and have tested eligible by pre-GED assessment.

#043 Impact House

This is a Department of Juvenile Justice Level 4 facility. Duval County Public School teachers teach the curriculum. It is a residential program serving students ages 14 to 18+ who have been committed by juvenile courts for drug-related incidents. Clients stay a minimum of three to six months. Students may earn course credits and may return to regular school (if eligible) upon completion of their program or may attain the GED, while in school earning credits if over 16 and have tested eligible by pre-GED assessment.

#044 Tiger SHOP (Serious Habitual Offenders Program)

This is a Corrections Services of Florida/Department of Juvenile Justice, Level 8 residential program for serious repeat juvenile offenders. Clients are committed by Juvenile Courts for various types of offenses. It serves students 15 to 19+ years old. Clients attend a minimum of one year, according to sentence guidelines. Students may earn course credit and may return to a regular school (if eligible) upon completion of their program or may attain their GED through FCCJ, while in school earning credits, and if over 16 and have tested eligible by pre-GED assessment.

#049 Duval Regional Detention Center

This is a Department of Juvenile Justice facility. Duval County Public School teachers teach the curriculum. It is a residential program temporary facility serving students ages 9 to 18+ that are committed by assessment until they appear in court or are assigned a commitment program. Clients may stay from hours to months/years, depending on their case. Students enter and exit several times a month on the same charge depending on conditions. Short term students are provided remedial or

enhancement activities in reading, math, life skills, career and vocational orientations. Students that stay over 15 calendar days are provided a school schedule where they earn academic credits.

(4) Department of Juvenile Justice Programs – Private Provides

#040 Jacksonville Youth Center

This center is a Children’s Comprehensive Services Level 2 private provider facility, day treatment program for juvenile sexual offenders, assigned to the program by Juvenile Courts. It serves students 14 to 18+years old. Clients attend a minimum of one year, or until they successfully complete the facility’s program. Students earn academic credits towards graduation in order to return to their regular school, or work toward a GED option.

#081 Pace Center for Girls, Inc. (DJJ prevention program)

PACE LEAP: The student is at least one-year overage due to retention and exhibits at-risk behavior. PACE Graduation Initiative: The student is at least 16, retained or in danger of retention, has an acceptable score on the STAR reading or math assessment, and has parental permission.

#185 Jacksonville Marine Institute

This is an Associated Marine Institutes Level 2 private provider facility. It is a day treatment program and after-care facility for juveniles with drugs and other felony offenses. Students are assigned to the program by juvenile courts. It serves students 14 to 18+ years old who may attend a minimum of six months, or until they successfully complete the facility’s program. Students earn academic credits towards graduation in order to return to their regular school (if eligible), or work toward a GED option.

(5) Juveniles Adjudicated As Adults

#176 Pre-Trial Detention Center

This center is a Jacksonville Sheriff Office facility in conjunction with the State Attorney's office. It is a residential facility for serious crimes committed by juveniles, or serious repeat juvenile offenders adjudicated as adults who no longer will be under the juvenile courts. Adult courts have committed students. Clients may stay a short period until transported to other facilities after sentencing, or serve their sentence up to a year in this facility. It serves students usually 14 to 19+ years old who may earn academic credits towards graduation in order to return to their regular school (if eligible), or work toward a GED option.

8. General Program Procedures

a. Number and Length of Class Periods

All students shall receive academic instruction for 300 minutes daily or the weekly equivalent.

- (1) For students in the Department of Juvenile Justice facilities, the instructional program will consist of a maximum of 250 days of instruction, 10 of which may be used for teacher planning, distributed over 12 months, as required by section 228.041(43), of the Florida Statutes.
- (2) For students in non-Department of Juvenile Justice facilities, the instructional program will consist of 180 days of instruction and follow the regular Duval County instructional school year.

b. Average Class Size

The student-teacher ratio averages 15 to 1.

c. Length of Stay

The length of stay varies from 1 to 365 days.

d. Total Number of Students Served

The ten centers enroll approximately 5,500 students during the school year in single and multiple enrollments.

9. Personnel Qualifications

Instructional staff assigned to centers should have the following characteristics:

- a. dedicated to the philosophy and objectives of the program,
- b. experienced, flexible instructors skillful in planning individualized instruction, and
- c. have a valid Florida Teacher's Certificate.

10. Staff Development Activities

Staff development activities are offered through district in-service training, school-based activities, post-secondary courses, and state and national conferences. Workshops may include content listed below:

- a. Instructional Techniques and Strategies for Delinquents and At-risk Youth,
- b. Conflict Resolution/Violence Prevention,
- c. Standards, Content-related Skills and Knowledge, and/or
- d. Identifying and Planning for Learning Styles.

11. Parent/Community/Business Involvement Activities

A cooperative interaction between centers' staff and the school board staff is an ongoing process. Parents of long-term students are provided with regular progress reports.

12. Employability Skills and Career Awareness Activities

Students receive instruction in workforce readiness skills and career awareness and exploration. Students are counseled in career opportunities and vocational opportunities.

SAFETY NET IMPROVEMENT PLAN (SNIP) DROPOUT PREVENTION PROGRAMS

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.)

Behavioral/Attendance Interventions (Please be specific.)

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

Copy 1 – Student’s Cum Folder

Copy 2 – Receiving School

Copy 3 Parents