



DALLAS COUNTY JUVENILE BOARD

Agenda

Monday, March 23, 2015 5:00 p.m.

305th District Court Master / Referee Courtroom, Rm. A332, 3rd Floor
Henry Wade Juvenile Justice Center, 2600 Lone Star Dr., Dallas, TX 75212

FILED

2015 MAR 17 PM 4:10

COUNTY CLERK
DALLAS COUNTY

- I. Call to Order
- II. Approval of Minutes
February 27, 2015 (rescheduled from February 23, 2015 due to County being closed)
- III. Public Comment (Limited to 3 minutes per individual or organization)
- VI. Discussion Items-Juvenile Department
 - A. Director's Report
 - B. Juvenile Justice Alternative Education Program (JJAEP) Update
- V. Action Items - Juvenile Department
 - C. Juvenile Processing Office – Balch Springs Police Department and Texas Department of Public Safety
 - D. Memorandum of Understanding with Mesquite Independent School District
 - E. Youth Service Advisory Board (YSAB) Juror Fund Recommendation for Fiscal Year 2015
 - F. Dallas County Juvenile Justice Alternative Program Staff Handbook and Standard Operating Procedures
 - G. Change of Juvenile Board Meeting Posting Location
 - H. Concord Church for Juvenile Ministry Program
 - I. Request to Move April 27, 2015, Juvenile Board Meeting to the Letot Residential Treatment Center for Certification
 - J. Contract and Agreement for Residential Placement of Youth Village Youthful Sex Offender Program
 - K. Approval for Payment of Services for: Succeeding at Work and Youth Village Resources of Dallas (PREP Program and Project Save)
 - L. Request to Amend Juvenile Board Order No. 2014-140
- VI. Discussion Items – Academy for Academic Excellence (AAE) Charter School
 - M. AAE Charter School Update
- VII. Action Items – AAE Charter School
- VIII. Executive Session - Juvenile Department
For Purposes Permitted by Chapter 551, Open Meetings, Texas Government Code, Section 551.071 through Section 551.076

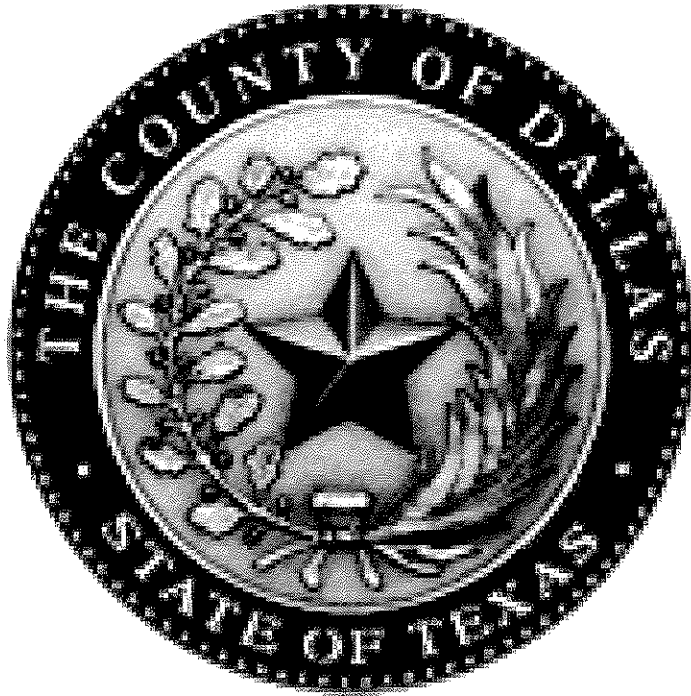
Subjects: Litigation Security Personnel Contacts

Notes:

**Individuals Wishing to Speak During the Public Comment Period Must Register With the Director's Coordinator, Ms. Na'thella Wilson (214-698-2215) By 4:00 p.m. on the Business Day Prior to The Date of The Board Meeting.*

Agenda Items are assigned numerically and alphabetically for ease of reference only, and do not necessarily reflect the order of their consideration by the Board.

Judge Cheryl Shannon, 305th District Court
Chairman, Dallas County Juvenile Board



AGENDA ITEM

II.

MINUTES OF MEETING DATE: February 27, 2015 (rescheduled from February 23, 2015 due to County being closed)

DALLAS COUNTY
JUVENILE BOARD

TIME: 12:00 p.m.

PLACE: 305th District Court/Referee Courtroom, Room A332 ~ 3rd Floor
Henry Wade Juvenile Justice Center
2600 Lone Star Drive
Dallas, Texas 75212

MEMBERS PRESENT: Judge Cheryl Lee Shannon, Chairman
Commissioner John Wiley Price, Vice-Chairman
Judge Paula Miller
Judge Ken Molberg
Judge Andrea Martin

MEMBERS ABSENT: County Judge Clay Jenkins
Judge Amber Givens-Davis
Judge Andrea Plumlee
Judge Craig Smith

I. Call to Order

The Dallas County Juvenile Board met at the Dallas County Juvenile Department, 305th District Court/Referee Courtroom, Room A332 3rd Floor. Judge Cheryl Lee Shannon, Chairman, called the Juvenile Board Meeting to order at 12:47 p.m.

II. Approval of Minutes

Judge Cheryl Lee Shannon presented the Minutes from the January 26, 2015, Juvenile Board Meeting for approval. A motion was made by Judge Paula Miller and seconded by Commissioner John Wiley Price to approve the January 26, 2015 minutes. The motion was unanimously approved.

III. Public Comment regarding Juvenile Department

Judge Cheryl Lee Shannon made mention there were no persons present for public comment and then went on to Discussion Items.

IV. Discussion Items-Juvenile Department

A. Director's Report:

On February 4, 2015, the Juvenile Department hosted a tour for Justice Kerry Fitzgerald and students from St. Patrick Catholic School. There were 53 students and 14 chaperones. Mr. Larry Thompson of Homeland Security and Emergency Management started safety training with all the Probation Services Division. Included in the Director's Report was the Volunteers contributions throughout the month when they came in to assist with the youth. They also provided pastoral counseling for staff who suffered a loss of a co-worker.

Medlock Center had twenty (20) group volunteers who were on campus for a total of thirty one (31) hours. The total volunteer hours for the month of January were thirty one (31) hours.

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214-698-2200 Office

214-698-5508 Fax

Everyone should have gotten their invitation for the ribbon cutting on March 4, 2015, at 10:00 am for the new Letot Residential Treatment Center. Commissioner Price stated he did receive his invitation and invited KJ who has been part of the Letot Clothing Closet and Alpha Kappa Alpha Sorority, Inc. Dr. Smith stated she would contact Carol Rylander who the person is doing the invitation to check their list against the department's list. Dr. Smith did state the Letot Center is on target with rules and policies.

B. Juvenile Justice Alternative Education Program (JJAEP) Update:

The Dallas County Juvenile Justice Alternative Education Program (JJAEP) has been busy this month with numerous initiatives to enhance school culture. They celebrated Black History Month in conjunction with the Day Reporting Center (DRC).

Judge Andrea Martin will be meeting with Mr. Rudy Acosta with respects to outlining the Youthful Offender Diversion Program. Youth Village Stars Program is in the process of completion. Dr. Smith stated how the department continues to work with the placement facilities to ensure they have video conferencing. Dr. Smith highlighted how they've been able to start different programs without any additional staff. Staff was reduced in Probation Services similar to how it was reduced in Institutional Services. Commissioner John Wiley Price asked Dr. Smith if the department is held to a standard because she used the word close to ensure the Board understands they're not closing any facilities. Dr. Smith explained when the numbers are low they typically don't use certain sections.

Judge Cheryl Lee Shannon expressed that when it comes to video conferencing there should not be a reason not to have engagement from parents. Even for things that may be local, one should look at capability for parents who have transportation issues and if they cannot come in for counseling they can access video conferencing.

Dr. Smith introduced Mrs. Denika Caruthers who is the new Administrative Legal Advisor for Dallas County Juvenile Department.

C. Letot Update and Certification:

Dr. Smith stated each Board member should have a copy of the pamphlet to be sent out for the new Letot Center. It shows the different rate in terms of how the beds will be contracted out. The beds will be \$140 a day. Dr. Smith explained to the Board the state rate for the beds is \$140. Ms. Carmen William has put together pricing and what the line items are. Lubbock and Tarrant Counties are ready to refer girls to the program. Dr. Smith stated she spoke with Mr. Armwood on Thursday, February 26, 2015, and the building will not be complete with all of the permits. We will bring a request to the Board in March to have the meeting at Letot on April 27, 2015, to certify the building. Commissioner John Wiley Price stated he also met with Mr. Armwood and conducted a walkthrough of the facility and the concerns he has with respect to the showerhead would have to wait until the building is complete in order to make any adjustments.

V. Action Items - Juvenile Department

D. Appointment of Associate Judges and Referees/Masters and the Administration of Oath:

Regarding the Appointment of Associate Judges and Referees, Judge Cheryl Lee Shannon stated the main people have been administered the oath and will not be present for the meeting. A list was provided for review of the person and/or the permanent Associate Judges and those who we use as subs. Judge Cheryl Lee Shannon asked the Dallas County Juvenile Board to approve the appointment of the recommended Associate Judges and Referees/Masters as designated.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Ken Molberg to approve

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the appointment of the recommended Associate Judges and Referees/Masters provided by the Juvenile Courts as designated. The motion was unanimously approved.

E. Fair Defense Act Appointment of Defense Attorneys:

Regarding the Fair Defense Act, Judge Cheryl Lee Shannon stated a list was provided for review of the Attorney's from each of the courts. Judge Cheryl Lee Shannon made some suggestions and gave a brief history to the 304th District Court regarding the misdemeanors and felony list. Several years ago, part of our remedy for having persons appointed more often or less, we would separate out the misdemeanors from felony/determinate appointments. Judge Cheryl Lee Shannon noted Judge Andre Martin was updating the list and CPS will need to be excluded. Judge Cheryl Lee Shannon asked the Juvenile Board to approve the lists of attorneys for appointment in the 304th and 305th District Courts to represent indigent youth.

- A motion was made by Commissioner John Wiley Prices with the caveat made my Judge Cheryl Lee Shannon and seconded by Judge Paula Miller to approve the lists of attorneys for appointment in the 304th and 305th District Courts to represent indigent youth. The motion was unanimously approved.

Point of Executive Privilege - Dr. Smith made mention that all the board orders will be changed and updated to reflect February 27, 2015, date as opposed to February 23, 2015.

F. New Proposal to Governor's Criminal Justice Division Grant Funding Applications:

Dr. Smith stated there are several grants. The department is requesting grant funding in the amount of \$74,893 for Mental Health Court with no cash match and \$83,986 for Family Violence Intervention Program no cash match required. The department will also request \$190,757 for the Victims of Violent Acts Program which requires a cash match of 20% (\$47,689.20) in terms of our current staff for a total project fund of \$238,446. Dr. Smith asked the Dallas County Juvenile Board to approve submitting these new grant applications for FY2016 prior to their due date of February 27, 2015.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Ken Molberg to approve submitting the new grant applications for FY2016 prior to their due dates of February 27, 2015. The motion was unanimously approved.

G. Criminal Justice Division Continuation Grant Funding Application:

Dr. Smith stated she will need to pull the grant regarding Juvenile Case Management System (JCMS)/Techshare.Juvenile. She informed the Board how Allison Harris in Grants Services has been working with Lance White in the Governor's Office, in terms of this defunded program because they do not have an appropriate grant category anymore. There is a person working in this position and Dr. Smith will have to look at adjusting our budget to inculcate this person into the budget.

Commissioner John Wiley Price inquired why this was defunded and how do we augment. Dr. Smith explained to the Board that she did receive an email from Lance White who oversees the grant. Lance White explained how there was no longer a funding stream for this grant. Allison Harris also added she had been working with Lance White and he informed her they will no longer receive the funding because it no longer exists. Commissioner John Wiley Price asked how the department will augment the \$54,347. Dr. Smith stated it would be included in the budget and will see if she could get it from the 5110 General Fund.

Drug Court is requesting \$93,071 with a 10% cash match (\$10,341) of total project expenditures (\$103,412). The remaining will be covered by Dallas County. The ESTEEM Court is requesting \$64,402 for a full-time Functional Family Therapist. This is year three of a three year award. The Evening Reporting Center (ERC) has expanded and is doing well. They are requesting \$69,213.61 to establish two part-time positions for a Drug Intervention Specialist and a Psychologist Assistant. The Residential Drug Treatment Program (RDT) funding was reduced to \$162,414 but is requesting the same amount \$125,435 with a 25% cash match requirement of \$41,813 for employee services. Dr. Smith asked the Board to approve the continuation grant applications for FY2016 prior to their due dates of February 27, 2015 and April 17, 2015 for continuation funding for FY2016.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Paul Miller to approve submitting the continuation grant applications for FY2016 prior to their due dates of February 27, 2015 and April 17, 2015 for continuation funding for FY2016. The motion was unanimously approved.

H. Probation Services Division Policy and Procedures:

Dr. Smith asked for approval of chapter 341 standards of the policies and procedures for probation services. It is recommended that the Dallas County Juvenile Board approve the Probation Services Division Policy and Procedures. Each of the Board members were given CDs of the redline version and the clear version. It is further recommended that the Board authorizes the Director of Juvenile Services or designee to modify any procedure as needed before the next Juvenile Board review.

Commissioner John Wiley Prices asked does the policy allow technology for Probation Services to make it more accessible for parents to utilize video conferencing. Dr. Smith explained it is driven where the need is and it does not conflict with anything already in place.

- A motion was made by Judge Ken Molberg and seconded by Commissioner John Wiley Price to approve the Probation Services Division Policy and procedures. The motion was unanimously approved.

Commissioner John Wiley Prices stated he would like to see staff develop policy so the Board can review in terms of how we plan from a strategic stand point to be able to deploy or employ technology with regards to all of the policy with those individual who are challenged. Dr. Smith explained all of the contracts the department has with the residential facilities have video conferencing and technology in place so the parents and families can utilize them. Dr. Smith will give the Board the policies on what the plan is going forward for FY2015 to FY2019. Judge Cheryl Lee Shannon made mention how most of the CPS placements have in place the video technology because the youth are spread so far out over the state.

I. Contract and Agreement for Residential Placement of Female Juvenile Offender's:

Dr. Smith made mention each Board member should have a copy of the Letot pamphlet. The Department plans to charge a daily rate of \$140 for contract placement; thus each contract bed could bring between \$25,200 and \$37,800 revenue for a 6 to 9 month period. Payments from expected revenue will be deposited into 120-5110-45652 (Juvenile-Letot Beds) via check made out to Dallas County with the description Juvenile Department Letot Beds and deposit code listed on the payment. It is recommended that the Dallas County Juvenile Board authorize the Juvenile Department to offer other juvenile departments the opportunity to contract for placement of post-adjudication females at the Letot RTC.

- A motion was made by Judge Paula Miller and seconded by Commissioner John Wiley Price to offer other juvenile departments the opportunity to contract for placement of post-adjudication females at the Letot RTC. During the discussion Commissioner John Wiley Price stated he really wants to make sure they're

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looking at Letot in terms of costs to see what the offsets are going to be. The motion was unanimously approved.

J. Dialectical Behavior Therapy Training – Behavioral Tech, LLC (BTECH) Contract Approval:

Dr. John Pita provided the Board with information to support his request for the contract. The department has allocated \$55,478 for training for the psychology division and special needs unit staff. The total Grant N funding from TJJD is \$726,380.90. The expenses for the DBT training will be \$13,000 (\$6,000/day plus travel expenses totaling \$1,000 according to the Dallas County policy). The training will take place April 23-24, 2015.

- A motion was made by Judge Paula Miller and seconded by Commissioner John Wiley Price to approve the contract with Behavioral Tech, LLC (BTECH) for Dialectical Behavior Therapy training. The motion was unanimously approved.

K. Juvenile Processing Office Renewal – Garland and Rowlett Police Department:

Dr. Smith asked the Board to approve the Juvenile Processing Offices for the Garland Police Department located at 1900 W. State Street, Garland, Texas 75042, by approving Rooms J1008 (No Status Offenders) and J1015 (Status Offenders Only) as designated Processing Offices. In addition, the Juvenile Department recommends the Juvenile Board to approve the Juvenile Processing Office for the Rowlett Police Department located at 4401 Rowlett Road, Rowlett, Texas 75088, by approving Room 3, Juvenile Processing Room as a designated Processing Office. The signage is there. They have been approved and have gone through the training.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Ken Molberg to approve Room 3, Juvenile Processing Room as a designated Processing Office. The motion was unanimously approved.

L. Memorandum of Understanding (MOU) with Big Thought for the Evening Reporting Center:

Katie Morgan with the support of Roger Taylor was present to answer any question the Board has. Big Thought will provide one session per week for a total of twenty (20) sessions at the incurred cost of \$132.50 per session for a total of \$2,650. The Juvenile Department will be invoiced after the conclusion of the twentieth (20th) session. The courses will be funded under FY2015 grant Evening Reporting Center (7019) from the Office of the Governor, Criminal Justice Division (CJD), for a total not to exceed \$2,650.00.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Paula Miller to approve the Memorandum of Understanding with Big Thought for the Evening Reporting Center. It is further recommended that the Dallas County Juvenile Board authorize the Chairperson to execute related documents on behalf of the Juvenile Board. The motion was unanimously approved.

M. Memorandum of Understanding (MOU) with Inspire U for the Evening Reporting Center:

Dr. Smith explained how with this program the youth come straight from school and are there until seven and even eight o'clock at night. Juvenile Department's Evening Report Center (ERC) operates as an alternative to detention for youth on probation that are currently at risk for violating their terms of probation. Inspire U will provide one session per week in four 6 week rotations at the incurred cost of \$175 per session for a total cost of \$4,900. Dr. Smith asked the Board to approve the Memorandum of Understanding with Inspire U. It is further recommended that the Board authorize the Chairperson to execute related documents on behalf of the Juvenile Board.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Andrea Martin to approve

the Memorandum of Understanding with Inspire U. The motion was unanimously approved.

N. Memorandum of Understanding (MOU) with Word Smooth:

Judge Cheryl Lee Shannon, Chairman, abstained from any voting and discussions of this action item. Dr. Smith explained how Commissioner John Wiley Price has been a strong supporter of diversity and customer service training. The Department wants to contract with WordSmooth to provide training to aid the Department to reinforce value and maximize the benefits of its diversity and to address a wide range of diversity-related challenges. The cost for 100 staff, fifty (50) supervisors in institutions and (50) supervisors in probation services to participate in this intensive training program is \$14,250.00, which includes a book and all training materials. Dr. Smith asked the Board to approve the Memorandum of Understanding with Word Smooth.

- A motion was made by Judge Paula Miller and seconded by Judge Andrea Martin and abstained by Judge Cheryl Lee Shannon to approve the Memorandum of Understanding with Word Smooth. The motion was unanimously approved.

O. North Texas Food Bank School Pantry Agreement:

The Dallas County Juvenile Board approved this request at its February 27, 2015 meeting (JB order 2015-025). The Dallas County Juvenile Board approved the juror fund allocation of \$39,138.00 (JB Order 2013-102) to provide a food pantry that is housed at the Academy for Academic Excellence's (AAE) Day Reporting Center and Dallas County Juvenile Justice Alternative Education Program (JJAEP). They continue to serve a lot of the families. We anticipate this partnership will allow us to serve 100-150 families per month. Dr. Smith asked the Board to approve the agreement with the North Texas Food Bank.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Paula Miller to approve the agreement with the North Texas Food Bank. The motion was unanimously approved.

P. JDAI Contract:

Dr. Rene Walker is no longer the JDAI Coordinator. The new JDAI Coordinator is Dr. Jaya Davis. Dr. Smith asked the Board to approve the Juvenile Department's continued participation in the JDAI project sponsored by the Annie E. Casey Foundation (AECF). It is also recommended that the Juvenile Board approve the professional service contract with Dr. Jaya Davis as coordinator of the JDAI project.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Ken Molberg to approve the professional service contract with Dr. Jaya Davis as coordinator of the JDAI and continue participating with the JDAI project. The motion was unanimously approved.
- A motion was made by Commissioner John Wiley Price and seconded by Judge Ken Molberg to recess as the Dallas County Juvenile Board. The motion was unanimously approved.
- A motion was made to convene as the Academy for Academic Excellence Charter School by Commissioner John Wiley Price and seconded by Judge Paula Miller. The motion was unanimously approved.

VI. Discussion Items - Academy for Academic Excellence (AAE) Charter School

Q. Charter School Update:

Dr. Danny Pirtle has done an exceptional job in providing updates for AAE. At a glance, the English Teachers focused on informational texts for all grade levels and for the month of January the Math team spent time attempting to identify which students were snapshot students and began to tutor those students. The Charter School Report is there for the Board to review.

VII. Action Items – AAE Charter School

Judge Cheryl Lee Shannon made mention there were no action item to present.

- A motion was made to adjourn as the Academy for Academic Excellence Charter School by Commissioner John Wiley Price and seconded by Judge Ken Molberg. The motion was unanimously approved.
- A motion was made by Commissioner John Wiley Price and seconded by Judge Ken Molberg to reconvene as the Dallas County Juvenile Board. The motion was unanimously approved.

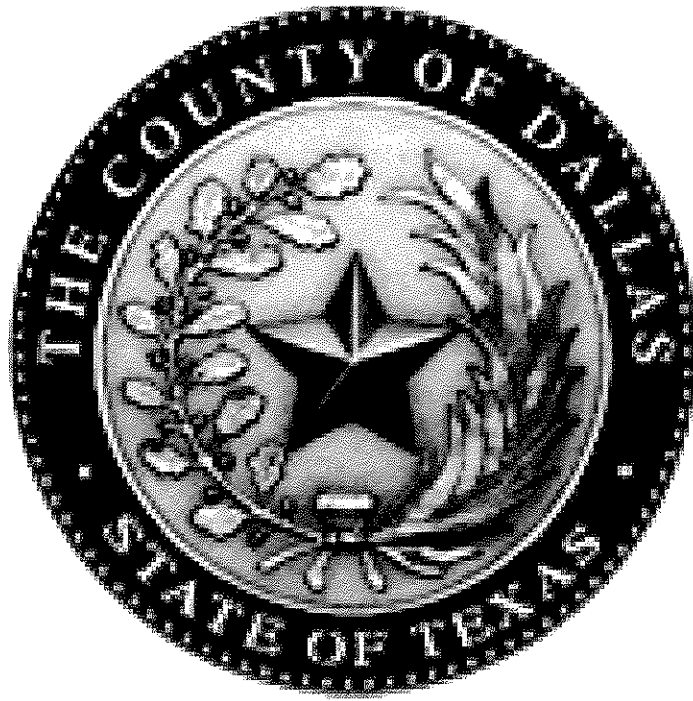
VIII. Executive Session - Juvenile Department

For Purposes Permitted by Chapter 551, Open Meetings, Texas Government Code, Section 551.071 Through Section 551.076;

At 1:19 p.m., Judge Cheryl Lee Shannon, Chairman, called the meeting into Executive Session.

At 1:47 p.m., Judge Cheryl Lee Shannon, Chairman, called the meeting out of Executive Session and had the record reflect they only discussed those matters authorized by law to discuss; there were not votes taken by the Board with respects to any issues.

- Judge Cheryl Lee Shannon, Chairman, stated the Juvenile Board had no other matters to be considered. The meeting was adjourned at 1:47 p.m. following a motion by Judge Paula Miller and seconded by Commissioner John Wiley Price. The motion was unanimously approved.



DISCUSSION

ITEM

A.

DIRECTOR'S REPORT

March 2015

The Department recognized outstanding divisional and departmental employees for the month of February 2015, for the following staff:

DCJD Employee of the Month: LaShawn Caballero (Probation Services).

DCJD Unit of the Month – The Detention Transportation Officer Unit.

The DCJD Black History Committee (BHC) hosted the 22nd Annual Black History Celebration Program and Medlock Scholarship Presentation on February 27, 2015. A total of five well deserving youth were each awarded the Lyle B. Medlock Scholarship, in addition to \$3,000.00. Each year and during Black History Month, the BHC highlights the rich history and contributions of African Americans. This year's theme was *"Together We Stand – A Multi-cultural Affair"*. The committee hosted three lecture and training series focusing on cultural diversity. The committee also hosted an International Food Festival where diverse vendors served samples of food from their respective cultures. In addition, the Multi-cultural event featured exhibits about Latin America, Islam, Jewish culture, Africa and art from the Dallas Civil Rights Museum. Finally, the event included music and fine arts presentations from the Dallas Black Dance, African Story Tellers, Indian and Krishna dancers.

PROBATION SERVICES

Pre-Adjudication Services:

Thanks to the stipends received from the Texas Association of Drug Court Professionals, Drug Court Probation Officers, Bobbie Esparza and Tiffany Whitfield, were able to attend the Annual Texas Drug Court Professionals Training Conference on February 25-27, 2015, in Montgomery, Texas. The training focused on serious issues facing mental health, social work, counseling, community corrections, juvenile justice, substance abuse, law enforcement and other related fields. The conference served as an avenue for resources, networking and training to create dialogue concerning current issues and provide professional input in an organized manner to the Texas Legislature.

	FEB	YTD
Probation Caseload	1335	1390 *
New Probationers	101	232
Review Hearings	179	389
Delinquent Conduct	20	32
Technical Violations	20	47
Pre-Adjudicated	613	-
PAIS	133	-
Total Caseload	2081	-

Post-Adjudication Field Services:

Stanley Robinson retired after 17 dedicated years of service. He served as a field Probation Officer in District 9 and was a valuable asset to the unit and the countless number of families he helped throughout his tenure. We wish him well in all his future endeavors.

Community Service Restitution (CSR) Update:

Throughout the month of February 2015, three hundred and twenty-four (324) youth completed a total of seven hundred thirty-seven (737) court ordered CSR hours at various approved CSR sites in Dallas County. Community Service Restitution events were held at the Feral Friends, Garland Pawsibilities and Hunger Busters, resulting in the completion of one hundred and forty-four (144) CSR hours by thirty-nine (39) youth.

PSYCHOLOGICAL SERVICES AND SUBSTANCE ABUSE DIVISION

Psychology staff referred 71 youth for psychiatric services during the month of December. A total of 86 psychiatric consultations were performed with 55 of those being follow-up consultations. Of the 31 initial psychiatric consultations that were performed: 12 resulted in no medication being prescribed; 14 had already been prescribed psychotropic medications and continued those; 1 youth was already prescribed psychotropic medication and their medication was discontinued; and 4 were started on medication.

INSTITUTIONAL SERVICES DIVISION

DETENTION CENTER

MONTHLY REPORT FEBRUARY 2015

Program News & Updates:

Last month we shared details of our volunteer programs with a promise over the next several months to highlight several organizations and the services they bring to our youth. One important point that we failed to include in last month's report is that our ministry organizations have been asked to supplement their teachings with life and social skills. Our stance is that for our youth, scripture without relevance is not only boring to them, it fails to connect directly with their circumstances and is like a car without wheels; it goes nowhere and leaves them frustrated. Our progressive organizations have not only updated their teachings, they have ongoing training with their teams on their evidence curriculum and lessons plans. Thanks for allowing us to showcase our organizations; we hope you enjoy their stories. Now, on to our first feature....

"A Commitment to Our Youth: The Last Wish of a Faithful Volunteer"

I don't know about you, but I'm a billboard reader. If you're anything like me, you most likely have seen a simple advertisement on billboards around town showing a photo of someone, maybe a celebrity you recognize, and the simple message that reads "I Am Second".

So, what is I Am Second? It's a "movement meant to inspire people of all kinds to live for God and for others. Actors, athletes, musicians, business leaders, drug addicts, your next-door neighbor, people like you. The authentic stories on iamsecond.com provide insight into dealing with typical struggles of everyday living. These are stories that give hope to the lonely and the hurting help from destructive lifestyles, and inspiration to the unfulfilled." (About I Am Second @ www.iamsecond.com)

So, now you are wondering, what is the connection between I Am Second (IA2) and our youth in Detention? Well, let me begin by telling you about the IA2 team. Although small in numbers, they are a committed and consistent group of people who come from a variety of occupations including retirees, petroleum engineers, educators, accountants, police officers and a member of the airline industry. One thing that makes them unique (unlike many of our faith-based groups) is that they are "not" from the same church or community but are simply people who share a common heart and love to serve our youth. The leader (John Cunningham) and team put a great deal of thought, time, and collaboration into planning their weekly lessons. Believe me; it is not church as usual on Sunday afternoons when they serve. The 12-week, rotating lesson plan includes:

- Topics (e.g. Flourish Where You Are, Learning How to Negotiate for What We Want, Dealing with Peer Pressure)
- Objectives (e.g. help the students understand that they have an opportunity while in their current situation to grow in their character and spirituality.)
- Videos - relevant and correlate to the message; videos are selected from the organization's website
- Activities, Discussions with the residents unpacking the videos and leading prayer
- Scripture/Story from the Bible that shows where someone in the Bible had to deal with peer pressure, anger, overcoming a bad reputation or some other related topic

Best of all, each lesson addresses a life skill relevant to the residents such as, problem solving, making a decision, or dealing with disappointment. The IA2 team took up the challenge to incorporate the EQUIP Curriculum into their program addressing the same life skill and behavioral issues in order to unify and reinforce what is being taught in our facility programs.

How IA2 came to Detention: Almost five years ago, Anne Johns and Duché Bradley presented the I Am Second prototype. From that, Anne and two other volunteers put together a 13-week pilot program that was presented in the facility. They kept tweaking their methodology until they came up with a program that seemed to speak to the hearts and the needs of our youth. Anne had a heart for incarcerated youth and spent 13 years at the Gainesville Unit before expanding her vision to the Dallas Juvenile Detention Center. She created this radically contagious vision and passed it on to her team just 13 months ago. With only a few days left in her life here on earth, Anne handed the baton off to John Cunningham and the team, and in a whisper said; "You got this, I can't teach you anymore. Just keep loving on the team and loving on the kids." Although we miss Anne Johns very much, her spirit lives on in the weekly lessons and videos of "I Am Second."

Next month's feature: Love Knows No Distance

START PROGRAM			
Activity	Jan	Feb	Total
Individual Counseling Sessions	160	128	288
Family Counseling Sessions	0	0	0
Victim Impact Panel participation	20	14	34
Participation in Family Training Sessions	60	68	128
Family Training Sessions	7	7	14
Case Staffing's	41	43	84
Aftercare Contacts	0	0	0
Probation Officer Participation in Case Staffing's	95.1%	97.6%	

Volunteer Programs and Residents Activity:

Total Volunteer's/Hours for February 2015: Volunteers: 86 Intern: 0 Hours: 325

Dallas County HHS tested/counseled **17** residents, **0** positive for Syphilis and **0** positive for HIV

Volunteer Programs: Other Programs: Lend-an-Ear

Life/Social Skill Programs: COPES(Council on Prevention/Education: Substances – Alcohol/Drug Education; New Friends New Life – Mending the Soul; Traffick911 – TRAPS (Traps of a Trafficker); Succeeding @ Work – Teens @ Work; I Am Second.

Spiritual Enrichment/Ministry Bible Study: Covenant Church, A-Team, Gospel Lighthouse, Children's Home Bible Club, Oak Cliff Bible Fellowship, New Birth Baptist Church, Praise Chapel, New Hope Prison Ministry, Living Hope Outreach, New Comfort COGIC, and Faith-4-Life.

Life & Social Skills/Spiritual Enrichment Combo: The Potter's House – Boy's to Men with Character and GenNext

Life Series; MTO Leadership Development (Ministry through Originality); ALERT Ministries – Girls Circle; ALERT Ministries – Life Changers; I Am Second.

Chaplain's Report: Counsel/Prayer: 10 residents.

February Special Programs/Events:

Movie Night: Movies and refreshments made possible by Robert Cahill, One Way Films

- Love Covers All
- Left Behind

Friday Night Socials – made possible by Covenant Church Juvenile Ministry

- Residents attending Socials: Honors Girls, Honors Males and RDT Girls

	Jan	Feb	Total
Admissions	266	213	494
Releases	278	233	516
ADP	167	140	154
ALOS (days)	21.6	15.1	18.4
Detention Hearings	437	377	814
TYC/Placement Trips	12	5	17
Local trips	65	62	127
Youth transported	67	52	119
START			
Admissions	10	10	20
Releases	9	17	26
Successful	9	15	24
Unsuccessful	0	2	2
Administrative	0	0	0
ADP	39	34	37
ALOS	92.9	90.6	91.5

**MARZELLE C. HILL TRANSITION CENTER
MONTHLY REPORT FOR FEBRUARY, 2015**

	Dec.	Jan.	Feb.	YTD
Admissions	31	47	36	83
ADP	30	33	42	38
ALOS	30.2	29.6	24.9	27.0
Releases	37	32	41	73
Total Youth Served	66	75	79	111

Program Updates: Friendship West Baptist Church provided pizza to the residents for Valentine's Day. The female residents conducted an artistic project with Rainbow Days. And the boys participated in Black History month by watching historical movies about Black Leaders and participating in group discussion. The residents had a Super Bowl watch party and were provided food and drinks. Supervisors and staff also conducted game day with residents, which included, pictionary, singing contest and a clean dorm contest. Residents were provided with snacks for participation.

Program and Residents Activities: Community partners Rainbow Days and Traffic 911 conducted groups with the female residents. Rainbow Days provided drug intervention and life skills groups and Traffic 911 provided informative group in reference to sex trafficking. In house life skills groups were provided to the female and male residents by Hill Center staff. Dare to Dream provided services to the residents twice this month. New Life Ministry and Kids Bible Church provided church services on the weekends. Late night was provided to the level 4 residents, where they received food and drinks.

Medical Services: There were no medical issues during the month of February.

Grievances from residents: There were four grievances filed during the month of February.

Volunteer Services: 7 groups including 18 individuals provided a total of 35 hours of service.

MEDLOCK CENTER MONTHLY REPORT FEBRUARY 2015

Medlock Center

New Initiatives:

During this month, all residents participated in Black History Month celebrations. Our overall campus theme for this month was, "Celebrating Young Men in Action." We are thankful to have had individuals to participate in the "Read In" as well as others who came to encourage the residents to look beyond their current circumstances. Medlock resident, I. M. was one of the fortunate young people who were awarded a Medlock Scholarship and laptop computer from the Department's Black History Committee, has begun his application process to attend college.

Activities:

Residents continued to participate in spiritual based programs provided by Full Gospel Holy Temple; Lake Pointe Baptist Church; Potter's House; Pleasant Valley Baptist Church; Life Quest Essentials, Chaplain Roy Teague, and monthly Adopt A Dorm activities.

Medical Services/Transports:

Fourteen (14) residents were transported to Parkland Memorial Hospital for routine medical care. Fifteen (15) residents were transported to Jerome McNeil Detention for routine dental exams. One (1) resident was transported to Parkland Memorial Hospital for an emergency medical appointment.

Volunteer /Intern Hours:

There were nineteen (19) group volunteers who were on campus for a total of thirty eight (38) hours. The total volunteer hours for the month of February were thirty eight (38) hours.

TJJD Reports:

There was one incident reported to TJJD during the month of February.

MEDLOCK CENTER			
	Jan	Feb	YTD
Total			
Admissions	7	5	12
Released	6	6	13
Successful	4	6	11
Unsuccessful	2	0	2
Administrative	0	0	0
ALOS	202.5	197.5	197.8
ADP	58	61	58
Total Youth Served	63	61	68
MEDLOCK STARS			
	Jan	Feb	YTD
Admissions	6	0	6
Releases	2	0	2
Successful	1	0	1
Unsuccessful	1	0	1
Administrative	0	0	0
ALOS (days)	332.0	N/A	332.0
ADP	25	26	25
Total Youth Served	28	26	28

YOUTH VILLAGE
MONTHLY REPORT FEBRUARY 2015
On Campus

Family Training, El Centro College Introduction to Computer program; North Texas Food Bank Culinary Arts Program, and PREP dog training program continues to thrive. Residents continued the After-School tutoring program. Black History Month activities were held during the entire month of February. Activities involved a Read In; speakers; and art contest. The overall theme for the month was "Celebrating Young Men in Action." On February 14th all residents received treats in recognition of Valentine's Day.

	Jan	Feb	YTD	YTD
TOTALS				
Admitted	5	12	17	146
ADP	38	41	39	103
Total Youth Served	45	48	57	91
Releases	9	2	11	55
Successful	9	2	11	55
Unsuccessful	0	0	0	6
Administrative Rel.	0	0	0	79
ALOS	185.1	202.5	188.3	16

Off Campus:

One (1) resident was transported to Workforce Solutions to attend a Job Corp meeting.

Volunteer /Intern Hours

Twelve (12) individual volunteers provided seventy five (75) hours of service. Two (2) chaplains provided sixteen (16) hours of service. Total volunteer hours for the month of February are ninety (91) hours).

Medical Services

Sixty-eight (68) residents were treated for their sick call request by the medical staff. Two (2) residents were transported to dental appointments at JDC, fourteen (14) were treated on the Med van, and nine (9) received mental health services. One (1) resident was transported to Children's Medical Center for his follow-up appointment.

Religious Programs

Freedom Fighters Ministry, Full Gospel Holy Temple, Mt. Zion Baptist Church, Countryside Bible Shady Grove Baptist Church , One King Church of Worship, Dallas Church of Christ, Catholic Diocese of Dallas

Account of Reportable Injuries

There were no reportable injuries of youth during the month of February.

Escape/Furlough

There were no runaways and/or youth that failed to return from their home visits during the month of February.

LETOT CENTER
MONTHLY REPORT FEBRUARY 2015

Letot Capital Board Initiatives:

Letot Foundation continues to conduct tours and raise funds for enrichment activities for the new Residential Treatment Center.

Community Initiatives:

Non-Residential Services received 74 paper referrals to be addressed through the Letot Crisis Intervention Program, Deferred Prosecution and ESTEEM Court.

The ESTEEM Court continues at Letot Center with Judge Shannon presiding. There are currently three youth and families attending ESTEEM Court in the month of February. Three youth began services and two youth graduated in the month of February. Seven youth were referred during the month of February. Aim, Functional Family Therapy and Clinical have been providing services.

Residential Services:

Why Try Topics: (1) Tearing Off My Labels – how to remove the negative perceptions and labels that we allow to be put on us; (2) Defense Mechanisms- looking at what our defense mechanisms are and how to change them; (3) Climbing Out - helps residents identify a problem area and the support they have to change the problem; (4) Jumping Hurdles – realizing they will always have problems and develop a plan to overcome them; (5) Desire, Time and Effort - learning to focus on positive things that do not hurt themselves or others.

Medical Services:

Residential: Health Screens – 25, Call Backs – 0, Doctor's visits – 42
 Recommendations are made for medical and/or clinical follow-up.

Volunteer Services:

Faith Based Volunteers: worship and religious study - 1 volunteer, 1 hour; Life Skills Volunteers: visiting and teaching - 16 volunteers, 36 hours; Special Events: 4 volunteers, 4 hours.

Clinical Services:

In the Residential Unit, Clinical Services held four Process groups with the boys (12 residents) and six Process groups with the girls (23 residents), processing issues pertaining to why they are here and what steps they can take to keep from going further into the system. Residential rounds consisted of clinical team making one to two rounds daily to speak with the youth and JSO's. The daily rounds allow the Clinical team to staff the resident's cases, provide consultation, and conduct crisis screens as needed (33 rounds). Held therapy sessions with 39 clients: 78 individual and 39 family sessions.

LETOT CENTER			
Residential	Jan	Feb	YTD
Admissions	29	19	47
Releases	20	22	46
ADP	19	26	25
ALOS	19.0	31.0	30.5
Total Youth Served	41	45	69
Intake/Orientation			
Admissions	123	84	183
Releases	119	82	180
ADP	1	1	1
ALOS	0.4	0.4	0.4
Total Youth Served	124	85	183

February 2015 Referrals

	Alleged Delinquent Behavior														Alleged CINS Behavior										Other Referrals				All Referrals														
	Felonies														Status Only										Total CINS					Total Other													
	Class A & B Misdemeanors														Violation of Court Order										Total CINS					Total Other													
	Homicide	Sexual Assault	Robbery	Assaultive	Other Violent	Burglary	Theft	Other Property	Drug Offenses	Weapons Offenses	Assaultive	Theft	Other Property	Drug Offenses	Other Misd.	Contempt of Magistrate	Total Felony	Weapons Offenses	Assaultive	Theft	Other Property	Drug Offenses	Other Misd.	Violations of Court Order	Truancy	Runaway	Alt. Ed. Expulsion	Property (was Theft)		Disorderly Conduct	Drugs	Liquor Laws	Sex Offenses	Other CINS	Contract Detention	Crisis Intervention	Other Administrative						
Male	0	12	15	19	0	27	12	3	4	5	1	98	92%	2	35	39	13	33	34	22	276	80%	24	75%	0	23	0	1	0	0	0	0	0	16	40	51%	2	3	1	6	35%	346	73%
Female	0	1	0	3	0	1	1	2	0	0	1	9	8%	0	17	19	0	3	10	12	70	20%	8	25%	0	32	0	0	0	0	0	0	6	38	49%	1	6	4	11	65%	127	27%	
												107									346		32															78		17		473	

Amer. Indian/Alaskan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0</
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469 youth accounted for the 473 total referrals.

February 2015 Detentions

	Alleged Delinquent Behavior																				Alleged CINS Behavior										Other Detentions				Total Detentions						
	Felonies										Class A & B Misdemeanors										Status Only					Other than Status Only					Other Detentions										
	Homicide	Sexual Assault	Robbery	Assaultive	Other Violent	Burglary	Theft	Other Property	Drug Offenses	Weapons Offenses	Other Felony	Total Felony	Weapons Offenses	Assaultive	Theft	Other Property	Drug Offenses	Other Misd.	Contempt of Magistrate	Total Delinquent	Violation of Court Order	Truancy	Runaway	Alt. Ed. Expulsion	Property (was Theft)	Disorderly Conduct	Drugs	Liquor Laws	Sex Offenses	Other CINS	Total CINS	Contract Detention	Crisis Intervention	Other Administrative		Total Other					
Male	0	8	11	10	0	16	12	0	2	4	1	64	94%	2	27	17	4	12	24	0	150	84%	24	77%	0	1	0	0	0	0	0	0	1	33%	2	0	1	3	75%	178	82%
Female	0	1	0	2	0	1	0	0	0	0	0	4	6%	0	12	6	0	2	4	0	28	16%	7	23%	0	2	0	0	0	0	0	0	2	67%	1	0	0	1	25%	38	18%
												68									178		31									3			4		216				

Amer. Indian/Alaskan	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0	0	0	0	0%	0	0%	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0%	0	0%
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0	0	0	0	0%	0	0%	0	0	0	0	0	0	0	0	0%	0	0	0	0	0%	0	0%	
Black	0	4	8	5	0	7	8	0	0	3	1	36	53%	2	16	14	1	7	18	0	94	53%	18	58%	0	2	0	0	0	0	0	0	2	67%	1	0	1	2	50%	116	54%
Hispanic	0	3	3	5	0	10	3	0	2	1	0	27	40%	0	12	9	2	7	8	0	65	37%	10	32%	0	1	0	0	0	0	0	0	1	33%	2	0	0	2	50%	78	36%
White	0	2	0	2	0	0	1	0	0	0	0	5	7%	0	11	0	1	0	2	0	19	11%	3	10%	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0%	22	10%
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0	0	0	0	0%	0	0%	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0%	0	0%
												68									178		31									3			4		216				

10 Years Old	0	0	0	0	0	0	0	0	0	1	0	1	1%	0	0	0	0	0	0	0	1	1%	0	0%	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0%	1	0%			
11 Years Old	0	1	0	0	0	0	0	0	0	0	0	1	1%	0	0	1	0	0	0	0	2	1%	0	0%	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0%	2	1%			
12 Years Old	0	1	0	1	0	0	0	0	0	1	0	3	4%	0	3	0	0	0	1	0	7	4%	0	0%	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0%	7	3%			
13 Years Old	0	1	1	0	0	0	1	0	0	0	0	3	4%	0	6	1	0	0	3	0	13	7%	4	13%	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0%	17	8%			
14 Years Old	0	2	2	4	0	3	2	0	0	0	1	14	21%	0	8	4	0	3	5	0	34	19%	6	19%	0	1	0	0	0	0	0	0	0	0	0%	0	0	0	0	0%	41	19%		
15 Years Old	0	1	5	1	0	2	4	0	0	0	0	13	19%	0	12	10	2	4	9	0	50	28%	3	10%	0	2	0	0	0	0	0	0	0	0	0%	2	67%	1	0	0	1	25%	56	26%
16 Years Old	0	1	2	6	0	10	4	0	1	2	0	26	38%	2	10	7	2	7	10	0	64	36%	9	29%	0	0	0	0	0	0	0	0	0	0	0%	0	0%	2	0	0	2	50%	75	35%
17+ Years Old	0	2	1	0	0	2	1	0	1	0	0	7	10%	0	0	0	0	0	0	0	7	4%	9	29%	0	0	0	0	0	0	0	0	0	0	0%	0	0%	0	0	1	1	25%	17	8%
												68									178		31									3			4		216							

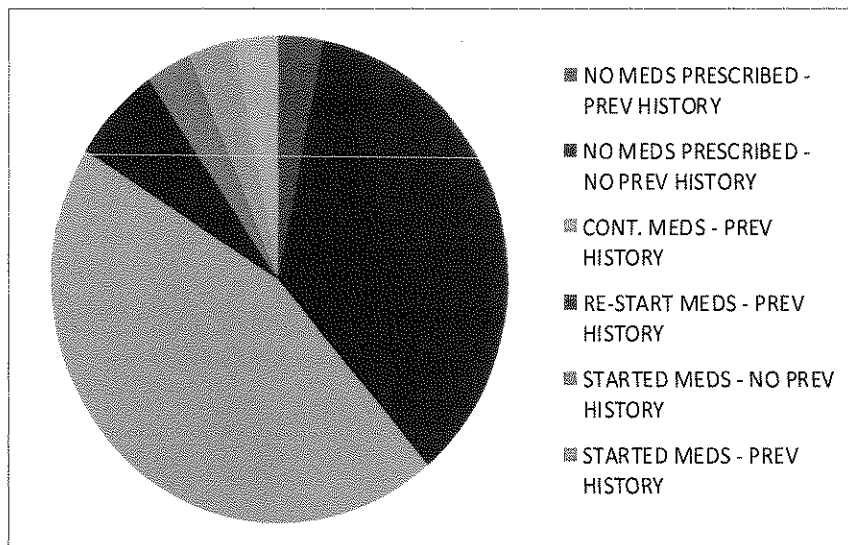
210 youth accounted for the 216 total detentions.

PSYCHIATRIC CONSULTS COMPLETED - 2015

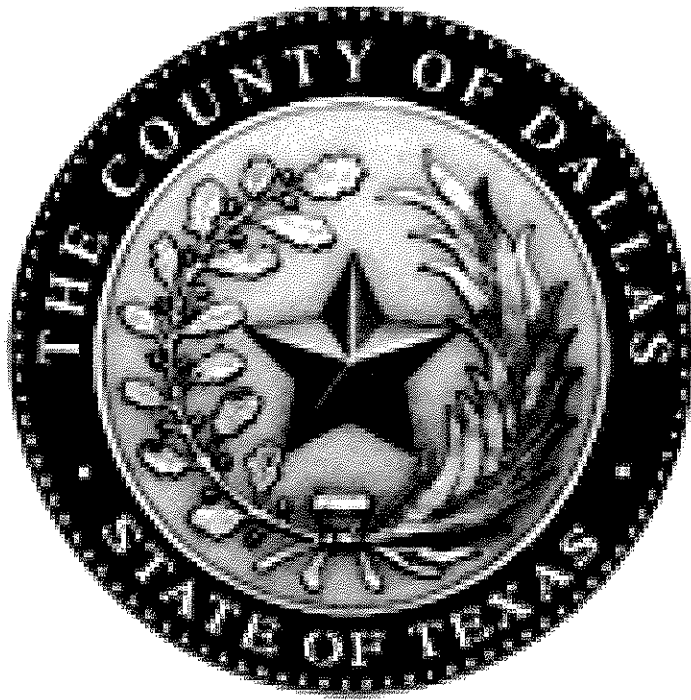
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	YTD
1. Total Consultations	107	86											193
A. Initial Consultations	23	31											54
B. Follow-Up Consultations	84	55											139
2. Total Number of Youth Receiving Consultations	101	71											172

INITIAL CONSULTATIONS - PSYCHIATRIC MEDICATION RESULTS - 2015

TOTALS	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	YTD
1. No Medication Prescribed	10	12											22
2. Medication Discontinued	0	1											1
3. Continued on Medication	11	14											25
4. Started on Medication	2	4											6



NO MEDS PRESCRIBED - PREV HISTORY -	1
NO MEDS PRESCRIBED - PREV HISTORY -	1
NO MEDS PRESCRIBED - NO PREV HISTORY -	11
CONT. MEDS - PREV HISTORY -	14
RE-START MEDS - PREV HISTORY -	2
STARTED MEDS - NO PREV HISTORY -	1
STARTED MEDS - PREV HISTORY -	1
DISCONT. MEDS - PREV HISTORY -	1
NO MEDS PRESCRIBED - NO PREV HISTORY -	11
CONT. MEDS - PREV HISTORY -	14
RE-START MEDS - PREV HISTORY -	2
STARTED MEDS - NO PREV HISTORY -	1
STARTED MEDS - PREV HISTORY -	1
DISCONT. MEDS - PREV HISTORY -	1



DISCUSSION

ITEM

B.

JJAEP

February 2014 Report

The Dallas County JJAEP has been busy this month on numerous initiatives to enhance school culture. The JJAEP Staff meet weekly for campus staff meetings. In an effort to stimulate pride on the campus, the staff acknowledged the students honor roll and perfect attendance for this fourth six weeks and are planning a ceremony to celebrate the major accomplishments. In addition, the Social Studies classes celebrated the legacy of civil rights movement contributors through examining their writings and speeches.

JJAEP teachers have designed TEKS based lessons celebrating the achievements and contributions of African American in observation of Black History Month in both the Social Studies and Science classes. Throughout the month of February, the JJAEP staff honored the contributions of African Americans with a host of engaging activities and events that include all content areas.

During the month of February, the JJAEP campus conducted STAAR focused math tutorial sessions and in preparation for the spring administration of the STAAR. The JJAEP teachers are continuous working on creating individual profiles of students in order to determine the students' strengths and weaknesses which are conducted weekly in each of the core subject areas.

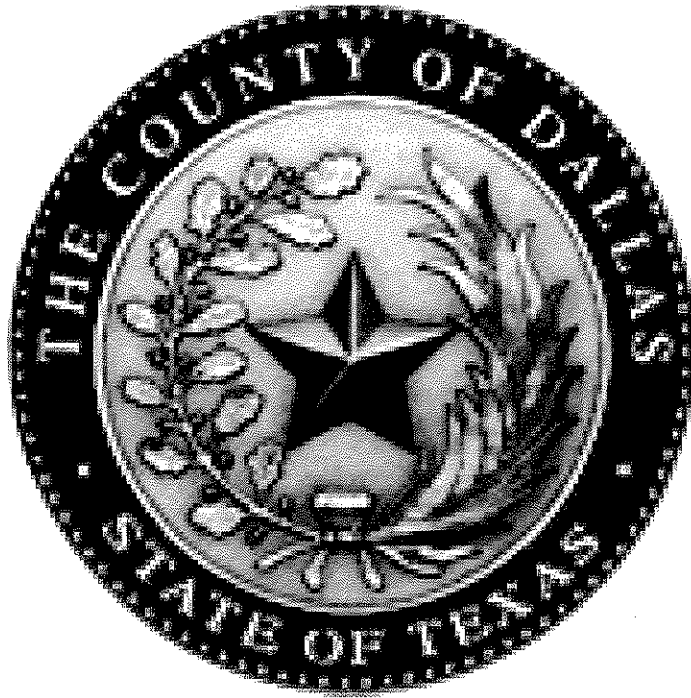
DALLAS COUNTY JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

ACTIVE ENROLLMENT									
Student Enrollment as of :		2/27/2015		Total Enrollment:		77			
Students on Probation/Spv.:		46		59.74%					
OFFENSE STATUS									
Disc.:		24		31.17%		Mand.:		53	
						68.83%		Plmt.:	
								0	
								0.00%	
DEMOGRAPHICS									
Category					Category				
GENDER					DISTRICT	Number	Percent		
Male					CFB-904	6	7.79%		
Female					CHISD-904	2	2.60%		
67	87.01%				11	14.29%			
GRADE	Number	Percent			Coppell-992	1	1.30%		
3	0	0.00%			Desoto-906	3	3.90%		
4	0	0.00%			DISD-905	17	22.08%		
5	1	1.30%			Duncanville-907	12	15.58%		
6	2	2.60%			Garland-909	3	3.90%		
7	9	11.69%			GPISD-910	7	9.09%		
8	12	15.58%			HPISD-911	0	0.00%		
9	25	32.47%			IRVING-912	5	6.49%		
10	8	10.39%			Lancaster-913	0	0.00%		
11	14	18.18%			Mesquite-914	15	19.48%		
12	6	7.79%			RISD-916	6	7.79%		
	77	100.00%			Sunnyvale-919	0	0.00%		
						77	100.00%		
AGE	Number	Percent		ETHNICITY	Number	Percent			
10	1	1.30%		African American	31	40.26%			
11	1	1.30%		Asian	0	0.00%			
12	2	2.60%		Caucasian	4	5.19%			
13	6	7.79%		Hispanic	42	54.55%			
14	14	18.18%		Native American	0	0.00%			
15	11	14.29%			77	100.00%			
16	22	28.57%							
17	15	19.48%							
18+	5	6.49%							
	77	100.00%							
OFFENSE DESCRIPTIONS					Number	Percent			
D-12/13	Serious/Persistent Misbehavior				17	22.08%			
D-14	Misdemeanor Drugs				1	1.30%			
D-15	Felony Criminal Mischief				0	0.00%			
D-16	Court/County Placement				0	0.00%			
D-17	Assault Against Employee				4	5.19%			
D-18	Assault/Retaliation of Employee (ON/OFF CAMPUS)				0	0.00%			
D-19	False Alarm/Terroristic Threat				2	2.60%			
Title 5	Off Campus Felonies Against Student & Other New Discretionary				0	0.00%			
M-01	Weapons/Firearms				7	9.09%			
M-02	Weapons other than Firearm				12	15.58%			
M-03	Aggravated Assault				7	9.09%			
M-04	Sexual Assault				0	0.00%			
M-05	Aggravated Sexual Assault				1	1.30%			
M-06	Arson				5	6.49%			
M-07	Murder Offenses/Manslaughter				0	0.00%			
M-08	Indecency with a Child				0	0.00%			
M-09	Aggravated Kidnapping				0	0.00%			
M-10	Felony Drugs				21	27.27%			
M-11	Retaliation Against Any Employee				0	0.00%			
P-16	Court Placement				0	0.00%			
					77	100.00%			
DETENTION; PLACEMENT or WARRANTS:					4	5.19%			
SPECIAL EDUCATION STUDENTS:					12	15.58%			
Avg. Daily Attendance:		57	74.03%	Cum. SY Daily Attendance:		71	92.21%		

DALLAS COUNTY JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

2014-2015 School Year

The month of February began with 86 students and ended with 77 students enrolled to attend the Dallas County's JJAEP. On average, there were 57 or 74.03% of the students attending on any given day in February. Of the 77 students enrolled at month end, there were 24 discretionary referrals; 0 placement; and 53 mandatory referrals.



ACTION ITEM

C.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

MEMORANDUM

Date: March 23, 2015

To: Dallas County Juvenile Board

From: Dr. Terry S. Smith, Director

Subject: Juvenile Processing Offices – Balch Springs Police Department and Texas Department of Public Safety

Background of the Issue:

Amendments passed during the 77th Legislative Session assigns the Juvenile Board the responsibility of designating Juvenile Processing Offices within Dallas County.

The Juvenile Board has previously approved sites as Juvenile Processing Offices (see attached list). The Department regularly reviews sites to make appropriate additions, deletions, modifications, or amendments to this list. When the department is notified of the modification of a site, or receives a request from law enforcement for designation of a new site, we personally inspect the site and appraise the agency of their obligations and responsibilities when processing juveniles at the approved site.

Impact on Operations and Maintenance:

The Balch Springs Police Department's Juvenile Room 1 located at 12500 Elam Road, Balch Springs, Texas 75180 was previously designated as an approved Juvenile Processing Office on July 23, 2001 by this Department and the Dallas County Juvenile Board.

In response to the Juvenile Department's commitment to review all previously approved Juvenile Processing Offices, particularly Room 1, Juvenile Room located at the Balch Springs Police Department, 12500 Elam Road, Balch Springs, Texas 75180 was personally inspected by Rudy Acosta, Deputy Director of Probation Services on February 12, 2015. It has been determined this site remains suitable as a Juvenile Processing Office. The designated room is clearly identified with affixed signage outlining an assigned room number and labeled as a Juvenile Processing Room.

In addition, specific training relating to the requirements of the Juvenile Processing Office utilization and operation was provided to the designated Agency representative, Sgt. Bobby Walts during the site visit. The training provided the Agency representative with information from Title 3 of the Texas Family Code, § 52.025 and the Juvenile Justice Delinquency and Prevention Act outlining the requirements of operating a Juvenile Processing Office and the specifics associated with the handling of juveniles in the Juvenile Processing Office. The training document was signed by the Agency representative and a copy will be maintained by the Juvenile Department.

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

The Texas Department of Public Safety (TDPS) Region 1 Headquarters, Holding Cell Area located at 350 West Interstate 30, Garland, Texas 75043 was previously designated as an approved Juvenile Processing Office on July 23, 2001 by this Department and the Dallas County Juvenile Board.

In response to the Juvenile Department's commitment to review all previously approved Juvenile Processing Offices, particularly the Holding Cell Area located at the Texas Department of Public Safety Region 1 Headquarters, Garland, Texas 75043, contact was made with Lieutenant Randy Jones. The contact was made by Rudy Acosta, Deputy Director of Probation Services on February 19, 2015. Lt. Jones reported that the Holding Cell Area is no longer utilized as a Juvenile Processing Office. Because of this information, TDPS will no longer process juveniles.

Strategic Plan Compliance:

This Juvenile Processing Office designation complies with the Dallas County Strategic Plan: Vision 3- Dallas County is *safe, secure, and prepared*.

Legal Impact:

Law enforcement agencies must follow the Juvenile Justice Code and Code of Criminal Procedure guidelines when processing youthful offenders:

In conformance with Title 3 of the Texas Family Code § 52.025, the Juvenile Board of Dallas County has ordered the plans and guidelines of each law enforcement agency in Dallas County operating a Juvenile Processing Office be amended and adopted as follows:

SECTION 1. Any juvenile taken into custody and not released in the field by the officer shall be brought immediately to either an office or to an official designated site herein without unnecessary delay and without first being taken elsewhere. The juvenile shall not be permitted contact with any adult who is in custody, charged with, or convicted of a crime.

SECTION 2. The following are "offices or rooms designated by the Juvenile Board where a child who has been taken into custody may be taken pursuant to Section 52.02 and 52.025 of the Texas Family Code, and as such are designated as Juvenile Processing Offices;"

The Juvenile Board also requires Juvenile Processing Offices may be used to complete all investigative and administrative activities related to taking a child into custody; said activities including, but not limited to the following:

- (1) The full investigation of each subject offense for which each child is taken into custody and all related offenses admitted to or alleged to be committed by said child, and may be used for temporary detention, for purposes of investigation of the identity and age of the juvenile, and for purposes of investigating and continuing the investigation of each subject offense and each related offense.
- (2) The completion of investigative and administrative paperwork concerning each subject and related offense and the taking of any oral, written, or magistrate confessions as may occur pertaining to each subject or related offense and for all other related investigative conduct such as fingerprinting, photographing, and other medical and/or scientific examinations or testing necessary to the investigation of the subject or related offenses.

*To assist referred youth in becoming productive,
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- (3) The creation or completion of any essential forms and records, including, but not limited to, all police reports, offense reports, arrest reports, and supplements to said reports and other reports or records, required by the Juvenile Court or Title 3 of the Texas Family Code or other law or the particular law enforcement agency's procedures.
- (4) The photographing and/or fingerprinting of the child as authorized by Title 3 of the Texas Family Code or other applicable law. Warnings may be issued to the child as required or permitted by Title 3 of the Texas Family Code or other applicable law. An oral or written statement of the child may be taken and warning given pursuant to Title 3 of the Texas Family Code either in said Juvenile Processing Office or before an official designated by the Juvenile Court in Section 3 of the order.
- (5) All administrative steps necessary subsequent to taking a child into custody.

Recommendation:

The Juvenile Department recommends the Juvenile Board approve the Juvenile Processing Office for the Balch Springs Police Department located at 12500 Elam Road, Balch Springs, Texas 75180, by approving Room 1, Juvenile Room as a designated Processing Office.

In addition, the Juvenile Department recommends the Juvenile Board approve removing TDPS located at Region 1 Headquarters, 350 West Interstate 30, Garland, Texas 75043 as a Juvenile Processing Office.

Recommended by:



Dr. Terry S. Smith, Director
Dallas County Juvenile Department

**JUVENILE PROCESSING OFFICE DESIGNATIONS
DALLAS COUNTY JUVENILE BOARD**

- 1) Addison Police Department
Juvenile Processing/Briefing Room
4799 Airport Parkway
Addison, TX 75001 972-450-7120
Detention Supervisor, Mr. Michael Meharg
- 2) Balch Springs Police Department
Juvenile Room / #1
12500 Elam Road
Balch Springs, TX 75180
Sgt. Walts 972-557-6036 Cell 469-853-3958
- 3) Baylor Health Care Department of Public
Safety – Police Supervisors Room
4005 Crutcher Street, Ste 100
Dallas, TX 75246 214-820-6193
Asst. Chief Jesse Gomez/Det. Marlana Colvin
- 4) Carrollton Police Department
Youth Services Section Room 119 & 112
2025 Jackson
Carrollton, TX 75006
Sgt. Bill Janecek/Joel Payne 972-466-9144
- 5) Cedar Hill ISD Police Department
Beltline Intermediate School
Door 5A entrance, Room 1 & 2
504 E. Beltline Rd.
Cedar Hill, TX 75104
Lt. Eddie Thompson 469-272-2088
- 6) Cedar Hill Marshall's Office
285 Uptown Boulevard, Room 7108
Cedar Hill, TX 75014
Marshall Leland Herron 972 291-1500 Ext.1048
- 7) Charlton Methodist Medical Center
3500 W. Wheatland-CID Office
Dallas, TX 75203
Lt. Kraft 214-947-7701
- 8) City of Combine Municipal Court
Combine Police Department
Judge's Office, Chief's Office
123 Davis Rd.
Combine, TX 75159 972-476-8790
- 9) Cockrell Hill Police Department
Juvenile Interview Room and Sergeants Office
4125 W. Clarendon Drive
Dallas, TX 75211
Sgt. Beckman 214-339-4141
- 10) Coppell Police Department
Room 125/ Juvenile Processing Room
130 S. Town Center Blvd.
Coppell, TX 75019
Sgt. Bill Camp 972-304-3593
- 11) Dallas Independent School District Police
Department
Holding Rm, Detail Rm, and Detectives Off
1402 Seegar Street
Dallas, TX 75215
Deputy Chief Gary Hodges 214-932-5610
- 12) DFW International Airport Police
Public Safety Station One, Conf. Rm 154
Small & Large Conference Room - CID
2900 E. 28th St.
DFW Airport, TX 75261
Sgt. Malcolm A. Mosely 972-574-5576

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

- 13) Dallas County Hospital District
Police Department
Police Roll Call Room
5201 Harry Hines Blvd.
Dallas, TX 75235
Capt. Richard D. Roebuck Jr. 214-590-4330
- 14) Dallas County Juvenile Department
Truancy and Class C Enforcement Center
Interview Rooms 1-4 & Holding Rooms 1-3
414 S.R.L. Thornton Freeway
Dallas, TX 75203
Marquita Fisher 214-860-4408
- 15) Dallas County Juvenile Department
Detention Center and Probation Dept.
Henry Wade Juvenile Justice Center
2600 Lone Star Dr.
Dallas, TX 75212 214-698-2200
- 16) Dallas County Sheriff's Department
Rooms C3-6 and C3-7
Frank Crowley Courts Building
133 N. Industrial Blvd.
Dallas, TX 75202
Detective Billy Fetter 214-653-3495
- 17) Dallas Police Department
Youth Division and Family Crimes
1400 S. Lamar
Dallas, TX 75201 214-671-3495
Lt. Willemina Edwards / Det. R.P. Dukes
- 18) Desoto Police Department
"Juvenile" Booking and Processing Office
714 E. Beltline Rd.
Desoto, TX 75115
Det. W. Tillman 469-658-3028
- 19) Duncanville Police Department
Juvenile Processing Rooms "Located in Lobby"
203 E. Wheatland Rd.
Duncanville, TX 75116
Inv. Warren Evans 972-780-5037
- 20) Duncanville High School
Rooms L-105 and A118
900 W. Camp Wisdom Rd.
Duncanville, TX 75116
Inv. John Cole 972-708-3713
- 21) Duncanville Reed Middle School
Room #509
530 E. Freeman Road
Duncanville, TX 75116
Officer R.L. Perry 972-708-3949
- 22) Duncanville Byrd Middle School
Room #200F
1040 W. Wheatland Road
Duncanville, TX 75116
Inv. S. Ivy 972-708-3478
- 23) Duncanville Kennemer Middle School
Room labeled as "Police", located in Library.
7101 W. Wheatland Rd.
Dallas, TX 75229
Inv. L. Holcomb 972-708-3713
- 24) Eastfield Community College Police Dept.
Room #N112-E
3737 Motley Drive
Mesquite, TX 75150
Cpt. Michael Horak 972-860-8344
- 25) Eastfield Community College-Pleasant Grove
Campus Police Department
Room #112-N
802 S. Buckner Blvd.
Dallas, TX 75217
Cpt. Michael Horak 972-860-8344

*To assist referred youth in becoming productive,
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- 26) Farmers Branch Police Department
Juvenile Sect Rm / Rm 156 / Interview Rm 204
3723 Valley View Ln.
Farmers Branch, TX 75244
Sgt E.L. Stokes 972-919-9352
- 27) Garland Police Department
Room J1008 & J1015
1900 W. State Street
Garland, TX 75042
Supervisor Don McDonald 972-485-4891
- 28) Glenn Heights Police Department
Patrol Sgt. Office, Squad Rm, CID Office & Lt. Office
550 E. Bear Creek
Glenn Heights, TX 75154
Det. Kevon L. Howard 972-223-3478
- 29) Grand Prairie Johnson D.A.E.P.
Rooms 11
650 Stonewall Dr.
Grand Prairie, TX 75052
Off. Ray Star, S.R. Officer 972-262-7244
- 30) Grand Prairie Police Department
Rooms J1, J2, J3, J4, J5, J6, 1009, 1010 & 1029
1525 Arkansas Lane
Grand Prairie, TX 75052
Deputy Chief Mike Taylor 972-237-8716
- 31) Grand Prairie Young Men's Leadership
Academy at Kennedy Middle School
School Resource Office-A216A
2205 SE 4th Street
Grand Prairie, TX 75051
Leon Roddy, S.R. Officer 972-237-8764
- 32) Grand Prairie High School
Room 501
101 High School Dr.
Grand Prairie, TX 75050
Edward Rahman, S.R. Officer 972-809-5707
- 33) South Grand Prairie High School
A Hall - Resource Office-A121
301 W. Warrior Trail
Grand Prairie, TX 75052
Off. Chris Moore, S.R. Officer 972-522-2560
- 34) South Grand Prairie High School
Ninth Grade Center, Room A110C
305 W. Warrior Trail
Grand Prairie, TX 75052
Off. T.S. Steelman, S.R. Officer 972-343-7607
- 35) Highland Park Department of Public Safety
Room 331 and Report Writing Room
4700 Drexel Drive
Dallas, TX 75205 and Dallas, TX 75209
Detective Rusty Nance 214-559-9306
- 36) Hutchins Police Department
"Patrol Room"
205 W. Hickman
Hutchins, TX 75141
Asst. Chief D.W. Landers 972-225-2225
- 37) Irving Police Department
Municipal Court Room, 2nd Floor
Juvenile Holding Area/Interview Lineup
Juvenile Arraignment Court Room
Irving, TX 75061
Investigator Jill Smith 972-721-6559
- 38) Lancaster Police Department
Rooms A148 and B122
1650 North Dallas Avenue
Lancaster, TX 75134
Asst. Chief W.C. Smith 972-218-2726
- 39) Lancaster ISD Police Department
Elsie Robinson Middle School
Room 'LISD Police'
822 W. Pleasant Run
Lancaster, TX 75146
Off. Keith Wilkerson 972-218-3086

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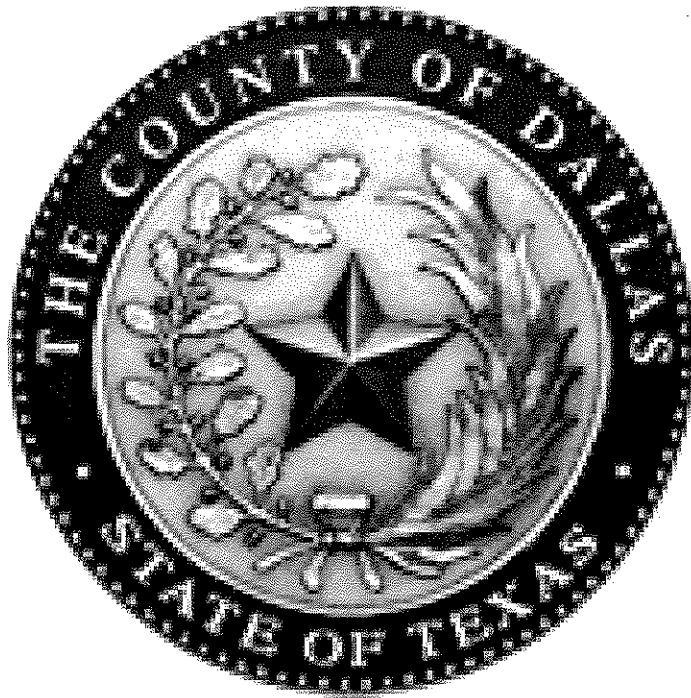
- 40) Lancaster ISD Police Department
Lancaster High School
Room G123, Police Office, Room C126A
200 Wintergreen Rd.
Lancaster, TX 75134
Chief Sam Allen 469-261-8889
- 41) Lancaster ISD Police Department
Headquarters
Room 603
814 W. Pleasant Run Rd.
Lancaster, TX 75134
Chief Sam Allen 469-261-8889
- 42) Mesquite Police Department
Rooms 1016, 1019, 1021, 1022,
2008, 4045 & 4047
777 North Galloway Ave.
Mesquite, TX 75149
Lt. David Gill 972-816-8096
- 43) Methodist Health System Police Dept.
1441 N. Beckley Ave, Front Lobby
Dallas, TX 75203
Lt. M.P. Barber 214-947-8181
- 44) Richardson Police Department
Youth Crimes Unit/Interview Rm, Rm D-214
140 N. Greenville Ave.
Richardson, TX 75081
Sgt. Jaime Gerhart 972-744-4862
- 45) Richland College Police Department
Pecos Hall- Rooms P161, P162, P163, P170,
P172, and Kiowa Hall- Room K110
12800 Abrams Rd
Dallas, TX 75243
Sgt. Sena 972-761-6758
- 46) Rowlett Police Department
Room 3, Juvenile Processing Room
4401 Rowlett Road
Rowlett, TX 75088
Lt. David Nabors 972-412-6215
Detective David Mayne 972-412-6292
- 47) Sachse Police Department
Juvenile Division & Youth Holding Area
Rooms 116 and 118
3815 Sachse Rd.
Sachse, TX 75048
Chief Richard Benedict 972-495-2271
- 48) Seagoville Police Department
Law Enforcement Center Interview Room and
Patrol Room
600 North Highway 175
Seagoville, TX 75159
CID Det. AJ. Jumper 972-287-2999
- 49) Southern Methodist University Police Dept.
Briefing Room 214
3128 Dyer Street
Dallas, TX 75205
Lt. Brian Kelly 214-768-1577
- 50) UT Southwestern Medical Center Police Dept.
Room BLC 206, BLC 214 & BLC 228
5323 Harry Hines Blvd
Dallas, TX 75390-9027
Lt. Jason Bailey 214-648-8311
- 51) University Park Police Department
Room 215, 2nd Floor
3800 University Boulevard
Dallas, TX 75205
Det. Ken Ardanowski 214-987-5360

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

52) Union Pacific Railroad
Police Department JPO Room
9211 Forney Road
Dallas, TX 75172
Landon McDowell 972-882-4001

53) Wilmer Police Department
Warrant Office and Patrol Room
219 E. Beltline Rd.
Wilmer, TX 75172
Sgt. Eric Pon 972-441-6565 Ext. 270

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*



ACTION ITEM

D.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

MEMORANDUM

Date: March 23, 2015
To: Dallas County Juvenile Board
From: Dr. Terry S. Smith, Director
Subject: Memorandum of Understanding with Mesquite Independent School District (MISD)

Background of Issue:

The Dallas County Juvenile Department (DCJD) utilizes community based locations for youth to report to their assigned probation officer. The Field District 4 probation office recently lost their report site in Mesquite and is in need of a new location. This new location will allow the juveniles and parents to meet the court ordered contact requirements with their probation officer. The Mesquite Independent School District (MISD) has agreed to provide an office area at the Mesquite Academy campus located at 2704 Motley, Mesquite, Texas 75150 for two (2) probation officers so that they can meet with youth and parents.

The purpose of this partnership is to better serve the youth under the supervision of the DCJD. The goal of the DCJD is to assist referred youth in becoming productive law-abiding citizens while promoting public safety and victim restoration. Utilizing a community-based facility will allow the DCJD to better accommodate youth and families while under the Court's jurisdiction.

Impact on Operations and Maintenance:

The Dallas County Juvenile Department would greatly benefit from the MISD reporting site. The reporting site shall be accessible during each school year. The effectiveness to the partnership and adherence to this MOU will be evaluated each school year during the months of December and May. MISD will provide a space for meetings between 3:30 p.m. and 5:30 p.m. two days per week when school is in session. The facility will not be available on holidays or when MISD students are not in attendance. The DCJD will provide an appropriate number of probation officers to oversee the youth while reporting during each session.

Strategic Plan Compliance:

This request complies with the Dallas County Strategic Plan: Vision 3 - Dallas County *is safe, secure, and prepared* by expanding disposition alternatives with regard to treatment for youth and families involved in the Juvenile Justice System.

Legal Information:

The Memorandum of Understanding has been reviewed and approved as to form by Denika Caruthers, Dallas County Juvenile Department Administrative Legal Advisor.

Financial Impact/Considerations:

There is no financial impact on Dallas County or the Juvenile Department.

Performance Impact Measures:

The report site will increase the probationer's compliance and will be more accessible for youth and parents residing in the Mesquite ISD area.

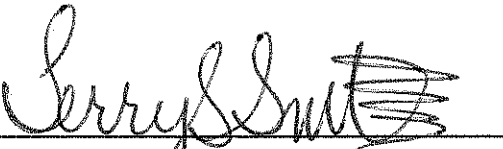
Project Schedule/Implementation:

This MOU will become effective upon signature by the authorizing officials of MISD and DCJD and will remain in effect until modified or terminated by MISD or DCJD.

Recommendation:

It is recommended that the Dallas County Juvenile Board approve the Memorandum of Understanding with the Mesquite Independent School District (MISD). It is further recommended that the Dallas County Juvenile Board authorize the Chairperson to execute related documents on behalf of the Juvenile Board.

Recommended by:



Dr. Terry S. Smith, Director
Dallas County Juvenile Department

Memorandum of Understanding

Between

Mesquite Independent School District (MISD)

And

Dallas County Juvenile Department (DCJD)

through the

Dallas County Juvenile Board

This Memorandum of Understanding (MOU) sets the terms and understanding between MISD and DCJD regarding probation meetings with students at a designated MISD location.

The purpose of this partnership is to better serve the families of students who are serving probation under the supervision of DCJD. The goal of the DCJD probation services is to assist referred youth in becoming productive law-abiding citizens while promoting public safety and victim restoration. Utilizing a community-based facility will allow the DCJD to better accommodate families while providing services to the students.

The effectiveness of this partnership and adherence to the MOU will be evaluated by the MISD and DCJD representatives listed below:

<u>Susie Court</u>	MISD Representative
<u>Judge Cheryl Shannon</u>	DCJD Representative

The evaluation shall take place each December and May of the partnership.

MISD will provide a space for meetings between 3:30 and 5:30 two days per week when school is in session. ***The facility will not be available on holidays or when MISD students are not scheduled for school attendance.***

The DCJD will provide an appropriate number of probation officers for each session.

Payment for damages to the facility caused by student vandalism during the meeting times will be the responsibility of DCJD.

This MOU is not a commitment of funds by MISD.

This MOU is at-will and may be modified by mutual consent of authorized officials from MISD or DCJD. The MOU shall become effective upon a mutually agreed date

upon signature by the authorizing officials of MISD and DCJD and will remain in effect until modified or terminated by MISD or DCJD.

MISD and DCJD agree that both AGENCY and CONTRACTOR shall each be responsible for their own negligent acts or omissions or other tortious conduct in the course of performance of this Agreement, without waiving any sovereign or governmental immunity available to either MISD or DCJD under Texas law and without waiving any available defenses under Texas law. Nothing in this paragraph shall be construed to create or grant any rights, contractual or otherwise, in or to any third persons or entities.

This MOU is expressly made subject to Government Parties' sovereign immunity, Title 5 of the Texas Civil Remedies Code and all applicable State and federal law. The parties expressly agree that no provision of this Contract is in any way intended to constitute a waiver of any immunities from suit or from liability that the parties or the County has by operation of law. Nothing in this Contract is intended to benefit any third-party beneficiary.

BINDING AGREEMENT, AUTHORITY, PARTIES BOUND

By signing this page, each participating local government or party represents that it has the full right, power and authority to enter and perform the MOU in accordance with all of the terms and conditions, and that the execution and delivery of this MOU has been made by an authorized representative of each party to validly and legally bind the same party to all terms, performances, and provisions set forth in this MOU.

COUNTY/CITY OF

County of Dallas

Mesquite, Texas

Mesquite ISD Representative: Susie Court

Signature:

Susie Court

Position:

Administrative Officer, Instruction

Address:

405 East Davis Street, Mesquite, TX. 75149

Telephone:

(972) 882-7314

Fax:

(972) 882-7498

Email: scourt@mesquiteisd.org

Dallas County Juvenile Department Representative: Judge Cheryl Shannon

Signature: _____

Position: Chair of the Dallas County Juvenile Board

Address: 2600 Lone Star Drive, Box 5, Dallas, TX. 75212

Telephone: (214) 698-4924

Fax: (214) 698-5508

Email: Cheryl.shannon@dallascounty.org

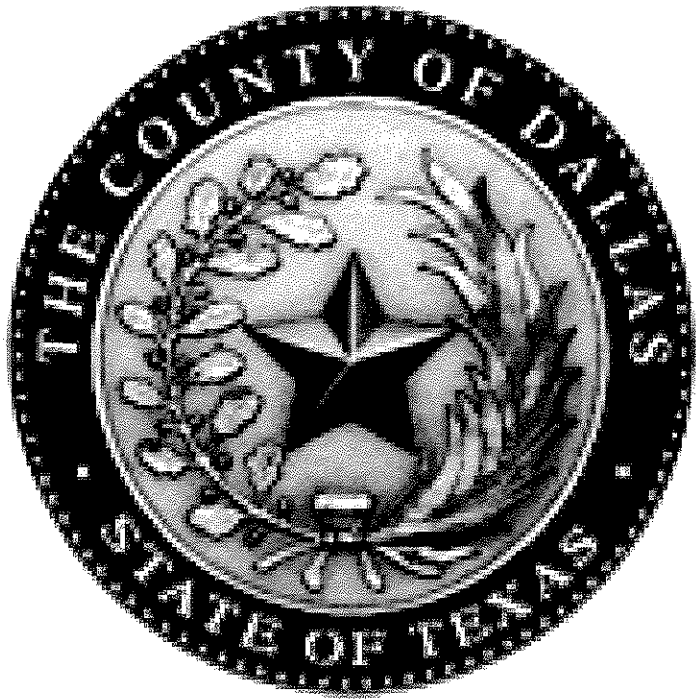
APPROVED AS TO FORM:

By: _____

Denika R. Caruthers, J.D.

Administrative Legal Advisor

Dallas County Juvenile Department



ACTION ITEM

E.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

MEMORANDUM

Date: March 23, 2015
To: Dallas County Juvenile Board
From: Dr. Terry S. Smith, Director
Subject: Juror Fund Recommendation for Fiscal Year 2015

Background of Issue:

The Juror Fund program began in FY1991 and allows jurors the option of donating their juror per diem back to Dallas County. Juror Fund monies designated for the Dallas County Juvenile Department's use are allocated to service programs focusing on new or innovative approaches in assisting youth and the provision of services which are not currently provided through the County budget. Administrative management of the Juror Fund program has been facilitated by the Youth Services Advisory Board (YSAB) with the assistance of the Grant Services Division of the Dallas County Juvenile Department. Final approval of funding initiatives is granted by the Dallas County Juvenile Board and Commissioners Court. The Youth Services Advisory Board did not meet at its regularly scheduled time in November. The Juvenile Board approved funding recommendations for the Juror Fund at its November 24, 2014 meeting (JB Order 2014-158). The YSAB met on December 15, 2014 and ratified all of the applications with exception of the Evening Reporting Center and the Crane Memorial Emergency Fund. At the YSAB December meeting, the board increased the amount of the Crane Memorial Emergency Fund from \$3,000.00 to \$10,000.00. At its meeting held on March 16, 2015, the YSAB approved a revised application for the Evening Reporting Center from \$21,612.00 to \$24,812.00. Additionally, at its March 16, 2015 meeting the YSAB approved an allocation for the Girls Services Committee—Girls Groups for \$9,000.

1. **Evening Reporting Center - \$24,812.00--Revised**
This grant helps maintain the Evening Reporting Center Program. This grant will cover the costs of healthy dinners for youth in the program, provide these youth with the opportunity to participate in community-based outings, and participate in arts and recreation activities. The intended purpose of the ERC is to decrease the rate of technical violations of juveniles on probation and decrease detention admissions by providing an alternative in the community.
2. **Crane Memorial Emergency Fund - \$10,000.00--Revised**
This program honors the memory of long-time juvenile department volunteer, Mr. Steve Crane. This program will provide assistance to Dallas County Juvenile Department involved youth and their families in times of crisis or unanticipated need. The fund will be utilized at the discretion of the Dallas County Juvenile Department Executive Director or their designee. Dallas County Juvenile Department staff will submit an application for funds on behalf of a child and their family to the Executive Director. The Executive Director will distribute funds on an as needed basis. This fund will enable the department to assist families when all other avenues are exhausted or the need is unique to a youth's personal situation.

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

214-698-2200 Office

214-698-5508 Fax

3. Girls Services Committee—Girls Groups- \$9,000--*New*

The girls groups are gender specific programs delivered to girls under probation supervision to assist girls with improving communication skills, improving interpersonal relationships, and developing appropriate coping skills. The groups empower girls and improve their self-esteem by providing them with a safe and supportive environment where they can express themselves more fully and critically think through their behavior and choices. This grant will be used to provide supplies, meals and snacks, attendance to enrichment events and additional curriculum material to further the objectives of the Girls Groups.

The purpose of this brief is to approve the revised allocation for the Evening Reporting Center and the Crane Memorial Fund and to approve the new allocation for the Girls Services Committee—Girls Groups.

Impact on Operations and Maintenance:

The current request will enhance services to youth. Requests for payments related to these initiatives will continue to be processed by Grant Services and will be executed in accordance with Dallas County policy.

Strategic Plan Compliance:

The current request complies with Dallas County's Strategic Plan, as evidenced by *Vision 3: Dallas County is safe, secured, and prepared.*

Legal Information:

Approval from the Dallas County Juvenile Board is required for allocation and expenditure of the Juror Fund.

Financial Impact/Considerations:

All initiatives related to this request will be supported by the Juror Fund (Funding Source 532-94065). The Evening Reporting Center will receive \$24,812.00. The Crane Memorial Emergency Fund will receive \$10,000. The Girls Services Committee will receive \$9,000. This has been reviewed and approved by Carmen Williams, Budget Supervisor.

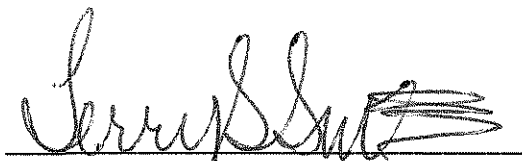
Performance Impact Measures:

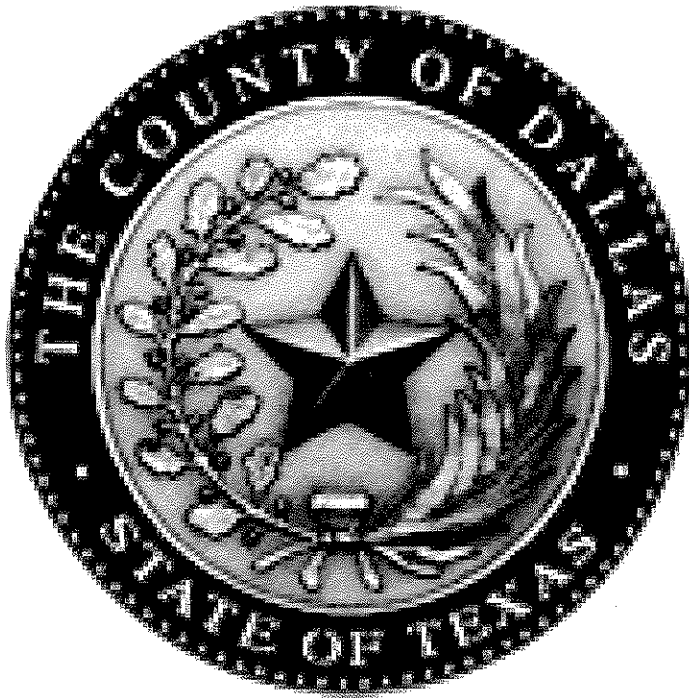
Each program presented specific anticipated performance measures in its initial application. They are required to turn in an annual performance measure report to the Youth Services Advisory Board.

Recommendation:

It is recommended that the Dallas County Juvenile Board approve the revised allocation for the Evening Reporting Center and the Crane Memorial Fund and to approve the new allocation for the Girls Services Committee—Girls Groups.

Recommended by:


Dr. Terry S. Smith, Director
Dallas County Juvenile Department



ACTION ITEM

F.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

MEMORANDUM

Date: March 23, 2015
To: Dallas County Juvenile Board
From: Dr. Terry S. Smith, Director
Subject: Dallas County Juvenile Justice Alternative Program Staff Handbook and Standard Operating Procedures

Background of Issue:

Standard Operating Procedures, or (SOPs), are formal written guidelines that denote daily operational procedures, assist in long-range planning and provide instructions for incident responses. This manual of standard operating procedures has both operational and technical components, and the contents of this document are essential to the development and deployment of solutions, as well as daily operations. The purpose of this briefing is to seek approval of the Dallas County Juvenile Justice Alternative Program (JJAEP) Staff Handbook and Standard Operating Procedures Manual. This manual provides information that will help with questions and set the stage for a successful year. Inasmuch, information in this manual will be updated as needed. This manual is not a substitute for the official Dallas County Juvenile Department Policy and Procedures Manual. It is to serve as a guide to Educational Services employees in areas that are unique to the Juvenile Department. Juvenile Department policies can change at any time. Those changes shall supersede any provisions in this manual that are not compatible with the changes.

Impact on Operations and Maintenance:

The staff handbook and standard operating procedures provide the framework that must be followed to ensure that JJAEP is upholding laws and adopting best practices in the area of education. The Juvenile Justice Alternative Program ensures that all policies and procedures are followed.

This manual contains standard operating practices of the Juvenile Justice Alternative Program and is structured to include the guidelines and directions for basic day to day practices necessary to guide staff in making proper decisions as it pertains to their job requirements as well as decisions regarding students. The manual specifically addresses several key components:

- Staff Related Issues
 - Crisis Emergency Management
 - Fire Drill and Safety Procedures
 - Student Transportation
 - Personnel administration
 - Electronic Communication and Data Management
 - Information Management & Confidentiality Agreement
 - School Committees
- Educational Services Delivery
 - Maintaining Gradebooks & Entering Grades
 - Grading Daily Assignments & Assessments

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

214-698-2200 Office

214-698-5508 Fax

- Completing Report Cards & Progress Reports
- Making Corrections to Report Cards
- Developing a Classroom Management Plan/Notebook
- Developing Lesson Plans
- Maintaining Student Work Portfolios
- Managing Student Behavior
 - Completing Incident & Behavior Reports
 - Escorting Students & Conducting Restroom/Water Breaks
 - Managing Student Arrival
 - Managing Student Dismissal
 - Referring Students to After School Detention
 - Referring Students to ISS
 - Responding to Emergency Situations
 - Suspending Students from Campus
 - Request for Information from JPO / Outside Entities
 - Documenting Contacts
 - Completing Student Behavior / Academic Reports
 - Referring a Student to a Case Manager
 - Referring Students to a Nurse
 - Reporting Suspected Abuse & Neglect/Exploitation

Strategic Compliance:

The Dallas County Juvenile Justice Alternative Program (JJAEP) Staff Handbook and Standard Operations Procedure manual and its contents conform to the Dallas County Strategic Plan – Vision 3 Dallas County is *safe, secure, and prepared by leveraging impact in the County by implementing best practices.*

Legal Information:

The Dallas County Juvenile Justice Alternative Program (JJAEP) Staff Handbook and Standard Operating Procedures has been approved as to form by Ms. Denika Caruthers, Dallas County Juvenile Administrative Legal Advisor.

Financial Impact/Considerations:

There is no financial impact to the county.

Performance Impact Measures:

There are no specific performance measures

Recommendation:

It is respectfully recommended that the Dallas County Juvenile Board approve the Dallas County Juvenile Justice Alternative Program (JJAEP) Staff Handbook and Standard Operating Procedures manual for the Juvenile Justice Alternative Program (JJAEP).

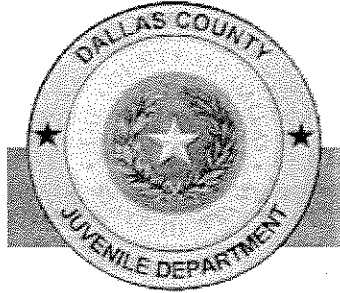
Recommended by:



Dr. Terry S. Smith, Director
Dallas County Juvenile Department

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

DALLAS COUNTY JUVENILE DEPARTMENT



JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

1673 Terre Colony Ct.
Dallas, Texas 75212
214.637.6136 Main Phone
214.637.6130 (DCJJAEP FAX)

**2014-2015
STAFF HANDBOOK &
STANDARD OPERATING
PROCEDURES MANUAL**

Danny W. Pirtle, Ph.D.
Deputy Director of Education Services
Vacant, Superintendent
Monique Paige, Instructional Manager

WELCOME!

Welcome to the Dallas County Juvenile Justice Alternative Education Program. The purpose of this manual is to provide information that will help with questions and set the stage for a successful year. Not all policies and procedures are included and information in this manual will be updated as needed. Please consult the Dallas County Juvenile Justice Department Policy and Procedures Manual for detailed information. Those pertinent to Educational Services have been summarized.

This manual is not a substitute for the official Dallas County Juvenile Department Policy and Procedures Manual. It is to serve as a guide to Educational Services employees in areas that are unique to the Juvenile Department. Juvenile Department policies can change at any time. Those changes shall supersede any provisions in this manual that are not compatible with the changes.

Student achievement in and outside of the classroom will always be at the forefront of the AAE/DCJJAEP's educational system. Nevertheless, our staff continues to establish an effective relationship in a unique learning environment in which our students are able to strive for excellence as young scholars.

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The Juvenile Justice Alternative Education Program

The Dallas County Juvenile Justice Charter Schools, is an educational institution that provides academic instruction to students in the custody and care of Dallas County. The school opened its doors in July of 2004 and serves 100% economically disadvantaged, at-risk students from all surrounding Dallas County area school districts. Students in grades 3 through 12 receive educational services at the following campuses:

Dallas County Juvenile Justice 001 Campus
(Juvenile Detention Center, START Program (Short Term Adolescent Residential Treatment), Marzelle C. Hill Transition Center, and RDT (Residential Treatment Center),
DRC 002 Campus (Day Reporting Center),
Medlock Youth Village 003 Campus,
SAU 004 Campus (Substance Abuse Unit), and
Letot 005 Campus.

Each campus serves a different population of students that are set to meet the unique and specific needs of the students. As a result, each juvenile facility has a different culture defined by components such as length of stay, gender, dynamics of the population, and program goals.

Each campus provides instruction in the core academic areas of English Language Arts/Reading, Mathematics, Science, and Social Studies. Also, elective courses such as Odysseyware and HSEP services, are provided to ensure that all students receive adequate education to meet their academic needs.

The campuses of the Academy for Academic Excellence, through collaboration and collegiality, are committed to establishing and consistently maintaining a standard of excellence in education that provides each youth the opportunity to obtain a quality education in a positive and creative school environment. Student achievement in and outside of the classroom will always be at the forefront of the Academy for Academic Excellence educational system.

The Dallas County Juvenile Justice Alternative Education Program (DCJJAEP) serves students who have been expelled from their home school campus or who have been placed in the program by a juvenile court judge. The length of enrollment depends upon the home school district & the type of referral.

Grades 3-12 attend the Dallas County JJAEP. Texas Juvenile Justice Department standards require that at least the 4 courses of English / Language Arts, Math, Social Studies, and Science are taught in all grades. Teaching the basic 4 core courses provides students the opportunity to strengthen their educational foundation while in the program. Students can earn credits toward high school graduation or pass courses for grade promotion. Physical Education and Social Life Skills courses are taught as non-credited courses. The Social Life Skills course teaches students valuable lessons on behavior modification, dealing with life experiences, employment related topics, money matters, health/hygiene, drugs/alcohol, as well as dating and relationships.

While in the program, each student is assigned a Case Worker who will assist him/her in counseling, and educational goals, etc. In addition to the basic curriculum, students have an opportunity to participate in student activities, become a peer tutor, or an office aid to administrative staff.

Vision Statement

"To facilitate a systematic and concerned community based approach to restrict at-risk delinquent youth from entering the criminal justice system."

Our vision for the educational program of the Academy for Academic Excellence and the Juvenile Justice Alternative Education Program is to provide a stimulating environment where children will recognize their potential & become productive life-long learners. Students will leave us with:

- Effective Communication Skills
- Problem Solving Abilities
- Increased Self-Esteem as well as Educational Confidence
- Self-Discipline
- Motivation to continue with education and life pursuits

Core Beliefs

- ✓ Effective, ethical, culturally competent services.
- ✓ Intervention strategies that are community based, family oriented and minimally restrictive, yet protective of public safety.
- ✓ Partnerships that promote collaboration to enhance communication, safety, and education of the community.
- ✓ A work environment that promotes employee effectiveness, satisfaction and morale.
- ✓ All students can learn and have a right to learn.
- ✓ Children learn best in a safe, creative, structured environment.
- ✓ Education serves the needs both of the individual and of society, and is crucial for the development of humanitarian values in our youth.
- ✓ Our job is to empower students to become independent learners.
- ✓ Learning and teaching are collaborative efforts.
- ✓ Learning activities extend beyond the classroom. Cultural presentation, extracurricular activities, and guest speakers are fundamental to the educational experience of our students.
- ✓ Children are our community's most valuable asset; they deserve the best efforts of all staff at all times.
- ✓ Teaching is hard, yet rewarding and valuable work.
- ✓ A TEKS-based curriculum continuously evolves over time according to the needs of our students.
- ✓ Teachers, students, parents, administrators and all Dallas County Juvenile Department staff and contractors form the foundation of our school.
- ✓ Collaboration and respect among all is a key contributor in educating the whole child.

Juvenile School Board Members

The State Board of Education, made up of elected officials, is the governing body responsible for the development of public education policy in Texas. The Juvenile Board of the Academy for Academic Excellence is the legally authorized body of officials who manage the Dallas County Juvenile Department (Texas Human Resource Code §152.0631(e)). The Juvenile Board is authorized under the Texas Human Resource Code §152.0631(e) to set policies for the Juvenile Probation Department and other departments, facilities, and organizations under the Board's jurisdiction (refer to Dallas County Policies and Procedures Manual Section 100).

Sometimes parents do not realize that they are able to contact the people in charge of providing education for their children. School officials are in their jobs to provide the best education for all the students, and are always open to hearing the ideas and views of parents. The following individuals are key personnel who are working daily to improve on policies that support our school district.

County Judge Clay Jenkins Dallas County Judge	Commissioner John Wiley Price District 3, Vice-Chairperson	Judge Cheryl Lee-Shannon 305th District Court, Chairperson
Judge Andrea Martin 304 th District Court	Judge Craig Smith 192 nd Civil District Court	Judge Amber Given-Davis 282 nd Judicial District Court
Judge Ken Molberg 95 th District Court	Judge Andrea D. Plumlee 330 th District Judge	Paula Miller Youth Services Advisory Board

School board members are elected by the public. It is important to find out who the school board members are, how they are elected, and where they stand on important issues. School board members bring an interest in education, concern for children, a knowledge of their community, a sense of fairness, and a great deal of common sense to their positions. The local school board approves the school budget, oversees operations of the school district, and hires and terminates the superintendent. For more information, contact the Academy for Academic Excellence's district administration office or the superintendent's office to obtain the Juvenile School Board members contact information.

2014-2015 Directory

Comment [t2]:

Academy for Academic Excellence District Office (057-814)
1673 Terre Colony Ct., Dallas, Texas 75212
Main Phone: 214.637.6136
Fax: 214.689.5568

Name	Title	Extension
Pirtle, Dr. Danny	Deputy Director of Education Services	214.689.5506
Shannon Wells	Executive Assistant to Dr. Pirtle	214.689.5500
Vacant	Superintendent	214.689.5503
Monique Paige	Instructional Manager	214.689.5536
Beasley, Kathy	Special Education Director	214.689.5545
Broadway, Shirley	Data Controller/Charter	214.698.4335
Susan Sanders	Accountant	214.689.5550
Casiano, Deya	Special Education Records	214.689.5544
Del Bosque, Kim	Psychologist Asst.	214.689.5547
		214.689.5504
Landin, Olivia	PEIMS Coordination	214.698.4440
Nancy Salvage	Diagnostician	214.689.5515
O'Rear, Patrick	Diagnostician	214.689.5528
Mary Miller	Instructional Specialist	214.689.5536
Peart, Hugo	DISD Transition	214.689.5541
Perez, Rebecca	Receptionist	214.689.5501
Vacant	Special Education Records	214.689.5543
Schoby, Jennifer	Testing / ESL Coordinator	214.689.5511
Vacant	Operations Manager	214.689.5551
Company Nurse		1-877-854-6877
Conference Room		214.689.5512
P.O. Visitation Office		214.689.5633

Comment [t1]:

Dallas County Juvenile Justice Campus (001)
2600 Lone Star Drive, Dallas, TX 75212
Main Phone: 214.698.2200
Fax: 214.698.4441 & 214.698.4388

Comment [t3]:

Angelica Borrego	Campus Administrator/Principal	214.698.4474
Vacant	Assistant Campus Administrator	214.698.4375
Kilgore, Ila	Counseling Analyst	214.698.4375
Linda Schmidt	ESL Teacher	214.698.4448

Blynitha Betts	Clerk II	214.698.4387
Rudy Gonzales	Data Controller	214.698.4441
Vacant	Records In & Out Clerk / Work Room	214.698.4335
Special Education Services		214.698.4448
Nurse		214.698.4420

Day Reporting Center (DRC) Campus (002)
1673 Terre Colony Court, Dallas, TX 75212
Main Phone: 214.637.6136
Fax: 214.637.6779

Aubrey Hooper	Campus Administrator	214.689.5503
Alicia Slaughter	Data Controller	214.689.5526
D'Erica Morrison	Campus Clerk	214.689.5520
Special Programs (SPED/ESL)		214.689.5523
Dennis Winston	Education Advocacy Caseworker	214.689.5536
Anthony Grant	Behavior Specialist	214.689.5518
Dawn Manning	Education Advocacy Caseworker	214.689.5524
Break Room		214.689.5538
IT Support		214.689.5521

Medlock Youth Village Campus (003)
1508 East Langdon Road, Dallas, TX 75241
Main Phone: 972.225.9781
Fax: 972.225.9763

<u>Medlock Campus</u>		
Yvette Pollard	Assistant Campus Administrator	972.225.9763
Jacobs, Fredrick	Campus Clerk	972.225.9781 ext. 622
Shirley Broadway	Data Controller	972.225.9721
Special Programs (SPED/ESL)		972.225.9781 ext. 754
<u>Youth Village Campus</u>		
Yvette Pollard	Assistant Campus Administrator	972.225.9763
Shirley Henderson	Campus Clerk	972.225.9722
Shirley Broadway	Data Controller	972.225.9721
Special Programs (SPED/ESL)		972.225.9747
Teacher's Lounge		972.225.9724

Substance Abuse Unit (SAU) Campus (004)
414 R.L. Thornton Freeway, Dallas, TX 75203
Main Phone: 214.860.4300
Fax: 214.860.4490

New Tracie Smith	Assistant Campus Administrator	214.860.4370
Thomas, Debra	Campus Clerk	214.860.4323
Smith, Tabitha	Data Controller	214.860.4322
Special Programs (SPED/ESL)		214.860.4316

Letot Center Campus (005)
10505 Denton Drive, Dallas, TX 75220
Main Phone: 214.956.2036
Fax: 214.956.2010

New Sheterric Malone	Assistant Campus Administrator	214.956.2036
Ernestine Ingram	Campus Clerk	214.956.2028
Special Programs (SPED/ESL)		214.956.2028

Juvenile Justice Alternative Education Program (DCJJAEP)
1673 Terre Colony Court, Dallas, TX 75212
Main Phone: 214.637.6136
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Aubrey Hooper	Campus Administrator	214.689.5503
Crear, Angie	Registrar	214.689.5505
Foster, Kim	Case Manager	214.689.5516
Anthony Grant	Behavior Specialist	214.689.5518
Paige, Jennifer	Data Entry / Billing / Attendance	214.689.5502
Derrick Daniels	Case Manager	214.689.5514
		214.689.5539
Joe Arrington	Case Manager	214.689.5525
Nurse		214.689.5527

OPEN DOOR POLICY

In any work environment, open lines of communication are necessary to foster the growth and development of all staff and to ultimately reach goals. If at any time a staff member feels she/he needs to speak with, or confide in the CA/ACA (without prejudice), they are encouraged to do so. However, staff is encouraged to always follow the chain of command and allow their immediate supervisor the opportunity to assist them in obtaining a resolution for any issues or concerns they may have. We ask that if you present a problem or potential problem, that you also have a potential solution to that problem.

Deputy Director

Code of Ethics and Standard Practices for Texas Educators

19 TAC Chapter 247

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) Ethical Conduct toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Statement of Nondiscrimination

The Academy for Academic Excellence & DCJJAEP does not discriminate against any person on the basis of race, color, national origin, disability, or age in admission, treatment, or participation in its programs, services and activities, or in employment. This statement is in accordance with the provisions of Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Regulations of the U.S. Department of Health and Human Services issued pursuant to these statutes at Title 45 Code of Federal Regulations Parts 80, 84, and 91.

It is the policy of the district to maintain a learning environment that is free from harassment and bullying. This includes, but is not limited to, harassment, bullying, and discrimination based on an individual's real or perceived race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identify/expression, socioeconomic status, height, weight, physical characteristics, marital status, parental status, or disability.

It is a violation of this policy for any student, teacher, administrator, or other school personnel to harass, bully, or discriminate against any person based upon any differences listed above. Please refer to the Appendix for more information.

Confidentiality of Student Information

Maintaining comprehensive and accurate student records is required by state and federal law. The improper release of confidential student information violates the privacy of the student and the mission of the district. Staff members have a professional obligation not to discuss private information about students or their parents unless doing so is necessary to fulfill a professional purpose. Please refer to the FERPA & Student Records policy.

Punctuality and work hours

Be on time for work every day. If you are going to be late, or absent from work it is your responsibility to call your immediate supervisor as soon as possible so that a substitute can be called. Failure to abide by your assigned work hours/schedule may result in disciplinary counseling. Each time a staff is absent from work (for any reason), they must submit a Leave/Absences Request Form. No employee may leave the campus during work hours without first informing their supervisor.

The regular school work day for teachers differs on each campus. Teachers are on duty for the entire school work day unless excused by their immediate supervisor. Teachers may be assigned responsibilities at hours other than normal duty hours by their immediate supervisor or by the instructional manager in order to carry out responsibilities for supervising or directing school activities or programs, or for participating in programs under the direct sponsorship of school. Such assigned responsibilities shall be made by the immediate supervisor or instructional manager in such a manner as to distribute the work load in as equitable a manner as possible.

Professional and administrative employees are exempt from overtime pay. A school calendar is adopted each year designating the work schedule for teachers and all school holidays.

Paraprofessional staff must work 8 hours each day. Campus administrators may adjust the actual arrival and dismissal times based on campus needs. Non-exempt staff must obtain approval from their immediate supervisor prior to working over-time. Standard lunch breaks are 30 minutes (see lunch schedule).

School Calendar

A calendar outlining work schedules, including required days of service and scheduled holidays, will be distributed each school year. Classroom teachers will have planning periods for instructional preparation and conferences. The schedule of planning periods will be set at the campus level.

Teaching Days:

There are 180 instructional days:

1st semester: 81 days

2nd semester: 99 days

Total: 180 days

School Mascots and Symbols

All mascots, nicknames, and descriptors including drawings, symbols or other identifiers used by the students and employees shall assure respect for cultural differences, values and attitudes of all people. The district prohibits the use of any existing race, culture or ethnic group as a mascot, nickname, descriptor or similar identifier of any activity.

Meetings & Trainings

Meetings announced by administrative and supervisory personnel may be scheduled before, during, or after the regular school day, or during evening hours, provided reasonable notice is given. Attendance of personnel at such meetings may be required.

In scheduling meetings of employees regarding the discharge of employee duties, administrative and supervisory personnel shall exercise every possible means to schedule meetings in such a manner as to cause minimum interference with scheduled classroom time.

Administrative and supervisory personnel are authorized to require the attendance of teachers at meetings held within the Education Services Department and to approve attendance at meetings held outside the district when such meetings are judged necessary for the conduct of educational services.

The Texas Administrative Code, the Texas Education Agency and the Texas Juvenile Justice Department have guidelines that mandate staff to receive training in more than one area. The district conducts annual training on these topics at the beginning of the school year.

In-Service and Staff Development hours of operation will be established by administration and indicated on the school calendar. Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation to report annually.

Emails and Mailbox

All teachers are responsible for checking their mailbox and county e-mail on a daily basis. You will be required to check your e-mail every morning prior to your first class and at the close of the school day to ensure all communication from the campus and district level is received in a timely manner. Any missed communication due to failing to check your mailbox and e-mail daily will be your responsibility, and can be subject to disciplinary action. Please refer to the Electronic Communication and Data Management Policy for specific guidelines on e-mail and internet usage.

Break areas

The break room will be utilized for breaks. Each teacher using the break area is responsible for keeping it neat and orderly at all times. This includes placing bottles, paper, and other litter in the receptacles provided. Staff should not gather in the front lobby during normal business hours.

Phone Call Messages / Cell Phone, Pager, and Blue Tooth Policy

The facility receptionist will see to it that staff receives EMERGENCY messages only. Cell phone usage is strictly prohibited in the education department with the exception of approved supervisory personnel and other identified pertinent staff with prior approval from the Deputy Director or Superintendent. Specifically, cell phones are not to be present while supervising students and/or while in the presence of students. However, when on campus you may use your cell phone during your break only in the break rooms, unless you leave campus or use it outside of the building when there are no students present.

Recording devices such as tape recorders, cell phones, video/audio cameras, computer games, pagers, and magnetic imaging are not permitted in the education department for personal use.

Blue tooth devices, IPads, & MP3 players, are prohibited from being used in the classroom, gym, hall-ways, during staff meetings, training sessions, or any time that instruction or monitoring of the students is taking place.

Anyone who violates this policy will receive:

1st violation – (5) five-day suspension

2nd violation – termination of employment

Books and Equipment

Equipment, supplies, and educational tools have been entrusted to the staff for the sole purpose of educating the children of the district. Teachers are responsible for the care of books and equipment, especially those items which are under their charge. All personnel are expected to use district property responsibly and for the purposes of their job duties. Consult your campus administrator concerning the accounting for textbooks and other materials. The district will not be responsible for any personal supplies or equipment that an employee furnishes for use at campuses.

Visitors in the Workplace

All visitors to the school are expected to enter the campus through the main entrance of the facility. Once clearance has been given by the facility staff, the visitor must report to the campus administrator's office.

Crisis / Emergency Management

All personnel shall follow the assigned campus facility crisis and emergency management plan. Consult your campus administrator for further information.

Fire Drill and Safety Procedures

The Juvenile Department maintains policies and diagrams for fire drills and severe weather at each facility. Campus administrators will provide directions for fire and emergency procedures within their building(s). All personnel should follow these directions explicitly. Safe practices are to be encouraged at all times. An employee's safety and health are primarily the responsibility of the individual employee. Employees must carry out their daily job duties in a manner attentive to their surroundings and working conditions. Any situation which creates an unsafe act or an unsafe condition must be reported to the campus administrator immediately (refer to the Dallas County Policy & Procedure Manual).

Inclement Weather

The county commissioner's court has the authority to close general government operations due to emergency conditions. The county fire marshal, under the direction of the county judge, is responsible for communicating with elected officials/department heads and media outlets if there are office closings or delayed openings due to inclement weather. Whenever possible, notification will be made before 6:00 a.m. to the designated radio and television stations. If the media outlet has not reported the County of Dallas as closed due to inclement weather, you are expected to work your normal work hours and duties as assigned.

Early Release

Early release of students must be approved by the Superintendent or the Deputy Director of Educational Services. Please refer to the policies & procedures for early release.

Accident Reporting

Any accident, no matter how minor, must be reported to the campus administrator or supervisor immediately.

Medications

No employee shall give any student prescription medication, non-prescription medication, herbal substances or dietary supplements whatsoever.

Field Trips

Campuses that are allowed to have field trips must have prior approval of the principal and instructional manager. Field trips should be of an educational nature. Please refer to the field trip policy.

Transportation of Students

Employees are not to transport students in their personal vehicles (for further information please see the assigned facility/campus policy and procedures).

Moment of Silence / Pledges

Senate Bill 83 requires schools including charter schools, to observe a minute of silence at the start of the school day to reflect, meditate, or pray, and to recite pledges to both the U.S. and Texas flags. The bill does not provide penalties for students who fail to participate. Parents who object must submit their objections in writing to the campus administrator and cite the specific requirement(s) they oppose.

Physical Restraint of Students

Physical restraint is administered only when there is a belief that it is necessary in order to protect a person, including the person using physical restraint, from physical injury. It is also used to obtain possession of a weapon or other dangerous objects and protect property from serious damage. Physical restraint can be used to remove a student from a specific location who is refusing a lawful command of a school employee, including from a classroom or other school property, in order to restore order or impose disciplinary measures, and/or to restrain an irrational student. Teachers will receive physical restraint training (Handle With Care), but physical restraint, when deemed necessary, is carried out by the facility staff.

Parking/Keys & Security

There is parking for all staff. Please do not park in fire lanes. Keys to file cabinets will be issued by appointed personnel. (Administration must have a copy of the key to anything that locks in your office or classroom). Entrance and exit of the building is through the front door only. Staff are required to wear their ID badges at all times while in the building. The employee is responsible for safeguarding their valuables and personal items.

Arrest Notice

Any current employee arrested for a crime (other than a minor traffic offense) shall report within 24 hours of the employee being arrested to the Deputy Director of Educational Services. Failure to report being charged with such a crime may result in appropriate disciplinary action, including termination of employment.

Electronic Communication and Data Management

Dallas County Juvenile Department
Division 8. Electronic Communications

Comment [t4]: Taken from Dallas County Standards

Subdivision I. In General

Sec. 86-946. Purpose of division.

The purpose of this division is to address the legal and legitimate use of the county's electronic communication and Internet access resources. This division will address the standards of acceptable use.

(Ord. No. 2000-1462, 7-25-2000; Ord. No. 2000-1883, 9-19-2000)

Sec. 86-947. Objectives of division.

The objectives of this division are to define:

- (1) The resources included under electronic mail and Internet access;
- (2) Standards of conduct that are acceptable when using available resources;
- (3) Define the guidelines for use of the county system.

(Ord. No. 2000-1462, 7-25-2000; Ord. No. 2000-1883, 9-19-2000)

Sec. 86-948. Statement of policy.

(a) The county electronic mail and Internet system is provided to county employees, contractors, vendors and other persons or firms designated by authorized county officials for the purpose of county business. The electronic mail and Internet system is owned by the county. The county reserves the right to monitor any messages, attachments or access of electronic mail and/or Internet sites on the electronic mail and Internet system, subject to state and federal law. Users of the county electronic mail and Internet system will be subject to administrative and/or criminal actions if policy violations occur.

(b) This division is designed to create a recognized legally acceptable exception, known as the "employee consent exception," to the Federal Wiretap Statute, 18 USCA 2510 (1986). This exception requires the county to establish a written policy concerning the interception of business communication.

(Ord. No. 2000-1462, 7-25-2000; Ord. No. 2000-1883, 9-19-2000)

Sec. 86-949. County computer network system.

(a) The technology of a computer network system is defined as all computers, both hardware and software, the LAN (local area network) and all transmitted information. Transmitted information includes, but is not limited to, electronic mail, web browsing, file transfer protocol and any information retrieved via the Internet. The Internet is an electronic superhighway connecting thousands of computers and users all around the world. The Internet includes both the Internet and intranet applications. Access to electronic mail enables communication with people all over the world; information and news from around the world, as well as the opportunity to correspond with the providers of this information; discussion groups on a wealth of topics; and access to many county databases.

(b) With such access to computers and people all over the world, there exists an availability of material that will have no business value to the county. Therefore, the county has taken all reasonable precautions to restrict access to inappropriate materials. However, on a global network it is impossible to control all materials, and an industrious user may discover inappropriate information. The county firmly believes that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the business goals of the county.

(Ord. No. 2000-1462, 7-25-2000; Ord. No. 2000-1883, 9-19-2000)

Sec. 86-950. Standard of conduct.

Use of the computer technology of the county is a privilege, not a right, extended to some employees. Each user has the privilege to make use of authorized hardware and software in order to facilitate his/her employment and for other activities with prior approval of the department head or elected official. Transmission and viewing of any material in violation of any federal or state regulation is strictly prohibited. This includes, but is not limited to, plagiarizing copyrighted material, threatening or obscene materials, or materials protected by trade secret or classified government information. Moreover, the viewing, transfer, solicitation, use or storage of pornography or other sexually explicit information is strictly prohibited, except in the pursuit of bonafide law enforcement investigations. Initiation of electronic mail and the Internet for commercial ventures, religious or political causes or other non-county sanctioned activities is also prohibited.

(Ord. No. 2000-1462, 7-25-2000; Ord. No. 2000-1883, 9-19-2000)

Subdivision II. Guidelines**Sec. 86-951. Employee responsibility for misuse; monitoring and privacy.**

(a) All county policies and regulations apply to the use of the electronic mail and Internet network to support the business goals of the county. When the county incurs a cost due to employee negligence or misuse, the employee will be responsible for reimbursement of that cost.

(b) The county reserves the right to monitor all activity and contents of any county owned communication system. Employee passwords do not guarantee privacy. Employees deleting electronic mail should know that it will not totally purge the message from the system. Computer servers often retain electronic mail for months, and electronic tracing information remains indefinitely. Further, electronic mail could be subject to the Texas Public Information Act.

(Ord. No. 2000-1462, 7-25-2000; Ord. No. 2000-1883, 9-19-2000)

Sec. 86-952. County goal.

The county recognizes that the electronic communications available on the Internet are an increasingly important part of the daily lives of many employees and can help individuals and families keep up with daily schedules, personal communication, and other important information. The goal of the county when making this system available to employees is to enhance the effectiveness of employees in their work but also to recognize that this technology will be used as routinely as the telephone.

(Ord. No. 2000-1462, 7-25-2000; Ord. No. 2000-1883, 9-19-2000)

Sec. 86-953. Personal communications.

Similar to its policies regarding telephone use, the county expects users of the county electronic network to limit personal communications to those that are necessary. One should never incur a charge to the county, operate a profit-making enterprise on county time, or take away from the time required to be devoted to county business. Routine and occasional personal communications, consistent with departmental policies, may be made on break times or in such a way that they do not interfere with the performance of job duties. However, such personal communication shall not be considered private and may be monitored by the county. No employee shall have an expectation of privacy when using the county's electronic mail and Internet system.

(Ord. No. 2000-1462, 7-25-2000; Ord. No. 2000-1883, 9-19-2000)

Sec. 86-954. Business, political or religious communications.

A county network user should not give their county electronic mail address to any person or organization for purposes of receiving business, political, or religious communications. A county network user who receives such communications or any inappropriate non-county electronic message should respond to the sender asking to have such messages terminated or redirected to a non-county address.

Sec. 86-955. User regulations.

The following county network user regulations shall be observed:

- (1) Use of personal codes is not authorized and is strictly prohibited.
 - (2) No expectation of privacy exists for personal electronic communications.
 - (3) Users are bound by federal, state and local laws relating to civil rights, harassment, copyright, licensing, security and other statutes relating to electronic media. Illegal activities will be referred to the appropriate law enforcement agency.
 - (4) Users must recognize that information distributed through the county's computing and networking facilities is a form of publishing, and some of the same standards apply.
 - (5) Anything generated at the county that is available on the Internet represents the county and not just an individual. Even with disclaimers, the county is represented by its employees, and appropriate professional language, behavior and style is warranted.
 - (6) Users may not use the network system in such a way that would disrupt or degrade the county network.
 - (7) Users may not reveal the home address or phone number for any person.
- (Ord. No. 2000-1462, 7-25-2000; Ord. No. 2000-1883, 9-19-2000)

Sexual Harassment Policy

Dallas County Juvenile Department
Division 2. Harassment

Sec. 86-781. Division policy.

Comment [t5]:

(a) It is the policy of the county to provide all employees a work environment that is free from any form of unlawful harassment, any hostile work environment based on unlawful harassment, or any retaliatory action against an employee who reports unlawful harassment. Unlawful harassment of any kind is expressly prohibited and will not be tolerated. All employees are responsible for ensuring that the workplace is free from unlawful harassment and all employees must avoid any action, conduct or behavior which could be viewed as unlawful harassment. Unlawful harassment includes sexual harassment and harassment of employees on the basis of race, religion, color, sex, national origin, age or disability. Slurs, epithets, and jokes based on these characteristics have no place in the workplace. Harassment of any nature, when based on race, religion, color, sex, national origin, age or disability, will not be tolerated. The unlawful harassment prohibited by this division includes harassment by management, co-workers, citizens, and vendors. Employees of the county are also prohibited from harassing customers, employees of vendors, and other third parties.

(b) All employees of the county are entitled to a workplace free of unlawful harassment by management, co-workers and vendors. Any employee who believes he, or any other employee of the county, has been subjected to sexual or any other form of unlawful harassment by anyone, including management, supervisors, co-workers, vendors, customers, or other visitors, must report it immediately to his immediate supervisor, elected official or department head and/or the director of the county human resources/civil service department. It is important that employees report such incidents because without such assistance, violations may go undetected. Preserving a workplace free of unlawful harassment is the responsibility of all employees.

(c) All reports of unlawful harassment will be investigated promptly by management. All employees are required to cooperate with the investigation. Confidentiality will be preserved to the fullest extent possible. Employees who bring a complaint of unlawful harassment to

the attention of management, and/or who cooperate with the investigation, will not suffer retaliation or adverse employment decisions as a consequence. Where management's investigation substantiates the allegation of unlawful harassment, appropriate measures will be taken.

(d) Discipline, up to and including termination, will be imposed on any employee who is found to have engaged in conduct prohibited by this division. Discipline, up to and including termination, will be imposed on any employee who witnesses behavior prohibited by this division and does not report it. Discipline, up to and including termination will be imposed on any supervisor or employee who fails to report an incident of unlawful harassment when it is reported to them.

(e) One form of unlawful discrimination is sexual harassment. It is the county's policy that sexual harassment is prohibited in the workplace and that all employees are responsible for ensuring that the workplace is free from sexual harassment. This means that all employees must avoid any action, conduct or behavior which could be viewed as sexual harassment. Any employee who violates this subsection will be subject to disciplinary action up to and including termination.

(f) County policy defines unlawful harassment in the workplace and outlines responsibilities for reporting and preventing such conduct, as well as the procedures for investigating and resolving unlawful harassment complaints.
(Admin. Policy Manual, § C(8.10--8.15).

Sec. 86-782. Definitions.

The following words, terms and phrases, when used in this division, shall have the meanings ascribed to them in this section, except where the context clearly indicates a different meaning:

Complainant means an employee who reports unlawful harassment to a supervisor or manager.

Hostile work environment means when the conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment. Like quid pro quo harassment, hostile work environment harassment may involve management and supervisory personnel. In addition, however, hostile work environment harassment may also involve co-employees and non-employees. Example: remarks, slurs, epithets, jokes or gestures based on race, religion, color, sex, national origin, age or disability in the presence of or, directed toward an employee which result in an intimidating or threatening work environment for any employee.

Quid pro quo (this for that) means when submission to or rejection of the harassment is the basis for an employment decision affecting the individual, or is made a term or condition of the individual's employment. Quid pro quo harassment usually involves management or supervisory personnel because these individuals have the ability to grant or deny job benefits. Example: if an employee's raise or promotion depends on his granting sexual favors to a supervisor.

Retaliation/reprisal means an intimidating, vengeful action by members of management, any person with authority to affect the employee relationship, and/or employees directed against an individual for reports of unlawful harassment or for cooperating with an investigation.

Sexual harassment means, as defined by the Equal Employment Opportunity Commission, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
 - (2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
 - (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
- Incidents of sexual harassment can involve members of the same gender as well as members of the opposite gender. The harasser may be male or female.

Supervisor/manager means an employee vested with the authority to control working conditions or tangible job benefits of another employee.

Cross references: Definitions generally, § 1-2.

Sec. 86-783. Examples of sexual harassment.

Conduct which constitutes sexual harassment may include, but is not limited to, the following:

- (1) Unwelcome touching of a sexual nature, such as:
 - a. Touching another person's body (for example, unwelcome neck massages, rubbing another person's hand or arm).
 - b. Touching another person's breasts, chest, buttocks or genitals.
 - c. Touching or exposing one's self.
- (2) Unwelcome sexual advances, propositions or other sexual comments, such as:
 - a. Discussing in any manner or making sexually suggestive gestures, noises, remarks, jokes or comments about a person's sexuality or sexual activities.
 - b. Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward.
 - c. Sexual remarks about physical attributes.
 - d. Alluding to another person's or one's own mode of dress in a sexually suggestive manner.
- (3) Any display of sexual publications at any county workplace, such as:
 - a. Displaying sexually suggestive pictures, videos, magazines, posters, calendars, drawings and literature.
 - b. Reading or otherwise publicizing in the work environment materials that are sexually revealing, suggestive, demeaning or pornographic.

(Admin. Policy Manual, § C(8.22))

Sec. 86-784. Manager and supervisory responsibility.

(a) Managers and supervisors shall take the initiative in preventing unlawful harassment by:

- (1) Setting good examples; demonstrating courteous and professional behavior at all times;
- (2) Actively monitoring the work environment for indications of unlawful harassment;
- (3) Ensuring that each employee is aware of the policy regarding unlawful harassment or misconduct in the workplace;
- (4) Informing employees of procedures to report incidents of unlawful harassment;
- (5) Ensuring that employees do not suffer retaliation for presenting allegations of unlawful harassment;
- (6) Taking all reports of unlawful harassment seriously;

- (7) Conducting a prompt and fair investigation into all allegations of unlawful harassment;
- (8) Taking appropriate disciplinary action when an investigation substantiates an allegation of unlawful harassment;
- (9) Ensuring that employees do not suffer retaliation for cooperating in an investigation into an allegation of unlawful harassment;

Sexual Harassment Policy continued:

- (10) Immediately reporting all complaints of unlawful harassment to the personnel/civil service department; and
 - (11) Attending unlawful harassment training.
- (b) Discipline, up to and including termination, will be imposed on any manager or supervisor who fails to report an incident of unlawful harassment when it is reported to them. (Admin. Policy Manual, § C(8.23, 8.24))

Sec. 86-785. Employee responsibility.

- (a) Any and all county employees shall take the initiative in preventing unlawful harassment by:
- (1) Conducting themselves in a professional manner; maintaining a professional attitude and dressing appropriately for the workplace;
 - (2) Avoiding involvement in actions or discussions that may be sexually suggestive or offensive;
 - (3) Ceasing any behavior or discussion if told by a supervisor, manager, or co-worker that such conduct is offensive; and
 - (4) Cooperating with management in any investigation into alleged acts of unlawful harassment.
- (b) Discipline, up to and including termination, will be imposed on any employee who is found to have engaged in conduct prohibited by this division. Discipline, up to and including termination, will be imposed on any employee who witnesses behavior prohibited by this division and does not report it.
- (c) Any employee who believes that he, or any other employee of the county, has been the subject of unlawful harassment must immediately contact one of the following:
- (1) Supervisor or manager;
 - (2) Elected official or department head; or
 - (3) Director, personnel/civil service department.
- (d) The personnel/civil service department shall serve as an additional avenue outside the complainant's own department through which employees may file a complaint and seek resolution of unlawful harassment charges.
(Admin. Policy Manual, § C(8.25--8.28))

Sec. 86-786. Complaint procedure.

- Once a manager, supervisor, elected official/department head or the director of the personnel/civil service department has been notified of an allegation of unlawful harassment, an investigation should begin immediately. The following steps should be followed as appropriate:
- (1) The harassment incident report (exhibit A) should be completed on each allegation.
 - (2) A separate harassment incident report is required for each incident of unlawful harassment.
 - (3) The original harassment incident report is to be provided to the personnel/civil service department, with a copy provided to the elected official/department head.

Confidentiality will be preserved to the fullest extent possible. Once the harassment incident report is received by the personnel/civil service department, it should be date time stamped. The personnel director should immediately provide a copy of the harassment incident report to the elected official/department head if they did not receive a copy. The complainant should also be provided a copy of the harassment incident report.

(4) Receipt of the original harassment incident report by the personnel/civil service department constitutes the beginning of the time line for completion of the complaint procedure. In the event of the need for "formal action" (as described in subsection (5) of this section), completion of the investigation and resolution of the complaint should occur within ten working days, exclusive of holidays. However, any information that would have bearing on the outcome of the investigation, but cannot be reasonably obtained within that ten working days period, could result in an extension of the investigation period.

(5) The complainant will be interviewed and advised of the actions that may be taken:

a. Informal action: An informal action requires some interaction with the alleged harasser to provide information regarding the county's policy on unlawful harassment. Follow-up with the complainant would occur to ensure that the complainant has had no further problems and that the behavior has not recurred.

b. Formal action: A formal action includes a complete investigation of the complaint, interviews with complainant, alleged harasser and witnesses, and a review of personnel documents and other related materials. This type of action would be as a result of a request from the complainant, or if sufficient evidence exists, the personnel representative.

(6) Every effort will be made to preserve the confidentiality of the complainant's name to the fullest extent possible. When the investigation is deemed "formal action," which would likely result in disciplinary action, the complainant's name would be revealed to the alleged harasser in order to provide due process.

(7) The complainant and the alleged harasser will be advised of the findings at the conclusion of the formal action investigation.

(Admin. Policy Manual, § C(8.29))

Sec. 86-787. Implications of charges

(a) All charges of unlawful harassment shall be taken seriously and dealt with in a prompt and effective manner. When an elected official, department head or supervisor/manager is notified by an employee of a complaint of unlawful harassment, the department shall in turn notify the personnel/civil service department director immediately for assistance in the investigation of the allegation.

(b) Any employee who, in good faith and belief, alleges the existence of unlawful harassment which is later determined to be unfounded and/or unsubstantiated may not be the subject of any retaliation by any party.

(c) Any employee who knowingly files a false accusation of unlawful harassment for reasons which may include, but are not limited to, malice, spite or ill-will may be subject to disciplinary action that may include termination.

(Admin. Policy Manual, § C(8.30--8.32))

Sec. 86-788. Additional information on the investigation process

(a) Investigations will be conducted, with regard to each complaint, which may include:

(1) Interviews with the complainant, accused, witnesses or other parties believed to have knowledge of the claim; and

- (2) A review of personnel records and/or other relevant documents.
 - (b) Resolution of the investigation should be accomplished in the most prompt and expedient manner, in order to avoid further occurrences within the department, and to ensure employees that the county takes unlawful harassment charges seriously. Such an investigation will provide resolution and closure to the situation in order to allow normal activities to resume with minimal interruption to the workplace.
 - (c) During the investigation, depending upon the severity of the incident or action the alleged harasser may be temporarily reassigned to a different work area.
 - (d) Information regarding the investigation shall be released on a "need to know" basis only to those parties deemed necessary, preserving confidentiality to the fullest extent possible throughout the investigation.
 - (e) Any information received by an elected official, department head, supervisor, manager or the personnel/civil service department director regarding unlawful harassment claims must be taken as notice and carries with it the duty to investigate.
 - (f) In the event of a finding of unlawful harassment upon completion of the investigation, disciplinary action up to and including termination will be taken based upon the severity of the findings. If the harasser is not a county employee, he may be subject to administrative or legal action.
 - (g) The personnel/civil service department director shall ensure that the elected official/department head is immediately made aware of all complaints when an investigation is elevated to formal action. The personnel/civil service department director will work with the elected official/department head in the investigation and resolution of the charge.
 - (h) The personnel/civil service department director shall ensure that all relevant parties are briefed regarding the findings of the investigation.
 - (i) The personnel/civil service department director shall maintain a copy of the harassment incident report, any documentation, statements, and other information relevant to the complaint, investigation and resolution in a confidential file.
- (Admin. Policy Manual, § C(8.33--8.41))

Employee Grievance

Dallas County Juvenile Department
Employee Grievance Policy/Procedure

Comment [t6]: Taken from Dallas County Standards

ARTICLE VIII.

State law references: Grievances, V.T.C.A., Local Government Code § 160.001 et seq.

Sec. 86-1001. Purpose of article

The purpose of the grievance procedure is to settle all grievances between the county and all employees under the civil service system as quickly as possible and at as low an administrative level as possible, so as to assure efficient work operations and maintain employee morale. (Admin. Policy Manual, § A(12.00); Ord. No. 2001-1954, 10-9-2001)

Sec. 86-1002. Eligibility.

Any category C or D regular, full-time civil service employee may process an employment grievance. Any category C or D probationary civil service employee may file a grievance on defined items except those relating to his/her performance rating or dismissal. (Admin. Policy Manual, § A(12.01); Ord. No. 2001-1954, 10-9-2001)

Sec. 86-1003. Scope of grievance appeal procedures

(a) A personal grievance may be filed by an employee, as defined in section 86-1002, on one or more of the following grounds:

- (1) Improper application of rules, regulations and procedures;
- (2) Unfair treatment, including coercion, restraint or reprisal;
- (3) Discrimination because of race, religion, color, creed, gender, age, national origin, disability or political affiliation;
- (4) Disciplinary actions taken against him/her without proper cause;
- (5) Improper application of fringe benefits or improper working conditions;
- (6) Demotion, suspension, or dismissal.

(Admin. Policy Manual, § A(12.02); Ord. No. 2001-1954, 10-9-2001)

Sec. 86-1004. Time limits for filing and response

(a) Grievances shall be promptly filed. To be considered, a grievance must be filed in writing within seven calendar days from its occurrence, and/or from the date of receipt of written notification of disciplinary action, exclusive of holidays, unless it is beyond the control of the employee. Termination and disciplinary action grievances should be initially filed with the first level of supervision above the employee's supervisor who has caused the action, with a copy to the employee's immediate supervisor and the personnel/civil service department. All other grievances should be initially filed with the employee's immediate supervisor.

(b) A formal grievance form (exhibit AT) must contain the following information:

- (1) The date and a brief explanation of the incident causing the disciplinary action;
- (2) The reason the disciplinary action is deemed to be unjust/unfair;
- (3) The remedy or solution sought; and
- (4) The signature of the aggrieved employee.

(c) A copy of the grievance should be retained by the employee and a copy should be filed with the personnel/civil service department. All copies should note the date the grievance was typed or written and the date and time the grievance was received by the supervisor.

(d) The supervisor shall then investigate the grievance and make a written determination within seven calendar days, exclusive of county holidays, from receipt of the grievance. The written determination shall inform the employee of the next management level and the filing time limit for an appeal.

(e) If the employee is not satisfied with the determination of the grievance, the employee shall have seven calendar days, exclusive of county holidays, to make a written appeal to the next level of supervision.

(f) The preceding time limits, seven calendar days exclusive of county holidays for investigation and determination, and seven calendar days exclusive of county holidays for appeal, shall be used consistently for each succeeding higher level of management the grievance is filed with, unless there is a mutually agreed time extension between the aggrieved party and management for fact-finding purposes, emergencies, etc.

(g) If the employee fails to meet the filing time limits, the grievance will be considered null and void.

(h) If the supervisor fails to meet the time limits, the employee may then file with the next higher level of management without waiting for a determination.

(i) In order to expedite the grievance process, if succeeding levels of management are aware of all facts contained in a grievance and concur with the preceding supervisor's determination, they may elect to allow the grievance to be forwarded to the next higher level of management by initiating their concurrence on the grievance.

(j) Date and time of response by the supervisor and the employee must be noted on the grievance to assure verification of compliance with the time limits.
(Admin. Policy Manual, § A(12.03–12.12); Ord. No. 2001-1954, 10-9-2001)

Sec. 86-1005. Grievance resolution procedures

(a) In solving grievance matters, the supervisor should investigate the complaint thoroughly and when deemed appropriate or at the employee's request, conduct an informal hearing and require witnesses or interested parties to provide testimony, and verify grievance charges.

(b) Grievance hearings are not judicial in nature, therefore, rules of court of law will not be followed.

(c) Whenever possible, a grievance hearing should be recorded on tape cassette in order to reduce the rehearing of testimony during appeal proceedings. A recorder and cassettes are available for use in the personnel/civil service department.

(d) The employee or supervisor may represent himself/herself, have a designated representative present, or have an impartial representative from the personnel/civil service department present to assure both parties' rights are protected.

(e) If a hearing is conducted and the grievance is between two or more employees, the supervisor will act as an administrator of the hearing. If the grievance is between an employee and the employee's supervisor, the next higher level supervisor in the department will act as administrator of the hearing.

(f) The administrator will establish a mutually agreeable date and time for the hearing to be conducted when all witnesses can be present and when it is not disruptive to work patterns of the organization. The administrator will notify all individuals sufficiently in advance so that they may appear at the designated time.

(g) The supervisor will be allowed to present pertinent facts or witnesses to testify on his/her behalf. The employee or his/her representative will then be allowed to cross-examine the witness and provide a rebuttal to other facts presented.

(h) The employee or his/her representative will then be allowed to present his/her facts or witnesses with the supervisor being allowed to cross-examine.

(i) Loud and abusive language by the employee, supervisor, witnesses or representative will not be allowed and will be grounds for disciplinary action or dismissal from the hearing.

(j) After conclusion of the hearing, the administrator will have seven calendar days, exclusive of county holidays, to make a written determination of the hearing proceedings.

(Admin. Policy Manual, § A(12.13–12.22); Ord. No. 2001-1954, 10-9-2001)

Sec. 86-1006. Order of appeals

A grievance must be appealed through the chain of command in the following order:

(1) Grievant's immediate supervisor; unless the grievance is directed against the immediate supervisor.

(2) Elected official/department head or division head or committee appointed by elected official/department head (i.e., a specific individual or individuals will be designated by the elected official/department head), unless the grievance is directed against the elected official/department head.

(3) Governing board of managers, where applicable. Advisory boards may uphold termination or disciplinary actions or may make recommendations to the department head or civil service commission on matters concerning reinstatement back pay or financial impact awards.

(4) Civil service commission (or specially designated board or committee appointed by the civil service commission). Only the civil service commission, with approval of commissioners court, may make back pay awards.

(Admin. Policy Manual, § A(12.23); Ord. No. 2001-1954, 10-9-2001)

Sec. 86-1006.1. EEOC complaints

Nothing in this procedure shall preclude any employee from pursuing a discrimination complaint with the equal employment opportunity commission (EEOC) or the state commission of human rights (TCHR). Employees have the right to file charges of discrimination with the EEOC or the TCHR before, during, or after the filing of a grievance. (Ord. No. 2001-1954, 10-9-2001)

Sec. 86-1007. Civil service commission rules of practice

- (a) *Scope of rules.* These rules shall govern the review of an administrative action by the county civil service commission in all grievance proceedings, except as hereinafter stated.
- (b) *Construction of rules.* "He" "him" "his" or "their" are used to signify both male and female individuals.

Employee Grievance Policy/Procedure continued:

(c) *Definitions.*

Commission refers to the county civil service commission.

Grievant refers to the employee or his representative.

Department refers to the department who took the action being grieved.

Secretary or secretary to the commission refers to the individual responsible for scheduling and coordinating the civil service meetings. this individual is the director of personnel/civil service.

(d) **Representation.** Any party to a grievance may appear and present his position. The grievant must notify the secretary if he has a representative or attorney and the representative's/attorney's name, address and phone number. Notification should occur at the time of filing the grievance, or as soon thereafter as possible. Either the department's representative or attorney may present the department's case, but both will not be allowed to participate in the presentation of information. The same rule will apply to the grievant, his representative or attorney.

(e) **Filing of grievance.** Grievance hearings scheduled before the commission shall be initiated by a grievance filed with the secretary after exhaustion of appeals through the department's chain of command. (Please refer to 86-1001--86-1006 for additional information.)

(f) **Claim for relief/burden of proof.**

(1) A grievance must be submitted on the form adopted by the commission for this purpose and shall contain a brief statement of:

- a. The disciplinary action challenged;
- b. The relief sought;
- c. Why disciplinary action was not justified.

(2) The department has the burden of proving that the action taken should be upheld.

(3) Actions overturned by the commission that result in a back pay award may be adjusted to account for delays occasioned by the grievant or his representative/attorney.

(g) **Dismissal of grievance.** At any time before a decision is rendered, the grievant may withdraw the grievance, and the withdrawal shall be entered into the record.

(h) **Postponements.** Requests for rescheduling must be in writing and must establish an emergency. Only one postponement will be granted by the secretary. Further requests to reschedule a grievance hearing will be presented to the commission for determination.

(i) **Hearing materials.** The materials furnished for a hearing shall be directly related to the disciplinary action taken and shall include:

- (1) Notice of warning form and/or notice of separation form regarding the disciplinary action taken (dismissal, demotion, suspension, reprimand, warning);
- (2) Copy of formal grievance filed;
- (3) Department's response to grievance;
- (4) Previous performance evaluation(s) for the grievant;
- (5) Employment application of the grievant (if applicable).
- (6) Any prior disciplinary actions taken against the grievant;

Departmental personnel files must be presented to the secretary within five work days from the date of receipt of notification of the hearing. All documentation must be submitted to the secretary of the commission who will then distribute to the appropriate parties. Neither the grievant nor the affected department representative may submit documentation to the commission members prior to the scheduled hearing. Documentation such as character letters will not be accepted by the civil service commission members.

(j) **Time.** There is no time limitation on the presentation of evidence at the grievance hearing. However, evidence should be presented in the most efficient and expedient manner in conformity with these rules.

(k) **Open meetings.** The grievant shall be allowed to decide if the hearing will be open or closed to the public. If the grievant decides to have a closed hearing, the following persons are authorized to be present:

- (1) Commission members.
- (2) Grievant.
- (3) Grievant's representative/attorney.
- (4) Personnel department's representative.
- (5) Department's attorney.
- (6) Department's representative.
- (7) Legal counsel for the commission.
- (8) Court reporter.

(l) **Omissions.** A grievant who fails to submit in writing any part of his grievance may have the omitted portion entered into the record at the hearing to show that the matters were considered.

(m) **Witnesses requested.** Any witness (voluntarily) appearing at a grievance hearing shall attend the proceeding until discharged by the commission or the party requesting the witness. Time away from the workplace to participate in a grievance hearing shall be paid leave. The commission reserves the right to hear only those witnesses whom they deem appropriate. No action will be taken to prevent an employee from testifying on behalf of a grievant and no act of retaliation will be taken against any witness who testifies in a grievance hearing.

(n) **Testimony by affidavit.** Upon agreement of both parties, testimony by affidavit will be permitted. Because the affidavits will not be subject to cross examination, the weight given each affidavit will be within the discretion of the commission.

(o) **Procedure.** Both parties will have an opportunity to provide an opening statement, present and cross-examine witnesses and make a closing argument. Because the department has the burden of proof, the department will proceed first in each instance. The department is required to present its witnesses first in order to justify the disciplinary action taken.

(p) **Additional testimony.** If necessary for the administration of justice, the commission may permit additional evidence to be offered at any time prior to a decision being rendered.

(q) **Commission to render decision.** Upon conclusion of the proceeding, the commission shall render its decision in writing.

(r) **Decisions.** The decision of the commission will either (i) affirm the disciplinary action taken by the department; (ii) modify the disciplinary action taken by the department; or (iii) overturn the disciplinary action taken by the department and grant the relief sought by the grievant which shall be framed to give the party all relief to which he may be entitled at the commission level. Decisions pertaining to demotions, suspensions or terminations shall be given in writing.

(s) **Appeal.** Action taken by the commission which results in a demotion, suspension or termination, may be appealed to a district court within 30 days after written notification of the commission's decision.

(t) **Scheduling of grievance hearings.**

(1) Grievances are scheduled according to the date received, except grievances appealing terminations, which are given priority over all other types of pending grievances.

(2) A grievance may be rejected by the secretary of the commission if determined not to be a grievable issue. The commission, the grievant and the department's representative will receive written notification of the determination. The commission may overturn the decision of the secretary.

(u) **Notification.** The grievant will receive a minimum of 14 calendar days prior notification of the scheduled hearing date, unless there is a mutual agreement for a lesser time period between the secretary and the grievant. This time frame does not apply to postponements.

(Admin. Policy Manual, § A(12.24--12.53); Ord. No. 2000-380, 2-22-2000)

Policy: Maintaining Professional Boundaries and Working with AAE/DCJJAEP students	March 2015
Local Administrative Policy # 1.0	Frequency: Daily
Policy Statement: It is the policy and practice of the AAE/DCJJAEP to provide a positive environment where students can learn as well as ensure that their confidentiality, safety and well-being are protected at all times.	

Comment [t7]: Taken from JJAEP Policy and Procedure and adopted by AAE

It is the responsibility of the staff to:

- be aware of their role as staff members and to demonstrate behaviors that are focused on meeting the needs of the student.
- focus conversations that occur in the school setting primarily on students' ideas, feelings, and experiences and not on those of the employee.
- position themselves as a supportive guidance team who offers professional guidance to the student. Befriending a student or showing favoritism to a particular student is not considered to be supportive.
- demonstrate appropriate communication techniques, including active listening and therapeutic communication. Giving students advice, opinions and judgments or sharing the employee's own desires, worries, values, and religious beliefs are not considered to be supportive.
- not disclose personal information.
- not impose their own religious beliefs or ethics, provide witness to or proselytize with students. Staff members shall not lead prayer groups with students.
- inform the CA/ACA if a personal relationship has existed with the student prior to admission.
- not have students, current or discharged, in their home unless this relation existed prior to their admission.
- not make or receive phone calls from current or discharged students.
- not give students their phone numbers.
- not transport students in their personal vehicles without prior approval from a CA/ACA or designee.
- immediately contact their supervisor or CA/ACA if found in any difficult situation with a current or discharged student.
- demonstrate appropriate and professional judgment in limiting physical contact with students.
- never discuss AAE/DCJJAEP business with students (i.e., salary, benefits, etc.).
- not give information about one student to another student for any reason.

"Ten Laws for Crisis Prevention"

1. Be Empathic: Try not to be judgmental of any of the students' feelings. They are real, even if not based on reality. They must be attended to.
2. Clarify Messages: Listen to what is really being said. Ask reflective questions to students and use re-statement.
3. Respect Personal Space: Stand at least 1 ½ to 3 feet from the acting out person. Invading of personal space tends to arouse and escalate an individual.
4. Be Aware of Body Position: Standing eye to eye, toe to toe with the student sends a challenging message. Standing one leg length away and at an angle off to the side is less likely to escalate the student.
5. Permit Verbal Venting When Possible: Allow the student to release as much energy as possible by venting verbally.
6. Set and Enforce Reasonable limits: If the student becomes belligerent, defensive, or disruptive, state limits and directives clearly and concisely.
7. Avoid over reacting: Remain calm, rational and professional. How you, the staff person, respond will directly affect the student.
8. Ignore Challenging Questions: When the student challenges your position, teaching style, etc., redirect the student's attention to the issue at hand. Answering their questions often fuels a power struggle.
9. Keep Your Nonverbal Cues Non-Threatening: Be aware of your body language, movements, and tone of voice. The more a student loses control, the less he/she listens to your actual words. More attention is paid to your nonverbal cues.
10. Use Physical Techniques As A last Resort: Use the least restrictive method of intervention possible. Employing physical techniques on a student who is acting out verbally can escalate the situation.

Principles of Behavior Management

Comment [t8]: Taken from JJAEP Policies and Procedures and adopted by AAE

I. Come-To-Me-Rule

Use this anytime two students begin to have verbal confrontation as a means of separating them before a physical altercation evolves.

II. One Teacher & One Activity

Use at all times, as a means of maintaining proper supervision control. Do not do more than you can effectively manage.

III. Avoid 1:1 Confrontations

Always attempt to seek additional help before intervening into a potentially dangerous situation.

IV. Keep Structure Within Structure

Orchestrate movements within planned activities throughout the day. Ex. You instruct the students when to speak, where to go, when to go, etc. You give specific Expectations and Instructions.

V. Safety Measures Free of Excessive Contraband

Always check area, each time you enter; keep a running count of pencils, markers, and other materials. Never leave scissors laying out, cell phones, keys, tools, etc.

VI. Avoid Over-Confidence / Focus on Teaching

Follow Policies and Procedures at all times. Being on your own program will only result in less team work and more confusion.

VII. Build Positive Relationships

Let students know you care about them. Learn by getting involved/engaging in the learning process.

VIII. Be Assertive

Be firm, consistent, confident, considerate, respectful, and business oriented. You are in charge! If a student challenges your authority, keep your composure and deal with the challenge in a firm but business-like manner.

IX. Three Acceptable Reason For placing a Student in PRT, Per TJJD Standards

1. To prevent injury to self (hurting themselves)
2. To prevent injury to others (another student or staff), or running away from the facility
3. Destruction of property.

Guidelines for Working with AAE/DCJJAEP Students

Comment [t9]: Taken from JJAEP Policies and Procedures and adopted by AAE

Listed below are Guidelines for working with AAE/DCJJAEP students. This list is not all-inclusive, but provides a general guideline for employees to follow. All employees are expected to follow the guidelines set forth:

1. Do not push, shove, grab, pinch, hit, choke or in any way physically assault a student.
 - Do not put your hands on a student to use force to discipline them.
 - Squeezing = Power Struggle. Avoid Power Struggles.
 - You are the adult. Be mature and professional when interacting with students.
 - Always remain in your "Adult Self."
2. Do not threaten students.
 - Do not humiliate, disgrace, or embarrass students.
 - Humiliation leads to more disruptive behavior.
 - Do not yell at students.
 - If you yell, you have stepped out of your adult role (avoid any power struggle.)
3. Do talk respectfully. Call them by their given names. Show respect and they will in return give you respect.
 - Talk it down. Use your good judgment and calm, affirming voice to de-escalate or "talk down" problems and situations.
 - Respectful conversation is the key.
 - Be an empathetic listener.
4. Do (only *when necessary*) use proper restraint techniques taught in Handle With Care (HWC) training to restrain and or help students gain control of themselves when they are:
 - Harming others
 - Causing damage to private property
 - Harming themselves
5. Do maintain the teacher – student boundary.
 - Be a role model and a mentor.
 - Be a positive influence on your students.
 - Set the example for your students.
 - Do encourage, re-enforce and reward positive behavior from your students.
 - Do not have sexually oriented discussions or discussions that are inappropriate with your students.
 - Do not date your students.
 - Never have a student in your car except for emergency situations or occasions pre-approved Dallas County Administrator.
 - Do not use profanity or make obscene gestures in the presence of a student.
 - Do not solicit from or sell any items to a student.

- Do not participate in the sale, use, or distribution of drugs, alcohol, or smoking tobacco with a student.
 - Do not harass students in any manner.
6. Do maintain firm and fair rules.
- Some students may be manipulative and may look for preferential treatment. Do not allow students to manipulate the rules to their advantage.
 - Some students will bend and break the rules until you lose control. Do not lose control.
 - Do show you like them, but remain professional.
7. Do not discipline students with physical exercise or physical activity.
8. Do not bring weapons of any kind onto the school premises at any time.
9. Do remember that your students' perceptions may differ from your own. Do not engage in behavior that can be misperceived or misunderstood by your students (e.g., teasing, horseplay, flattery, embraces.)
10. Do treat students well, especially when they deserve it least.
11. Do not leave students unattended. They must always be in your line of sight.
12. Do praise your students for their accomplishments and /or efforts.
13. Do maintain a proper physical distance. Some students feel threatened when people get physically too close to them.
14. Do endeavor to understand the student who exhibits chronically disruptive behavior.
- Ask why or what could be the cause of the behavior?
15. Do refer students to their assigned Case Manager/PO for counseling.
- Their Case Manager/PO will need your observation and will need to discuss the student's behavior with you.
 - If you suspect any abuse/neglect of a student, you must report it to the proper authority immediately. This is the law. (1-877-786-7263)
16. Do work as a team to help our students.

I acknowledge that I have read, understand, agree and have been trained on the above policy and expectations, Professional Boundaries and Guidelines for Working with AAE/DCJJAEP Students.

Employee Name

Date

Employee Signature

Date

Policy: Working Effectively With Parents	March 2015
Policy # 2.0	Frequency: Ongoing
Policy Statement: It is the policy and practice of the AAE/DCJJAEP to provide the highest quality customer service through positive and sincere communication to every parent/guardian that has a child in our program. Forming positive relationships and building alliances with parents/guardians fosters support for the program and is in the best interest of the student.	

It is the responsibility of all AAE/DCJJAEP staff to:

- Treat each and every parent with respect and courtesy when engaging with them about their child.
- Speak and respond to parents or guardians in a professional manner.
- Always maintain student/parent or guardian confidentiality.
- (Teachers/TA's) make periodic phone calls to parents/guardians to keep them informed of their child's progress/regress in the program.
- Return parent/guardian phone calls as soon as possible.
- Never curse, shout, or threaten a parent or guardian.
- Refer all angry, hostile, and verbally abusive parents to the DCJJAEP Administrator.
- Contact the student's assigned Caseworker to set up all parent conferences. Conduct parent conferences as needed, and when doing so, conduct them in a quiet, private area.
- Always respect the rights of parents.
- Remember, parents are our customers.

Policy: Recognizing and Reporting Abuse and Neglect/Exploitation		March 2015
Policy # 3.0		Frequency: On going
<p>Policy Statement: It is the policy of the AAE/DCJJAEP and a standard of the Texas Juvenile Justice Department (TJJD) for all staff to report any and all suspected abuse and neglect of students.</p> <p>Definitions: <u>Abuse</u> – is the mental, emotional, physical or sexual injury to a child or the failure to prevent such an injury to a child. <u>Neglect</u> – is the failure to provide a child with basic needs such as food, clothing, education, shelter or medical care and or leaving a child in a situation where the child is at risk of harm. Neglect is also the failure to provide proper supervision of a child. <u>Exploitation</u> – is the illegal or improper use of a child or the resources of a child for personal or monetary benefit, profit or gain.</p>		
All Staff	<ol style="list-style-type: none"> 1. If you suspect that a child is being abused, neglected, or exploited, you have a prima-facie duty to report it. Likewise, if a child tells you that they are being abused, neglected, or exploited you must report it. 2. Follow these steps: <ul style="list-style-type: none"> - If the suspected abuse, neglect, or exploitation happened outside of school – Write an incident report. Take the child to the nurse. Then to the sheriff officer. - Inform the child's caseworker, administration and parent, if applicable. - Within 24 hours, call Texas Department of Family and Protective Services toll free hot-line number 1-877-786-7263 and make a report. Note: <i>It is the responsibility of the individual who has first knowledge to make the report and call.</i> 3. If the abuse, neglect, or exploitation happened at school - follow the steps in #2. 	
Caseworker	<ol style="list-style-type: none"> 4. Document the statements of the staff and the student. Follow –up with a phone call to the toll-free hot-line and in person with the sheriff officer and administrator. 	

Comment [t10]: Updated from JJAEP Policies and Procedures and adopted for AAE

Policy: Information Management and Confidentiality Agreement	March 2015
Policy # 4.0	Frequency: Daily
Policy Statement: It is the policy and practice of the AAE/DCJJAEP to safeguard information about our students. Unless otherwise instructed to do so, employees should only release student information to individuals/groups representing the Dallas County Juvenile Department, Texas Juvenile Justice Department, Dallas County Administration, School Districts, Law Enforcement personnel, Parents and Child Protective Services.	

Comment [t11]: Taken from JJAEP Policies and Procedures and adopted by AAE

It is the responsibility of all staff to manage the flow of student confidential information at all times:

- Maintain the daily population count and report count to the CA/ACA.
- Maintain the admission and discharges on a daily basis.
- Maintain demographics (age, sex, grade, ethnicity, social security, etc.) on all students entering the program.
- Record all data (offence, home school district, test scores, grade, length of stay, etc.) required in the TJJD database.
- Input and record all grading for students in the established electronic data base (e.g. TxEIS & JCMS.)
- Forward all records of grade reports to the parents, districts, and other agencies who have a need to know.
- Submit reports to the Dallas County Juvenile Department on a monthly basis regarding number of students present for the month for billing purposes.
- Submit reports required by the CA/ACA.

It is the responsibility of the AAE/DCJJAEP Administrator to:

- ensure the control of information is governed by policy and procedure.
- ensure that all data collected is accurate.
- ensure that all data is submitted to the above parties mentioned in a timely manner.
- ensure that data included in the End of the Year Report is accurate and conclusive of the years findings for the AAE/DCJJAEP.

CONFIDENTIALITY AGREEMENT

It is the responsibility of all staff to:

- Adhere to the Confidentiality Agreement, which indicates that all students' and employees' proprietary information is considered confidential and should not be used for purposes other than its intended use.
- Understand that all employees have an ethical and legal obligation to protect confidential information used or obtained in the course of delivering education services to students enrolled in the Academy for Academic Excellence and the Dallas County Juvenile Justice Alternative Education Program (AAE/DCJJAEP.)
- Understand that all policies on confidentiality apply equally to data stored both in the computer and on paper records.
- Unauthorized use of, or access to, confidential information may result in discipline up to and including termination of employment.

I have read and been trained on the AAE/DCJJAEP Confidentiality Agreement. I agree to adhere to the policy outlined above.

Employee Name

Date

Employee Signature

Date

Policy: School Committees	March 2015
Policy # 5.0 Resources: Committee Form	Frequency: Daily
Background Information: It is the policy and practice of the AAE/DCJJAEP to form committees that will help promote the mission of the district. Moreover, the establishment of committees will afford staff the opportunity to have input into the program's direction as well as help solve issues that may arise.	

Comment [t12]: Taken from JJAEP Policies and Procedures and adopted by AAE

Committee Guidelines:

- Committees are formed at the discretion of the CA/ACA and are designed to address and assist with meeting program goals. The CA/ACA will appoint all committee chair persons. Staff may voluntarily serve on a committee, or be asked to serve on a committee by the A/ACA.
- Serving on a committee is not mandatory. However, individuals that volunteer to serve on a committee should be active contributors.
- Each committee may consist of 5-7 members, not including the chair.
- All scheduled committee meeting locations, times, and agendas will be forwarded to the CA/ACA or designee prior to meetings being held.
- The CA/ACA must approve any and all fund raisers/contributions received. See Dallas County Policy on gifts, contributions etc.

The district has the following committees:

- Student Support Team (SST)
- Response to Intervention (RTI)
- Campus Improvement Committee
- Grade Placement Committee (GPC)

Policy: Educational Service Delivery	March 2015
Policy # 6.0	Frequency: Ongoing
Policy Statement: It is the policy and practice of the AAE/DCJJAEP to operate the school in compliance with the requirements set forth in Chapter 37 of the Texas Education Code (TEC), the Texas Juvenile Justice Department (TJJD) and the Memorandum of Understanding.	

Comment [t13]: Taken from JJAEP Policies and Procedures and adopted by AAE

Academics / Program Orientation

The CA/ACA is primarily responsible for the delivery of educational services at the AAE/DCJJAEP. Education and behavior represent the core of activity at the school. The AAE/DCJJAEP will assess each student's basic academic skills and place them in courses at the appropriate level in the instructional program. The instructional program allows high school students to earn credits toward high school graduation, and middle/elementary students to pass courses that lead to grade promotion. The AAE/DCJJAEP understands that students come to us with unique individual learning styles. We address individual learning styles by using a variety of instructional resources and techniques, including some computer-assisted learning, textbook-based learning, and collaborative learning activities.

After students are enrolled in the DCJJAEP program, they will receive 2-3 days of orientation. Orientation consist of a pre-assessment test to determine a student's current learning level, review and test of the DCJJAEP Student Code of Conduct, and academic and behavioral counseling.

Academic Records

The maintenance of student records is a vital function at the AAE/DCJJAEP. The tracking and reporting of student performance and other student-related data are essential to:

- Provide evidence of academic achievement
- Provide information for instructional and management decision-making
- Ensure compliance with applicable educational laws and policies
- Ensure compliance with the Dallas County Juvenile Department education standards
- Ensure compliance of the Memorandum of Understanding between the DCJJAEP and the school districts

Confidentiality of Student Information

General records management involves maintaining key student information. This function includes requesting student records and maintaining student grades for grade promotion to ensure a smooth transition when a student completes the program and is withdrawn.

Maintaining comprehensive and accurate student records is required by state and federal law. The improper release of confidential student information violates the privacy of the student and the mission of the district. Staff members have a professional obligation not to discuss private information about students or their parents unless doing so is necessary to fulfill a professional purpose. Please refer to the FERPA policy.

Curriculum

The AAE/DCJJAEP provides the following required core courses:

- English/Language Arts
- Mathematics
- Social Studies
- Science
- Computer based High School Recovery Courses
- Physical Education
- GED (AAE)

Courses Offered, but not credited:

- Social Skills for Life
- Health

Student Recognition and Extra Curricular Activities:

- Honor Roll
- Educational Field Trips
- Student Council / Student Representation
- Educational Assemblies
- Career Day
- "Good Behavior" Incentives

Academic curricular activities are designed to:

- Provide students with educational services that are based on their assessed education needs and prior educational records.
- The academic curriculum is based on Texas Essential Knowledge and Skills (TEKS), Texas Assessment of Knowledge and Skills (TAKS), State of Texas Assessments of Academic Readiness (STAAR), and End of Course Exams (EOC) as defined under the rules of the State Board of Education under Texas Education Code 28.002, and the course description of the course in which students are receiving instruction.
- Prepare students to take the state mandated assessments.

They provide a minimum:

- Course credits leading toward a high school diploma.
- Instruction in reading, mathematics, and writing.
- Appropriate use of the GED exit option or access to a GED curriculum (AAE.)
- Modification and accommodation as appropriate to meet the needs of all students.
- A seven (7) hour school day.
- Tutorial, remedial, and literacy instruction as needed.

Special Needs Students

The DCJJAEP follows the special education and ESL regulations set forth in state and federal laws. Students with special educational needs receive educational and behavioral instruction from DCJJAEP certified special education teachers under the consultation of Diagnostic Assessment Services (DAS.)

English as a Second Language

The ESL Department adheres to the policies and procedures set forth by the Texas Education Agency. The goal of the ESL department is to provide support and instruction in the English language to all English Language Learners (ELLs) to help them become successful in the classroom and community. Please refer to the ESL Procedures.

Campus Duties and Responsibilities

It is the responsibility of the ACA/CA, Counselor, Registrar, Data Controller/Analyst to:

- Determine appropriate classroom placement for newly enrolled students.
- Follow up with Teachers and Case Workers (DCJJAEP & DRC) to ensure class schedules are being followed.
- Ensure that the Educational Service Delivery at AAE/DCJJAEP meets all federal and state guidelines and those educators are compliant as well as efficient in doing the required documentation.
- Follow all guidelines set forth by the Texas Education Agency.

Comment [t14]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Maintaining Grade books and Entering Grades		March 2015
Education Procedure: # 1.0 Resource: Teacher Electronic TXEIS Grade Book, Teacher hard copy Grade Book		Frequency: Daily, Every 3 Weeks, Every 6 Weeks & End of Semester
Background Information: It is the responsibility of the Teacher to organize and maintain their Electronic TXEIS grade book and hard copy grade book according to policy and procedure. Grade books are subject to periodic spot checks for compliance at any time. All information needed to determine student progress toward mastery of STAAR/TAKS objectives should be included in the TXEIS grade book.		
Actor	Action Steps	
Teacher:	NOTE: Both the Electronic TXEIS grade book and the hard copy grade book will act as the primary grade book of record. 1. Hard Copy Grade Books A. Organize hard copy grade book in the following manner: 1. Teacher full name 2. Facility 3. Facility phone number/fax number 4. Room number 5. Students name 6. Grade(s) being taught (7 th / 8 th) 7. Term (School Year) 6 weeks/semester 8. Attendance recorded daily 9. Insert dates underneath days of the week B. Follow the following Electronic TXEIS Grade Book Procedures: - Down load school year grade book (once every 3 weeks) - Verify students names in Electronic TXEIS grade book with class rosters (daily, weekly) - Input assignments weekly: daily lessons, activities, collaborative learning projects, pre/posttest, weekly test, end of course/semester test should be entered each six weeks - Input students grades every Tuesday and Thursday - Post students grades in TXEIS for progress reports and report cards 2. As students complete assignments and or assessments enter them into the TXEIS grade book. Note: All AAE/DCJJAEP Students must receive 3 grades per subject, per week, plus an assessment of the materials covered for the week for a total of 3 grades.	

Teacher	<p>3. Grades will be determined in the following manner:</p> <p style="text-align: center;"><u>Grade Legend</u></p> <p>90 – 100 = A Non-attendance for final = I (incomplete) 89 – 80 = B No Grade = NG 79 – 70 = C First day of class - E 69 – below = Failing Non-attendance = (absent) N Excuse absent = EA Excuse tardy = ET Transfer = TR/ Administrator authorization Withdrawal = W Transitional Exit = Ex</p> <p>4. Students enrolling the last week prior to the ending of a semester use the withdrawal grade for the 3rd/6th 6 weeks grade and also the withdrawal grade for the final grade unless notified to do otherwise.</p> <p>5. Determining Grade Weights: Class work = 25% Test/Assessments = 25% Special Reports/Collaborative Assignments = 25% Participation = 25%</p> <p>6. <i>Uniformity of marking is important.</i> Ensure that assignments given are clearly labeled.</p> <p>7. Input at least 3 grades per week per subject. This does include a weekly assessment grade.</p> <p>8. Respect student privacy and confidentiality and only share grades with them in private.</p> <p>9. Contact parents when students are not making satisfactory grades, or anytime during the grading period that a student is doing unsatisfactory work /or is failing: All students will receive a Progress Report whether the student is failing or not at the end of the 3rd six weeks of a six week period. <i>Note: Contact of parents must be recorded on the classroom parent conference/call log sheet.</i></p>
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Procedure: Grading Daily Assignments and Assessments		March 2015
Education Procedure: # 2.0 Resource: Answer Keys, TXEIS Grade Book, Student's Selected Work Portfolio		Frequency: Daily, Weekly
<p>Background Information: Teachers will be responsible for grading student classroom work and assessments on an ongoing basis. Students should receive regular feedback regarding their work. In addition, teachers will display student work as a positive affirmation in the classroom and outside their classroom on assigned bulletin boards. Student names are prohibited from being shown on their work.</p>		
Actor	Action Steps	
Teacher	<ol style="list-style-type: none"> 1. Input into the TXEIS grade book at least 3 grades and or grade notations per subject, per week for each student in your class. The notations include weekly test grades. 2. For students that refuse to complete classroom work, or fail to complete assignments in a timely manner – input a 0 or enter the grade earned for the portion they complete. NOTE: Non-attendance considerations or participation in extracurricular activities may not be used in determining a student grade. 3. Enter a grade of "0" for students caught cheating on a test, or classroom assignment by inputting a 0 (Zero) and in notes in TXEIS document that the student was cheating. 4. Round grade averages to the nearest whole number. NOTE: A comment must be added on the progress report/report card for all failing grades. <p>Elementary & Middle Students: Grades are recorded as numeric scores Numeric scores can be translated into letter grades as follows: 90-100 = A 80-89 = B 70-79 = C 51-69 = Actual number grade earned 50 and below = 50 (not a letter grade)</p> <ol style="list-style-type: none"> 5. Grade all students work daily. 6. Input the grades into the TXEIS grade book daily. Review the graded work with students, then file only selected work in the students Selected Work Portfolio. 7. Ensure that grades for all students (in all subjects) taught receive a grade and that those grades are averaged on a weekly basis. <p>NOTE: Students with 10 or more absences for the semester do not receive credit for courses, but should receive a grade for those courses.</p> <p>For students who have been enrolled in a course for the entire marking period, determine the total amount of grades that the student should have received for a course and for that marking period; enter 0(Zero) for incomplete assignments that are required,</p>	

Comment [t15]: Taken from JJAEP Policies and Procedures and adopted by AAE

	<p>but not completed.</p> <p>For any assignments for which a 0 (Zero) for incomplete work was entered for any course: if a student at some later date before the final grade is assigned completes the assignment(s), the grade is entered in the relevant marking period (course) to displace the 0 (Zero), and the grade for that course/marketing period is automatically recalculated to determine the final grade.</p>
Ongoing Task	
Teacher	<ol style="list-style-type: none"> 1. Display students' graded work and projects in the classroom and on outside bulletin boards as a positive affirmation. Record conduct grades in the TXEIS grade book for each student.
CA/ACA	<ol style="list-style-type: none"> 2. Periodically check TXEIS grade books for compliance of this procedure. 3. Ensure the integrity of the grading system.

Procedure: Completing Report Cards and Progress Reports		March 2015
Education Procedure: # 3.0 (a) Resource: TXEIS Grade Book, Teacher Hard Copy Grade Book (Grades and Attendance)		Frequency: Mid way of a six weeks (3 rd week) End Six Weeks, End of Semester
Background Information: The DCJJAEP/AEE Analyst/Registrar will assist the CA/ACA with the progress report/report card process. After teachers have posted all grades for every student and every course taught in their class, they are to inform (by email) the Analyst/Registrar.		
Actor	Action Steps	
Teacher	<p>For Progress Reports:</p> <ol style="list-style-type: none"> 1. Post TXEIS grades. 2. Receive Progress Report from the Analyst/Registrar. 3. Verify a Progress Report has been completed for each student in your TXEIS grade book and on your attendance roster. Be sure to: <ul style="list-style-type: none"> • Indicate steps for improvement using positive comments in the comment section of TXEIS • Mark the appropriate comment if a parent conference is needed. • Complete, sign and submit three-week progress reports to the appropriate Case Manager, so that the student's successful days can be entered in a timely manner (DCJJAEP) • Case Managers will make a copy and then return Progress Reports to DCJJAEP Registrar upon completion of entering days so that they are sent out in a timely manner. 4. Review Progress Reports for clarity and completeness. 5. After Progress Reports are reviewed – make copies for mailing <p>For Report Cards:</p> <ol style="list-style-type: none"> 6. Post TXEIS grades. 7. Receive Report Cards from Analyst/Registrar. 8. Verify a report card has been completed for each student in your TXEIS grade book and on your attendance roster. 9. Ensure that all students on your grade book receive a grade for the marking period. 10. Ensure that students with 9 days or more absences for the semester receive the actual grade that has been averaged for the work they have done. 11. Complete, sign and submit Report Cards to the Analyst/Registrar according to schedule, so that they are mailed out in a timely manner. 	

Comment [t16]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Completing Report Cards and Progress Reports		March 2015
Education Procedure: # 3.0 (b) Resource: TXEIS Grade Book, Teacher Hard Copy Grade Book (Grades and Attendance)		Frequency: Mid way of a six weeks (3 rd week) End Six Weeks, End of Semester
Actor	Action Steps	
Analyst/Registrar	<p>For Report Cards:</p> <ol style="list-style-type: none"> 12. At the close of a six weeks reporting period, verify posted grades from each teacher according to the Report Card/Progress Report schedule. 13. Print Report Cards from TXEIS, and distribute Report Cards to teachers. If report cards are not complete, return them to teachers for correction and or completion. 14. Forward the completed reports cards to the CA/ACA Administrator for final review and signing. 15. After report cards are signed by the Administrator, ensure they are mailed and faxed to the districts according to schedule. 	
CA/ACA	<ol style="list-style-type: none"> 16. Review and sign all report cards, Progress Reports, & AARs (AAE). 17. Record progress/regress data from report cards in a spread sheet. 18. Review progress/regress data with Assistant Administrators at the end of each six weeks. 	

Comment [t17]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Making Corrections to Report Cards		March 2015
Education Procedure: # 4.0		Frequency: As Needed
Resource: Grade Absences Correction Form, Report Card		
Background Information: NA		
Actor	Action Steps	
Teacher	<ol style="list-style-type: none"> 1. Discover that an incorrect grade or credit has been issued on a report card. 2. Complete a Grade-Absence Correction form and forward it to the Analyst/Registrar. 	
Analyst/Registrar	<ol style="list-style-type: none"> 3. After obtaining Grade Absence Correction forms, review them, then forward them to the CA/ACA for review and approval. 	
CA/ACA Analyst/Registrar	<ol style="list-style-type: none"> 4. Approve (sign off on) corrections that need to be made and return them back to the Analyst/Registrar. The Analyst/Registrar will enter the corrections in the TXEIS database, print them, and redistribute them back to the original teachers for their signature. 5. Ensure a copy of the corrected report card is placed in the student's education file. <i>A copy should go to the student's Case Manager/PO for their files.</i> 	
Analyst/Registrar	<ol style="list-style-type: none"> 6. Mail corrected report cards to the student's parent. Fax a corrected copy(s) to the student's respective district (home school - DCJJAEP). 	

Comment [t18]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Developing a Classroom Management Plan and Maintaining a Classroom Management Notebook		March 2015
Education Procedure: # 5.0 <i>Resource: Current Classroom Roster, Rotation Schedule, Seating Chart, Bus Route Roster, Classroom Schedule, Rest Room Water Break Schedule, Computer Lab Schedule, Gym Schedule, Parent Phone List, Current Lesson Plan</i>		Frequency: Daily
Background Information: In the event the teacher is absent, a substitute will be able to step in, without significant interruption, and resume teaching the class. Teachers are required to maintain their Classroom Management Notebooks at all times.		
Actor	Action Steps	
Teacher	<ol style="list-style-type: none"> Teachers will complete a Classroom Management Plan and a Classroom Management Notebook for each class. The Classroom Management Plan should consist of the following: <ul style="list-style-type: none"> Classroom rules General procedures (beginning of the period, use of materials and equipment, ending the period) Procedures during seatwork and teacher-led instruction (student attention during presentations, student participation, procedures for seatwork) Procedures for student group work (use of materials and supplies, assignments of students to groups, student goals and participation, learning teams) Current Lesson Plan <p>The Classroom Management Note Book will consist of:</p> <ul style="list-style-type: none"> Current Classroom Roster Assigned Seating Chart Current Bus Route/Parent Pick Up/Dart Schedule (DCJJAEP) Rotation - Class Schedule / Current Lesson Plan Rest Room/Water Beak Schedule Classroom Management Plan (Refer to Dean) <p>NOTE: Update the Classroom Management Note Book as needed.</p>	
Dean of Students	<ol style="list-style-type: none"> Review/approve Classroom Management Plans Periodically, check Classroom Management Note Books to ensure compliance. 	

Comment [t19]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Developing Lesson Plans		March 2015
Education Procedure: # 6.0 Resource: Lesson Plan Form		Frequency: Daily
<p>Background Information:</p> <p>It is the sole responsibility of the teacher to develop lesson plans for each subject taught in the class. The effective teacher develops lesson plans to provide direction toward the attainment of selected objectives. The more organized a teacher is, the more effective the teaching, and thus the learning.</p>		
Actor	Action Steps	
Teacher	<ol style="list-style-type: none"> 1. Individualize instruction and use a variety of instructional strategies to develop a sound Lesson Plan. 2. Ensure that Lesson Plans incorporate TEKS/TAKS/EOC objectives. 3. Modify Lesson Plans according to students Individual Education Plan (IEP). 4. Complete AAE/DCJJAEP Lesson Plan using the following 3 stages: <ul style="list-style-type: none"> Stage 1: Pre-Lesson Preparation <ul style="list-style-type: none"> • Learning Standard • TEKS/TAKS Objective(s) • Wide Focus Stage 2: Lesson Planning and Implementation <ul style="list-style-type: none"> • Materials Needed • Resources • Vocabulary • 5E's (Engagement, Explore, Explain, Elaborate, Evaluate) • Lesson Closure • Assessment • Differentiated Instructional Strategies) Modifications/Accommodations Stage 3: Post-Lesson Activities <ul style="list-style-type: none"> • Lesson evaluation and revision 5. Submit a copy of completed Lesson Plans to the CA/ACA as requested. <i>Keep a copy to place in the Classroom Management Note Book.</i> 	
CA/ACA	<ol style="list-style-type: none"> 6. Review Lesson Plans each week. Provide assistance to improve Lesson Plans as necessary. 7. Maintain a Lesson Plan folder. 8. Ensure that all teachers follow the Lesson Plan procedures. 	

Comment [t20]: Taken from JJAEP Policies and Procedures and adopted by AAE.

Procedure: Maintaining Student Selected Work Portfolios		March 2015
Education Procedure: # 7.0 Resource: <i>Students Selected Work/Assessments, Student Work Portfolio (Test), Course Assignment, IEP</i>		Frequency: Daily
Background Information: Teachers are required to keep a record of student's academic progress as well as student's behavioral progress/regress. Student Selected Work/Behavior Portfolio's will be periodically checked for compliance.		
Actions	Action Steps	
Teacher Analyst/Registrar	<ol style="list-style-type: none"> 1. Create a Student Selected Work Portfolio for each student in your class. The Portfolio should have the following information in them: <ul style="list-style-type: none"> • completed work • assessment/test • academic rewards/recognition/accomplishments • Student requests/concerns 2. Maintain the Portfolio in a locked file cabinet. 3. File all completed graded work and behavior/incident/referrals in the Portfolio weekly. 4. On completion of the program (end of each six weeks), if the student transfers/withdraws: Place a rubber band around all of the contents in the Portfolio and forward it to the CA/ACA. 	
CA/ACA	<ol style="list-style-type: none"> 5. Conduct periodic checks (audits) to ensure compliance of this procedure. 	

Comment [t21]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Special Education for AAE (JJAEP not included)	March 2015
Education Procedure: # 8.0 Resource: <i>Students Selected Work/Assessments, Student Work Portfolio (Test), Course Assignment, IEP</i>	Frequency: Daily
Background Information: Students with disabilities are expected to receive the standard program provided by AAE, supplemented by specific additional specialized instructional and related services as specified in their IEP.	

Comment [t22]: NEW to Policies and Procedures

The following pages are the guidelines for providing services to students with disabilities specifically for the Academy for Academic Excellence.

The DCJJAEP guidelines are outlined on page 59.

AAE Internal Self Auditing Procedures for the ARD Process

PRIOR to ARD

- Special Education district clerks will schedule ARD's for all campuses and send notices to special education teachers, campus administrators, ESL teachers and clerks.
- Clerks will make sure a class schedule and records are in cumulative folder for ARD.
- Special education teachers will review folders prior to ARD. ARD facilitator will be responsible for documentation in folder, making sure it is current and complete before the ARD is conducted. Special education TA will be responsible for obtaining BASI from Novanet teacher and ITBS score from folder. The information will be given to ARD facilitator to incorporate into ARD discussion of student's needs.
- Campus Administrator/Assistant Campus Administrator will make sure cumulative folder has a current schedule and graduation plan. They will take cumulative folder to ARD meeting.

ARD deliberation

- If the invitation letter indicates 3 attempts and no contact with parent has been made, the CA/ACA will verify contact numbers with student. Another attempt will be made to contact parents, and if no contact is made, the ARD will be proceeding without parent present.
- During the ARD meeting, the Campus Administrator/Assistant Campus Administrator will verify that class schedules match (cumulative folder to schedule of services in ARD paperwork). If during ARD it is determined the student will be placed in fundamental classes, the ACA/CA will make revisions on the class schedule and give the draft to clerical staff for processing.

After ARD

- The clerk will revise the class schedule as needed immediately after CA/ACA gives them the copy of new schedule. They will then print 2 copies (1 for cumulative folder and 1 for special education folder) and give a copy to the special education teacher

for filing in folder. They will dispose of any previous schedules keeping only the latest schedule.

- The special education teacher will compare the new schedule with the schedule in the ARD paperwork to verify accuracy. Then they will file in the miscellaneous section of the special education file. The special education teacher will account for schedule verification by signing the authorization to view folder with statement indicating **schedule review**.
- The special education TA will keep an alphabetical daily log of all students who have gone through the ARD process. Every Monday they will give registrar an updated copy.
- The registrar will check list when a schedule is revised on TxEis and communicate to Special Education team if any revisions are done to special education students.

**The matching of class schedules in legal framework and cumulative folder service will be an internal ongoing monitoring item.

AAE

Comment [t23]: FOR AAE ONLY

District Procedures for the Admission, Review, and Dismissal Meetings

Temporary Transfer of Services

Incomplete Records

- If incomplete records are received prior to the Temporary/Transfer ARDs, the following areas should be discussed:
 - Demographics (Name, Address, Parent Information)
 - Procedural Safeguards
 - Accommodations
 - Adopt the accommodations utilized at the previous school
 - If needed, discuss and develop additional accommodations during the ARD
 - Assessment
 - TAKS information should be transferred and incorporated into the Temporary/Transfer ARD

TAKS/STAAR Information will be discussed in-depth during the Annual/Placement ARD

 - Least Restrictive Environment (LRE)
 - The information from the previous school must be incorporated into the ARD. If the student was enrolled in fundamental/resource classes, then the IEP must also be adopted
 - If the student was not enrolled in fundamental/resource classes, then the student is mainstreamed
 - Always address harmful effects
 - Schedule of Services

NOTE: Information from previous school is not changed, hence Transfer of Services

Complete Records (Full and Individual Evaluation (FIE) included and current)

- Even if all of the records have been received prior to the ARD meeting, a Temporary/Transfer ARD will be conducted addressing the same areas as an ARD with Incomplete Records

- The FIE will be discussed **only** if the Diagnostician, Licensed Specialist in School Psychology, or the Speech/Language Pathologist (for speech only students) is present
- If the evaluation personnel is not present, records are considered incomplete
- An ARD with complete records can be changed to an Annual/Placement ARD only with the consent from evaluation personnel, special education director, instructional manager, and/or superintendent

No Records

- If no records have been received prior to the ARD, the following areas should be discussed
 - Demographics (Name, Address, Parent Information)
 - Procedural Safeguards
 - Accommodations
 - Discuss and develop accommodations during the ARD
 - Assessment
 - TAKS/STAAR assessment will not be as in-depth, but a statement should be in the minutes referring to determination of appropriate assessment during the Annual/Placement ARD. Remember:
TAKS/STAAR Information will be discussed in-depth during the Annual/Placement ARD
 - Least Restrictive Environment (LRE)
 - Since information has not been obtained concerning the student's ability, the student may be mainstreamed with in-class support to obtain an accurate assessment prior to Annual/Placement ARD
 - Address Harmful Effects
 - Schedule of Services

Annual/Placement ARD

- The Annual/Placement ARD must be conducted within 30 school days of the Temporary/Transfer ARD. Areas that should be addressed are
 - Demographics
 - Evaluation Information (Evaluation Personnel)
 - Consent for Assessment (If applicable)
 - Parental Input (If applicable)
 - Accommodations
 - Assessment
 - Least Restrictive Environment (LRE)
 - Harmful Effects
 - Schedule of Services
 - Individualized Education Plan (Goals and Objectives)
 - Student Progress
 - Related Services
 - In-Class Support
 - Transition (If student is 16 or will be before next Annual ARD)
 - Graduation Plan
 - Extended School Year Services
 - LPAC Information
 - Transfer of Majority (If student is 17 or will be before next annual ARD)

NOTE: Information concerning the specific needs of the student should also be addressed in the Annual/Placement ARD

Brief ARD

- The Brief ARD is to discuss specific areas that may need revising. It is an amendment to the Annual/Placement ARD. The following areas should be discussed during a Brief ARD
 - Demographics
 - Current school placement if student has transferred schools within district (i.e. Lone Star to Medlock/Youth Village)
 - Accommodations
 - Assessment
 - Least Restrictive Environment (LRE)
 - Harmful Effects
 - Schedule of Services
 - Specific area(s) of concern

IMPORTANT: Only revise the areas indicated on the Notice of ARD Meeting to the parents/guardians.

Failure ARD

- The Failure ARD is to address academic concerns and develop strategies to help the student succeed.
- It will be conducted as a Brief ARD, addressing failure.
- Failure ARD will be conducted if a student fails any six weeks grading period in the school year.

Waiver of ARD

If a student has transferred from and back to DCJJCS within thirty (30) days and the last documented information is from DCJJCS, if relevant, parent can be asked to sign a Consent to Accept Previous Information, waive the ARD, and continue with services specified in previous ARD.

AAE

District Procedures for Identification of Special Education Students

Comment [t24]: AAE ONLY

New/Intake Students

- Each day the campus Special Education Teacher's Assistant obtains the Initial Hearing/Intake list from the facility
- Each student's Home Language Survey and Enrollment Card are picked up from the campus clerk
- Campus SPED TA transmits student's information to the District SPED TAs for verification of special education services
- Once information is verified, District TAs communicate findings to the campus Special Education Team, Diagnosticians, and Director
- If applicable, District TAs schedule ARD for student

Enrolled Students

- General Education Teachers complete a referral for verification form and submit to campus Special Education Teacher's Assistant.
- Campus SPED TA gathers Home Language Survey and Enrollment Card for referred student.
- Campus SPED TA transmits student's information to the District SPED TAs for verification of special education services.
- Once information is verified, District TAs communicate findings to the campus Special Education Team, Diagnosticians, and Director.
- If applicable, District TAs schedule ARD for student.

AAE

Comment [t25]: AAE ONLY

District Procedures for On/Off-Campus Transfer of Folders

On Campus

- Daily, the Campus Special Education (SPED) Staff/Teacher's Assistant will review the current and the previous day's roster or obtain list of transfers from facility for changes.
- As soon as changes are identified, campus SPED TA will communicate those changes to the Campus Special Education staff.
- Special Education Teacher will retrieve student's folder from previous General Education teacher and transfer to current General Education teacher.
- General Education teacher will sign the transfer log indicating receipt of information.

Off Campus

- Daily, Campus Special Education Staff/Teacher's Assistant will review the current roster for transfers to other facilities.
- Campus SPED staff/TA will communicate changes to the appropriate campus, District TAs, Diagnosticians, and Director.
- SPED staff/TA will relinquish file to the appropriate campus within 1-2 business days.
- Receiving campus will sign folder transfer form indicating receipt of information.

Procedure: Special Education for JJAEP		March 2015
Education Procedure: # 9.0 Resource: ARD, IEP, Recommendation for Assessment Form		Frequency: Daily
<p>Background Information:</p> <p>Students with disabilities are expected to receive the standard program provided by DCJJAEP, supplemented by specific additional specialized instructional and related services as specified in their IEP. Diagnostic Assessment Services will provide direction on delivering services to students with learning disabilities.</p>		
Actor	Action Items	
Case Review Committee Chair Case Manager/PO	<ol style="list-style-type: none"> 1. Receive the Referral to DCJJAEP information from the students sending school district. 2. During Case Review Committee (CRC) identify any students that have been marked as Special Education Instruction. 3. Ensure that any student identified Sp. Education Instruction has the following documents specifying the student's status as Special Education. The following documents must be present in the students file at the time of the CRC: <ol style="list-style-type: none"> a. Updated IEP b. Updated ARD c. Updated BIP d. Manifestation 	
Special Education Liaison	<ol style="list-style-type: none"> 4. If it is determined that any documents are missing from the Special Education file, the Special Education Liaison will notify the district representative that the student cannot be admitted until all proper paper work has been submitted. <p>If all records are present in the students folder:</p> <ol style="list-style-type: none"> 5. Forward the file to the CA/ACA of Education for review and placement of courses, or special services. 	
CA/ACA	<ol style="list-style-type: none"> 6. Upon receiving a Special Education file, review it to determine the proper course selection and classroom placement for the student. 7. Ensure that all Special Education students' IEP/BIP etc. are followed according to the law and that every effort is being put forth to assist the student toward making progress while in the program. 	
Teacher	<ol style="list-style-type: none"> 8. Receive students IEP. Modify lessons according to IEP. 9. Consult with Special Education Liaison for clarification, or direction in providing Special Education services to students. 	

Comment [t26]: JJAEP ONLY

Procedure: English as a Second Language	March 2015
Education Procedure: # 8.0B Resource: LPAC Forms, LPAC Manual	Frequency: Daily
<p>Background Information:</p> <p>The Academy for Academic Excellence Charter Schools District has carefully constructed local policies to ensure that non-native speakers of English receive the appropriate services pursuant to TEA Chapter 89. While the process for identifying and serving English Language Learners may differ from campus to campus, the policies will be uniform district-wide.</p>	

If a student is identified as an English Language Learner and the Parent or Authorized Juvenile Facility Worker consents to the student's participation in the ESL Program, the student will receive services based on their individual needs. The goal of the ESL program is to increase the proficiency levels of English Language Learners in the areas of listening, speaking, reading, and writing so that they may acquire the academic language necessary to achieve academic success.

English Language Learners who meet Exit Criteria according to the standards set forth by the State will be exited from the ESL program and monitored for 2 years.

All LPAC members and Academy for Academic Excellence Charter Schools' employees are expected to adhere to all Federal, State and Local Regulations that govern Bilingual/ESL Programs as it relates to educating English Language Learners.

Please note the local policies are to be followed in addition to the policies prescribed by the state in the Annual LPAC Framework Manual.

LPAC Membership, Training, & Duties

LPAC Membership:

- The LPAC of each campus shall include the ESL Teacher, Campus Administrator, an Authorized Juvenile Facility Worker (Probation Officer, Facility Superintendent, etc.), and a SPED Teacher when necessary.
- The Authorized Juvenile Facility Worker will serve as the parental representative of LEP students as long as she/he is not employed by the AAECs School District.
- If a student is ESL and SPED and the ESL Teacher is dual certified (ESL/SPED), an additional SPED Teacher will not need to attend the LPAC meeting.
- Any additional members to the LPAC will be added at the discretion of the Instructional Assessment Coordinator/ESL Director.

LPAC Training:

- All members of the LPAC will receive annual training on the LPAC process at the beginning of the new school year.

LPAC Duties:

- In addition to the LPAC duties as prescribed in Chapter 89.1220, the LPAC Chair will be responsible for notifying all General Education Teachers of each ELL students' Proficiency Language Descriptors in the Domains of Listening, Speaking, Writing and Reading.
- Students that receive a Composite Score of Beginning or Intermediate on the TELPAS are required to receive TELPAS Intervention Tutorials, whereby the ESL Teacher or Teacher Assistant (under supervision of the ESL Teacher) provides Intensive English Instruction to the student. The LPAC will determine the appropriate amount of time that each student will receive such instruction.
- A member of the LPAC is required to attend the ARD meeting of any student that is classified as ESL/SPED. A member from the LPAC (in most cases, the ESL Teacher) will collaborate with the ARD members to determine if any changes to the ESL Exit Criteria Standards as prescribed by the State should be made.

ESL Teacher & Teacher Assistants Responsibilities

- ESL students 8th grade and under shall receive daily inclusion services in accordance with the length of the ELA class from a State of Texas Certified ESL Teacher.
- Certified Content Area Teachers and Special Education Teachers that are also certified in ESL will be responsible for providing ESL services to any student in their classroom that is 8th grade or below and has been identified as LEP.
- All ESL Teachers will keep an updated Inclusion Log for each ELL student.
- A uniformed, comprehensive roster will be updated and posted by Friday of each week on the K:Drive/CharterSchools/ESL/Rosters for each campus.
- ESL Teachers will be responsible for scheduling and facilitating all LPAC meetings for any student that has indicated a language other than English on the Home Language Survey; even if the student has been classified as NOT-ESL.
- ESL Teacher Assistants will be responsible for maintaining the correct information in both the cumulative files and copy files. In the absence of a Teacher Assistant, the ESL Teacher will be responsible for maintaining all files.
- ESL Teachers and Teacher Assistants duties will not be neglected for any other duties.

LPAC Documentation Process & Procedures

LPAC Paperwork:

- ESL Teachers will ensure that all LPAC Documentation forms are filled out completely.
- ESL Teachers will ensure that all "LPAC Documentation Form" (Date of LPAC) and the Parental Consent form reflect the same date.
- ESL Teachers/Teacher Assistants will keep a compilation of all LPAC Documentation and Assessment information in the student's cumulative file as well as in a copy file.
- ESL Teachers/Teacher Assistants shall send a Notice of Placement Letter to the parents of every student enrolled in the ESL Program.
- The student's ESL Program "**original**" documentation forms (this includes all assessments) shall be placed in the student's cumulative file in the section marked "ESL Information". The ESL Teacher/Teacher Assistant will ensure that the "ESL Information" is placed in the cumulative file. The "ESL information" should include:
 - Cover Sheet
 - HLS
 - Parental Consent Letter (signed and dated with permission granted or denied box clearly indicated,)
 - Current Year Forms (LPAC doc form, EOY, TELPAS Writings etc.)
 - End of The Year Form (when applicable)
 - Previous Year LPAC, TELPAS, etc. Forms
 - Notification of Exit (when applicable)
 - Six Weeks Review Form
 - Monitored Students Review Form (when applicable)
 - TELPAS/TAKS scores
 - WMLS Test and Scores or Home School OLPT Scores
 - ITBS Scores (when applicable)
 - Home School Records indicating student is LEP, NOT-LEP or a Monitored Student (only when continuing services from home school)
- If a student is withdrawn from a campus and transfers to a campus within the DCJJCS district, the ESL Teacher at the outgoing campus will send an email notifying the ESL Teacher at the receiving campus.
- If a student is withdrawn from a campus and transfers out of the district, the ESL Teacher at the outgoing campus should forward the file to the District ESL Director's Office.
- If changes are made to a SPED/ESL student's Exit Criteria during an ARD meeting, the changes must be documented on a "Revised" LPAC Initial Documentation Form.

Inclusion Logs:

- ESL Teachers are responsible for keeping daily "Inclusion Logs" for all English Language Learner that are in grades 3-8. The Comments section should only reflect information that pertains to services provided by the ESL Teacher or the student's performance in the classroom.
- ESL Teachers/Teacher Assistants are responsible for keeping an updated "TELPAS Intervention Log" for each English Language Learner.
- ESL Teachers/Teacher Assistants should keep a binder of all Inclusion Logs.
- When a student is withdrawn from a campus, the ESL Teacher/Teacher Assistant should place a copy of the Inclusion Logs in the copy file and forward it to the next campus or to the Central File Office (ESL Director's Office).

TELPAS:

- All ESL Teachers will serve as TELPAS Administrators at their respective campuses.
- All Teachers will complete all TELPAS Rater requirements as prescribed by TEA.

Procedure: Coordinating Program Sponsored Field Trips or Outings		March 2015
Education Procedure: # 10.0 <i>Resource: Parent Notification/Approval Slip (meal plan, trip purpose, staffing and educational schedule)</i>		Frequency: As Needed
<p>Background Information:</p> <p>All DCJJAEP sponsored trips must be approved by the DCJJAEP Administrator. A two week notice is required before approval to take students off campus is granted. <i>All submissions for program sponsored trips must include the following information: (parent approval and notification of the trip, a meal plan for students, destination and phone number of the establishment, a list of students and staff attending, time of departure/arrival and a check list that indicates all student(s) parent home/cell phone numbers, student medical conditions, staff cell phone numbers, brief plan for classroom coverage and any cost associated with the trip. Under no circumstances will a student be allowed to participate in an off-campus trip if his/her behavior has been, or is subject to being unacceptable.</i></p>		
Actor	Action Steps	
All Staff	<ol style="list-style-type: none"> 1. Submit a request for a field trip to CA/ACA at least two weeks prior to the trip. <p>Ensure that you have included all the specifications listed in the background information.</p>	
Teacher	<ol style="list-style-type: none"> 2. For teachers: Ensure that you include in your request the required/detailed information regarding the trip. 3. Inform students going on the outing that Student Code of Conduct and Transportation Bus Rules apply. <p>NOTE: Students with attendance or behavior issues are strictly prohibited from going on an outing without the Administrator approval.</p>	
CA/ACA	<ol style="list-style-type: none"> 4. Review all request for field trips and outings. Ensure parent permission slips are all signed and that there are adequate phone/contact numbers for staff going on the trip as well as for parents of the students on the trip. 5. Notify the Deputy Director at least a two week prior to the outing and provide information as needed. 6. Review classroom coverage and academic schedules to ensure coverage of classes whose students will not be attending the outing. 7. Return the approved Field Trip form back to the teacher/staff within one week from the date of the request. 8. Ensure that vans or adequate transportation is ready. 	

Comment [t27]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Managing Student Behavior		March 2015
Procedure # 11 <i>Resources: Incident/Behavior Reports, Referrals to Case Manager/PO, Chronological Behavior Records</i>		Frequency: Daily
Background Information: It is the policy and practice of the AAE/DCJJAEP to provide a behavioral management system that teaches students how to behave appropriately as well as provide consequences when their behavior violates established rules. Likewise, students will be rewarded for good behavior and exhibiting positive pro-social skills. All staff will be responsible for managing student's behavior and ensuring that students follow the Student Code of Conduct.		
Actor	Action Steps	
All Staff	<ol style="list-style-type: none"> 1. When improper student conduct obstructs or disrupts classes or other school activities or operations, or when the safety of members of the school community is endangered by threats of violence or violent acts, staff may take the following courses of actions: <ul style="list-style-type: none"> • De-escalation of the behavior • Refer the student to the JSO • Behavior Intervention Specialist (DCJJAEP/DRC) • Refer the student to his/her Case manager/PO (DCJJAEP/DRC) • Schedule and conduct a parent conference (DCJJAEP/DRC) *Case Managers should be involved in all scheduled parent conferences • Refer the student to his/her Probation Officer (Case Managers/Probation Officers will be responsible for the correspondence between a DCJJAEP student's PO) as applicable(DCJJAEP/DRC) • Refer the student to a Behavior Intervention Specialist • Refer to the Dean of Students • Refer the student to the Sheriff Officers 	

Comment [t28]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Completing Incident and Behavior Reports		March 2015												
Procedure # 12.0 Resources: Incident/Behavior Report Forms		Frequency: Daily												
Background Information: An Incident / Behavior Report should be written when staff becomes aware that a student has allegedly committed a major or minor infraction of the Student Code of Conduct. Incident Reports will be completed immediately after the incident occurs. Behavior Reports should be completed as necessary and submitted for review as they occur.														
Major Infractions (not limited to the following): <table><tr><td>Fighting/Assault</td><td>Injury to student or staff</td></tr><tr><td>Alleged abuse/neglect of a student</td><td>Safety rule violation: false alarm</td></tr><tr><td>Inciting a riot</td><td>Hazing / Bullying</td></tr><tr><td>Terrorist threat</td><td>Sexual Misconduct</td></tr><tr><td>Vandalism</td><td>Extreme verbal abuse</td></tr><tr><td>Possession of a weapon, or prohibited contraband</td><td></td></tr></table>			Fighting/Assault	Injury to student or staff	Alleged abuse/neglect of a student	Safety rule violation: false alarm	Inciting a riot	Hazing / Bullying	Terrorist threat	Sexual Misconduct	Vandalism	Extreme verbal abuse	Possession of a weapon, or prohibited contraband	
Fighting/Assault	Injury to student or staff													
Alleged abuse/neglect of a student	Safety rule violation: false alarm													
Inciting a riot	Hazing / Bullying													
Terrorist threat	Sexual Misconduct													
Vandalism	Extreme verbal abuse													
Possession of a weapon, or prohibited contraband														
Minor Infraction (not limited to the following): <table><tr><td>Dress code violation</td><td>Sleeping in class</td></tr><tr><td>Persistent misbehavior</td><td>Not following instructions</td></tr><tr><td>Failure to participate in class activities</td><td>Cursing, or school disruption</td></tr><tr><td>Consistently tardy (late for school with no viable written excuse)</td><td></td></tr></table>			Dress code violation	Sleeping in class	Persistent misbehavior	Not following instructions	Failure to participate in class activities	Cursing, or school disruption	Consistently tardy (late for school with no viable written excuse)					
Dress code violation	Sleeping in class													
Persistent misbehavior	Not following instructions													
Failure to participate in class activities	Cursing, or school disruption													
Consistently tardy (late for school with no viable written excuse)														
Actor	Action Steps													
Any Staff	<ol style="list-style-type: none">1. Complete an Incident Report (immediately (1-2 hours) after an incident has occurred): NOTE: All incident/behavior reports shall contain the following information and must be forwarded to the Behavior Intervention Specialist for review prior to leaving for the day:<ul style="list-style-type: none">• Who was involved• When did it happen• The violation that allegedly• Where did it happen• What action was taken (Intervention made by the staff before and after the incident)• What happened, or comments													
Behavior Intervention Specialist/JSO Supervisor	<ol style="list-style-type: none">2. Review all Incident and Behavior Reports - complete an investigation and document findings. Within 24 hours, forward a copy of all incidents (2 hours) /behavior reports (24 hours) to the following individuals:<ul style="list-style-type: none">• CA/ACA• Case Worker/PO3. If the incident involves a staff member, refer the staff member to the CA/ACA for investigation inquiry.4. In the event of a restraint – instruct the staff member to complete a Restraint Report and submit it along with the Incident Report.													
Case	<ol style="list-style-type: none">5. After receiving all Incident / Behavior Reports, determine													

Comment [t29]: Taken from JJAEP Policies and Procedures and adopted by AAE

Manager/ P.O.	<p>whether the student who the report(s) is written on – should earn an unsuccessful day in the program for committing the alleged infraction(s).</p> <ol style="list-style-type: none"> 6. Document the "unsuccessful day" by entering it into the electronic database. 7. Counsel with the student as needed regarding his/her behavior. <p>NOTE: For all incident reports written where you suspect abuse and neglect of a student has taken place – immediately report it to the Quality Administrator for investigation.</p>
Dean of Students	<ol style="list-style-type: none"> 8. Review all incident reports and investigate as needed. Ensure that incidents are handled according to TJJD standards. All incident reports should be filed in the incident report notebook.

INCIDENT REPORT PROCEDURES

Comment [t30]: Taken from JJAEP Policies and Procedures and adopted by AAE

The following guidelines/procedures will dictate the writing and reporting of all Incident Reports:

ALL STAFF SHOULD KNOW THAT:

1. All incidents must be deemed major infractions of the Student Code of Conduct, or violate a state / local law in order for a student to receive an Incident Report.
2. Incidents involving injury to a student, or staff must be reported immediately to the CA/ACA. All Incidents of abuse and or neglect will be investigated and reported to Texas Juvenile Justice Department, or Texas Department of Family and Protective Services.
3. Incidents involving a restraint will be reported immediately to the Behavior Specialist and the Dean of Students. All restraints will be investigated. A Restraint Report must accompany an Incident Report. All other incidents must also be reported immediately.

For example: If two students have a fight and one of the students in the fight cuts his arm, the CA/ACA needs to know immediately.

4. De-escalation should be used at ALL TIMES to avoid, or defuse major incidents.
5. Restraints will be used as a LAST RESORT and must never be done alone if it can be avoided.
6. All Incident Reports will be written completely, legibly, and correctly. Falsification of Incident Reports will be subject to disciplinary action.
7. Incident Reports are subject to subpoena and /or review by law enforcement officials, judicial bodies and Dallas County Administration.

I have read, understand and will comply with the above revised Incident Report procedures and guidelines.

Employee Name

Date

Employee Signature

Date

Procedure: Escorting Students & Conducting Restroom / Water Breaks		March 2015
Procedure: # 13.0 **Facility policies will supersede directives in this section Resource: N/A		Frequency: Daily
Background Students are prohibited from walking the building unescorted by a staff member. All staff when escorting students should prompt students with teaching interaction and reinforce escorting rules.		
Teacher/TA	<ol style="list-style-type: none"> Before moving student(s) from one location to the other, ensure that the line is straight and quiet before moving. Hallway Safety Movement: <ol style="list-style-type: none"> To create a safe hallway, students should have their front and back pockets checked by staff before entering the hall. While students are in the hall they should be instructed to: <ul style="list-style-type: none"> Look straight ahead and not into classrooms or at other students in the hallway Walk quietly without making any noise Remain in a straight line (single-file) and to the designated area of the hall Student must remain in staff's line of sight at all times. Staff should: <ul style="list-style-type: none"> Position themselves with one staff midway of the line and the other staff at the end of the line. If there is only one staff, that staff should remain at the back of the line Prompt students to stop at each corner During Restroom Breaks (DCJJAEP & DRC): <ol style="list-style-type: none"> Follow the escorting procedures as outlined above. Staff – check restrooms for graffiti and or other damages before and after your students use it. All students should enter and exit the restroom one at a time, or no more than 3-4 at a time. If students are disruptive, return them to class until they are ready to follow hallway / restroom rules. Take students to the restroom and to get water only when it is your scheduled time (see Restroom/Water Break schedule). 	
All Staff		

Comment [t31]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Managing Student Arrival (DCJJAEP/DRC)		March 2015
Procedure # 14.0 <i>Resources: Z-Racks/Coat containers (marked by classroom), Rubber gloves, Key bags, Metal detector, Hand-held Wands Two-Way Radios</i>		Frequency: Daily
Background Information: Arrival and Dismissal are the most important times of the day. Students are required to enter and exit the building in a quiet and orderly manner. Behavior Specialists are responsible for overseeing the Arrival and Dismissal process. This includes: ensuring that there is adequate coverage by JSOs to conduct a smooth arrival and dismissal, dealing with behavior problems as they may arise during these times and ensuring that Arrival and Dismissal staff have adequate resources to do their job.		
Actor	Action Steps	
Behavior Specialist's	Arrival: <ol style="list-style-type: none"> 1. At 8:30 am, announce over the school intercom system for staff to report to their arrival post (i.e. hall way, or male/female search area). 2. Monitor entry area and male/female search area to ensure order and consistency of the arrival/search procedure. 3. Handle student misbehaviors as necessary. 4. Check metal detectors, hand held wands and 2way radios to ensure proper working condition. Issue radios to staff that will need them to conduct arrival. 	
Assigned Staff Sheriff Officers	<ol style="list-style-type: none"> 5. Report to your post five to ten minutes prior to the start of arrival. The following areas should be covered: <ul style="list-style-type: none"> • Hall ways • Student entry doors (front and back) • Male/Female search areas 6. Sheriff Officers should be posted at the front and back entry areas of the school. All major violations during arrival should be referred to Sheriff Officers ASAP. 7. Outside Bus Monitor – will monitor the students getting off of the bus and instruct them to line up to enter the building. 8. As students enter the building to be searched, they should be instructed to: <ul style="list-style-type: none"> • Remain in a single file line • Submit their keys • Remove their belt and coat before going through the metal detector • Remove shoes 	

Comment [t32]: SPECIFIC for JJAEP/DRC

Assigned Search Team Staff	<p>Searching/During Arrival:</p> <ol style="list-style-type: none"> 9. As students enter the search room, they should be instructed to: <ul style="list-style-type: none"> • Place all objects in their pockets on the contraband table • Place shoes, belt and coat on the contraband table to be checked. <u>Coats, jackets, etc. should be hung on the Z-Rack of the homeroom class the student is assigned to (high school students in the assigned barrels).</u> 10. Instruct students to go through the metal detector. If the metal detector goes off, the student should be checked with a hand-held wand before proceeding on to a searcher. 11. All students will receive a basic pat-down search after going through the metal detectors. A basic pat-down search shall not be invasive or cause discomfort to a student. Check the following: <ul style="list-style-type: none"> • Mouth, ears, and hair • Student will turn backwards with arms extended (vertical) with open palms; collar, torso waistband, pockets, both legs and both feet should receive a complete pat down. 12. Female students will only be searched by female staff. During a search of a female student; have the student pull her bra forward to check for contraband. 13. All contraband items except money in the amount of \$3.00 will be confiscated and forwarded to the Behavior Specialist. 14. After a complete search is over, instruct students to tuck in their shirt, put on their shoes and belt – and proceed down the hall to class.
Hall Monitors	<ol style="list-style-type: none"> 15. Ensure that students remain to the right side of the hall while walking to their classroom. There should be no talking, stopping for water, or socializing in the hall.
Assigned Early Staff	<p>Early Arrival Students:</p> <ol style="list-style-type: none"> 16. Early arrival begins at 7:30AM. All students arriving at this time will be instructed to remain in the designated area with assigned staff until official arrival search begins.
Behavior Specialist	<ol style="list-style-type: none"> 1. At 8:00 a.m., early arrival students should be escorted to their designated search area. There will be two staff (one male, one female) waiting to greet students in the search area. Students should be searched and then placed in designated room until it is time for them to be escorted to their homeroom class. <p>NOTE: Female students will be searched by a female staff and male students by a male staff. At no time should a male staff be left alone in the building with a female student.</p>

Procedure: Managing Student Dismissal (DCJJAEP)		March 2015
Procedure # 15.0 Resources: Z-Racks/Coat containers (marked by classroom), Key bags, 2-WAY Radios		Frequency: Daily
Background Information: Arrival and Dismissal are the most important times of the day. Students are required to enter and exit the building in a quiet and orderly manner. Behavior Specialist's is responsible for overseeing the morning arrival and dismissal of students. This includes: ensuring that there is adequate coverage by JSO's to conduct a smooth arrival and dismissal, dealing with behavior problems as they may arise these times and ensuring arrival - dismissal staff have adequate resources to do their job.		
Actor(s)		Action Steps
Behavior Specialist's JSO's CA/ACA Outside Bus Monitor Case Managers	Dismissal: <ol style="list-style-type: none"> 1. Prior to announcing for hall monitors to report to their post positions; coordinate with the Behavior Specialist to make sure dismissal is ready to take place. The following should occur: <ul style="list-style-type: none"> • Students coats/keys should be returned to them in their homerooms • Parent pick-up list should be generated • All parent pick-up students should remain in class • Designee (calling bus routes should be in position) 2. At 3:45 pm, announce over the school intercom system for staff to report to their dismissal post (i.e. hall way, classroom). 3. Monitor halls and classrooms to ensure teachers and teacher assistants are prepared for dismissal. Students should be engaged in <i>Sustained Silent</i> reading. 4. At 4:00 PM, the designee will radio to the hall monitors to send out the first 2-3 bus routes. 5. Teachers / JSO's – line up all students for the first 2-3 bus routes called and send them out into the mail hall to catch their bus. 6. Once all bus routes have been called, announce for the students who ride public transportation (Dart) to be dismissed. 7. Behavior Specialist, or designee – line up public transportation (Dart) students. All students riding Dart must sign out each day on the <u>Dart Sign-Out Roster</u> (Return all radios to Behavior Specialists). 	

Comment [t33]: JJAEP ONLY

Procedure: Managing Student Dismissal (DRC)		March 2015
Procedure # 15.0B <i>Resources: Z-Racks/Coat containers (marked by classroom), Key bags, 2-WAY Radios</i>		Frequency: Daily
Background Information: Arrival and Dismissal are the most important times of the day. Students are required to enter and exit the building in a quiet and orderly manner. JSO's are responsible for overseeing the morning arrival and dismissal of students. This includes: ensuring that there is adequate coverage to conduct a smooth arrival and dismissal, dealing with behavior problems as they may arise these times and ensuring arrival - dismissal staff have adequate resources to do their job.		
Actor(s)	Action Steps	
Behavior Specialist JSO's CA/ACA Teachers/TA's Case Managers	Dismissal: <ol style="list-style-type: none"> 1. JSO's, Teachers & Case managers will make sure that the following procedures will take place during dismissal <ul style="list-style-type: none"> • Students coats/keys should be returned to them during 6th period • Parent pick-up list should be generated • All parent pick-up students will remain in class 2. At 3:10p.m. Teachers/TA's will prepare for dismissal. Students will be engaged in Silent Reading 3. At 3:15p.m. Teachers/JSO's/Case managers – line up all public transportation students (DART) to be dismissed. 4. At 3:19 p.m. students will be escorted by the JSO staff over to the DART bus stop. 	

Comment [t34]: DRC ONLY

Procedure: Referring Students to After School Detention (DCJJAEP/DRC)		March 2015
Procedure: # 16.0 Resource: ASD Referral Form, 3 Behavior Reports, ASD Sign-In Sheet		Frequency: As Needed
<p>Background</p> <p>A student is referred to ASD after they commit three minor infractions of the Student Code of Conduct. ASD will begin at 4:00 pm and end promptly at 5:00 pm. Minor infractions of the Student Code of Conduct include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Sleeping in class • Out of dress code within the proceeding number of days • Not following instructions • Cursing • Refusing to participate in activities • Persistent misbehavior <p>When students are referred to ASD, their parents must be contacted and a detailed reason(s) for the ASD must be given to them. In addition, parents must give detailed information as to how the student will be getting home (i.e., permission to ride the DART Bus, alternative relative will be picking them up, etc.) Under no circumstance will a student be given ASD without first knowing how the student will get home. All ASD referrals will be submitted to the Behavior Specialist/on duty Case Worker by 2:45 PM each day. If an ASD referral is submitted after 2:45 PM, the student will serve his/her ASD on the next day. All ASD referrals must be approved by a Behavior Specialist. If a BS is not available, ASD can be approved by a CA, ACA, Case Manager/ Probation Officer. Note: <i>Students may not serve more than 3 days of After School Detention at a time without the permission of the Campus Administrator.</i></p>		
Teacher JSO Staff	<ol style="list-style-type: none"> 1. Write a Behavior Report on a student when they commit minor infractions of the Student Code of Conduct 2. On the 3rd Behavior Report, complete an ASD Referral and forward a copy to a Behavior Specialist along with the Behavior Reports. 3. Contact the student's parent/guardian and inform them of the ASD Referral. 4. Document the parental notification of ASD Referral. 5. At 4:00 pm, escort the student(s) to the ASD. <i>If you need assistance with escorting students, contact a Behavior Specialist.</i> 6. The teacher/JSO will arrange to have ASD conducted. 	
Behavior Specialist	<ol style="list-style-type: none"> 7. Approve ASD Referrals as needed. 8. Follow-up with Teachers/TA to ensure that all paper work has been completed correctly, including parents being notified and identifying the student(s) way to get home. 9. Refuse any ASD referrals that are incomplete, or when there no documentation a parent/guardian has been informed of an ASD. 	

Comment [t35]: Taken from JJAEP Policies and Procedures and adopted by AAE

Teacher/JSO ASD Monitor	<p>10. Ensure that there are adequate supplies for students to complete their ASD (i.e., copies of the Student Code of Conduct, paper, pencils, etc.).</p> <p>11. As students arrive to ASD, instruct them to sign the ASD Sign-In Sheet. At the end of ASD, place the original copy of the ASD Sign-In Sheet in the Behavior Specialist's mail box.</p> <p>12. During ASD, be sure to counsel students about the behavior that warranted them being referred to ASD:</p> <ul style="list-style-type: none"> • Classroom behavior • Dress Code • Persistent misbehavior etc. <p>13. Forward a copy of the ASD Referral to the students respective Case Worker/PO.</p> <p><i>NOTE: Case Managers must receive a copy of all legitimate Behavior Reports.</i></p>
Dean of Students	12. Monitor ASD process to ensure compliance.
Case Manager/ PO	14. Counsel with students on your case load who are repeatedly referred to ASD. Enter a deduction of Good Days for every 3 serious behavior reports, as necessary.

Procedure: Referring Students to in-school suspension (ISS) (DCJJAEP/DRC)		March 2015		
Procedure: # 17.0 Resources: <i>Incident Report, Student Classroom Work, ISS Referral Form, Phone Log</i>		Frequency: On going		
Background Information: (ISS) In School Suspension is a highly structured entity of the school program and should be used as a last resort to remove a student from the classroom. The ISS Coordinator is responsible for overseeing ISS. Staff should use every available resource at their disposal before referring a student to ISS. If referred to ISS, students are expected to complete the ISS program before being returned to their class.				
The following incidents warrant an ISS Referral: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> a. Fighting (depending on officer referral) b. Repeated noncompliance with classroom rules c. Verbal abuse of staff, students, or visitors d. Gambling e. Possession of contraband </td> <td style="vertical-align: top;"> f. Gang Related behaviors g. Hazing h. Cheating i. Dress Code Violations x3 </td> </tr> </table>			a. Fighting (depending on officer referral) b. Repeated noncompliance with classroom rules c. Verbal abuse of staff, students, or visitors d. Gambling e. Possession of contraband	f. Gang Related behaviors g. Hazing h. Cheating i. Dress Code Violations x3
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Actor	Action Steps			
Staff	1. Write an <i>Incident Report</i> on any student that commits a major infraction of the Student Code of Conduct. 2. If the incident warrants a referral to ISS, complete an <i>ISS Referral</i> form and submit the Incident Report and <i>ISS Referral</i> form to the Behavior Specialist.			
Behavior Specialist	3. Investigate all incident reports and ISS referrals to determine if a referral to ISS is warranted. If the incident warrants a referral to ISS, sign off on the referral and indicate the number of days the student(s) must serve in ISS: If a student is referred to ISS after 10:45 a.m.: <ul style="list-style-type: none"> • Have a JSO to escort the student(s) to ISS. • Instruct the JSO to ensure that the student's classroom assignment work accompanies the student to ISS. • Make adequate copies of the incident report and ISS referral form for the students: Case Manager/PO NOTE: <i>Case Worker/PO must enter all serious behavior/ incident reports written on their students into the database. .</i>			
JSO	4. Ensure that all student(s) referred to ISS sign the ISS sign in Log.			

Comment [t36]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Referring Students to ISS (ISS) (DCJJAEP/DRC)		March 2015
Behavior Procedure: # 7.0 (a) Resources: Incident Report, Student Classroom Work, ISS Referral Form, Phone Log		Frequency: On going
Floating JSO	<ol style="list-style-type: none"> 5. Follow the curriculum for teaching/monitoring the ISS classroom. Adhere to ISS classroom schedule as it is written. 6. Maintain a file on each student referred to ISS. Each student's file must contain the following information: <ul style="list-style-type: none"> • Incident Report • ISS Referral Form • Complete ISS Referral Packet <ul style="list-style-type: none"> - Behavior Contract - Behavior Goals - ISS Journal Entry - Student Behavior Work Sheet 7. During dismissal, dismiss students from the ISS classroom. 8. Ensure that ISS has adequate resources to function on a daily basis. 	
Teacher/JSO	<ol style="list-style-type: none"> 9. Send adequate classroom work for your student(s) to complete while in ISS 10. Visit your student(s) while they are in ISS at least once to ensure they are completing their assigned classroom work and to answer any questions they may have about an assignment. Encourage your student so that when they return to the classroom they are more subject to comply with classroom rules. 	
Case Manager/PO	<ol style="list-style-type: none"> 11. Monitor all incident reports/office referrals and /or ISS Referral Forms for students on your assigned caseload. 12. Visit and counsel students on your caseload that have been referred to ISS as time permits. Document all counseling sessions in the student's master file (under behavior). 	
Dean of Students	<ol style="list-style-type: none"> 13. Monitor the ISS process to ensure compliance of the procedures. 	

Comment [t37]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Responding to Emergency Situations		March 2015
Procedure: # 18.0 <i>Resources: Emergency Response Manual, Incident Report Form, Classroom Roster, Flash Lights, First Aide Kits, Classroom Phone Log</i>		Frequency: On going
Background Information: An emergency can strike at any time. It is important that we are ready to respond in the event an emergency situation should happen on our campus. Administration, staff, students and visitors must be aware at all times.		
Actor	Action Steps	
All Staff, Students, and Visitors	<ul style="list-style-type: none"> • Administration must be prepared to respond to any emergency situation and follow the protocol of the schools emergency response guide. • Staff is responsible for acting as role models for our students and providing direction and instructions that would prevent chaos, which often leads to harm. • Students must act appropriately during an emergency (listen and follow all instructions) • Visitors must act responsibly, listen and follow instructions. <p>NOTE: For further information regarding emergency response, read and follow the DCJJAEP Emergency Response Guide.</p>	

Comment [t38]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Suspending Students from Campus (DCJJAEP/DRC)		March 2015
Procedure: # 19.0 <i>Resources: Incident/Behavior Report, Level System Information, Parent Conference Documentation, ISS, ASD Referrals</i>		Frequency: On going
Background Information: After all behavior interventions have been exhausted, a student will be expelled from the DCJJAEP/DRC for (3) days per offense. The following interventions are as follows: <ul style="list-style-type: none"> • Behavior/ Incident/Bus Reports • Parent Conference held by the students Case Worker • Sheriff Officer conference • At least 1 referral for After School Detention, In School Suspension • Any major violation of the Dallas County DCJJAEP/DRC Student Code of Conduct Note: Only the Dean of Students will have the authority to suspend a student from campus.		
Actor	Action Steps	
Staff	1. Submit all incident/ behavior reports, referrals for ISS, ASD, bus suspensions and documentation of parent conferences to the Dean of Students.	
Case Worker	2. Review and investigate all reports submitted on the student(s) behavior. If you feel the student(s) behavior may warrant suspension; submit the behavior information to the DCJJAEP Administrator for review and a final disposition. 3. Schedule a meeting with the Administrator and bring the student to the meeting. 4. If the students behavior warrants suspension; contact the parent and inform them of the decision.	
Dean of Students	5. Review all behavior information for compliance of Dallas County Policy and Texas Juvenile Justice Department Compliance Standards. 6. If the student(s) is suspended, complete a suspension letter and mail it to the student's parent/guardian. 7. Ensure a copy of the suspension letter is filed in the behavior section of the student's permanent file.	
Attendance Clerk	8. Receive a copy of the student(s) suspension letter from the Administrator. Ensure the students attendance is properly coded as "unexcused absence".	

Comment [t39]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Request for Information from Juvenile Probation Officers / Outside Entities		March 2015
Procedure # 20.0 Resources: Incident/Behavior Report Forms, Academic Reports etc.		Frequency: Daily
<p>Background Information:</p> <p>An outside entity such as Dallas County Juvenile Department, School District and Law Enforcement Agency can request reports and other records. However, no information is to be released to any other outside agency, or entity with-out the permission of the CA/ACA, or designee. It is normal practice for the DC-Juvenile Department Probation department to request records such as student incident/behavior reports, birth records, academic records, and immunization/health records.</p>		
Actor	Action Steps	
Staff	1. Seek permission to forward student information to outside entities when you are unsure whether, or not to do so.	
Case Manager/PO Analyst/Registrar Clerk CA/ACA Dean of Students	<p>2. Forward any necessary information requested by DC-Probation department.</p> <p>NOTE: Follow these guidelines when forwarding information:</p> <ul style="list-style-type: none"> • Attendance requests will be forwarded on an as needed basis • Major Incident Reports will be investigated and then forwarded to necessary parties upon request only <p>3. Inform DC-Probation Officers that visitation times and days are as follows:</p> <ul style="list-style-type: none"> • Days - Monday – Friday • Time – 9:45 am to 11:30 am and 1:30 pm to 4:00 pm unless otherwise authorized <p>*Visitation will not be allowed during State Mandated Testing</p>	
Quality Administrator	4. Ensure that the flow of information being requested by outside and or inside entities does not violate a student's confidentiality.	

Comment [t40]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Documenting Contacts		March 2015
Procedure # 21.0 <i>Resources: Contact Log Book</i>		Frequency: Daily
Background Information: It is the responsibility of all staff to document contacts (phone calls, face to face visits, letter/correspondence etc.). Documentation provides a record of events that may, or may not have taken place and is in the best interest of the staff, students/parents and outside entities.		
Actor	Action Steps	
All Staff	Teachers/Teacher Assistants/Behavior Specialist: <ul style="list-style-type: none"> Any time it is necessary to make contact with a parent/guardian, document the contact in the Contact Log Book. Teachers/TA's are encouraged to contact parents during the first week of school, when major incident reports happen that involve their child, for academic progress, or to give a positive report about a student to their parent Case Manager/PO: <ul style="list-style-type: none"> Contact parents prior to students exiting the program to set up an exit interview, when conducting face to face conferences with a student, when students are having behavior issues, need counseling, when a student is being transported to detention, or for pertinent information you may need to complete a student's file Administration: <ul style="list-style-type: none"> Contact parents to follow up on major incidents, or at parent's request to speak to an administrator. Ensure that the confidentiality of students is never compromised 	

Comment [t41]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Completing Student Behavior / Academic Reports		March 2015
Procedure # 22.0 Resources: Student Academic/Behavior Progress Report		Frequency: At 3 rd Week of Six Weeks, End of Six Weeks & End of Semester
<p>Background Information:</p> <p>Student Academic/Behavior Progress Report will be completed at the 3rd week of six weeks, at the end of six weeks and at the end of a semester. The Academic/Behavior Progress Report will reflect student's grades, number of successful/unsuccessful days in the program, the number of days a student has left in the program, as well as a section to request a conference.</p>		
Actor	Action Steps	
Teacher/JSO	<ol style="list-style-type: none"> 1. Complete an Academic/Behavior Progress Report for each student in your class as indicated in the frequency section of this procedure. (see calendar for due dates on progress reports and report cards) Each student whether they are passing, or failing must receive an Academic/Behavior Progress Report. 2. Ensure that there are grades, or a notation in the grades section for each course. <p>NOTE: For high school / 8th grade; It is best that the homeroom teacher fill in all grade information of the Academic/Behavior Progress Report.</p> <ol style="list-style-type: none"> 3. Forward the Academic/Behavior Progress Reports to the Case Manager/PO assigned to your grade level on, or before the due date. 	
Case Manager/PO	<ol style="list-style-type: none"> 4. Receive Academic/Behavior Progress Report from teachers. 5. Complete the "Successful / Unsuccessful" section on the report. 6. Forward the completed reports to the Instructional Support Clerk. 7. File a copy of the report in each students file (on your case load) 	
Instructional Manager & Dean of Students	<ol style="list-style-type: none"> 8. Receive all Academic/Behavior Progress Reports from Case Manager/PO. 9. Mail the reports to parent/guardian 	

Comment [t42]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Referring a Student to a Case Manager / Probation Officer (DCJJAEP/DRC)		March 2015
Procedure # 23.0 Resources: <i>Student Referral Form</i>		Frequency: as needed
Background Information: Students may submit a request to speak to their Case Manager/PO, Analyst/Registrar, Instructional Support Clerk, Nurse, Quality Manager, Behavior Specialist, School Resource Officer, CA/ACA, or Dean of Students, so long as their request does not hinder the learning process, or daily school routine. All students request should be answered, or addressed in timely manner.		
Actor	Action Steps	
DCJJAEP Staff	<ol style="list-style-type: none"> 1. If a student requests to speak with one of the above listed staff members- give the student a Student Request Form to fill out. <p>NOTE: If a student is misbehaving, or being disruptive – when the student is under control should they be given the request form to complete. Student Request Forms will not take precedence over a student grievance form.</p> <ol style="list-style-type: none"> 2. For student grievances; meet with the student and hear the grievance (act as an arbitrator and help the student, or staff involved resolve the grievance. 3. For Level Review Request: The students Case Manager/PO will handle them as students make their levels and submit their request. 	
Case Manager/PO	<ol style="list-style-type: none"> 4. Review and follow through on all level request submitted by students and or teachers/TA's. 5. If a student is in need of special counseling services, ensure that the parent/guardian has signed the appropriate paper work and the referral has been submitted to the counseling service department. Follow up with whom ever made the request for services on behalf of the student. 	
Dean of Students	<ol style="list-style-type: none"> 6. Review all student referrals and take appropriate action as necessary 7. Ensure all suspected abuse and neglect allegations reported are investigated. 	

Comment [t43]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Referring Students to the Nurse and Nurse Responsibilities (DCJJAEP/DRC)		March 2015
Procedure # 24.0 <i>Resources: Nurse Referral Form, Prescribed Medication, Nurse Log</i>		Frequency: as needed
Background Information: The school Nurse is responsible for providing at least the minimum care and health services for all students and staff in the school. He/She will: <ul style="list-style-type: none"> • Verify prescription medications brought into the facility by calling the pharmacy listed on the prescription label • Supervise students self-administration of prescription and over-the-counter medications • Serve on the Suicide Watch Team • Evaluate students suspected of being under the influence of a controlled substance • Secure prescription/over-the-counter medications in a locked box in the nurses office • Ensure that oral medications are stored separate from medications that are injected or topical medications • Ensure first-aid equipment and supplies as well as first-aid guidelines are followed • Inventory/order over-the-counter medications, sanitary, and first-aid supplies monthly and document on the Monthly Inspection Sheet 		
Actor	Action Steps	
Students	1. A student will notify any staff that they are sick, or have a medical condition that requires them to go to see the nurse.	
All Staff	2. Complete a Nurse Referral Form for the student(s) then use the call box in the classroom to call 218. Have the 218 control person call the nurse and inform her that a student is in route to the nurse's station. 3. Escort the student to the nurse's station with the Nurse's Referral. 4. In the event you are a teacher and cannot escort the student to the nurse's station, call the 218 control station and ask that the nurse come to your class to see the student.	
Nurse	5. Evaluate all students sent to the nurse's station, or when necessary – go to the classroom to evaluate students when called. 6. Each day, make at least 2 rounds to administer medication to students. 7. Document every student seen on the Nurses Log.	

Comment [t44]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Reporting Suspected Abuse//Neglect		March 2015
Procedure # 25.0 Resources: Incident Report Form		Frequency: as needed
Background Information: Texas Juvenile Justice Department Standards require all employees who have knowledge pertaining to the abuse/neglect of any student(s) – to report it immediately.		
Actor	Action Steps	
All Staff	<ol style="list-style-type: none"> 1. Report suspected abuse/neglect to a Case Manager/PO, Campus Administrator, or school Resource Officer any time you feel a student has been neglected, or abused. Use the Student Referral Form to make the referral. 2. Report the suspected abuse, or neglect within 24 hours of occurrence, or knowledge about it. 	
Case Manager/PO	<ol style="list-style-type: none"> 3. Consult with the Campus Administrator to complete a Child Abuse and Neglect Form based on the detailed information received from the Student Referral Form. 4. Forward a copy of the referral to the Campus Administrator. 	
Campus Administrator	<ol style="list-style-type: none"> 5. Review the Student Referral Form. Assist the Case Manager/PO with filing the appropriate paper work. 6. Conduct an internal investigation of the abuse/neglect allegation. 7. Conclude and take action on the findings of the investigation. 8. Complete a TJJD Incident Report and fax/email the report to TJJD for investigation. File the Referral 	

Comment [t45]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Suicide Emergency		March 2015
Procedure # 26.0 <i>Resources: Incident Report, or other evidence a student may have Suicidal Ideation</i>		Frequency: as needed
Background Information: It is important for all staff to take seriously any talk of suicide or suicide gesture by a student. In the even a student makes a serious attempt at suicide, or voices intent to harm him/her self, or acts in a way to cause injury to him/her self; Staff will have the following responsibility: <ul style="list-style-type: none"> • Immediately place the student under 1 on 1 supervision (suicide watch) • Notify the on site psychologist, the students Case Manager/PO, or Campus Administrator for assistance • Ensure another staff member is continuing the 1:1 constant supervision if the supervision responsibilities must change • Complete all necessary documentation including an Incident Report and forward the incident report and a referral to the on-site psychologist, Case Manager/PO and Campus Administrator 		
Actor	Action Steps	
Case Worker	<ol style="list-style-type: none"> 1. Notify the parent/guardian with information regarding student's suicidal behavior. 2. Forward a copy of the incident report and referral to the on-site psychology department. 3. Ensure that the student is not left alone at any time. 4. Arrange for the parent/guardian to come to the facility and take the student to a mental health facility for evaluation 5. Follow up either in the program, or through Dallas County Juvenile Service Department 6. If the student is actively on suicide alert, escort the student to the Sheriff Officers office – who will transport the student to a psychiatric facility for assessment 7. If the parent/guardian cannot transport the student: or If the student is actively engaging in suicidal behaviors, call emergency medical personnel (911) and consult the Psychology On-call staff by calling 214-698-2299. 	
CA/ACA	<ol style="list-style-type: none"> 8. Assist with arranging transportation to the mental facility for the parent/guardian and student. 9. Document all sessions, phone calls, and actions taken in the students file. 	

Comment [t46]: Taken from JJAEP Policies and Procedures and adopted by AAE

Comment [t47]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Case Review Committee Preparation (DCJJAEP)		March 2015
Procedure # 27.0 Resource: Staff, Recommendation and Enrollment, Data Sheet, Transportation Form and Referral Form		Frequency: Bi-Weekly
Background Information: All cases of students expelled from their home school and referred to DCJJAEP will be reviewed by a Case Review Committee to ensure compliance of the Memorandum of Understanding and of the Texas Education Code 37.007.		
Actor	Action Steps	
Attendance Clerk (Data Control)	<ol style="list-style-type: none"> 1. Receive new referrals from district reps, or court placement. 2. Complete Staffing recommendation and Enrollment (SRE), Data Sheet, Transportation Form 3. Make labels for one Student folder for grades 4-8 and four (4) Student folders for grades 9-12 with student's name on them. 4. Complete tracking sheet for all students being referred that day 5. Forward folders, tracking sheet and Referral information to Registrar & Case Manager conducting CRC. 	
Analyst/Registrar	<ol style="list-style-type: none"> 6. Receive folders, tracking sheet and referral information from receptionist. 7. Set up conference room for Caseworkers/PO to conduct Case review Committee. (CRC). 8. Give copies of tracking sheets to Case Manager/PO, Instructional Clerk, Assistant Campus Administrator and Attendance Clerk. 9. Contact all parents for orientation 10. Enter referrals into JCMS to obtain Personal Identification (PID) # 11. Write PID on SRE, tracking sheet and on right hand corner of referral. <p>NOTE: If student has a PO write their name underneath PID</p>	
Case Manager/PO (CRC)	After CRC all folders and academic records will be given to Analyst/Registrar.	
Counselor Registrar	<ol style="list-style-type: none"> 12. Keep track of students who do not report for enrollment. 13. Forward names of students who do not report for enrollment to district representatives. 14. Periodically attempt contact with those students who do not report for enrollment. <p>For Student Reenrolling:</p> <ul style="list-style-type: none"> • Student reenrolling after initial enrollment (90 days) – the student must go back through orientation in the Orientation Transition Class (OTC) • Parents must update student information 	

Procedure: Conducting Parent Orientation (DCJJAEP/DRC)		March 2015
Procedure # 28.0 Resources: Intake Packets, Pens, Paper		Frequency: Twice Per Weekly
Background Information: All parents enrolling their child into the DCJJAEP – will receive an orientation to the program. Parents must complete and sign all required information in the Orientation Packet.		
Actor	Action Steps	
Attendance Clerk (Data Control)	<ol style="list-style-type: none"> 1. Upon the arrival of parents and students, receptionist will have parents sign in and ask for a copy of their ID. 2. Contact Behavior Specialist to escort students to be searched then take them to Orientation Transition Class (OTC). 	
Attendance Clerk (Data Control)	<ol style="list-style-type: none"> 3. Make copies of ID's. 4. Escort parents to Library. 5. Hand out Intake packets, copies of Parent ID to be included in packet and original ID's. 6. Instruct parents to complete the Orientation Intake packet. 7. Inform parents about student code of conduct. Parents should sign all required forms in the Student Code of Conduct. 8. Check each packet and ensure parents have provided necessary signatures. 9. Take pictures of all new students while in OTC. 10. Enter all new students into Caseworker 5 and Winschool (attendance management database). 11. Give academic records to Instructional Clerk for scheduling. 12. Instructional Clerk will return academic records to Counselor Registrar after scheduling is completed. 13. Give Caseworkers/PO assigned academic files along with intake information, copy of SRE, picture of student. 14. At the end of each week compile a weekly new student enrollment list, early withdrawal list and a transition exit list. 15. Submit new enrollment list to districts weekly. 16. Exit all early withdrawal and transitional students from JCMS & TxEIS. Submit list to district reps. as needed. 	
Counselor Registrar	17. After scheduling, Attendance Clerk will forward Data folders to Case Managers.	

Comment [t48]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Processing Student Early Withdrawals (DCJJAEP)		March 2015
Procedure #29.0 Resource: Student File, Early Withdrawal Form		Frequency: Ongoing
Background Information: A student may withdraw early if documentation is provided for 10-day detention, 30-day consecutive non-attendance (Inactive), placement, and relocation out of the county, charter, private or home school.		
Actor	Action Steps	
P.O./ Case Managers	<ol style="list-style-type: none"> 1. Complete an early withdrawal form and have it signed by Campus Administrator and P.O. / Case Managers for 10-day, 30-day consecutive non-attendance, and placement. <p>NOTE: A parent must sign the withdrawal if the student is attending a private school, being home schooled, relocating out of the county, or if the student is under 18 years old.</p> <ol style="list-style-type: none"> 2. Provide a copy of the early withdrawal to: Transportation, Counselor Registrar, & Attendance Clerk for student removal out of the DCJJAEP database. 	
Attendance Clerk	<ol style="list-style-type: none"> 3. Receive grades from TxEIS 4. Receive a final copy of the early withdrawal that should include: ID#, Name, District, Entry Date, Present/ Absent Days, Math / Reading Scores, Exit Date, and Returning School. 	
Registrar	<ol style="list-style-type: none"> 5. Receive a final copy of the early withdrawal list that should include: ID#, Name, District, Entry Date, Present/ Absent Days, Math / Reading Scores, Exit Date, and Returning School. 6. Prepare a report card to be mailed/faxed to the person making the request 	
Transportation	<ol style="list-style-type: none"> 7. Receive a final copy of the early withdrawal list that should include: ID#, Name, District, Entry Date, Present/ Absent Days, Math / Reading Scores, Exit Date, and Returning School 	
Receptionist	<ol style="list-style-type: none"> 8. Notify the appropriate Case Manager / P.O that a parent is here to withdraw his/her child. 	

Comment [t49]: JJAEP ONLY

Procedure: Processing Student Transition Withdrawals (DCJJAEP)		March 2015
Procedure # 30.0 Resource: <i>Student Files, Exit/Transition Packet (complete with all necessary information)</i>		Frequency: End of a Six Weeks / Semester
Background Information: A student may transition back to their home school if a district over turns the expulsion, directly requests the students return or/if the student successfully completes his/her expulsion at the end of a six week / semester period.		
Actor	Action Steps	
P.O./Case Manager	<ol style="list-style-type: none"> 1. Contact the district representative to schedule a time and date for transition exit. 2. Mail or fax exit letter to parent. The letter must be delivered 10 to 12 days prior to the exit meeting, inviting the parent to attend at the scheduled meeting. 3. Schedule exit meeting with the P.O. / Case Manager, district representative and parent/guardian. 4. If the parent is unable to attend, the exit meeting will still be held. 5. All forms must be completed and signed by Campus Administrator and P.O./Caseworker parties to be included in a transition exit: exit checklist, transition withdrawal form, attendance and previous school records. 6. Provide a copy of the exit list to: Transportation, Counselor Registrar, and Attendance Clerk for student removal from database. 7. Retrieve grades from TxEIS 8. Include a report card 9. Prepare student folder to archive 	
Attendance Clerk	10. Receive a final copy of the exit list that should include: ID#, Name, District, Entry Date, Present/ Absent Days, Math / Reading Scores, Exit Date, and Returning School.	
Registrar	11. Receive a final copy of the exit list that should include: ID#, Name, District, Entry Date, Present/ Absent Days, Math / Reading Scores, Exit Date, and Returning School.	
Transportation	12. Receive a final copy of the exit list that should include: ID#, Name, District, Entry Date, Present/ Absent Days, Math / Reading Scores, Exit Date, and Returning School.	
Receptionist	13. Receive a copy of schedule exit times. Will notify the Case Manager / P.O. of parents and district representatives' arrival.	

Comment [t50]: JJAEP ONLY

Procedure: Coordinating Student Transportation (DCJJAEP)		March 2015
Procedure: 31.0 Resources: <i>Student Data Sheet, Bus Roster, Bus Incident Reports, Bus Route Change Request</i>		Frequency: Daily / As Needed
Background Information: Transportation for students expelled to DCJJAEP will be provided by Dallas County Schools Transportation. Student will be expected to conduct themselves in an orderly fashion and follow all bus rules. Students and parents will be informed that riding public school transportation is a privilege and not a right and those students who consistently misbehave while on the bus may be subject to losing their bus riding privileges.		
Actor	Action Steps	
Counselor Registrar	1. After CRC: Forward a copy of each student's Data Sheet to the Transportation Coordinator. 2. Ensure that each students home address, phone number and contact information is correct on the Student Data Sheet.	
Transportation Coordinator	3. During Parent Orientation: Inform parents of the DCJJAEP transportation policy: NOTE: Cover the following areas of transportation: <ul style="list-style-type: none"> • How student are assigned a bus route (5 day waiting period) • What time student's need to be at their assigned bus pick up location (or outside their home) • Bus Rules and Behavior on the bus • Bus suspensions • How to request a new bus route 4. Obtain a copy of the Student Data Sheet from the Counselor Registrar. 5. Complete a bus route request for all newly enrolled students and fax the request to the Dallas County Schools Transportation department. 6. On the 5 th day, if you have not received an updated bus roster from DCT, make contact with them to secure new students bus route numbers and or any other bus route information. 7. Update the bus route list and forward a copy to each homeroom teacher. 8. Keep track of bus suspensions and forward a copy to the CA/ACA on a weekly basis. 9. Bus Incident reports – counsel with the student(s), contact the parents on serious matters, and forward a copy of the report to the CA/ACA daily for review.	
Transportation Coordinator	Bus Incidents and Suspensions: <ul style="list-style-type: none"> • Ensure that all serious bus incidents have been addressed with students involved and that their parent/guardian has been notified • Document all conversations with parent/guardians in 	

Comment [t51]: JJAEP ONLY

	<p>the Contact Log</p> <p>Follow the guidelines below for suspending students off of the bus:</p> <ul style="list-style-type: none"> • After 3 minor behavior reports; Suspension of 1-3 days • After 1 major incident; Suspension of 1 week • After 2 major incidents; Suspension for the remainder of the student's term at DCJJAEP
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Procedure: Facility Structure / Maintenance Requesting Services (DCJJAEP/DRC)		March 2015
Procedure: #32.0 Resource: <i>End of the Day Checklist, Maintenance Repair Request</i>		Frequency: Daily / As needed
<p>Background Information:</p> <p>It is the policy and practice of the DCJJAEP to provide for the well being of staff and students in a clean, safe and well-maintained facility that reflects professionalism and pride in the facility. The Operations Manager is responsible for the facility maintenance and cleanliness. He/She ensures that the facility is in compliance with local, state and federal guidelines.</p> <p>The facility has the minimum required facility conditions:</p> <ul style="list-style-type: none"> • Sanitation facilities, including access to toilet facilities that are available for use without staff assistance • A wash basin with hot and cold running water • Temperature in the facility is maintained in the acceptable comfort zones no higher than 78 digress Fahrenheit in the summer and no lower than 68 digress in the winter • Access to handicapped parking is also available 		
Actor	Action Steps	
All Staff	<ol style="list-style-type: none"> 1. Be aware of any needs/problems and promptly notify the Behavior Specialist/Facilities Coordinator. 2. Complete a Request for Repairs as necessary. 	
Teachers	<ol style="list-style-type: none"> 3. Complete an End of the Day Checklist form each day and submit it to Behavior Specialist who will forward it to the Operations Manager at the end of each week. 	
Operations Manager	<ol style="list-style-type: none"> 4. Ensure that waste disposal is being carried out in accordance with the approved regulatory standards. 5. Schedule and carry out preventive maintenance on all heating and air conditioning units. 6. Schedule and carry out preventive maintenance routines. 7. Ensure the building is being sprayed for insects and rodents according to schedule. 8. Conduct weekly sanitation inspections in all areas of the school and submit a copy of the Sanitation Report to the Campus Administrator 9. Coordinate all maintenance requests through the Dallas County Maintenance and Facilities Department 10. Log each request for maintenance services and submit a copy of all requests to the Campus Administrator. 	

Comment [t52]: JJAEP ONLY

Procedure: Reporting Vandalism and Damages		March 2015
Procedure: # 33.0 Resources: <i>Request for Repair Form</i>		Frequency: As Needed
Background Information: Vandalism of school or personal property will not be tolerated. It is the responsibility of all staff to report acts of vandalism and damages that occur in our school. When vandalism and damages go unreported, they carry the potential to affect the learning process and ultimately the morale of students and staff		
Actor	Action Steps	
All Staff Behavior Specialist	<ol style="list-style-type: none"> 1. If you witness a student vandalizing school property, write a detailed Incident Report or Behavior Referral on the student. 2. Submit the report immediately to the Behavior Specialist who will investigate and forward the report and findings to the Operations Manager. <p>For Damages that occur through no fault of staff/student:</p> <ol style="list-style-type: none"> 3. Report the damages and submit a Request for Repair to the Operations Manager. 	
Operations Manager	<ol style="list-style-type: none"> 4. Investigate all reports of vandalism and damages. Submit finds along with Incident Report to the Campus Administrator. 5. If damages/vandalism is caused by a student, estimate the cost of the damages (through the Dallas County Maintenance/Facility Department) and contact the student's parent/guardian – Inform the parent/guardian of the cost. 6. Set a time to meet with the parent/guardian to collect the payment for the damage/vandalism. 7. If the vandalism requires law enforcement interaction, refer the student to the sheriff officer. 	
DCJJAEP Administrator	<ol style="list-style-type: none"> 8. Follow up on all reported damages and vandalism. Take action as necessary. 	

Comment [t53]: JJAEP ONLY

Procedure: Ordering Supplies and Resources		March 2015
Procedure: # 34.0 <i>Resources: In-House Supply Requisition Form, Classroom Load List, Monthly Inventory Form, Juvenile Department Purchase Request</i>		Frequency: As Needed / Monthly
Background Information: Managing school resources is very vital to our program budget. Staff should protect the budget against waste of resources. The CA/ACA is responsible for ensuring that resources needed in the classroom, or for support personnel, are delivered and accounted for. Classroom and office resources will be distributed in two categories (disposable and hardware). For hardware resources such as desks, file cabinets, portable dividers etc., allow adequate time for them to be delivered after request has been submitted. All other resources will be delivered as requested.		
Actor	Action Steps	
All Staff	1. Complete an In-house supply requisition and submit it to your immediate supervisor.	
CA/ACA Supervisors	2. Receive In-house supply requisition and submit to district office. 3. After all supply orders have been filled and delivered, the CA/ACA must sign off on the receipt of supplies. 4. If there is an item that is not in stock, a purchase requisition must be completed. If approved, items will be ordered by the appropriate vendor.	

Comment [t54]: Taken from JJAEP Policies and Procedures and adopted by AAE

Procedure: Breakfast /Lunch Meal Rotation and Program (DCJJAEP/DRC)		March 2015
Procedure # 35.0 Resources: Breakfast/Lunch Rosters, Student District Tracking/Meal Identification Status Sheets		Frequency: Daily
Background Information: Through the Federally Funded school meals program, the Dallas Independent School District (DISD) has entered into a Memorandum Of Understanding agreement (MOU) with the Dallas County Juvenile Department to provide breakfast and lunch meals for students from the fourteen school districts that attend the DCJJAEP. The meal program will operate under the governance and guidelines of the Federally Funded School Meal Program. All laws and compliance standards of the program will be adhered to by the DISD and DCJJAEP respectively.		
Actor	Action Steps	
Registrar/ CRC Designee	<ol style="list-style-type: none"> 1. Obtain meal identification status of each student during CRC Procedures (Free, Reduced and Half Price). Only codes will be used to identify students. 2. Maintain a tracking system of each student's meal status. 3. Forward the meal status of each to the Attendance Clerk to be entered in the TxEIS data base. 4. Maintain records of the meal status for audit purposes. 	
Attendance Clerk (Data Control)	<ol style="list-style-type: none"> 5. Enter student's meal status in the TxEIS database. 6. Print meal roster sheets daily and distribute to the food service team for tracking. Leave rosters in the meal serving area with DISD servers. 7. Maintain and update the meal roster sheets daily to ensure accuracy. Tabulate meal counts daily and forward to the meal service workers. 	
Behavior Specialist/ Case Managers on post	Breakfast Routine 8:30 am <ol style="list-style-type: none"> 8. Monitor students in route to the meal serving area to receive breakfast. 9. Ensure students are accounted for on the meal roster sheet. 10. Monitor students in route to their homeroom after receiving their breakfast. 	
Behavior Specialist, Case Workers, and assigned Search Team Staff	Breakfast Routine <ol style="list-style-type: none"> 11. 8:45 AM – Search Team; after students are searched, instruct them to line up to be escorted to the meal serving area to receive breakfast. Note: An assigned staff on post will ensure all students coming through the line to receive breakfast are checked off the breakfast roster. <p>Note: Breakfast will be over at 9:45 AM and no students will be served after that time unless their bus is identified</p>	

	late.
Behavior Specialist JSOs Teachers	<p>Lunch Routine</p> <p>12. Lunch times are as follows:</p> <ul style="list-style-type: none"> - DCJJAEP 11:30 to 12:00 - DRC 1:00 to 1:30 <p>13. Assigned JSO for each class will be responsible for escorting their class to lunch and monitoring their students during lunch in their respective eating areas:</p> <p>14. - Line up and escort students to the meal serving area. Behavior Specialist will deliver the lunch cards to the JSOs to distribute to the students.</p> <p>15. Insure that the students give the lunch cards to the Service Attendant.</p> <p>Only five students at a time will be allowed to rotate through the line to pick up their lunch.</p> <p><u>Behavior Specialist</u> – Assist with monitoring meals</p>
CA/ACA Quality Manager	<p>16. Monitor meal times and meal operations to ensure consistency, accuracy of recording keeping and compliance of standards.</p> <p>17. Forward any compliance violations to the CA/ACA immediately.</p> <p>18. Compliance with food issues such as menus, paper work etc., will be the responsibility of the Quality Manager.</p> <p>Note: Any changes to the meal rotation and program must be approved by the Superintendent.</p>

Procedure: Taking Attendance and Completing Billing Reports (DCJJAEP)		March 2015
Procedure: 36.0 Resources: Attendance Roster, Tardy Slips, Absence Notes, Daily Attendance % Report		Frequency: Daily / Weekly, Monthly
Background Information: It is essential that accurate daily attendance information is maintained and reported in a timely manner. Attendance reports will be forwarded to School Districts, Texas Juvenile Justice Department, Dallas County Probation Officers, Dallas County Juvenile Department, Dallas County Juvenile Board and DCJJAEP administration.		
Actor	Action Steps	
Teacher/TA JSO	<ol style="list-style-type: none"> 1. When students enter the classroom, instruct them to sign the Attendance Roster by their name in black ink only. <p>Note: Student should sign their name. Students are prohibited from signing the Attendance Roster for another student.</p> <ol style="list-style-type: none"> 2. Before placing the attendance roster outside the door, conduct a head count of all students present. Be sure to record the correct number of present/absent students on the attendance roster. Call roll. 3. Place the Attendance Roster along with any absence notes outside the classroom door in the pocket provided (attach attendance notes to the roster). 	
Attendance Clerk (Data Control)	<ol style="list-style-type: none"> 4. Each morning; print a new Attendance Roster for each classroom. 5. Maintain a daily % in excel and send a daily attendance summary to the CA/ACA, Superintendent, & Quality Manager. 6. Distribute Attendance Rosters to each class. 	
Case Managers	<ol style="list-style-type: none"> 7. Contact parents of students who are absent from school and record the contact in JCMS. 	
Administrative Assistant	<ol style="list-style-type: none"> 8. Capture all students that come to school late. Ensure that each student signs the tardy list. 9. The Attendance Clerk will retrieve the tardy list by 11:30 am. 	
Attendance Clerk (Data Control)	<ol style="list-style-type: none"> 10. Monitor the daily attendance and ensure that it is reported accurately. 11. Address all attendance concerns and or make corrections as they may arise. 12. Submit weekly attendance reports to the CA/ACA, Superintendent, & Quality Manager 	
CA/ACA	<ol style="list-style-type: none"> 13. Monitor attendance for TJJD compliance. 	

Comment [t55]: JJAEP ONLY

Attendance Clerk (Data Clerk)	<ul style="list-style-type: none"> • Mail out truancy letters to school districts and parents as required by TJJD policy • Keep track of and maintain a separate list of all Inactive Students (students who miss 30 consecutive days of school, or who are in detention) • Respond to district request for attendance information as necessary
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Procedure: Completing Attendance Billing Reports (DCJJAEP)		March 2015
Procedure: 37.0 Resources: <i>Attendance Roster, Tardy Slips, Absence Notes, TJJD Voucher, TJJD Monthly Report, Daily Attendance % Report</i>		Frequency: Daily / Weekly, Monthly
Background Information: Attendance/Billing reports will be submitted to Dallas County Juvenile Department Controller, School Districts, Texas Juvenile Justice Department, and the Dallas County Juvenile Board (upon request) and DCJJAEP administration.		
Actor	Action Steps	
Attendance Clerk (Data Control)	<ol style="list-style-type: none"> 1. Receive Attendance Rosters from the Attendance Clerk II. 2. Enter absent/present students on the billing excel spread sheet. Ensure that attendance counts are accurate. <p>NOTE: If there is a discrepancy in the attendance count/numbers, consult with the attendance clerk and go over the numbers.</p> <ol style="list-style-type: none"> 3. Ensure that any early withdrawals or transitioned students have been removed from the attendance billing spread sheet. 4. Each Friday; Email to the respective district a copy of their weekly attendance report. 5. On the last school day of each month, print a copy of the monthly attendance and prepare the TJJD attendance/billing report. 	
DCJJAEP Administrator/ Quality Manager	<ul style="list-style-type: none"> • Include in the report all Mandatory / Discretionary student attendance days • For Mandatory students: complete the TJJD voucher for Mandatory student payment from TJJD. • Mail a copy of the report to TJJD. <ol style="list-style-type: none"> 6. On the network, complete the TJJD Monthly Attendance report. 7. Ensure all information is reported to TJJD (re: billing for mandatory students is accurate. 	
Attendance Clerk (Data Control)	<ul style="list-style-type: none"> • Respond to district request for attendance information as necessary • Prepare attendance reports as necessary 	

Comment [t56]: JJAEP ONLY

Procedure: State Mandated Testing	March 2015
Procedure: 38.0 Resources: <i>Coordinator Manual, Trainings</i>	Frequency: Ongoing
Background Information: The AAE/JJAEP follows the guidelines established in the DCCM published by TEA. These policies and procedures do not take place of reading all appropriate manuals.	

Campus Test Coordinator (CTC):

In cooperation with your campus principal, a campus coordinator serves as the liaison between the district test coordinator and the campus for all state mandated testing communication. They also oversee the preparation and distribution of test materials for each administration as well as prepare the materials for return to the district test coordinator (DTC). Campus coordinators are also responsible for training the test administrators for their campus. They must be able to answer questions and resolve problems throughout the testing period. A CTC will not be administering a test during a test administration unless authorized by the DTC.

Principal:

If the CTC is not the principal, the principal will collaborate to ensure that the CTC successfully implements a testing plan for each administration. During a test administration, a campus principal shall be available and actively monitoring their campus. If a hall monitor is not available, the campus principal shall serve as a hall monitor for their campus. During an audit, the principal is the first point of contact for the campus. A principal is required to read all appropriate manuals prior to training.

Testing Sessions:

The CTC in collaboration with the campus principals and assistant campus principals shall prepare testing rooms and organize test sessions. Each testing room should be grouped by the grade level of the test. If the facility is unable to group the students by the test grade level, there should be one trained test administrator for each test grade level unless permission is granted by the DTC. Each campus will have a written plan that must be signed and approved by the DTC at least one week prior to testing. Below are some reminders for organizing each test session.

- Collaborate with facility to ensure proper coverage of juvenile detention staff.
- Collaborate with facility to ensure the proper implementation of testing rooms, grouping of students, etc.
- Testing rooms should be well lighted, well ventilated, quiet and comfortable.
- Each student must have enough space in which to work, and no characteristics of the room's environment should hinder any student's test performance.
- Each student should be sufficiently separated from other students to work without distraction.
- If the room is large, you may need to make arrangements for any necessary adaptations, such as a public address system, in order to give instructions to those being tested.
- A "testing – do not disturb" sign should be posted outside the testing room.
- Bulletin boards and instructional displays that might aid students during testing must be covered or removed.

- Plan to move students who need extra time to another testing room.
- Activities that would interfere with testing conditions or timing should be scheduled at another time.

Special Education Testing:

Testing for students with disabilities is determined by the Admissions, Review & Dismissal Committee (ARD). Students with disabilities are eligible for the STAAR, STAAR Accommodated, STAAR Modified, and STAAR Alternate tests. Students with disabilities taking STAAR or STAAR Accommodated may test in the same room by specific grade level. Students with disabilities taking the STAAR Modified test must be tested separately by specific grade level. The campus should designate a member of the special education department that is familiar with special education testing to administer the modified test. Please refer to the student's most current IEP for accommodations. All accommodations must be routinely used in the classroom and stated in the student's IEP.

TELPAS:

TELPAS campus coordinators will be the campus ESL teacher or a designee that is determined by the district. Campus coordinators, campus principals, technology staff (for online testing), and other personnel designated to support the TELPAS administration are required to receive annual training in TELPAS administration procedures. In cooperation with the campus principal and the ESL team, you are responsible for identifying each LEP student on the campus and assigning an appropriate rater for each eligible student. You will need to ensure that your campus has enough qualified raters to fulfill your holistic rating assessment needs for each grade cluster. All core academic subject areas are required to receive the annual holistic rater training for grade clusters 2-12. The district coordinator will designate a TELPAS writing collection verifier. The TELPAS coordinator is responsible for providing the necessary trainings for TELPAS to your campus staff. Each campus will have a written plan that must be signed and approved by the DTC at least one week prior to the TELPAS window opening.

Lunch Breaks:

Students should be allowed to take a lunch break. They must place their answer documents inside their test booklets, and the trained test administrator must collect the booklets and place them in locked storage. During lunch, the students must remain together and be closely monitored by a trained test administrator to ensure that the contents of the test are not discussed.

Emergencies during Testing:

The safety of all students and staff should be the first consideration. If a school emergency such as a fire or power outage occurs, the trained test administrator should have students place their answer document in the test booklet. If you have a classroom that locks you may leave the tests where they are and follow the facilities emergency procedures. If your classroom door does not lock, quickly collect all student test materials and secure them in your locked storage area. It is not necessary for the CTC to call the DTC or TEA to report the incident before exiting the building. The test administrator must closely monitor their testing groups to make sure no one discusses the test. The trained test administrator must verify the proper handling of materials and security of the test upon entering the classroom. The students should resume testing once the building has been cleared for re-entry. Please ensure the correct test and answer document is distributed to the right student. The

campus coordinator should be contacted if there is a building fire or other school emergency that prevents students from continuing with their test.

Storage:

Each campus will sign a storage certification for each academic testing year. The secured storage area should have extremely limited access. Any juvenile department facility staff that has a key to this area (janitor, superintendents, etc.) will need to receive security training and have a signed oath on file.

Materials Inventory:

Please secure all testing materials in the secure storage area for your campus. When you receive the secure materials from the district coordinator, open the boxes carefully. You will use these boxes again to return test materials to the DTC after testing has been completed. Retain the packing list, which can be found in the box labeled "Packing List Enclosed," throughout the testing process. Use this list to check in your test materials. If there is a discrepancy in the inventory and your packing slip, contact the DTC immediately. If you find that you were not sent enough test materials, contact the DTC immediately after determining the quantity and type of test materials needed.

In calculating the quantity of additional testing materials required, keep in mind that each test administrator who conducts an oral administration or an administration using the dyslexia bundled accommodations will need a separate test booklet.

When returning materials to the DTC, you are required to ensure that all testing material inventory matches the original shipment as well as the additional order shipment. It is the CTC's responsibility to ensure that the exact number of testing materials is accounted for and accurate.

Materials Control Form:

CTC's and trained test administrators must individually check in and out testing materials on a daily basis using the materials control form. CTC's may distribute answer documents prior to the test to ensure proper coding however test booklets may not be distributed until the day of the test.

Confidential Student Reports:

Confidential student reports are received according to the calendar of events published by TEA. Upon receiving the CSR's, each campus principal will need to designate someone to file the CSR's along with the sticker label in the student's cumulative folder. One copy will need to be mailed to the parent/guardian by the deadlines published in the calendar of events published by TEA. One copy will need to go to the student (if applicable). All special education students (regardless of the type of test administered) will need a copy of the CSR's in their special education files. Please make a copy for your special education department.

Procedure: Wellness Policy (CE 01219)	March 2015
Procedure: 39.0	Frequency: Ongoing
Background Information: Approved by the Academy for Academic Excellence School Board on September 23, 2013. Original Effective Date: 08/01/2008 Revised Date: 09/23/2013 Next Review Month: 09/2014	

Comment [t57]: NEW

- A. The Academy for Academic Excellence Charter School provides school activities that are designed to promote student wellness in a manner that the school determines are appropriate.
 1. Each campus provides daily recreational opportunities where students participate in at least one hour of various organized physical activity.
 2. Activities may include walking, jogging, basketball, volleyball, calisthenics and stretching activities.
 3. The recreation schedule shall include large muscle exercise.
 4. Recreational activities are designed to be appropriate to meet the needs, interests, and abilities of students, so that every student may participate.
 5. Recreational activities include physical fitness development that prescribes a variety of body positions and changes in environment.
 6. The recreation schedule shall comply with the federal school wellness guidelines

- B. The Academy for Academic Excellence Charter School provides food on each campus during the school day that promotes student health and reduces childhood obesity.
 1. The designee for planning meals shall be a certified dietician.
 2. The dietician shall review and approve the menu annually.
 3. Menus shall contain a variety of food and recognize special occasions and holidays.
 4. The dietician shall submit a monthly rotating menu that meets the dietary requirement of the National School Breakfast/Lunch dietary allowances for nutritional adequacy.
 5. Meals contain the food groups represented on the USDA food pyramid.
 6. A variety of milk is provided to students. Students are offered a choice of fat-free (flavored or unflavored), or 1% low fat (unflavored) milk.
 7. Each campus dining area has posters displayed encouraging students to eat well-balanced, nutritional meals. Staff shall encourage students to eat all portions of each meal during meal time.

- C. The Academy for Academic Excellence Charter School meals meet the U.S. Secretary of Agriculture Child Nutrition and National School Lunch Acts.
 1. Reimbursable meals shall meet the regulations and guidance as outlined by the Child Nutrition and National School Lunch Acts.

- D. The Academy for Academic Excellence Charter School ensures that each campus implements the local wellness policy.
1. A school authority or designee on each campus or his/her designee shall be responsible for ensuring that the campus complies with the local wellness policy.
 2. Each school authority or designee shall:
 - a. Ensure that each component of the meal is received and that it complies with the dietician monthly menu;
 - b. Ensure students are offered milk as part of the meal;
 - c. Ensure that the school recreation program is implemented as scheduled;
 - d. Ensure posters which encourage students to eat well-balanced meals are displayed in each dining area.
 - e. Monitor menus to ensure they meet the guidelines of the USDA Child Nutrition and National School Lunch Acts.
- E. The Academy for Academic Excellence Charter School develops the school wellness policy.
1. The wellness policy is developed considering the Child Nutrition Act of 2004 standards, and the 2010 requirements of the Healthy, Hunger-Free Kids Act.
 2. Annually, the Academy for Academic Excellence Charter School's Site-Based Decision Making Committee will review the local wellness policy.

Academy for Academic Excellence Procedural Guidelines

The following pages provide the guidelines for grade report specifically for the Academy for Academic Excellence. While this information may be utilized by the DCJJAEP, it is charter specific and all guidelines are set as such.

- A. Initial Meeting with Student
- B. Requesting records
- C. Reviewing Records
- D. Completion of Personal Graduation Plan (PGP)
- E. Entering Courses in TxEIS database
- F. Progress Reports & How to Print Progress Reports
- G. Report Cards & How to Print Report Cards
- H. Gradebook
- I. Section Changes
- J. Role STAAR
- K. End of the Semester/End of Year procedures
- L. Grade Reporting Reports
- M. Awarding Credit
- N. Credit By Examination
- O. Leavers (203) Records
- P. Career and Technology Education Reports
- Q. SSI Grade Placement Process
- R. SSI Forms
- S. Response to Intervention / Student Success Team
- T. Parent Teacher Conference
- U. Reporting Schedule
- V. PIEMS Submission Dates
- W. Special Education
- X. CATE

Comment [t58]: NEW INFORMATION
NEVER BEFORE OUTLINED IN SOP

A. Initial Meeting With Student

Once the student has been detained, it is the policy of AAE for the Analyst/Data Controller/Data Controller to introduce himself/herself to the student.

- Introduce as Analyst/Data Controller/Data Controller
- Find out last ISD or school attended
Verify student information (demographics)
- Get Student Code of Conduct signed (if new to the Charter). This document is vital to a CATE audit. It must be done and filed in student cumulative folder.
- Present the Generic PGP (maybe official) and document all information presented by the student on the PGP, as well as show information that you have received, such as credit info, STAAR, etc.
- Obtain signature from the student (If receipt of records are pending, the Analyst/Data Controller may choose to get signature on official PGP which will be completed once all records have been received)

B. Requesting Records

After a student has been enrolled into AAE, the Records Clerk/Registrar will immediately request records from all student previous enrollments. Those records should consist of the following:

- Most recent report card
- Most recent STAAR information
- Academic Achievement Record/TREx (See Forms)
- Social Security Card
- Birth Certificate
- Withdrawal grades
- ESL/Special Education Records

If any of the information is not received, it is the responsibility of the Records Clerk/Registrar to request any missing documents via telephone. Once all records have been received, the Records Clerk/Registrar will:

- Scan the information and place on the "K" drive. The "K" drive is accessible by going to: a) my computer, b) select "K" drive, c) double click "Charter School" folder, d) Records In & Out, and e) select current records.
- Build a cumulative folder
- Disburse to the appropriate Analyst/Data Controller

Receipt of records is an ongoing process and should be happening as often as every day.

In the event records are not received within 10 days, Records Clerk/Registrar should:

- Request via fax (put confirmation in cumulative folder (TREx confirmation and PID search should already be filed)
- Give all documentation/cumulative folder to the Analyst/Data Controller

In some cases, Analyst/Data Controllers may need to make additional requests to Schools via telephone. All requests should be documented with the following information:

- Name of school official with whom you spoke
- Any response to your requests
- Date and time (if necessary)

If records are still not received, seek the assistance of the Campus Administrator or Assistant Campus Administrator.

C. Reviewing Records

Progression Method (of Class Scheduling)

Refers to the process of choosing courses for a student based on previous school records and grade level. Instead of allowing the student to go back and make up coursework that he/she did not pass/complete/earn credit in a previous year, the student will be progressed. AAE will provide credit recovery opportunities at participating campuses within the district.

Please note: The exception to this method is if the home school records reflect they have chosen to have the student in the previous course that was failed, we will honor the home school schedule, especially if the student did not begin the school year with AAE.

Example of progression:

Schedule for previous school year:

1 st sem - Biology - 0.0	2 nd sem - Biology - 0.5
English I- 0.5	English I- 0.5

Schedule for current school year:

1 st sem - Chemistry	2 nd sem - Chemistry
English II	English II

This method will be used across the district for ALL campuses when scheduling students. The Progression Method will be used in an effort to reduce edits to PGP's as students move around within the district, and as a means of a uniform scheduling procedure.

This procedure may also have exceptions at the Medlock/Youth Village facility since credit recovery is an option. However, every attempt should have been made to follow the current courses of study.

HLS Forms

Home Language Survey forms are located in the students cum file folder. They are originated at the time of enrollment on a student (usually a yellow form). Form may come from the student's home school accompanying requested records. In the event that the HLS form from the home school is sent with records, the oldest HLS form is then kept, and the most recent one is discarded. Only one HLS form should be in a student's cum file folder.

HLS Forms have the following information:

- Student name
- Date of Birth
- Address/Phone Number
- Student's Place of Birth
- Information regarding primary Language Spoken in the home
- Information regarding whether or not the student has worked in the Agriculture/Fishing industry

GED Online Verification

- Use this on-line tool to verify GED Certificates.
<https://bass.tea.state.tx.us/Tea.GEDi.Web/Forms/CertificateSearch.aspx>

- The certificate contains your name, your certificate number and the issue date of the certificate.
- If your records do not appear in this search, call the Texas GED Unit at 512-463-9292 for search assistance or complete the GED Verification Letter Request.
- For scores to be added to this letter, use the GED Verification Letter Request.
- This is not a substitute for an Official Transcript/Certificate.

D. Completion of Personal Graduation Plan

Upon receipt of the cumulative folder from the Records Department the Analyst/Data Controller should complete an official PGP. (See Forms) Information should include:

- Student Name
- Student identification number or PID
- Current date
- Student History (1st time 9th grader)
- Anticipated graduation date (optional)
- STAAR scores and any documentation that accompanies such as AIP (see forms)
- Schedule of Classes (Home ISD schedule if student did not start with AAE)
- Date that PGP was developed
- Local use (document any updates to the PGP and add a date)

On the second page of the PGP:

- Student name
- Student identification number (PID)
- Plan: "R"(for recommended)
- Use the AAR/TREx to put a number grade in the appropriate semester column and next to the appropriate class.
- Add any elective classes at the bottom of the page and complete the above step and total the "S" columns.
- Student address. This information is vital to a CATE audit. It must be documented on the official PGP.
- Some Local courses are campus specific. In addition records are constantly requested and received. Consequently, the most recent PGP should be filed on the right side of the student cumulative folder. All others should be filed away at the Analyst/Data Controller discretion, should they choose to keep them.

Once the Analyst/Data Controller has completed the above step, he/she will initiate a visit with the student to go over information received. During this meeting, the student should be told

- Grade level and STAAR level
- Number of credits if applicable
- Review schedule of classes (in case it has changed from the initial visit)

In addition, the Analyst/Data Controller should document educational goals upon completion of detention/ placement and obtain student signature. Obtain parent goals and signature when the opportunity arises (usually at Parent/Teacher conferences).

E. Enter Courses into TXEIS Database

AAE Analyst/Data Controllers will enter courses offered into the TXEIS database. Since it is our policy to follow the schedule of the Home ISD, some courses that they offer will need to be added to our database to ensure the receipt of credit (especially in 2nd semester). BE SURE TO CLICK THE "XFER" BOX.

Modified Courses:

References courses that may be taken by student receiving special services; seen on some districts AAR's to denote that a student is enrolled in resource classes receiving one on one instruction from staff certified to service that particular student's needs. May also see: Fundamental, Resource, etc.

Incomplete Grades

These usually appear an "I" on home school records on a student report cards or transcripts. It indicates that the student did not complete the course for the specified cycle.

F. Progress Reports

IPRS-Interim Progress Report

IPRS will be printed from TXEIS and the working grade from the gradebooks will be printed on the IPRS.

SGR1160 Interim Progress Report from gradebook

SGR1155 Current Cycle Averages from Grade Book for verification

This report is for current year only.

The report prints only working cycle averages from TXGradebook.

1. This report is for current year only.
2. The report prints on plain paper and can print courses and the working cycle average from TXGradebook for all students, for only students with grades posted, or for students with blank or failing grades.
3. All five comments for each course are also printed.
4. An explanation of up to 14 different comment codes used appears after the course information.
5. The report page breaks by student.

NOTES:

- If a posted grade in TXEIS exists, then it will be used when selecting which students to include on the report and will be displayed in the Curr Avg column.
- If a posted grade in TXEIS does not exist, then the working cycle average in TXGradebook will be used when selecting which students to include on the report and will be displayed in the Curr Avg column.
- If neither a posted grade in TXEIS nor a working cycle average in TXGradebook exists, then the program will check if the course is an auto-graded course. If the course has an auto grade, then this grade will be used when selecting which students to include on the report and will be displayed in the Curr Avg column.

In Grade Reporting Application>Reports>

Choose the 1160 report.

Set the options based on your requirements.

It will take a few minutes because the program is retrieving data from the grade book.

Gunter ISD
Gunter High School
 Interim Progress Report
 As of September 4, 2009 10:03

Student Name	Student Id	Grade Level	Semester	Cycle	School Yr	Control Nbr	Track
Rimpel, Shella	899999	10	1	1	2009-2010		1

To the Parents/Guardians of:
 Shella Rimpel
 Gunter, TX

Course	Period	Teacher	Cur Avg	Gr Avg	Comment Codes	Notes
1200 ALG I	01 - 01	BEATY, TRACY	050			
1002 ENG II	02 - 02	LOWDER, FRIST				

TXEIS Grade Reporting - [Year: 2012-2013 Report Name: Interim Progress Report From Grade Book]

File Edit View History Bookmarks [Tools Help]

TXEIS Application Directory TXEIS Grade Reporting

← All reports are from dallascounty.org. If you have a problem, please contact the system administrator.

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Grade Reporting School Year: 2012-2013
 Campus: 001 Juvenile Justice Charter
 Reports: SGR1160 Interim Progress Report From Grade Book Session Timer: 28 min and 11 sec
 C: 06/035 Count/Status #: 652914

Return to Reports

Report ID: SGR1160
 User ID: MJAULLARD

Enter Selection Criteria:

Campus ID Number: 001

Semester (1,2,3 or 4): 2

Cycle (1,2 or 3): 1

Std Selctn - All G - Only in Grades 1-12 All G - Failing D - Failing in Principals: A

Grade Level (Choose one, or Blank for All):

Sort Order (A = Alpha, G = Gr 4-12, C = Curb 14th): C

Additional to be printed: S=Student, P=Parent: B

Attendance Tracs (0-9 or Blank for All):

Print Report Card Hist? (Y/N): Y

Print Auto Grades? (Y/N): Y

Include Self Paced Courses (Y/N): N

Include Non Graded Courses (Y/N): N

Print Attendance? (Y/N): N

Include only AHA Codes in Absences? (Y/N): N

Print Signature Line (Y/N): N

Student ID's (Blank for All):

SGR1160 Interim Progress Report from Grade Book

This report is for current year only. The report prints on plain paper and can print courses and the working cycle average from TXGradebook for all students, for only students with grades posted, or for students with blank or failing grades. All five comments for each course are also printed. An explanation of up to 14 different comment codes used appears after the course information. The report page breaks by student.

Parameter	Parameter Description
Campus ID Number	Type the three-digit campus number, or click to select the

Std Sel (A=All, G=Only w/Grades, F=Failing, B=F&Blnk, I=Incmplt)	<p>campus from the <u>Campus Picklist</u> .</p> <p>A (All) - All courses/grades will print on the report including blanks.</p> <p>G (Only w/Grades) - Only courses with a grade in the Curr Avg column, including 0 and I (Incomplete), will print.</p> <p>F (Failing) - All courses will print for students who have at least one failing grade. A grade of 0 will count as failing. If a grade exists in the Curr Avg column, it will be used to calculate if the course is failing. The failing grades will be bolded also.</p> <p>B (Failing & Blank) - All courses will print for students who have at least one failing and/or blank grade. A grade of 0 will count as failing/blank. If a grade exists in the Curr Avg column, it will be used to calculate if the course is failing. The failing grades will be bolded also. The grade will be considered blank if the Curr Avg column is blank.</p> <p>I (Incomplete) - Only courses with a grade of I in the Curr Avg column will print, and only students who have an "I" will be included.</p>
Grade Level (Choose one, or Blank for All)	<p>Type the two-character grade level, click to select the grade level from the <u>Grade Level Picklist</u> , or leave blank to run for all grade levels.</p>
Address to be printed. S=Student, P=Parent	<p>If Address to be printed = P, the address for the guardian contact that has the lowest relationship code will be printed. If the parent address is blank or no guardian contact exists, the student address will be printed.</p>
Print Report Card Msg? (Y,N)	<p>Y - Print the report card messages; the first 14 lines from the report card message table will print at the bottom of the report.</p> <p>N - Do not print report card messages.</p> <p>For elementary students, report card messages will be printed from the Rpt Card Msg Elementary table. For secondary students, report card messages will be printed from the Rpt Card Msg 8.5 x 11 Form table.</p>
Print Auto Grades? (Y,N)	<p>Y - Print the Auto Grade from the District Course Maintenance screen if there is no working cycle average for the course in TXGradebook.</p>
Include Self Paced Courses (Y,N)	<p>N - Do not print the Auto Grade.</p> <p>Y - Print any self-paced courses that do not have a semester grade posted.</p> <p>N - Exclude all self-paced courses.</p> <p>A self-paced course will print on the report if a semester average has not been posted for the course. If the self-paced</p>

Include Non Graded Courses (Y,N)	<p>course has a working cycle average in TXGradebook, the current average will print on the report. If the self-paced course does not have a working cycle average or a semester average, the course will print on the report with a blank current average.</p> <p>Y - Print any non-graded courses that are not excluded from the Attendance page in TXGradebook.</p> <p>N - Exclude all non-graded courses.</p>
Print Attendance? (Y,N)	<p>A non-graded course will print on the report if the Exclude from TXGradebook option in the district master schedule is not set to A or B.</p> <p>Y - Print the course attendance for the semester/cycle selected.</p>
Print Signature Line (Y,N)	<p>N - Exclude the attendance.</p> <p>Y - Print a line for the parent/guardian signature at the bottom of the report.</p>
Student IDs (Blank for All)	<p>N - Exclude the signature line.</p> <p>Type the six-digit student ID number, including all leading zeros and separating multiple IDs with a comma, or click to select multiple students from the Student Picklist.</p>

Notes:

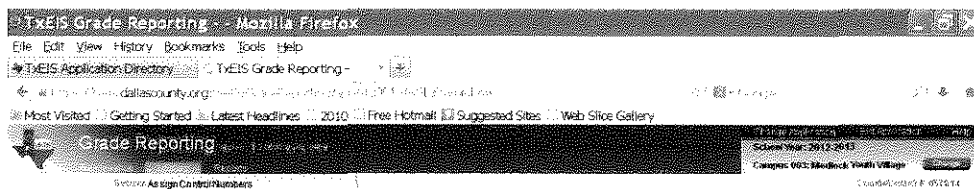
- If a posted grade in TXEIS exists, then it will be used when selecting which students to include on the report and will be displayed in the Curr Avg column.
- If a posted grade in TXEIS does not exist, then the working cycle average in TXGradebook will be used when selecting which students to include on the report and will be displayed in the Curr Avg column.
- If neither a posted grade in TXEIS nor a working cycle average in TXGradebook exists, then the program will check if the course is an auto-graded course. If the course has an auto grade, then this grade will be used when selecting which students to include on the report and will be displayed in the Curr Avg column.

G. Report Cards

Report Cards (6th 6 weeks of each Reporting Cycle)

After teachers have marked their grades READY TO POST, the office will need to POST the grades into TXEIS.

Grade Reporting Application>Utilities>Grade Posting from TXEIS Grade Book



https://txeis.dallascounty.org/8443/GradeReporting/app/tsg0010/wStgFrame.html#

1. The screen below will display.
2. Make sure the Current Semester and Current Cycle are correct.
3. If so, click Execute.
4. This will post the grades into TXEIS.

File Edit View Tools Report Window Help

Campus: 001

Grade Posting for

Current Semester: 1

Current Cycle: 1

Execute

Close

Warning

This utility is going to post the working cycle average from RSCCC Grade Book into the student grade course record for the displayed current semester and current cycle. Please verify that displayed semester and cycle are correct.

How to Print Report Cards

If you have entered grades in TXEIS for new students or teachers posted grades for progress reports and you have not cleared grades and re-set flags then you must do these steps before starting the report card steps. You can clear and re-set flags by course, student, grade level, or campus. Remember to also clear comments and/or citizenship. These steps must be done separately when clearing grades (Grade Reporting>Utilities>Clear Grades, Comments, Citizenship)

Campus report cards messages should be updated if necessary.

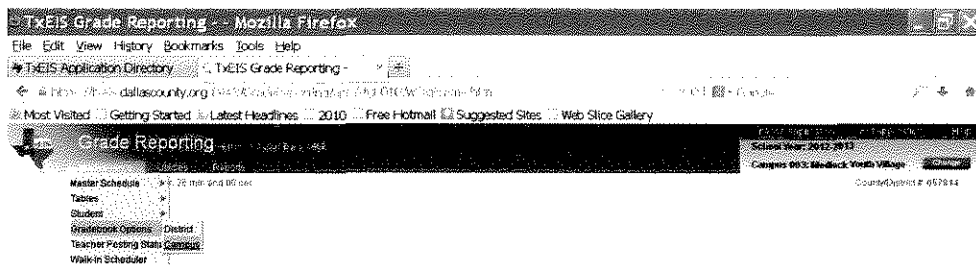
CHECK PRINTING PREFERENCES FOR REPORT CARDS.

GRADE REPORTING>MAINTENANCE>TABLES>CAMPUS CONTROL OPTIONS>PRINT OPTIONS

1. In the **Crs Seq** field, click drop do2nto select the sequence in which courses are printed on report cards.
2. In the **Print Failing Msg** field, select whether to print report card messages for students failing courses.
3. In the **Sequence** field, click drop down to select the sequence in which report cards are printed.
4. In the **Incl Non-Graded Crs** field, select whether non-graded courses should be included on report cards.
5. In the **Print "WF"** field, select whether W/F (withdraw failing) should be printed on report cards for students withdrawn from courses with a failing grade.
6. In the **Print "WP"** field, select whether W/P (withdraw passing) should be printed on report cards for students withdrawn from courses with a passing grade.
7. In the **Print W/D Crs** field, select whether withdrawn courses should appear on report cards or grading labels.
8. In the **Print Credits** field, select whether academic credits should be printed on report cards.

9. In the **Print HRoll Code** field, select whether honor roll codes should be printed next to courses on report cards.

STEP 1: Office TXEIS personnel will open the cycle for Grade Posting.



https://txed.dallascounty.org/8443/GradeReporting/app/stg0010/wStgFrame.html#

GRADE REPORTING>MAINTENANCE>GRADE BOOK OPTIONS>CAMPUS
Change the "Open for Grade Posting" option to "Open".

STEP 2. TEACHERS POST GRADES FROM GRADE BOOK.

- a) Use the Teacher Posting Status to determine if teachers have marked grades to ready post. Use the option "Not ready to post". (Grade Reporting>Maintenance>Teacher Posting Status.)

Gradebook > Assignment Grades Cycle Grades IPR Comments Print IPR Print IPR by Average

Semester: 1 Course Section: 01 ALG I (1200-01) Retrieve Data

Cycle Grades

Semester: 1 Section: 01 ALG I (1200-01)

PIN: Save Calculate Semester Averages

☐ Show Withdrawn Students ☐ Show semester averages as alpha.

Mark grades as Ready to Post.

STEP 3: OFFICE POSTS GRADES FROM THE GRADE BOOKS.

This can be done more than once as teachers continue to mark grades ready to post.

TxSIS Grade Reporting - Mozilla Firefox

File Edit View History Bookmarks Tools Help

TxSIS Application Directory TxSIS Grade Reporting

https://txsis.dallascounty.org:6443/GradeReporting/asp/stgX10/w5t/frame.html

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Grade Reporting

School Year: 2012-2013

Campus 003: Medlock Youth Village

County/District #: 057914

Session Timer Assign Control Numbers

- Elem Scheduling
- Grade Posting From TxSIS to Gradesbook**
- Export to External Gradebook
- Import From External Gradebook
- Clear Grades, Comments, Credits, or Citizenship
- Clear Pass/Fail Indicators
- Clear Grd Avg and Class Ranking
- Assign or Clear Year-End Status Code
- Assign Pass/Fail Indicators
- Grade Computation and Credit Assignment
- EOC Grade Computation and Credit Assignment
- Grade Computation Elementary
- Online STAAR/TAKS EOC Extract
- STAAR/TAKS Precoding Extract
- Export District Course Records
- Import District Course Records

https://txsis.dallascounty.org:6443/GradeReporting/asp/stgX10/w5t/frame.html

STEP 4: Compute attendance for report cards.

The function computes attendance from the Attendance application for grade course records. It should be run before printing report cards, the Interim Progress report, and the Blank, Failing and Incomplete Grades report.

The following absence types are posted to the absence categories on the Grade Reporting reports.

- Excused: A, C, D, H, I, K, M, R, S, V
- Unexcused: U
- School Related: E, F
- Tardies: T

GRADE REPORTING>REPORTS>GRADE REPORTING REPORTS>SGR1800
 COMPUTE ATTENDANCE FOR COURSE RECORDS

- Choose your campus id number.
- Choose the Semester.
- Check Course Entry/WD Dates, put N for No.
- Enter A for all Periods or S for ADA Period only.
- Run Preview.

Year: 2009 2010 Report Name - Compute Attendance in Course Records

Report ID: SGR1800
 User ID: SHELLA

Enter Selection

Parameter Description	Value	List	Exit
Campus ID Number	001		
Semester	1		
Check Course Entry/WD Dates? (Y,N)	N		
Period -- A=All, S=ADA Period Only	A		

Run Preview
 Clear Options

Printing Report Cards

GRADE REPORTING>REPORTS

SGR1300 8 ½ X 11 Report Card (2 Sem)

SGR1350 8 ½ X 11 Report Card (4 Sem)

SGR1400 8 ½ X 11 Report Card Elementary

SGR1401 Elementary Principal's Proof List (Elementary only)

The report prints report card information by grade level or control number. It provides grades and attendance information. The Proof List is printed on the laser printer.

SGR0900 Class Rolls Student Grade Information

(Elementary or Secondary verification list)

The report prints students by instructor with grades and absences.

It can also print self-paced courses, which are displayed even if Include Withdrawn Courses = N.

The "Include Withdrawn Courses" parameter has no effect on self-paced courses.

REMINDER: You can save your report cards, attendance reports, failure list, honor rolls reports, and reconciliation report as pdf report. (See HOW TO #7).

AFTER COMPLETING REPORT CARDS, be sure to change the semester and cycle as appropriate on the campus control options.

You should also remind teachers to change their cycle or semester in the grade books.

GRADE REPORTING>MAINTENANCE>TABLES>CAMPUS CONTROL
 OPTIONS>PARAMETERS TAB

2009 - 2010 Grade Reporting Campus Control Information

Campus: 101

Parameters | Ranges & Conversions | Computation | H Roll & Gr Avg | Print Options | Posting | Parameters NYR

Current Semester: End Dates:

Current Cycle: Cycle 1 Cycle 2 Cycle 3

- Each Analyst/Data Controller/Campus Clerk/Administrator should verify that each teacher are entering grades in Gradebook.
- Report Cards are to be mailed on each student that is enrolled with DCJJSC at the close of the 6week cycle
 - In the event that the student was closed out for the 6weeks by the home ISD school, the home ISD school report card/grades, supersedes any grades earned at DCJJSC
- If a student enrolls with AAE in the middle (3rd or 4th week of a 6Week Cycle) of a reporting period, his/her grades need to be averaged with the grades earned at AAE in an effort to give the student a "True average" for the reporting cycle.
- JDC Campus – see point person for report card print out (see attached).
- Each Analyst/Data Controller/Campus Clerk is responsible for ensuring the mail out of Report Cards.

See below for parameter for Report Card... example... (AAR sample below report card)

TxELS Grade Reporting - [Year: 2012-2013 Report Name: Secondary Report Cards (2 Semesters)] - Mozilla

File Edit View History Bookmarks Tools Help

TxELS Application Directory TxELS Grade Reporting

dallascounty.org

Most visited report id: MGULLARD

User ID: MGULLARD

Enter Selection Criteria:

Parameter Description	Value	List
Ending School Year (YYYY)	2013	
Campus ID Number	003	
Semester 1 or 2 (2=both)	2	
Cycle 1, 2, or 3	3	
Attendance Track (0-9 or Blank for All)		
Grade Level (Choose one or Blank for All)		
Print Signature Line (Y,N)	N	
Address to be printed, S=Student, P=Parent	S	
IPR? Y=Only Students with Grades, N=No	N	
Include Withdrawn Students? (Y,N)	Y	
Print Preliminary EOC Assessment Message? (Y, N)	N	
Print Only Students with EOC Grades? (Y, N)	N	
Student ID to Start Printing (Blank for All)		
Student IDs (Blank for All)		

Run Preview

Clear Options

TxEIS Grade Reporting - [Year: 2012-2013 Report Name: AAR Multi-Year] - Mozilla Firefox

File Edit View History Bookmarks Tools Help

TxEIS Application Directory TxEIS Grade Reporting - ...

← 161799112160 dallascounty.org 44 TxEIS Grade Reporting - ...

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Return to Reports

Report ID: SGR2047
User ID: MGUIILLARD

Enter Selection Criteria:

Parameter Description	Value	URL
Campus ID Number		
Include Withdrawn Students? (Y,N)	N	
Include Withdrawn Courses? (Y,N)	Y	
Include Local Courses in Total Credit? (Y,N)	Y	
Track (0 - 9 or Blank for All)		
Sort(A= Alpha, G = Grade, C = Control Number)	A	
Grade Level (Choose 09,10,11,12 or Blank for All)		
Print Rank & GPA?(Y/N,Rank only=R,GPA only=G)	N	
Print College 4pt?(Y/N)	N	
Student IDs (Blank for All)		
Title of School Official	R. JONES, ACA	
Print all students for prior School Year(YYYY)		
Print Student SSN (Y,N,M)	Y	
Print TAKS Scores (A=All D=Test Dates Blank=No Print)		

Run Preview
Clear Options

H. Gradebook

The Analyst/Data Controller shall work in a collaborative effort with the Campus Administrators/ Assistant Campus Administrators and the Teachers to accomplish goals that include but are not limited to the closure of semester(s) and the end of the year closure.

The Campus Administrator shall ensure the following:

- Campus Administrators shall assure that gradebooks are complete and turned in before teachers are approved training, leave of absence or before summer.
- Campus Administrators shall assure that the gradebooks appear in the gradebooks that are turned in to reflect the hardcopy. In the event of missing grades the student will yield missing grades. All parental messages regarding student missing grades will be forwarded to Administrators during their training, leave and or summer time off.
- Teachers shall turn in completed gradebooks, and make sure that all student that have enrolled in your class have both and exam grade and cycles grades in the gradebook and the hardcopy should reflect the same grade. Without the grades, a student cannot be properly closed out.
- Teachers shall reconcile any student records that may not have a grade from your class (due to recent schedule change or recent enrollment) with your Campus Administrator or Assistant Campus Administrator. Teachers remember, Analyst/Data Controller/Data Controller cannot and will not advise on how to assign student grades.

It is important to remember that the Analyst/Data Controller do "other duties as assigned".

I. Section Changes (may differ per each campus)

- a. Analyst/Data Controller/Data Controllers are to ensure that section changes are complete and accurate - See section changes document
- b. Campus Clerk will conduct all section changes as it pertains to the list created by Analyst/Data Controller. (Being careful and mindful of Fundamental classes)

Section Changes (using Detention Roster)

- #1
 - >Open email
 - >Delete all unwanted columns. (Column G - MinOfHearingDate, H - AssignedPO, I - HearingDate, J - HearingType, K - Offense)
 - >Click on Column A - "Facility", at the top; Right Click on Blue, Format Cells, Click Alignment TAB, uncheck ☒ "Wrap Text", "Shrink Text"
- #2
 - >Under "I" Column type in today's date as D/M/YYYY.
 - >Hit Enter
 - >Copy date cell (CTRL C)
 - >Paste all the way down (CTRL V) to the end of the list.
- #3
 - >If you have the previous day's email, *do step #1 first to the previous email.*
 - >Under "I" Column type in yesterday's date as D/M/YYYY.
 - >Hit Enter
 - >Copy date cell (CTRL C)
 - >Paste all the way down (CTRL V) to the end of the list.
 - >Then copy and paste into above sheet from #1.
- #4
 - >Go to Data>Sort
 - >Make your filed look like example.
 - > Sort by ... LastName * Ascending
 - > Then by ... FirstName * Ascending
 - > Then by ... PIDNumber * Ascending
 - > My data range has... *Header Row
 - > Click "OK"

J. Role in Preparation for & during STAAR Administration

- a. Check all student grade levels for accuracy
 - i. Use of TEASE (PID Search) Account to determine Last school(s) of record
 1. <https://sequin.tea.state.tx.us/apps/logon.asp>
 - ii. During the year, as you review records, students will be placed in accurate grade as it pertains to home ISD school records.
 - iii. If the student arrived before any records have been submitted by home ISD school, a call must be placed to home ISD school and a Student Transfers From Within Texas must be completed (see attached).
 - iv. If school is not available, submit name and social security of student to Testing Coordinator
- b. Distribute Student CSR's when received (Copies for Cumulative folder, Mail Home, and Student during School year)
- c. AAE Staff will adhere to the TEA deadlines regarding testing which are outlined in the Grade Placement Manual. They which include:

- i. Results of the STAAR exam will be available 10 days after receipt at TEA.
- ii. Upon receipt of CSR's at the district, CA/ACA will have 5 days to ensure mail out of CSRs and supporting documents.
- iii. Accelerated instructions should begin immediately for those who did not make the standard score on the 1st administration.
- iv. After the second administration for (SSI students), a GPC should take place.

K. End of the Semester / Year Close Out of Students

The following rules apply when closing out students for 1st and 2nd semester and the end of the year close out for students.

The Analyst/Data Controller shall verify the enrollment dates for students enrolling in the Academy for Academic Excellence. The enrollment dates are vital to determine close out and or void and null grades so that the student's academic record is not jeopardized.

When enrolling and closing out students the Analyst/Data Controller shall follow the guidelines below to ensure successful close out of students.

- Student shall not be closed out earlier than the 4th week of the 3rd & 6th-6 week's cycle.
- AAE uses the "3 out of 4" rule to close students out for the semester. Because there is a struggle to get records from various educational institutions for a number of reasons, blanks may occur. Note:
 - Student "A" enrolls during the 2nd cycle and documentation has not been received from his previous enrollment. He completes the semester with AAE. He has a 2nd & 3rd cycle grade and exam grade. This student can be closed out using the "3 out of 4" rule and can receive credit as long as he scores "70" or above.
 - The Analyst/Data Controller should document on PGP and in TxEIS, every effort to obtain records.
- Verify that student has not been closed out from the previous school. If the student has been closed out, grades from AAE become null and void.
- In the event a student transfers during mid-semester and attended a school that has 2-nine weeks in a semester, withdrawal grades may be used to fill in a blank cycle. Please see the example:
 - Student "A" enrolls at Medlock in late April (end of 5th cycle). His previous enrollment is at Bud High School where they have 2 nine week semesters. His withdrawal grades may be used for the 5th cycle grades.
 - Extenuating or unusual circumstances can be reviewed with CA/ACA and Data Controller/Analyst.
- The Analyst/Data Controller shall also document (spreadsheet) of students who leave (either by transfer or withdrawal) within the last two (2) weeks of school for successful closure. The Academy for Academic Excellence that had the student enrolled for the longest length of time shall close the student out.
- The Academy for Academic Excellence does not promote or retain student's mid-year. Promotions and Retentions are only conducted at the end of the year. The rule exception to promote or retain within the Academy for Academic Excellence is as follows:
 - The student's grade level and or credits are verified from previous school(s) and the need to promote or retain mandate the grade level change.

- The Academy for Academic Excellence makes a mistake and the error needs correction.
- Middle school students may be evaluated on an individual bases by the Grade Placement Committee to determine retention or promotion. During this meeting consideration will be given to the following data STAAR results, attending summer school, intervention plan developed to assist student with learning gaps and age.

In the event that a promotion or retention grade level is required, the Analyst/Data Controller shall staff the case with the Grade Placement Committee (See the GPC manual for further instructions).

The closure of each student is vital in the printing of report cards and the AAR (Academic Achievement Record) and the Analyst/Data Controller shall ensure that a copy is placed in the student's cumulative folder. Once the end of the year closure reports are conducted the 415 reports should be conducted for PEIMS Submission by the Coordinator Olivia Landin. The 415 Report should be resource for the promotion / retain status and includes GPC procedures and the STAAR results.

L. Grade Reporting Reports

End of Semester Grade Reporting Reports 1st Semester & 2nd Semester

- SGR 0280 Grade Distribution Report
- SGR 1000 Blank, Failing, and Incomplete Grade
- SGR 1175 Report Card Proof List
- SGR 2000 A/B Honor Roll
- SGR 2091Elementray Grade label
- SGR 4500 TXGradebook Assignment Audit Report
- SGR 1600 CTE verification report

The following is the list of required reports needed for the end of the year close out. The end of the year close out reports are an addition to the semester close outs and are lengthy and detailed.

End of the Semester / Year Close Out Procedures

(semester close out is applicable for 1st semester and 2nd semester)

The Analyst/Data Controller shall follow the following procedures to close out the semester and end of the year close out are subject to change contingent upon Region 10 and mandated legislation. The following is a list of reports listed in semester lay outs and the end of the year for close outs.

End of the YEAR reports for Grade Reporting

- SGR 0000 415 Course Completions
- SGR 1175 Report Card Proof List
- SGR1200 Principal's Proof List
- SGR 0900 Class Rolls
- SGR 1000 Blank, Failing and Incomplete Grade
- SGR1920 Pass Fail Verification List
- SGR 0280 Grade Distribution Report
- SGR 2001 A/B Honor Rolls

- SGR 2010 Numeric Honor Rolls
 - SGR 2081 Student Grade Labels (Middle School)
 - SGR 4500 TXGradebook Assignment Audit Report
 - 425 Behavior Records Report (Applicable Campuses)

Note: all of the above reports are exercised through the use of TXEIS.

Sign In to TXEIS

Choose Grade Reporting and a Campus

Go to Reports

Go to Grade Reporting Reports

Choose the reports

For more detailed step by step process, please see the following link under the title "how to's":

<http://region10is.webexone.com/login.asp?loc=&link=>

or the TXEIS Training Manual.

M. Awarding of Credits

- Credits are awarded for students in high school (9th thru 12th grades) at the end of each semester.
- Students may earn 0.5 credits per course taken each semester.
- Dependent upon student's home school district, credits may only be awarded at the end of a school year. If a student enrolls with AAE from an ISD such as Grand Prairie, Irving, etc., at the end of a school's semester, their AAR may not reflect earned credits.
- If this same student closes out the school year within the AAE district, those credits that were not awarded by the home school, must be awarded by AAE.
- The student is now subject to AAE policies and procedures, and must be closed out properly.
- Social promotions are not granted. Students may be promoted only on the basis of academic achievement.
- A minimum final average of 70 on a scale of 100 is required for credit to be awarded for a course.
- All grades will be reported numerically on a scale of 100.
- A grade of "I" on a progress report or report card indicates that a course is incomplete.
- A student who fails to attend class for at least 90 percent of the days the class is offered cannot receive credit for the class - even if the absences were excused by the school district for medical or other reasons.

Credits

Credits and Grade Classifications:

0 - 5.5	9 TH
6 - 11.5	10 TH
12 - 17.5	11 TH
18+	12 TH

Distinguished Graduation Plan

26 or more credits to graduate and in addition meet other specified requirements as set by TEA and local school policy.

Recommended Graduation Plan

26 credits to graduate

Minimum Graduation Plan

22 credits to graduate, but students must have approval from the principal, and parent in order to graduate under these requirements.

2014-2015 and beyond

The State Board of Education adopted changes to the high school graduation requirements for the 2014-2015 school year. These requirements were effective beginning with students who enter grade 9 in the 2013-2014. Every ninth-grader will be required to choose one of five endorsements, broad areas of interest that will guide their course selections through high school. The five choices are science, technology, engineering and mathematics (STEM); business and industry; public services; arts and humanities; and multidisciplinary studies.

N. CREDIT BY EXAMINATION (CBE)

74.24. Credit by Examination.

(a) General provisions.

(1) A school district must provide at least three days between January 1 and June 30 and three days between July 1 and December 31 annually when examinations for acceleration for each primary school grade level and for credit for secondary school academic subjects required under Texas Education Code, §28.023, shall be administered in Grades 1-12. The days do not need to be consecutive but must be designed to meet the needs of all students. The dates must be publicized in the community.

(2) A school district shall not charge for an examination for acceleration for each primary school grade level or for credit for secondary school academic subjects. If a parent requests an alternative examination, the district may administer and recognize results of a test purchased by the parent or student from Texas Tech University or The University of Texas at Austin.

(A) Texas Tech University and The University of Texas at Austin shall ensure that the assessments they provide for the purposes of this section are aligned with and contain appropriate breadth of coverage of the Texas Essential Knowledge and Skills for the appropriate course.

(B) Texas Tech University and The University of Texas at Austin shall arrange for a third party to conduct an audit, on a rotating basis, of at least 20% of the assessments they provide for the purposes of this section. The audit shall be conducted annually.

(C) The results of each audit shall be provided to the Texas Education Agency in the form of a report to be delivered no later than May 31 of each year.

(3) A school district must have the approval of the district board of trustees to develop its own tests or to purchase examinations that thoroughly test the essential knowledge and skills in the applicable grade level or subject area.

(4) A school district may allow a student to accelerate at a time other than one required in paragraph (1) of this subsection by developing a cost-free option

approved by the district board of trustees that allows students to demonstrate academic achievement or proficiency in a subject or grade level.

(b) Assessment for acceleration in kindergarten through Grade 5.

(1) A school district must develop procedures for kindergarten acceleration that are approved by the district board of trustees.

(2) A student in any of Grades 1-5 must be accelerated one grade if he or she meets the following requirements:

(A) the student scores 90% on a criterion-referenced test for the grade level he or she wants to skip in each of the following areas: language arts, mathematics, science, and social studies;

(B) a school district representative recommends that the student be accelerated; and

(C) the student's parent or guardian gives written approval for the acceleration.

(c) Assessment for course credit in Grades 6-12.

(1) A student in any of Grades 6-12 must be given credit for an academic subject in which he or she has had no prior instruction if the student scores 90% on a criterion-referenced test for the applicable course.

(2) If a student is given credit in a subject on the basis of an examination, the school district must enter the examination score on the student's transcript.

(3) In accordance with local school district policy, a student in any of Grades 6-12 may be given credit for an academic subject in which he or she had some prior instruction, if the student scores 70% on a criterion-referenced test for the applicable course.

O. Leavers (203) Records

The term refers to students withdrawn from the AAE program in the previous school year. It includes students who:

*leave to enroll in home schooling programs.

*includes all dropouts, graduates and other students that left in the previous school year

*also includes students who fail to reenroll in the fall

A school leaver who is not enrolled in the district in the school start window of the current year is reported on a 203 Record.

Student must have re-enrolled within the school start window of the first day of school through the last Friday in September

Exceptions that prevent reporting a student on 203 Record:

- student has earned a GED certificate by August 31st

-enrolled in another Texas public school district within the school start window

-or if student is accounted for the other state reconciliation processes

Students grades EE-6 are never reported on 203 records.

P. CATE Reports Due at the end of each 6 week cycle:

- SGR1600- Career & Technology Code Verification (TXEIS Grade Reporting Application)

-Focus on the Career Tech Code and CTE Credit Amount columns to ensure that the coding is correct for courses that are pulling funding for CATE

- Courses that are not to pull CTE Credit should be set at "0"
- Courses that are to pull CTE Credit should be set at "1"

- SGR1650-Career & Technology Audit Report
(TXEIS Grade Reporting Application)
- This report basically verifies the same info as the SGR1600
- SAT0600- Daily Register/Weekly Summary
(TXEIS Attendance Application)
-This report is used to verify the number of days receiving CT, career tech codes
-Only 9th-12th grade students receive funding
-Students 8th grade and below do not receive funding

*This report (along with all others listed above) can have edits/notes written on them to show verifications that were made. The original should be signed and turned in to the PEIMS Coordinator at the end of each 6weeks reporting cycle.

Q. SSI Grade Placement Committee Information

This information does not take the place of the GPC Manual

The Student Success Initiative (SSI) was created by the Texas Legislature to ensure that all students receive the instruction and support they need to be successful in reading and mathematics. The SSI grade advancement requirements apply to the grade 5 mathematics and reading tests and the grade 8 mathematics and reading tests.

Students have three opportunities to meet the passing standard on each of the tests and will receive additional instruction after each testing opportunity on which they do not meet the standard. A GPC, consisting of an administrator, teachers, counselor/Analyst/Data Controller/Data Controller and parent or guardian, meets when a student has not met the passing standard after two testing opportunities and is responsible for determining the accelerated instruction the student needs before the third testing opportunity. A student who does not meet the passing standard after the third testing opportunity, upon receipt of testing results the counselor/Analyst/Data Controller/Data Controller must inform the parent or guardian on the results. If the student does not meet the requirements for SSI, the parents or guardian will be notified of another GPC Committee meeting. This notice will inform the parent or guardian of the retention notification. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of this retention notification.

(Please see attached 101.2007 Role of Grade Placement Committee.)

Students subject to SSI requirements include those served by special education who take STAAR, STAAR (Accommodated), or STAAR–Modified (STAAR–M). The ARD committee will determine which assessment, STAAR, STAAR (Accommodated), or STAAR–M, is appropriate for the individual student in each SSI content area and grade level and will make all decisions involving accelerated instruction and promotion.

R. SSI Forms

Forms for Student Success Initiative may found on the TEA website.

	<u>Parent Notification of Student Performance (Met passing standard) First/Second/Third Administration</u>
M.1	<u>Parent Notification of Student Performance (Met passing standard) First/Second/Third Administration (Spanish)</u>
M.2	<u>Parent Notification of Student Performance (Did not meet passing standard) First Administration</u>
M.2	<u>Parent Notification of Student Performance (Did not meet passing standard) First Administration (Spanish)</u>
M.3	<u>Parent Notification of Student Performance (Did not meet passing standard) Second Administration</u>
M.3	<u>Parent Notification of Student Performance (Did not meet passing standard) Second Administration (Spanish)</u>
M.4	<u>Confirmation of Participation in the Grade Placement Committee Meeting Second Administration</u>
M.4	<u>Confirmation of Participation in the Grade Placement Committee Meeting Second Administration (Spanish)</u>
M.5	<u>Grade Placement Committee Meeting Minutes Second Administration</u>
M.5	<u>Grade Placement Committee Meeting Minutes Second Administration (Spanish)</u>
M.6	<u>Parent Notification of Grade Placement Committee Decision Second Administration</u>
M.6	<u>Parent Notification of Grade Placement Committee Decision Second Administration (Spanish)</u>
M.7	<u>Parent Waives Right to Third Administration</u>
M.7	<u>Parent Waives Right to Third Administration (Spanish)</u>
M.8	<u>Parent Notification of Student Performance (Did not meet passing standard) Third Administration</u>
M.8	<u>Parent Notification of Student Performance (Did not meet passing standard) Third Administration (Spanish)</u>
M.9	<u>Confirmation of Participation in the Grade Placement Committee Meeting Third Administration</u>
M.9	<u>Confirmation of Participation in the Grade Placement Committee Meeting Third Administration (Spanish)</u>
M.10	<u>Grade Placement Committee Meeting Minutes, Third Administration</u>
M.10	<u>Grade Placement Committee Meeting Minutes, Third Administration (Spanish)</u>
M.11	<u>Parent Notification of Grade Placement Committee Decisions Third Administration</u>

S. Response to Intervention Guidance and Student Success Team

Response to Intervention (RTI)/Student Success Team (SST)

RTI/SST is the practice of meeting the academic and behavioral needs of all students through a variety of services

- High-quality instruction and tier intervention
- Frequent monitoring of student progress
- Using student data to implement educational decisions

Multi-tiered model

To ensure that appropriate instruction addresses students' academic and behavioral difficulties.

- Tier 1: Teachers use high-quality core class instruction.
- Tier 2: Students are identified for the SST intervention. This level includes researched-based programs, strategies, and teacher documentation that support the student's behavioral and academic needs. This level will support the activities of Tier 1.
- Tier 3: Students who have not responded to Tier 1 and Tier 2 will receive special and individualized instruction. Considering the time our students will be in our program, time may be an issue to get to this Tier.(see attached copy of Tier model)

RTI/SST PROCEDURE:

Administrator will:

- Receive all referrals from teachers.
- Request any documentation/data supporting the student behavior and academic needs.
 - Ensure that Analyst/Data Controller receive referrals in a timely manner.
 - Ensure teacher attendance and participation.
 - Ensure compliance with RTI/SST rules and regulation.

Teacher will:

- Turn in a student referral to their immediate supervisor.(see attached referral)
- Provide documentation/data to support the student behavior and academic needs
- Have an intervention plan in place.

Analyst/Data Controller will:

- Schedule meetings upon teacher request coming from their immediate supervisor.
- Have cumulative folder available for previous student progress.

	Tier 1: Curriculum	Tier 2: Small Group Intervention	Tier 3: Intensive Intervention
Focus	All students	Identified students with marked difficulties who have not responded to Tier 1 efforts	Identified students with marked difficulties who have not responded to Tier 1 and Tier 2 efforts
Program	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized and responsive intervention
Grouping	As needed	Homogeneous small group instruction (1:5–10)	Homogeneous small group instruction (1:3)
Time	*90 minutes per day or more	*20 – 30 minutes per day in small group in addition to 90 minutes of core instruction	*50 minutes per day in individual or small group instruction in addition to 90 minutes of core instruction
Assessment	Universal Screening at beginning, middle, and end of the academic year (or more often, if appropriate)	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning	Weekly progress monitoring on target skill(s) to ensure adequate progress and learning
Interventionist	General education teacher	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)	Determined by the school (may be classroom teacher, specialized teacher, external interventionist, paraprofessional, etc.)
Setting	General education classroom	Appropriate setting in the classroom or outside the classroom designated by the school	Appropriate setting outside the classroom designated by the school

T. Parent Teacher Conference

Procedure Counselor/Analyst/Data Controller/Data Controller

1. Parent Teacher Conference should be completed twice a school calendar year (Fall/Spring). (Please see School Calendar for dates)
2. Counselor/Analyst/Data Controller/Data Controller are required to contact parent/guardian by letter of the time and date set for parent/teacher conference.

Review PGP and SSI information with the parent/guardian, and have parent/guardian to sign PGP, if possible.

U. AAE/DCJJAEP Reporting Schedule 2014-2015

	Six Weeks Begins	Progress Report Due Dates & MAIL OUT	Parent/Teacher Meeting	Six Weeks Ends (Deadline for Teachers 6wk Grades to be Entered into TX Gradebook) and turn in to the ACA/CA	DEADLINE for Report Cards to be Complete MAIL OUT OF REPORT CARDS
1st Six Weeks	August 21, 2014				
2nd Six Weeks	September 1, 2014				
3rd Six Weeks	November 8, 2014				
4th Six Weeks	January 5, 2015				
5th Six Weeks	February 23, 2015				
6th Six Weeks	April 20, 2015				

*Adjusted dates for end of school year prep and PEIMS Reporting.

V. PEIMS Submission Dates

2014-2015 PEIMS Submission and Resubmission Timelines	
Fall (Collection 1) (prior/current year data)	
Close of school-start window - Last Friday in September	September 26, 2014
Snapshot Date	October 31, 2014
First submission due date for LEAs and ESCs	November 23, 2014
Resubmission due date for LEAs and ESCs	January 8, 2015
Midyear (Collection 2) (prior year data)	
First submission due date for LEAs and ESCs	January 22, 2015
Resubmission due date for LEAs and ESCs	February 5, 2015
Summer (Collection 3) (current year data)	
First submission due date for LEAs	June 16, 2015
Resubmission due date for LEAs*	July 16, 2015
Extended Year (Collection 4) (current year data)	
First submission due date for LEAs	August 27, 2015
Resubmission due date for LEAs	September 17, 2015

Please note: The dates above are submission dates required by TEA. District office will provide additional dates and inform in a timely manner prior to submission.

W. Special Education (ARD)

Refers to educational programs and practices designed for students, as handicapped or gifted students, whose mental ability, physical ability, emotional functioning differs from that of the regular education student.

- At the completion of the ARD, if a student requires Fundamental Courses, the ACA will provide documentation to the Analyst/Data Controller/Data Controller in a form of the 'Request for Schedule Change'. (see Appendix 1)
 - Once the schedule change has been completed, a copy of the new/revised schedule should be provided back to the SPED Team.
- If the student has no changes, a form must still be required indicating 'No Changes'.
- Please refer to the Special Education guide of this handbook.

X. CATE (Career and Technology Education)

Each Career and Technical Education course falls into one of 16 "career clusters." A career cluster is a group of jobs and industries that are related by skills or products. Each cluster contains cluster "pathways" that correspond to a collection of courses and training opportunities to prepare students for a given career.

Currently AAE offers courses that fall under the first three* listed clusters below. The other clusters are listed for additional information:

Agriculture, Food & Natural Resources*
Business, Management & Administration*
Information Technology*
Architecture & Construction
Arts, A/V Technology & Communications
Education & Training
Finance
Government & Public Administration
Health Science
Hospitality & Tourism
Human Services
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics
Transportation, Distribution & Logistics

The course names have recently been edited by TEA for the 2010-11 school year.

Agriculture, Food & Natural Resources

Old Course Name (1997)

2010-11

Introductory Horticulture (6-8)	N/A
Plant & Animal Production (9-12)	Small Animal Management
Intro to Horticultural Science (9-12)	Horticulture Science
Environmental Technology (9-12)	WAITING
Personal Skill Development in Agriculture (9-12)	Principals of Agriculture Food & Natural Resources
Specialty Agriculture (9-12)	Small Animal Management
Plant & Soil Science (9-12)	Advanced Plant & Soil Science
Adv. Plant & Soil Science (9-12)	Advanced Plant & Soil Science
Landscape Design, Construction, & Maintenance (9-12)	Landscape Design & Turf Grass Mgmt.
Horticultural Plant Production (9-12)	Horticulture Science
Floral Design & Interior Landscape Development (9-12)	Principals and Elements of Floral Design
Fruit, Nut, & Vegetable Production (9-12)	Food Processing
Advanced Floral Design (9-12)	Principal Elements of Floral Design

*Business, Management & Administration

Keyboarding (Pre-Req) 9th- 10th	Touch System Data Entry
Business Computer Information Sys. I (Pre-Req) 9th - 12th	Business Information Management I
Business Support Systems (9-12)	Principals of Business, Marketing, & Finance
Introduction To Business (9th- 10th)	Principals of Business, Marketing, & Finance
Business Communications (10th- 12th)	Business English*
	*Can be offered as English credit only for Students on Minimum Grad Plan
Business Management	Principals of Business, Marketing, & Finance

Information Technology

Keyboarding (Pre-Req) (9th- 10th)	Touch System Data Entry
Business Computer Information System I (Pre-Req) 9th-12th	Business Information Management I
Word Processing Applications (9-12)	WAITING
Business Computer Information Systems II (10-12)	Business Information Management II
Business Computer Programming (9-12)	Computer Programming
Computer Applications (9-12)	Principals of Information Technology

Education & Training Career Connections (not eligible to receive funding for this course) **NAME CHANGING TO Exploring Careers** (middle school course)

APPENDIX

Comment [t59]: Taken from JJAEP Policies and Procedures and adopted by AAE

Appendix 1

Date of ARD: _____

**Dallas County
Academy for Academic Excellence
003 Schedule Revision Form**

_____ Campus

Student Name: _____
PID # _____ DOB _____
Revision Form Completed by: _____ Date: _____

Course to be Revised	New Course	Teacher of Record

Name/Type Assessment: _____

Schedule Revised in TXEIS by: _____

Date Completed: _____

This form is to be completed during ARD, and then given immediately following ARD to counselor for revision. After revision has been made in TXEIS, the newly revised schedule is to be printed and copied. A copy goes to the SPED Department for SPED folder placement, and the original is to be placed in the student's regular cumulative folder.

BEHAVIOR CONTRACT

Student Name: _____

Date: _____

JSO/Teacher: _____

Grade: _____

The following thinking errors and poor judgment in my behavior got me referred to ISS:

In the future I will avoid those thinking errors by:

I realize that my behavior has been inappropriate and I want to change the following things about my behavior:

I will do my best to correct my behavior, because my academic future depends on it. Therefore, I will do the following to ensure I remain on track behaviorally and academically:

Student Commitment:

This Behavior Contract will be in effect:

From (date): _____ To (date): _____

Student Signature

JSO/Teacher Signature



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

MEMORANDUM

Date: August 26, 2013
To: Dallas County Juvenile Department Education Services
From: Dr. Danny Pirtle, Deputy Director of Education Services
Subject: Dallas County Juvenile Justice Charter Schools – Anti-Bullying Policy

PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. The purpose of this policy is to assist the District in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior. An act of bullying, by either an individual student or a group of students, is expressly prohibited on District property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying.

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy. The District prohibits the bullying of any student:

1. During any educational program or activity conducted by the District;
2. During any school-related or school-sponsored program or activity or on a school bus;
3. Through the use of any electronic device or data while on school grounds or on a school bus or through the use of computer software that is accessed through a computer, computer system, or computer network of the District. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action initiated under this section; or
4. Through threats, using any of the above methods, to be carried out on school grounds. This includes threats made outside of school hours that are intended to be carried out during any school-related or school-sponsored program or activity, or on a school bus

Though an incident of alleged bullying may occur off campus and may not entail threats of acts to occur during school hours, if a student's ability to receive an education or a school's ability to provide an education is significantly impaired, as determined by the District administration, disciplinary sanctions may be imposed. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

A student or witness may file a complaint following the same procedures for bullying against a student that occur at a bus stop or en route to and from school and the school shall investigate and/or provide assistance and intervention as the principal or designee deems appropriate, which may include the use of the Dallas County Sheriff's department.

The following definitions shall apply for purposes of this policy:

- Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students. Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, extortion, destruction of property, theft of valued possessions, ridicule, name-calling, rumor spreading, slurs, jokes, innuendos, demeaning comments, and ostracism of the person or another.
- It is further defined as any unwanted purposeful gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, ethnicity, color, religion, ancestry, national origin, gender, sex, sexual orientation, gender identity and expression, marital status, socio-economic background, social/family background, linguistic preference, political beliefs, or a mental, physical, or sensory disability, difference, or impairment; or by any other distinguishing characteristic or because of one's association with a particular person or group of persons.

Bullying also includes, but is not limited to, any threatening, insulting, or dehumanizing gesture, by a student, that has the potential to create an intimidating, hostile, or offensive educational environment or cause long-term damage, cause discomfort or humiliation, or unreasonably interfere with the individual's school performance or participation, or is carried out repeatedly and is often characterized by an imbalance of power.

Freedom from Bullying

Bullying may involve, but is not limited to:

Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.

Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.

Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.

Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.

Bullying occurs when a student or a group of students engages in written or verbal expression or physical conduct that:

- Will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

- Is so sufficiently severe, persistent, or pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; or

Has the effect of substantially negatively impacting a student's emotional or mental well-being.

- Cyberbullying is defined as willful harassment and intimidation of a person through the use of digital technologies, including, but not limited to, e-mail, blogs, texting on cell phones, social websites (e.g., MySpace, Facebook, Twitter, and the like), chat rooms, "sexting", instant messaging, or video voyeurism by accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the District network system.
- Cyberstalking means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.
- Prohibited Harassment includes, but is not limited, to oral, written, psychological, physical (both climate and contact), and other demonstrative actions with regard to race, creed, ethnic origin, religious preference, gender, disability, or sexual orientation that is harassing. [See FFH(LOCAL)]
- Accused is defined as any District student in the school or outside the school at school-sponsored events, on school buses, or at training facilities or training programs sponsored by the District who is reported to have committed an act of bullying, whether formally or informally, verbally, or in writing.
- Complainant is defined as any individual who has a complaint or concern.
- Victim is defined as any District student who is reported to have been the target of an act of bullying during any educational program or activity.

REPORTING PROCEDURES

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair the District's ability to investigate and address the prohibited conduct. Any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other County employee. A report may be made orally or in writing.

Reports of bullying may also be directed to:

Dallas County Juvenile Department Education Services
1673 Terre Colony Court, Dallas, Texas, 75212
(214) 637-6136

DISTRICT ACTION

If the results of an investigation indicate that bullying occurred, the campus principal shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the District's Student Code of Conduct. The principal shall convene the Student Support Team (SST) for the purpose of developing a plan of action/interventions for the victim and/or

perpetrator, even if the District concludes that the conduct did not rise to the level of bullying under this policy.

Student Welfare: Freedom from Bullying,

Victims of bullying shall be offered counseling services ranging from those provided by school personnel to a referral to the Dallas County Psychology Department. Consequences and appropriate remedial actions for a student who commits one or more acts of harassment or bullying may range from positive behavioral interventions up to and including suspension or expulsion. Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. The consequences must also be consistent with the District's Student Code of Conduct. The District may take action based on the results of an investigation, even if the District concludes that the conduct did not rise to the level of bullying under this policy.

CONFIDENTIALITY

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL

A parent, legal guardian, or adult student who is dissatisfied with the outcome of the investigation or plan of action may appeal beginning at the appropriate level.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Juvenile Justice Alternative Education Program (J.J.A.E.P.)
Day Reporting Center (DRC)
1673 Terre Colony Ct.
Dallas, Texas 75212
(214)637.6136
(214) 637.6130 fax

Date: _____

To the Parent / Guardian of _____

This is notification that your son/daughter, _____, has been suspended in accordance with the Dallas County JJAEP Student Code of Conduct for period of (____) days _____.

_____ is being suspended because he/she:

_____ Violated or refused to comply with school rules as stated in the Student Code of Conduct and/or, (Fighting). _____

_____ Endangered the property, health, or safety of others

The student's suspension is reasonably justified.

If you choose to appeal the suspension, you must do so within (5) working days following the commencement of the suspension. You must also communicate your appeal in writing to the JJAEP/DRC Instructional Manager, Mr. Brian Francis.

His office is located at 1673 Terre Colony Ct., Dallas, TX 75212, and he may also be reached at 214.637.5101.

Home district personnel will be notified of the student's suspension by the student's caseworker. Prior to returning to school, one or both parents / guardians must accompany their child to the JJAEP/DRC for a re-admittance conference with the Education Services Administrator or designee. Please communicate with your child's case manager regarding the conference.

Sincerely,

Behavior Specialist, Mr. Roberts



EMPLOYEE
EMERGENCY CONTACT INFORMATION

Employee Name: _____ Hire Date: _____

*Phone #: _____ Alternate Phone #: _____

Home Address: _____

City: _____ Zip Code: _____

PO Box: _____ Zip Code: _____

PO Box City: _____

In the event of an emergency at work; whom should we contact on your behalf?

1. Name: _____ Relationship: _____

Home Phone #: _____ Work #: _____

2. Name: _____ Relationship: _____

Home Phone#: _____ Relationship: _____

Special Instructions:

* Should we need to contact outside of normal duty hours, the above numbers you listed will be called if we cannot make contact with you through other means. If you change your phone number(s), please forward the new number to your immediate supervisor to update your file.

**DALLAS COUNTY JUVENILE DEPARTMENT
GENERAL LEAVE REQUEST**

TO: _____
(Immediate Supervisor)

FROM: _____ Exempt Employee: _____ Non-Exempt: _____
(Please Check Exempt or Non-Exempt Employee)

DATE: _____

Type of Leave: Annual Leave _____ Sick _____ Comp. Time _____ Other _____

Immediate supervisor; Indicate below your accountability plan to cover staff absence:

Staff: Please provide an explanation of leave classified as other:

Number of Days Requesting: _____ Beginning Date: _____ Ending Date: _____

If sick leave/annual leave is being requested and you will be gone parts of the day please indicate: Time Leaving: _____ Time Returning: _____

Please be sure you swipe out when you leave and back in upon return and out at the end of the day.

NOTE: Supervisor may require a doctor's excuse when sick leave is used.

Employee Signature

Date

Approved: _____ Disapproved: _____

Immediate Supervisor

Approved: _____ Disapproved: _____

Campus Administrator

Comments: _____

1673 Terre Colony Ct. Dallas, Texas 75212 Phone: 214-637-6136 Fax: 214-637-6130

INTERNAL INCIDENT REPORT

Incident Date: _____ Incident Time: _____ ☐ AM ☐ PM

Activity in Process: ☐ Arrival ☐ Instruction/Recreation ☐ Dismissal ☐ Rotation

YOUTH(S) NAMES	PID#:	STAFF NAME(S):

Mark an X by the Violation(s) / Incident that occurred:

Fighting / Assault ☐ Disruption of School Activity ☐ Disruption of Classroom ☐
 Disruption of School Activity ☐ Possession of Contraband ☐ Safety Rule Violation ☐
 Vandalism ☐ Inciting a Riot ☐
 Sexual Misconduct ☐ Terrorist Threat ☐
 Extreme Verbal Abuse ☐ Possession of Drugs ☐ Other ☐ Explain

Briefly describe the incident – Include “who, what, when, where, why, how and Interventions used:

[illegible]

De-Escalation Techniques/Interventions Used:

☐ Verbal: ☐ Provided choices: ☐ Calming techniques: ☐ Other:

Consequences/# of Days:

☐ ISS ☐ ASD ☐ Other ☐ DETAINED ☐ SCHOOL SUSPENSION

Law Enforcement Notification: Were Sheriff Officers Notified? Yes ☐ / No ☐

Was there a restraint? Yes ☐ / No ☐ Tm. Began/End: /

Was medical attention required? Yes ☐ / No ☐ If Yes describe: _____

Staff Name: _____ Signature: _____

Date/Time Received by Campus Administrator / Case Manager ()

Finding:

Caseworker:

Campus Administrator: _____ Date: _____

INTERNAL INCIDENT-BEHAVIOR REPORT

ADDENDUM

Describe the incident – Include “who, what, when, where, why, how and Interventions used:

[illegible]

Staff Signature: _____

Date: _____

DALLAS COUNTY JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

1673 TERRE COLONY DALLAS, TX 75212

PHONE: 214.637.6136

FAX: 214.637.6130

Date: _____ Name of Staff Completing Report: _____

Dear Parent:

Your child was involved in an emergency situation on _____ that resulted in the use of physical restraint. Attached is a summary of the incident and a written description of the physical restraint used, including the behaviors your child exhibited before physical restraint was used. During the time of restraint, your child was observed by staff trained in the use of physical interventions for any signs of physical distress. The use of restraint ended as soon as the emergency situation no longer existed.

Please contact me if you have any questions or if you would like to schedule a conference to discuss the behaviors leading up to the use of physical restraint.

Sincerely,

Campus Administrator

cc: Student File

Written Summary of Restraint Use

Student Name: _____

Date of Restraint: _____ **Time Began:** _____ **Time Ended:** _____

Type of Restraint Used: ☐ Escort ☐ Standing ☐ Full (to floor)

Location of restraint: _____

Name(s) of staff administering restraint: _____

Medical Attention: None Explain: _____

Injury to Student: None Explain: _____

Description of activity in which student was engaged immediately preceding the use of restraint: _____

Student's behavior that prompted the restraint:

☐ Threat of imminent serious physical harm to self | ☐ Threat of imminent Serious physical harm to others

☐ Threat of imminent serious property destruction

Explain: _____

Efforts made to de-escalate the situation:

☐ Provided choices ☐ Verbal redirection ☐ Calming techniques ☐ Reduced demands

☐ Reduced verbal interaction ☐ Other

Explain: _____

Alternatives to restraint that were attempted:

☐ Removal of other students ☐ Request for assistance ☐ Voluntary removal of student to other location

☐ Other

Explain: _____

Observation of student at end of restraint: _____

Completed by: _____ **Administrator review:** _____

cc: Student File
Administrator



AFTER SCHOOL DETENTION - REFERRAL

Referral Date: _____ Approved by: _____

Student Name: _____

Teacher: _____ Class#: _____

of days assigned: **1 Day** **2 Days** **3 Days**

Parent/Guardian Notified: _____ Yes _____ No

Parent / Guardian Name: _____ Phone: _____

Mode of Transportation:

_____ DART
_____ Parent / Guardian
_____ Other:

Explain _____

Describe reason(s) for student referral to
ASD: _____

AFTER SCHOOL DETENTION (ASD)

SIGN-IN SHEET

[illegible]



ISS REFERRAL FORM

Student: _____

Teacher: _____

Referral Date: _____

Length of Stay in ISS: _____

Referral Reason: Briefly Describe

--

Parent Notified: _____ Yes _____ No

Probation Officer Notified: _____ Yes _____ No

Classroom Assignments:

Day 1

--

Day 2

--

Day 3

--

Special Instructions: _____

Materials Needed: _____

Approved By

ISS Coordinator

IN-SCHOOL SUSPENSION SIGN-IN SHEET

[illegible]

ISS STUDENT BEHAVIOR REFERRAL WORKSHEET

Name: _____

Homeroom Teacher: _____

Date: _____

Circle the answer that best describes your situation, or write a brief statement about it. Honestly answer each question.

1. What did you do to get referred to ISS?

- Fight
- Disruption of class
- Not following classroom rules/instructions (repeatedly)
- Dress Code Violation
- Other (describe): _____

2. Describe how you felt after the incident. Use some of the-words given here to help you if you need to: *Annoyed, Disappointed, Angry, Sad, Let Down, Rejected, Upset, Betrayed*:

3. What could you have done to avoid getting referred to ISS? Write your answer.

4. What will you do differently next time? Write your answer.

Contraband Log

[illegible]

Note: All contraband items seized must be submitted to: Mr. Grant. In his absence turn items into Mr. Roberts.

Arrest / Detention / Citation / Counseling Log

[illegible]

Written Summary of Restraint Use

Student Name: _____

Date of Restraint: _____ Time Began: _____ Time ended: _____

Method of Restraint Used:

Type of Restraint Used: ☐ Escort ☐ Standing ☐ Full (to floor)

Location of Restraint: _____

Name(s) of staff administering restraint: _____

Description of activity in which student was engaged immediately preceding the use of restraint:

Student's behavior that prompted the restraint:

- ☐ Threat of imminent serious physical harm to self
☐ Threat of imminent serious physical harm to others
☐ Threat of imminent serious property destruction

Explain:

Efforts made to de-escalate the situation:

- ☐ Provided choices ☐ Verbal redirection ☐ Calming Technique ☐ Reduced demands
☐ Reduced verbal interaction ☐ Other _____ Explain:

Observation of student at end of restraint; (ex: Student was counseled by the campus administrator and assistant campus administrator. Student was calm and seemed more approachable.)

Completed by: _____

Administrator review:

Cc: Student File
Administrator

1673 Terre Colony Ct., Dallas, TX 75212 Phone: 214-637-6136 Fax: 214-637-6130

BEHAVIOR REPORT

Date:

Time:

☐ AM ☐ PM

LOCATION:

Activity in Progress:

List youth(s) and Staff (s) involved in the Behavior / Incident Violation:

Youth(s) Names

How Involved

Staff(s) Names

Mark an X by the Behavior/Incident Violation:

Dress Code

Sleeping in Class

Persistent Misbehavior

Not Following Instructions

Verbal Abuse

Failure to Participate

Persistent Minor Disruption

Horse Playing

Consistently Late for School

Describe the STUDENT'S BEHAVIOR and Interventions used:

Outcome - Consequence:

Report Date:

Time of Report:

AM

PM

Was medical attention required?

NO

YES

(If Yes describe):

Print Name:

Signature:

Date: Time Received by Campus Administrator / Case Manager

Caseworker:

Campus

Administrator:

Date:

GRADE-ABSENCE CORRECTION FORM

The following information is necessary to change a "six weeks" and or semester grade. Complete all of the information and return the completed form to Assistant Campus Administrator of Education (ACA).

NAME _____ GRADE _____

I.D. # _____ SUBJECT _____

Changes Requested For:

Semester: _____ Fall _____ Spring _____ / _____ School Year

Grade(s) Recorded on File:	Absences	Change to:	Absences
----------------------------	----------	------------	----------

1 st Six Weeks	_____	1 st Six Weeks	_____
---------------------------	-------	---------------------------	-------

2 nd Six Weeks	_____	2 nd Six Weeks	_____
---------------------------	-------	---------------------------	-------

3 rd Six Weeks	_____	3 rd Six Weeks	_____
---------------------------	-------	---------------------------	-------

Exam	_____	Exam	_____
------	-------	------	-------

Sem. Average	_____	Sem. Average	_____
--------------	-------	--------------	-------

Please indicate reason(s) for grade change(s) being requested.

Approved:

Teacher Signature

Date

Administrator Signature

Date

STUDENT CLASSROOM RE-ASSIGNMENT FORM

Student Name: _____ Effective Date: _____

District: _____ Grade: _____

Sending Teacher: _____

Case Worker: _____

New Case Worker: _____

Note: Before approval is granted for a student to be reassigned to another class, the sending teacher and or teacher assistant must secure the documents listed below and forward them to the receiving teacher. Both sending and Receiving Teacher's must sign in the spaces provided.

Copies to: Teachers, Case Workers, and Attendance Clerk

<u>Sending Student</u> Student Information	Information Sent Yes/No Teacher Initial	<u>Receiving Teacher</u> d Yes/No Teacher initials	Receive
Grade Sheet with Averaged Grades		Grade Sheet with Averaged Grades	
Student Selected Work/Behavior Portfolio		Student Selected Work/Behavior Portfolio	
Additional Comments:			

Approved by: _____

Assistant Administrator

_____ Date

_____ Administrator

_____ Date

_____ Counselor Registrar

_____ Date

SEATING ASSIGNMENT / WORKSTATION SHEET

Teacher: _____ Classroom # _____

	Student Name	Assigned Seat #
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		

NURSE REFERRAL FORM

Student Name: _____ Class#: _____ Grade: _____

The student has requested to see the nurse for the following: (Check all that apply)

	Symptoms - Need	How Long	On Medication Yes/No
	Headache		
	Earache		
	Stomach Pain		
	Throat		
	Back/Chest Pain		
	Injury		
	Personal		
	Cough		
	Other (Explain)		

Nurses Comments:

Nurse Signature

Date

STUDENT REQUEST FOR LEVEL REVIEW

Case Worker:

Student Name: _____ Grade: _____ Date: _____

Teacher/TA: _____ Current Level: _____

Current Total Points: _____

Teacher/TA;

Describe student's behavior, accomplishments, set-backs etc. since she/he has been in your class and whether or not you recommend the student for a Level Advancement. If you do not agree to a Level Advancement for this student, give your reason(s) why:

Case Worker Comments: (Please return to student's teacher)

Student will Advance from: _____ Level _____ to Level _____

Student will not Advance from: _____ Level _____ to Level _____

Comments:

STUDENT REQUEST FORM

A students request shall be forwarded to any of the below listed staff only when the student is exhibiting appropriate behavior and is not being disruption. Request will be answered with-
in 24 hours of receipt.

Student Name: _____

Date: _____ Teacher/TA: _____

I would like to speak to the following staff: (check one)

~~Dr. Pirtle~~, Deputy Director of Education

~~Ms. Borrego~~, Education Services Administrator

~~Ms. Rochon~~, JJAEP Administrator

~~Mrs. Crear~~, Counselor Registrar Resource Officers

~~CW /PO: Mrs. Foster, Ms. Pomales, Mr. Arrington~~

~~Ms. Paige~~, Attendance

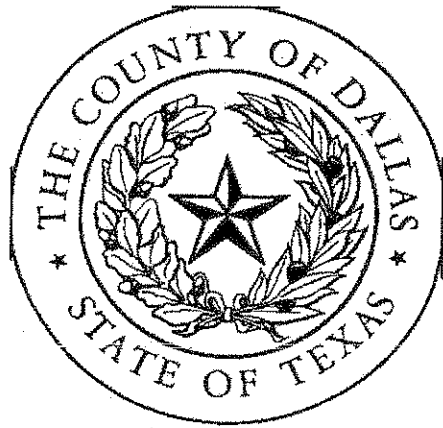
~~Behavior Intervention Specialist: Mr. Roberts~~

Briefly describe you concern:

Staff Response:

Comments:

DALLASCOUNTY
JJAEP
EMERGENCY RESPONSE GUIDE



Prepared by
Patricia Rochon, Campus Administrator

Dallas County Juvenile Justice Alternative Education Program
1673 Terre Colony Court
Dallas, Texas 75212 - 214-637-6136

INTRODUCTION

What is an Emergency?

A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by fire, air pollution, flood or flood water, storm, epidemic, riot, earthquake, intruder, or other cause. School officials and their staff must be prepared to respond to any emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

School emergencies can be small and easily managed, or they can be large and difficult to manage. Every school's emergency situations must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help us be prepared.

Purpose

- A. To effectively handle an emergency, a comprehensive Emergency Site Plan must be developed and an Emergency Response Team must be organized before an emergency occurs. Our schools Emergency Response Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.
- B. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being.
- C. Planning, preparation, and training will help staff learn the proper course of action in an emergency. This Emergency Plan will provide step-by-step guidelines to help deal with emergencies that may occur. However, this Emergency Plan cannot foresee every possible circumstances of an emergency. Staff must take preparation seriously in order to evaluate all the circumstances and make sound judgments based on the situation.
- D. A committee of school personnel will be established to make up the Emergency Response Team. The committee will consist of:
 - JJAEP Administrator
 - Behavior/Safety Security Coordinator
 - Behavior/Facilities Coordinator
 - Nurse
 - Case Manager / Probation Officer
 - Teachers
 - Support Staff

- E. This plan should be reviewed annually by the above committee and updated to maintain up to date procedures.
- F. Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan.

During an Emergency/Disaster: Step by step is Right
Here

The greatest mistake schools and other organizations make in crisis come from not knowing what steps to take and in what order in a given situation. Planning, training and drills will help prevent those mistakes. In a crisis it helps to know where to turn for help. This Emergency Plan provides that help. The following steps are guidelines to inform you of the most likely steps to take.

BASIC PLAN

Situations and Assumptions:

Situation

The school is approximately 45,534 sq. feet. It is located at 1673 Terre Colony Ct.-

Dallas, Texas 75212. The school has an average daily population of 80 students and 20 staff.

The JJAEP Administrator and other administrative staff share the responsibility for developing and implementing the Emergency Plan. All Administrators and staff have the responsibility of executing the plan as written.

Assumptions:

During an emergency, centralized direction and control (i.e. activation of staging post is the most effective approach to managing emergency operations) are important.

In case of an emergency that is beyond the capabilities of the program staff to handle, school personnel will coordinate with local fire, sheriff department personnel, and local police, FBI, or county/city officials.

**Communications I Emergency
Communications:**

When an emergency condition exists, all Emergency Response Team Members will report to their area of assignment. The methods of communication listed below will be used. Notification will be given in plain language. Code words shall not be used.

Intercom
2-Way
Radio
Telephone
Runners

Media Relations:

The Campus Administrator will defer all media inquiries to the Dallas County Juvenile Department Administration. A staging area to relay information to media (if applicable) will be designated at such time.

Public Safety Agencies	Number
General Emergency	9-911
Police (Dallas)	9-911
Sheriff (Dallas County)	9-214-749-8641
FBI	9-972-559-5000
Poison Control	9-1-800-222-1222
Hospital (local) Parkland Health & Hospital	9-214-630-4666
Toxic Chemical and Oil Spills	9-1-800-424-8802
Suicide and Crisis of (Dallas)	9-214-828-1000
TXU Energy	9-1-800-233-2133
Transportation (Dart)	9-972-554-6629
Dallas County Transportation - Terry Penn	9-214-944-4524
County Contact	Number
Dallas County Juvenile Dept. – Danny W. Pirtle, Ph.D., Deputy Director	9-214-689-5506

Staging Areas:

On Site Staging Areas:		
	Primary	Alternate
On-site Command Post	Admin. Office #	Conference Room
Student Care	Nurse Office	Multipurpose Room
First Aid	Nurse Office	Conference Room
Student Release	Multipurpose Room	Search Area
Media Staging	Admin Office #	Conference Room
Law Enforcement	Room # 120	Room 218
Fire Department	Room # 218	Gym
Public Works	Gym	Room # 218
Utility TXU	Conference RM	Gym
Student Relocation	Gym	Multipurpose Room
District Officials	Admin. Office # 206	Admin. Office # 204

Position	1 st (Primary)	2 nd (ALT)	3 rd (ALT)
Behavior Intervention Specialist/Safety-Security	A. Grant	D. Winston	D. Daniels
Liaison	Dr. Pirtle	A. McCann	M. Paige
Information	Dr. Pirtle	A. McCann	M. Paige
Recorder	F. S. Wells	R. Perez	O. Castro
Damage	A. McCann	S. Wells	D. Morrison
Medical	Appointed Nurse	A. Crear	J. Paige
Runners	R. Perez	S. Wells	J. Paige
Student Release	C. A. Grant	A. d. Winston	Administrators

Evacuation Checklist:

Evacuation: JJAEP Administrator, Assistant JJAEP Administrator

- JJAEP Administrator or Assistant Administrator issues evacuation procedures
- JJAEP Administrator or Assistant Administrator determine if students and staff should be evacuated outside of the building *or to an alternate Student Relocation site in the school, or offschool grounds*
- JJAEP Administrator notifies county officials, TJJJD transportation etc. to inform that evacuation is taking place
- Direct students and staff to follow evacuation drill procedures and route if normal route is too dangerous
- Complete a TJJJD Incident Report and fax it to the attention of Pam Gereau Phone: (512) 424-6703. Fax (512) 424-6717

- Close windows and turn off lights, electrical equipment, gas water faucets, air conditioning and heating systems
- Lock doors- upon return to normal procedures, alert (as appropriate) designated Dallas Co. facility staff and Seal Property Management company as well as contact parents via memorandum

Teachers:

- Direct students to follow normal evacuation drill procedures unless the JJAEP Administrator or Assistant Administrator alters them
- Take classroom roster and emergency kit
- Close classroom doors and turn off lights
- When outside, or in the Student Relocation area, account for all student(s)
- If students are evacuated, stay with class. Take roll again when you arrive at the relocation site

School Map (See school map-last page)

Resource Inventory (Emergency

Equipment):

Flashlights
 First Aid Kits
 2-Way Radios
 Fire Extinguishers
 Cell Phones

ANIMALS:

- Ensure the safety of students and staff first
- Call 911, if necessary
- Notify CPR/First Aid certified person in school building of medical emergencies
- Notify JJAEP Administrator, or Assistant Campus Administrator, either will assemble Emergency Response Team, if necessary
- Seal off area if animal(s) still present
- JA, or AA will notify parents of students involved
- Assess counseling needs of victim(s) or witness(s), Refer to case management staff, or via referral to the DCJD Psychology Department 214-698-2299

ASSAULT/FIGHTS:

- Ensure the safety of students and staff first
- Call 911, if necessary
- Notify CPR/First Aid certified person in school building of medical emergencies
- Notify JJAEP Administrator, Assistant Administrator and Behavior/Safety Security Specialist. Either will assemble Emergency Response Team if, necessary
- Defuse situation, if possible
- JJAEP Administrator, Assistant Administrator, or Behavior/Safety Security Specialist will notify School Resource Officer if weapon was used, victim has physical injury causing substantial pain or impairment or physical condition, or assault involved sexual contact,
- Document all activities. Ask victim(s) or witness (es) for their account of the incident
- Assess counseling needs of victim(s) or witness (es). Implement counseling through case management staff; or via referral to the DCJD Psychology Department
- For student on student assaults of any nature; complete a TJJD Incident Report and fax it to the attention of Kevin DuBose *Phone: (512) 424-6703. Fax (512) 424-6717*

BOMB THREAT:

- Use bomb threat checklist
- Ask where the bomb is located? When will the bomb go off? What materials are in the bomb? Who is calling? Why is caller doing this?
- Listen closely to caller's voice and speech patterns and to noises in background
- After hanging up phone, immediately dial *57 to trace the call. (This may differ on phone systems)
- Notify the JJAEP Administrator, or Assistant Administrator immediately
- JJAEP Administrator, or Assistant Administrator orders evacuation of all persons inside the school building if necessary and with input from Resource Officers / Dallas County Administration
- Call emergency police personnel, as deemed necessary

Evacuation procedures:

- JJAEP Administrator or Assistant Administrator warns students and staff. Do not mention "Bomb Threat", Use standard fire drill procedures
- Direct students to take their belongings, if any
- Students and staff must be evacuated to a safe distance outside of the school building. After consulting with Dallas County Juvenile Administration- the JJAEP Administrator may move students back into the building. Students should be moved to another safe location if weather is inclement or building is damaged.
- Teachers take roll after being evacuated
- No one may re-enter the building until fire or police personnel declare it is safe to return
- JJAEP Administrator notifies students and staff of termination of emergency. Resume normal operations
- Complete a TJJD Incident Report and fax it to the attention of Pam Gereau *Phone: (512) 424-6703. Fax (512) 424-6717, contact parents via phone and memorandum*

FIRE:

In the event a fire or smoke from a fire has been detected:

- Activate fire alarm
- Evacuate students and staff to a safe distance outside of the building
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous
- Teachers take class roster with them
- JJAEP Administrator, Assistant Administrator, or Behavior/Safety Security Coordinator call 911 and Dallas County Administrative officials. The JJAEP Administrator, Assistant Administrator, or Behavior/Safety Security Coordinator must report the incident to the County Fire Marshal
- Teachers take roll after being evacuated
- After consulting with fire department/police, JJAEP Administrator may give the signal that it is safe to return to the building providing it is not heavily damaged
- JJAEP Administrator or Assistant Administrator notifies staff and students of the termination of the emergency. Resume normal operations
- Complete a TJJD Incident Report and fax it to the attention of Pam Gereau *Phone: (512) 424-6703. Fax (512) 424-6717*

GAS LEAK:

If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of the building
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous
- Teachers take class roster
- JJAEP Administrator, Assistant Administrator, or Behavior/Safety Security Coordinator notifies police and fire (call 911)
- Teachers take roll after being evacuated
- No one may re-enter the building until fire/police personnel declare the entire building safe

- JJAEP Administrator, Assistant Administrator, or Behavior/Safety Security Coordinator notifies students and staff of termination of emergency

If gas odor has been detected outside of the building:

- JJAEP Administrator, Assistant Administrator or Behavior/Safety Security Coordinator notifies police/fire department (call 911). CA must report incident to the Fire Marshal and Dallas County Administration
- If other shelter is needed, ***See Evacuation Contingency Plan** -Fire and Dallas County Administration personnel will assist with decision
- No one may re-enter the building until the fire/police personnel declare the building safe
- Behavior/Safety Security Coordinator notifies students and staff of termination of emergency. Resume normal Operations
- Complete a TJJD Incident Report and fax it to the attention of Pam Gereau *Phone: (512) 424-6703. Fax (512) 424-6717*

GENERAL EMERGENCY:

- Behavior/Safety Security Coordinator call 911 (if necessary). Notify JJAEP Administrator, Assistant Administrator
- Notify school nurse, or CPR/First Aid persons in school building of medical emergency
- Seal off high-risk area
- Take charge of area until incident is contained or relieved
- Assemble Emergency Response Team
- Preserve evidence. Take detailed notes of incident
- Refer media matters to the JJAEP Administrator, Assistant Administrator (who will defer to County Juvenile Department Administration spokesperson)

HAZARDOUS MATERIAL EVENT:

- Behavior/Safety Security Coordinator call 911
- Notify JJAEP Administrator, Assistant Administrator, who notifies county officials
- Seal off area of leak/spill
- Take care of area until fire personnel contain incident
- Fire officer in charge will recommend shelter or evacuation actions
- Follow procedures for evacuation
- Notify parents if students are evacuated
- Resume normal operations after consulting with fire officials

Incident occurred near school property:

- Fire or police will notify JJAEP Administrator, Assistant Administrator, or Behavior/Safety Security Coordinator
- Fire officer in charge of scene will recommend evacuation actions
- Follow procedures for evacuation
- Notify parents if students are evacuated
- Notify Texas Juvenile Probation Commission (TJPC) and write an incident report
- Resume normal operations after consulting with fire officials

INTRUDER/HOSTAGE:

- Behavior/Safety Security Coordinator will notify JJAEP Administrator, Assistant Administrator
- Ask another staff person to accompany you before approaching intruder
- Politely greet the intruder and identify yourself
- Ask the intruder for the purpose of their visit
- Inform the intruder that all visitors must register and sign in at the lobby desk

//

- If intruder's purpose is not legitimate, ask him/her to leave. Accompany them to the nearest exit

If the Intruder refuses to leave:

- Warn intruder of consequences for staying on the school property
- Notify police and or Director of Juvenile Department and inform them that the intruder still refuses to leave. Give police a full description of the intruder. ***Keep intruder aware of call for help if possible.***
- Walk away from the intruder if they exhibit a potential for violence
- Maintain visual contact with the intruder from a safe distance
- JJAEP Administrator, Assistant Administrator, or Behavior/Safety Security Coordinator notifies staff and may issue the lock-down procedures
- Complete a TJJD Incident Report and fax it to the attention of Pam Gereau Phone: (512) 424-6703. Fax (512) 424-6717

HOSTAGE:

- **If a hostage taker is unaware of your presence, do not intervene**
- Behavior/Safety Security Coordinator call 911 immediately. Give dispatcher details of the situation and ask for assistance from hostage negotiation team (police)
- Seal off area near hostage scene
- Behavior/Safety Security Coordinator notify JJAEP Administrator, Assistant Administrator
- Give control of the scene to police once they arrive
- Keep detailed notes

IF TAKEN HOSTAGE:

- Follow instructions of hostage taker
- Try not to panic. Calm students if they are present
- Treat the hostage taker as normally as possible
- Be respectful to hostage taker

- Ask permission to speak and do not argue or make suggestions
- Complete a TJJD Incident Report and fax it to the attention of Pam Gereau *Phone: (512) 424-6703. Fax (512) 424-6717*

LOCKDOWN PLAN:

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

- JJAEP Administrator, Assistant Administrator will issue lock-down order by announcing a warning over the Public Announcement System, or by sending a message to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms
- Lock classroom doors if possible
- Cover windows of classrooms
- Move all persons away from windows and doors
- Have all persons get down on the floor
- Allow no one outside of the classrooms until the JJAEP Administrator, Assistant Administrator give the all-clear signal

Building Lock Down

Over the intercom, or by radio, a member of the emergency response team will announce, "This is a lockdown. Implement lockdown procedures now. "

Staff response:

- Immediately close all doors to classrooms and other locations in the building
- All movement in halls will stop! Individuals in halls will go to the nearest room and will remain there until the "lock down" has been canceled
- When lockdown is announced, all persons in the lobby area will be escorted to the closest supervised area and remain there until the lock down has been canceled
- During the lock down, staff and students are to remain in their classroom. Do not allow anyone to leave the classroom / lockdown area
- All persons should sit on the floor, away from windows or doors if possible. Remain quiet: Do not attempt to contact the office, other classrooms, or the outside community. Do not use cell phones, intercom, radios, or other equipment that may

draw attention to the lockdown area. Do not open secure areas/doors for any individuals that you do not recognize as a member of the faculty or ER team

- Do not dismiss or cease lockdown until an administrator, or emergency response team member has announced conclusion of the "lock down"

Lock Down Codes: Do not share these codes with students!

1. **Code Green-** Initiate Lockdown - (disaster, threat)
2. **Code Black-** Evacuation: bomb threats, situations that requires evacuation of the facility
3. **Code Blue-** Extreme Medical Emergency

REVERSE EVACUATION:

Reverse Evacuation provides refuge for students, staff, and public within school buildings during an emergency. Shelters or Relocations areas located within the school building can provide for safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown once inside.

- Identify safe area in the school building (they are marked on the school map as Student Relocation Areas)
- JJAEP Administrator, Assistant Administrator or Behavior/Safety Security Coordinator warns students and staff to assemble in safe areas. Bring all persons inside the school building
- Teachers take class roster
- Close all exterior doors and windows
- Cover up food not in containers or put it in the refrigerator (Resource Coordinator)
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues
- Teachers should account for all students after arriving in the safe area
- Office personnel (Attendance/Transportation Coordinator-S. Jackson) will contact each teacher/classroom for a headcount
- All persons must remain in the safe area until notified by the Behavior/Safety Security Coordinator, JJAEP Administrator, Assistant Administrator

CONTINGENCY PLAN for EMERGENCY EVACUATION

Building Evacuation

1. All building evacuations will occur when an alarm sounds (e.g., fire alarm) and/or upon notification by the JJAEP Administrator, or Behavior/Safety Security Coordinator.

2. When the building evacuation alarm is activated or verbal notification is provided, all students and staff are to evacuate the building by the nearest marked exit and alert others to do the same. Directions will be given as to the location of a safe assembly area.

In the event of a chemical spill, gas leak, or fire that prohibits returning to the building, or in the event a police, Fire Marshall, or other agency official deems the building unsafe to return to:

3. Once outside, students and staff will proceed to a clear area that is at least 500 feet away from the affected building. If students and staff must relocate to another building, the alternative building will be across the street at **2600 Lone Star Drive – Henry Wade Juvenile Building in the jury room on the first floor of the building.** During evacuation and relocation, the streets, fire lanes, hydrant areas and walkways will be kept clear for emergency vehicles and personnel. During periods of inclement weather, students and staff will relocate to the same alternate location building at **2600 Lone Star Drive – Henry Wade Juvenile Building on the first floor in the jury room**

4. No one will be allowed to return to the evacuated building unless told to do so by a County Administrator, or Dallas County Fire Marshall, or following release of the scene by fire/police or other agency.

SERIOUS INJURY/DEATH:

If incident occurred at school:

- Call 911
- Notify the nurse, or CPR/First Aid person in school building of medical emergency.
- If possible, isolate affected student/staff member
- Nurse should notify JJAEP Administrator, Assistant Administrator
- Activate and assemble school Emergency Response Team. Designate person to accompany injured, or ill person to the hospital
- JJAEP Administrator, Assistant Administrator notifies parent(s) or guardian(s) of affected student(s)
- Direct witnesses to school case manager/counselor. Contact parents if students are sent to the counselor
- Determine method of notifying students, staff and parents
- Refer media to Dr. Danny W. Pirtle - Deputy Director at 214-689-5506

Dallas County JJAEP

• Complete a TJJD Incident Report and fax it to the attention of Pam Gereau Phone: (512) 424-6703. Fax (512) 424-6717

If incident occurred outside of school:

- Activate School Emergency Response Team
- Notify staff before normal operation hours
- Determine method of notifying students and parents

Post Crisis Intervention:

- Meet with school Case Managers/PO, Psychologist, Counselors, or *Child Mental Health or other mental health workers* to determine level of intervention for staff and students
- Designate rooms as private counseling areas
- Escort students, staff, close friends, or other highly stressed students to case managers

- Debrief all students and staff

STUDENT UNREST:

- Behavior/Safety Security Coordinator notify police, if necessary
- Ensure the safety of students and staff first
- Contain unrest. Seal off area of disturbance
- Behavior Specialist /Safety Security Coordinator notify JJAEP Administrator, Assistant Administrator
- Warn staff. Director may issue lockdown procedures
- Move students involved in disturbance to an isolated area
- Document incidents with cassette recorder or take detailed notes

Teachers:

e Keep students calm

- Close classroom doors if necessary
- Do not allow students to leave the classroom until you receive an all-clear from the JJAEP Administrator, Assistant Administrator
- Make a list of students that are absent from your classroom. Document all incidents

SUICIDE:

Suicide attempt at school:

- Verify information
- Call 911
- Notify students Case Worker
- JJAEP Administrator, Assistant Administrator notifies county officials, parents, or guardians if suicidal person is a student- call the 24 hours Psychology on call staff for immediate intervention
- Calm suicidal person until Psychology staff arrives
- Try to isolate suicidal person from other students

- Ask suicidal person to sign a "no suicide contract"
- Stay with person until Psychology staff, or suicide intervention team arrives
- Assemble school Emergency Response Team to implement post-crisis intervention- including Psychology staff
- Complete a TJJD Incident Report and fax it to the attention of Pam Gereau *Phone: (512) 424-6703. Fax (512) 424-6717*

SEVERE WEATHER:

- Listen to local radio for weather report
- If severe weather threatens and students are outside of the building, bring them in
- If a tornado has been sighted, have students evacuate to a hall and get down on their knees with hands over their head
- If in the classroom, have students get down on the floor (away from windows, or doors with glass) and cover heads
- If flooding occurs, Behavior/Safety Security Coordinator notify fire department (call 911)
- Evacuate students to safe ground
- JJAEP Administrator, Assistant Administrator, or Behavior/Safety Security Coordinator will issue the all-clear signal when the weather has passed.

STAFF RESPONSIBILITIES:

JJAEP Administrator / Assistant JJAEP Administrator or designee:

- Verify information
- Identify staging areas
- Call 911
- Seal off high-risk area
- Convene Emergency Response Team and implement emergency response procedures

- Notify County Juvenile Administrative Officials (DCJJAEP)
- Notify students and staff (depending on emergency)
- Evacuate students and staff if necessary
- Conduct post-emergency intervention
- Keep detailed notes

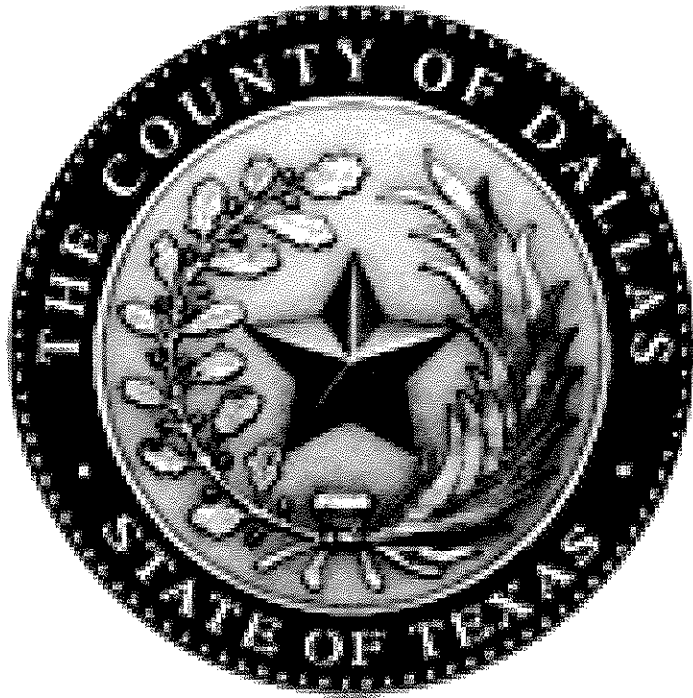
Teachers:

- Verify information
- Close classroom doors, unless evacuation orders are issued
- Warn student, if advised
- Account for all students
- Stay with students during an evacuation. Take class roster
- Refer media to county spokesperson
- Keep detailed notes of crisis event

Dallas County Juvenile Department JJAEF

Emergency Drill Record Form

Name of School:	
Date of Exercise:	
Type of Exercise: (check box)	<input type="checkbox"/> Fire Drill <input type="checkbox"/> Building Lock Down <input type="checkbox"/> Tornado Drill <input type="checkbox"/> Intruder Drill <input type="checkbox"/> Other Drill (specify)
Time Exercise Initiated	
Time 100% Accountability Achieved	
Special Challenges Presented (i/e/ route blocked, etc.)	
Emergency response teams activated (check boxes)	<input type="checkbox"/> Command Post <input type="checkbox"/> Family Reunification Team <input type="checkbox"/> First Aid Team <input type="checkbox"/> HAZMAT Team <input type="checkbox"/> Mental Health Team <input type="checkbox"/> Search and Rescue <input type="checkbox"/> Security Team <input type="checkbox"/> Unity Team
Lessons Learned	
Record Submitted by:	
Comments:	



ACTION ITEM

G.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

MEMORANDUM

Date: March 23, 2015
To: Dallas County Juvenile Board
From: Dr. Terry S. Smith, Director
Subject: Change of Juvenile Board Meeting Posting Location

Background of Issue:

A governmental body shall give written notice of the date, hour, place and subject of each open meeting held by a governmental body. The Open Meetings Act expressly states where notice shall be posted. The general rule is that a governmental body must post notice in a place readily accessible to the public at all times at least 72 hours before the scheduled time of the meeting, except as provided by Texas Government Code Sections 551.044-551.046. The posting requirements vary depending on the governing body posting the notice. The Dallas County Juvenile Board has traditionally provided its meeting notice to the Dallas County Clerk for official posting at the Administrative Building located at 411 Elm St., Dallas, Texas. The Dallas County Juvenile Department is requesting to follow the pattern in the state by posting its own meeting notices. The Juvenile Department requests to post meeting notices for the Juvenile Board and the Dallas County Academy for Academic Excellence Charter School Board and the Dallas County Youth Services Advisory Board at the Henry Wade Juvenile Justice Center. The Henry Wade Juvenile Justice Center is a location reasonable for providing notice to members of the public concerning the Juvenile Department and the Dallas County Academy for Academic Excellence. In addition, the Juvenile Department will continue its practice of posting meeting notices on the Dallas County Juvenile Department website.

Impact on Operations and Maintenance:

By granting permission for the Juvenile Department to post its own notices, the Board will allow the Department to avoid potential conflicts between the Juvenile Department's business hours and those of Dallas County. There are instances when Dallas County is closed and the Dallas County Juvenile Department is open for business (24 hour Detention facility). The change would resolve the predicament of the Juvenile Department being unable to post meeting notices on days the County has a delayed opening or is closed due to inclement weather.

Strategic Plan Compliance:

This request complies with Vision 3: Dallas is *safe, secure, and prepared*, by expanding disposition alternatives with regard to treatment for youth/families involved in the juvenile justice system.

Legal Information:

This information has been reviewed and approved by Ms. Denika Caruthers, Administrative Legal Advisor. Ms. Caruthers has also consulted with Dallas County Clerk, John F. Warren and Assistant County Administrator, Gordon Hikel. Mr. Hikel and Mr. Warren confirm this is an acceptable practice.

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

214-698-2200 Office

214-698-5508 Fax

Financial Impact/Considerations:

There is no financial impact.

Performance Impact Measures:

There are no performance impact measures.

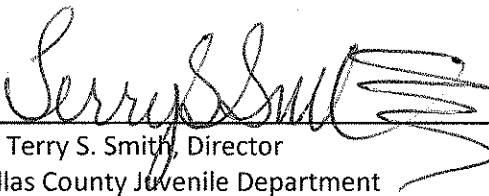
Project Schedule/Implementation:

Upon Juvenile Board Approval.

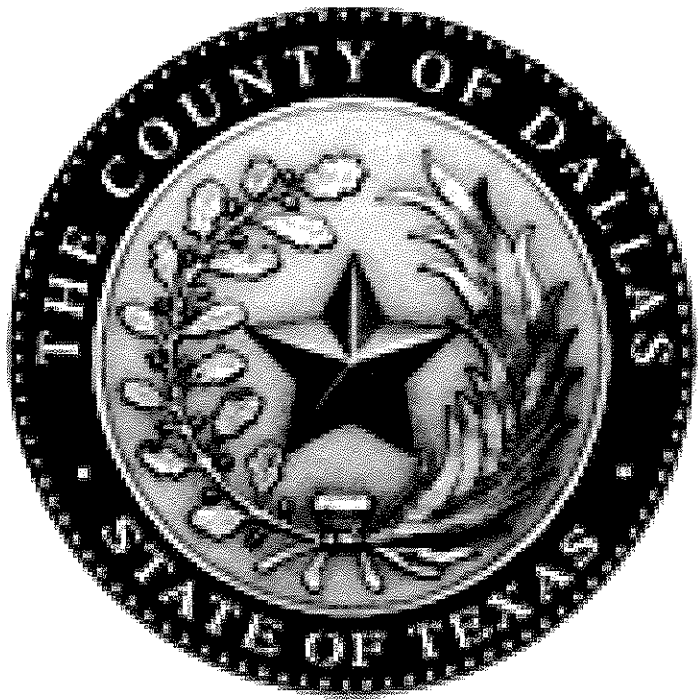
Recommendation:

It is recommended that the Dallas County Juvenile Board approve the Dallas County Juvenile Department to begin posting its Juvenile Board and the Dallas County Youth Services Advisory Board meeting notices at Henry Wade Juvenile Justice Center in a location readily accessible to the public.

Recommended by:



Dr. Terry S. Smith, Director
Dallas County Juvenile Department



ACTION ITEM

H.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

Memorandum

Date: March 23, 2015
To: Dallas County Juvenile Board
From: Dr. Terry S. Smith, Director
Subject: Concord Church for Juvenile Ministry Program

Background:

Concord Church is a gospel-centered church that "grows people," has over 8,000 members and is located at 6808 Pastor Bailey Drive, Dallas, Texas 75237. The church has offered to start a Juvenile Ministry for boys at the Juvenile Department, specifically residing at the Youth Village. The goals of the ministry are to: (1) Help the boys have a relationship with God; (2) Teach the boys how to be a Godly boy and become a Godly man; and (3) Teach the boys how to be a productive citizen and become a responsible man. The youth will attend voluntarily.

To this purpose, the Juvenile Ministry will teach "33 The Series," which is taught at Concord Church in the Men's Ministry. This teaching program is a journey to authentic manhood as modeled by Jesus in His 33 years on Earth. It has five modules that take approximately 6 weeks each to complete. The modules are: A Man and His Design, A Man and His Story, A Man and His Traps, A Man and His Work, and A man and His Marriage.

Concord Church proposes starting the ministry with 25 Youth Village residents and occasionally visiting the boys in the Medlock Center and teach, pray, and worship with them. Volunteers from Concord will be graduates of "33 The Series" program and at least 25 years of age. Their goal is to have 20 volunteers to allow close interaction with the boys and potential mentoring.

They propose that the Juvenile Ministry meet the first and second Saturday each month, for approximately two hours each time. One Saturday each month, Concord will add one hour of worship service with music, singing, prayer, and a sermon. Once residents leave Youth Village, they will be invited to join Concord Church.

The purpose for this brief is to request permission from the Juvenile Board to allow the Concord Church to start a Juvenile Ministry at Youth Village and Medlock Center.

Operational Impact:

As with all volunteer programs staff will be present in the appropriate staff-to-resident ratio during the activity. Because this is a faith-based program, residents will participate on a voluntary basis and will not be coerced to attend.

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

Strategic Plan Compliance:

This request conforms to the Dallas County Strategic Plan – Vision 3: *Dallas County is safe, secure and prepared.* (Coordinate programs and systems to reduce crime. Maximize effectiveness of County's criminal justice resources.)

Legal Impact:

There is no foreseeable legal impact.

Performance Measures:

To help adjudicated males placed at the Youth Village in becoming productive, law abiding citizens, while promoting public safety and victim restoration.

Financial Impact:

There is no financial impact to the Juvenile Department. Concord Church will provide all supplies, including NIV Study Bibles and other Christian materials.

Recommendation:

It is recommended that the Dallas County Juvenile Board authorize the Juvenile Department to start a partnership with the Concord Church wherein the church provides a Juvenile Ministry for boys at the Youth Village and Medlock facilities.

Recommended by:


Dr. Terry S. Smith, Director
Dallas County Juvenile Department

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

Concord Church
6808 Pastor Bailey Drive
Dallas, Texas 75237

February 23, 2015

Terry Snow Smith, Ph.D.
Executive Director
Chief Probation Officer
Dallas County Juvenile Department
Henry Wade Juvenile Justice Center
2600 Lone Star Drive
Dallas, Texas 75212

Dear Dr. Smith:

Concord Church is pleased to propose starting a Juvenile Ministry at the Dallas County Juvenile Department. Initially, we will teach boys at the Youth Village how to become Godly men. Our ministry will be committed, active, and God-centered to assist the boys to want to change and become productive and responsible citizens in Dallas County.

Enclosed is our proposal. Upon your approval, we are ready to begin. Please contact me at 214-300-1183 when you are ready to discuss this proposal.

Thank you for considering Concord Church for this opportunity.

Sincerely,

Thomas J. Wattley, Jr., Lh.D.
Leader
Prison Ministry

**Concord Church Proposes to
Start a Juvenile Ministry
At the Dallas County Juvenile Department**

Dr. Thomas J. Wattley, Jr.
Concord Church
(214)-300-1183

Our Proposal and Goals

"The Spirit of the Lord is on me, because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord's favor."

Luke 4: 18 NIV

The Prison Ministry of Concord Church proposes to start a Juvenile Ministry at the Dallas County Juvenile Department. Initially, this ministry will focus on boys, ages 10 to 17, located at the Dallas County Youth Village. The goals of the ministry are to:

- 1) Help the boys have a relationship with God;
- 2) Teach the boys how to be a Godly boy and become a Godly man; and
- 3) Learn how to be a productive citizen and become a responsible man.

To achieve these goals, the Juvenile Ministry will teach the 33 Series taught at Concord Church in the Men's Ministry. This teaching program is a journey to authentic manhood as modeled by Jesus in His 33 years on earth.

Authentic manhood means learning God's clear design for men; understanding how the past has affected the present and prepare boys/men to deal with whatever the future may hold; replacing specific temptations and struggles with God's better promises; learning the value of work and God's original intention to be productive and fulfilling; and learning how to have a healthy and thriving relationship with your wife.

Our Proposed Program

Concord will start a Pilot Program at the Youth Village. The Pilot Program is to allow volunteers time to learn about the Juvenile environment; implement the program effectively; and modify the program when needed to maximize success. The program is to start with twenty-five (25) boys who are assigned to Youth Village for six-to-nine months. Occasionally, we will request to visit the boys in the Medlock Center and teach, pray, and worship with them. Volunteers from Concord are to be graduates of the 33 Series program and at least 25 years of age. Our goal is to have 20 volunteers to allow close interaction with the boys and potential mentoring.

We request that the Juvenile Ministry meet the first and second Saturday in the month. The program would be approximately two hours per Saturday. Initially, the first two Saturdays will be a period on discovery. First, there will be an overview of the program. Then the volunteers and boys will break down into small groups to learn about each other. We want to understand who they are and what their expectations are. We also want the boys to understand who we are by sharing our testimony. It will take time to build trust. The volunteers understand they must be consistent and committed to reach a point of trust.

The 33 Series will be the basis of the Juvenile Ministry. The 33 Series has five modules that take approximately 6 weeks. Teaching of the modules includes a lecture and video, followed by small group discussion. The modules are:

Series 33 Volume 1: A Man and His Design
Series 33 Volume 2: A Man and His Story
Series 33 Volume 3: A Man and His Traps
Series 33 Volume 4: A Man and His Work
Series 33 Volume 5: A man and His Marriage

Graduation from each module requires attendance and a Manhood Plan. The Manhood plan describes changes you will make in life and steps you will take to become a Godly boy/man. Given various abilities of students, the plan can be delivered in oral or written form to the teacher.

Also during the classes, students will learn how to form a relationship with God. The students will learn who God is; how to pray; how to read the Bible; and how to worship. On one Saturday during the month, we will add one hour of worship service, in which there is music, singing, prayer, and a sermon.

When the boy leaves Youth Village, he will be invited to Concord Church. Concord Church offers our Counseling Center for the boy and his family. Also the boy is invited to become part of the Youth Ministry. The Youth Ministry offers worship, educational programs, and youth activities.

Our Leadership

The Juvenile Ministry will be under the direction of the Prison Ministry Council. The Council consists of Executive Pastor Errol Coner, Associate Pastor Harry "Rick" Jordan, Elder Cedric Jordan, Deacon Daron Pace, and Dr. Thomas Wattley. Pastor Coner overseas the daily operations of the church and has extensive experience in Prison Ministry. Pastor Jordan oversees Pastoral Care Ministry at Concord and is a prayer warrior. Elder Cedric Jordan presently oversees the prison ministry program at Seagoville Federal Correctional Institution. He is a banker, teacher, and prayer warrior. Deacon Daron Pace is a leader and teacher at the George Beto Unit in Tennessee Colony, Texas. He is also a leading entrepreneur in Dallas, Texas. Dr. Wattley is the Leader of the Prison Ministry at Concord. He works as a senior consultant to businesses in Dallas, Texas.

The Prison Ministry Council will be actively involved in the Juvenile Ministry. The Council will pray for and select a Leader for the Juvenile Ministry. The Leader is expected to be committed and "own" the program. He is expected to lead a team that will be committed to being a change agent for God in the Juvenile Ministry. Also, members from Mt. Rose Baptist Church will team with Concord in this ministry as teachers and volunteers.

Concord Church

Concord Church teaches and preaches the Word of God. Our mission is to be a gospel centered church that "grows people." There are over 8,000 members at the church with approximately 90 different ministries. Concord Church is heavily involved in projects, programs, and activities that affect local, national, and global communities.

Pastor Bryan Carter is the Senior Pastor of Concord Church. Preaching, teaching and leadership are Pastor Carter's life passions. He provides spiritual and strategic direction to the Prison Ministry.

Our Budget

Concord will fund the budget of the Juvenile Ministry. The budget is as follows:

Juvenile Ministry Budget	
Item	Amount
Prayer (Note 1)	\$0.00
Visit, Teach, and Worship (Note 2)	\$2,280.00
Bibles (Note 3)	\$500.00
Give (Note 4)	\$750.00
Communicate (Note 5)	<u>\$200.00</u>
Total	<u>\$3,730.00</u>

Note 1. God is available at all times at no cost. He is the Provider.

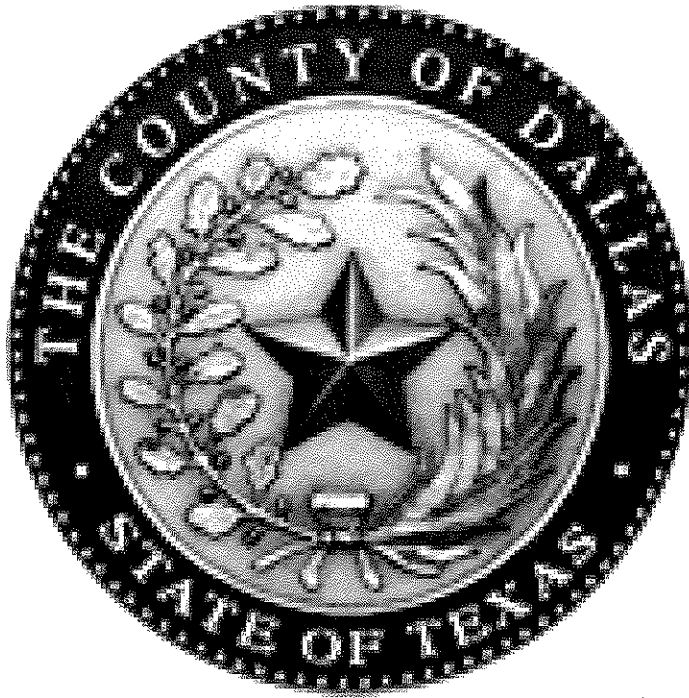
Note 2. It is estimated the Juvenile Ministry will make 24 trips during the initial six months to the Youth Village. The trip will require the use of a 15 passenger van costing \$190.00 (which includes gas).

Note 3. Concord will send NIV Study Bibles to the students at Youth Village.

Note 4. It is estimated that it will cost \$750.00 to give soap, deodorant, and tooth paste to the boys in the Youth Village during the summer and Christmas season.

Note 5. The estimated cost of sending cards, correspondence, and Christian materials to the boys at Youth Village.

Concord Church is pleased to have the opportunity to start a Juvenile Ministry.



ACTION ITEM

I.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

MEMORANDUM

Date: March 23, 2015
To: Juvenile Board
From: Dr. Terry Smith, Executive Director
Subject: Request to Move April 27, 2015, Juvenile Board Meeting to the Letot Residential Treatment Center for Certification

Background of Issue:

Section 51.126 of the Texas Family Code sets guidelines for inspection of non-secure correctional facilities by the Juvenile Judges and Juvenile Board:

Section 51.126. NONSECURE CORRECTIONAL FACILITIES.

- (a) A nonsecure correctional facility for juvenile offenders may be operated only by:
 - (1) a governmental unit, as defined by Section 101.001, Civil Practice and Remedies Code; or
 - (2) a private entity under a contract with a governmental unit in this state.
- (b) In each county, each judge of the juvenile court and a majority of the members of the juvenile board shall personally inspect, at least annually, all nonsecure correctional facilities that are located in the county and shall certify in writing to the authorities responsible for operating and giving financial support to the facilities and to the Texas Juvenile Justice Department that the facility or facilities are suitable or unsuitable for the confinement of children. In determining whether a facility is suitable or unsuitable for the confinement of children, the juvenile court judges and juvenile board members shall consider:
 - (1) current monitoring and inspection reports and any noncompliance citation reports issued by the Texas Juvenile Justice Department, including the report provided under Subsection (c), and the status of any required corrective actions; and
 - (2) the other factors described under Sections 51.12(c)(2)-(7).

Section 51.12. PLACE AND CONDITIONS OF DETENTION.

- (c) In each county, each judge of the juvenile court and a majority of the members of the juvenile board shall personally inspect all public or private juvenile pre-adjudication secure detention facilities that are located in the county at least annually and shall certify in writing to the authorities responsible for operating and giving financial support to the facilities and to the Texas Juvenile Probation Commission that the facilities are suitable or unsuitable for the detention of children. In determining whether a facility is suitable or unsuitable for the detention of children, the juvenile court judges and juvenile board members shall consider:
 - (2) current governmental inspector certification regarding the facility's compliance with local fire codes;
 - (3) current building inspector certification regarding the facility's compliance with local building codes;

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

- (4) for the 12-month period preceding the inspection, the total number of allegations of abuse, neglect, or exploitation reported by the facility and a summary of the findings of any investigations of abuse, neglect, or exploitation conducted by the facility, a local law enforcement agency, and the Texas Juvenile Probation Commission;
- (5) the availability of health and mental health services provided to facility residents;
- (6) the availability of educational services provided to facility residents; and
- (7) the overall physical appearance of the facility, including the facility's security, maintenance, cleanliness, and environment.

The purpose of this brief is to advise the Juvenile Board of the need to certify the Letot Residential Treatment Center as suitable for the confinement of children in accordance with the guidelines established by the Texas Legislature, prior to opening. Additionally, we are requesting to move the April 27th 2015 Juvenile Board Meeting from the Henry Wade Juvenile Justice Center to the Letot Residential Treatment Facility in order to certify.

Impact on Operations

The Letot Center is located at 10503 Denton Dr., Dallas, Texas 75220, and starting in May or June of 2015 will provide long-term placement services and supervision for up to 96 girls, ages 13-17, who are deemed appropriate for the Letot RTC setting by the Court. Residents at the Letot Center will be court-ordered by the Dallas County Juvenile Courts, or will be accepted from other Texas counties on a contract basis after being ordered to placement by their county's Juvenile Court. Educational, psychological and recreational services will be provided by Juvenile Department's professional staff and medical services will be provided by Parkland Hospital personnel. Spiritual, social and tutoring services will be provided by dedicated community volunteers. The facility will be registered with the Texas Juvenile Justice Department (TJJD) as a non-secure correctional facility.

Legal Information:

The Texas Family Code requires each Judge of the juvenile court and a majority of the members of the Juvenile Board to personally inspect the Letot Center and certify in writing that the facility is suitable for the confinement of children.

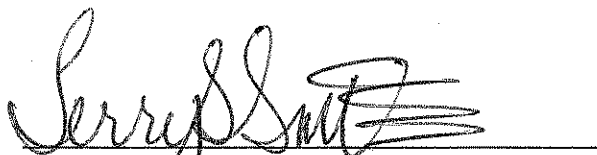
Financial Impact/Considerations:

Juvenile facilities found to be out of compliance with TJJD standards, and who fail to correct deficiencies after a reasonable time, may have state funding reduced or suspended.

Recommendation:

It is recommended that the Dallas County Juvenile Board agrees to move the April 27th 2015 Juvenile Board Meeting from the Henry Wade Juvenile Justice Center to the Letot Residential Treatment Center.

Presented by:


Dr. Terry S. Smith, Director
Dallas County Juvenile Department

Juvenile Board Meetings 2015

****All meeting times are at 5 p.m. unless otherwise specified and the exact time of the meetings will be posted on posted meeting agenda. **** Revised 2-25-15

<u>DATE</u>	<u>TOPICS</u>	<u>LOCATION</u>
JANUARY 26, 2015	1) Selection of Juvenile Board Chairman / Vice Chairman 2) Appoint YSAB Members / YSAB Chairman	HENRY WADE JUVENILE JUSTICE CENTER
FEBRUARY 23, 2015		HENRY WADE JUVENILE JUSTICE CENTER
MARCH 23, 2015		HENRY WADE JUVENILE JUSTICE CENTER
APRIL 27, 2015	1)License Facility for resident confinement	LETOT CENTER *
MAY 18, 2015 (May 25 th County Holiday)	1) License Facility for resident confinement	LYLE MEDLOCK YOUTH TREATMENT CENTER *
JUNE 20, 2015 **	1) Budget Retreat If deemed necessary **	HENRY WADE JUVENILE JUSTICE CENTER ** Conference Room 203-A 9:00 AM
JUNE 22, 2015	1) Approve FY 2016 Budgets	HENRY WADE JUVENILE JUSTICE CENTER
JULY 27, 2015	1) Annual Review of JJAEP Program	JUVENILE JUSTICE ALTERNATIVE EDUCATION FACILITY *
AUGUST 24, 2015	1) Approve State Contracts 2) Approve Local Vendor Contracts 3) Inspection of Pre / Post Adjudication Facility for Licensing Requirements	HENRY WADE JUVENILE JUSTICE CENTER *
SEPTEMBER 28, 2015		HENRY WADE JUVENILE JUSTICE CENTER
OCTOBER 26, 2015	1) License Facility for resident confinement	LETOT CENTER *
NOVEMBER 23, 2015	1) License Facility for resident confinement	DALLAS COUNTY YOUTH VILLAGE *
DECEMBER 14, 2015	If deemed necessary**	HENRY WADE JUVENILE JUSTICE CENTER**

* denotes licensing / inspection required by Board

** denotes meeting if needed

LOCATIONS

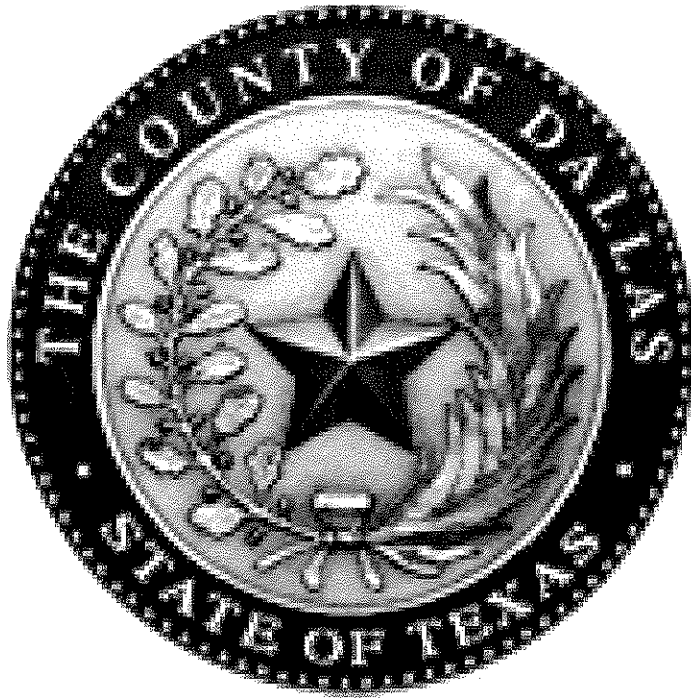
HENRY WADE JUVENILE JUSTICE CENTER
2600 LONE STAR DRIVE
DALLAS, TEXAS 75212
(214) 698-2200

JUVENILE JUSTICE ALTERNATIVE EDUCATION
1673 TERRE COLONY
DALLAS, TEXAS 75212
(214) 637-6136

LYLE B. MEDLOCK YOUTH TREATMENT
1508-A LANGDON ROAD
Dallas, Texas 75241
(972) 225-9780

LETOT CENTER
10505 DENTON DR.
Dallas, Texas 75220
(214) 357-0391

YOUTH VILLAGE
1508 E. B LANGDON RD
Dallas, Texas 75241
(972) 225-9750



ACTION ITEM

J.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

Memorandum

Date: March 23, 2015
To: Dallas County Juvenile Board
From: Dr. Terry S. Smith, Director
Subject: Contract and Agreement for Residential Placement of the Youth Village Youthful Sex Offender Program

Background:

The Juvenile Department identified the need for post-adjudication youthful male offenders, ages 10 – 13 years of age, with a history of sexual behavior problems to remain in Dallas County near their families. For many years Dallas County has utilized a contract facility to meet the needs of this population. Statistics have proven that Dallas County provides effective sexual offender treatment with an extremely low recidivism rate for all sexual offenders who have successfully completed treatment.

With a decrease in the number of placements for youthful offenders, Youth Village will not be operating at capacity if Dallas County remains its sole referral source. An opportunity now exists for Youth Village to provide youthful offender treatment for Dallas County youth offenders with a history of sexual behavior problems and to provide contract placement to other counties.

The purpose for this brief is to request permission from the Juvenile Board to offer other juvenile departments the opportunity to contract for placement services of post-adjudication males, ages 10-13 years of age, with a history of sexual behavior problems at the Youth Village.

Operational Impact:

The Youthful Offender Program will have a maximum occupancy of 16 males, and is projected to accept 16 males starting in April or May of 2015, gradually increasing occupancy as needed. Referrals from the Dallas County Juvenile Department will have priority, so there will always be space available to meet our needs. The Department plans to charge a daily rate of \$140 for contract placement, so that each contract bed could bring between \$25,200 and \$37,800 revenue for a 6 to 9 month period. The daily rate is based on the Texas Juvenile Justice Department specialized placement rate. The Funding source has not been set up yet but will go into General Fund.

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

Strategic Plan Compliance:

This request conforms to the Dallas County Strategic Plan – Vision 3: *Dallas County is safe, secure and prepared.* (Coordinate programs and systems to reduce crime. Maximize effectiveness of County's criminal justice resources.)

Legal Impact:

The contract has been reviewed, and was approved as to form by Administrative Legal Advisor Ms. Denika Caruthers. The Chairman of the Juvenile Board and the County Judge are required to sign the contract after approval by the Juvenile Board and Commissioners Court, respectively.

Performance Measures:

To treat post-adjudicated young males in the Dallas and surrounding counties in becoming productive, law abiding citizens, while promoting public safety and victim restoration.

Financial Impact:

The Department plans to charge a daily rate of \$140 for contract placement; thus each contract bed could bring between \$25,200 and \$37,800 revenue for a 6 to 9 month period. Revenue account titled Youth Village Beds is currently being setup to allow payments for contracted placement to be deposited into the General Fund. The financial information has been reviewed by Ms. Carmen Williams, Budget Supervisor.

Recommendation:

It is recommended that the Dallas County Juvenile Board authorize the Juvenile Department to offer other juvenile departments the opportunity to contract for placement of post-adjudication male young sex offenders at the Youth Village.

Recommended by:



Dr. Terry S. Smith, Director
Dallas County Juvenile Department

Contract and Agreement for Residential Placement of Youthful Sex Offenders

ATTACHMENT ONE
CONTRACT AND AGREEMENT FOR NON- SECURE LONG-TERM
RESIDENTIAL SERVICE OF JUVENILE MALE YOUTHFUL OFFENDERS

STATE OF TEXAS §

COUNTY OF DALLAS §

DALLAS COUNTY JUVENILE BOARD
RESIDENTIAL PLACEMENT OF MALE YOUTHFUL OFFENDERS

XXX 1, 2015 – XXXX 31, 2016

This Contract and Agreement made and entered into by and between the County of Dallas, acting by and through its duly authorized representatives, the Dallas County Juvenile Board (hereinafter referred to as "Dallas County") and _____ acting by and through its duly authorized representatives, _____, County Judge and representative of the Commissioners Court of _____ County (herein referred to as CONTRACT County), to be effective _____ 1, 2015 to _____ 31, 2016.

ARTICLE I
WITNESSETH

- 1.01 Whereas, Dallas County operates the Youth Village according to all applicable State of Texas standards and required Federal Government laws and standards including but not limited to what the State of Texas requires for the Federal Prison Rape Elimination Act standards; and
- 1.02 Whereas, CONTRACT County, in order to carry out and conduct its juvenile program in accordance with the Texas Juvenile Justice Code has need of the use of the Youth Village to house and maintain males of juvenile age, referred for an act of delinquency or an act indicating a need for supervision, during the post-disposition treatment prescribed by the Court; and
- 1.03 Whereas, Dallas County desires to make the facility available to CONTRACT County for such use and purpose, and CONTRACT County desires to contract for the use of said facility:
- 1.04 Now, therefore, the parties agree as follows:

(1) The term of this contract shall be for a period of one year from the date of execution. This contract shall automatically renew with the same terms and conditions unless within

sixty (60) days prior to the expiration of the contract, one party gives notices to the other party regarding any changes to the terms and conditions of the contract.

If either party hereto feels in its judgment that the contract cannot be successfully continued and desires to terminate this contract, then the party so desiring to terminate may do so by notifying the other party in writing within 30 days, by certified mail or personal delivery to its principal office, of its intention to terminate the contract.

After receipt of notice of termination, CONTRACT County shall remove all males placed in the facility on or before the termination date.

(2) Dallas County will provide room and board 7 days a week, 24-hour supervision, an approved education program, recreation facilities, and behavior counseling to each male placed within the facility. Provide basic residential services, including: standard supervision by qualified adults, food and snacks, recreation, personal hygiene items, haircuts, transportation, school supplies, and room, (rent, utilities, maintenance, telephone). Dallas County will Provide and document paraprofessional counseling, off-campus visits or furloughs, major incidents, and worker contacts. Any and all costs associated with off-campus visits or furloughs will be paid by the parent or guardian. Dallas County will also provide routine medical treatment that may customarily and reasonably be provided within the facility; however, Dallas County shall not provide nor be responsible for emergency examination, treatment, hospitalization, or any other service requiring transportation or removal of the male outside the facility. Any outside medical procedure, treatment, examination, or hospitalization shall be the sole responsibility and obligation of CONTRACT County.

(3) CONTRACT County agrees to pay Dallas County the sum of \$140.00 per day for each bed used. This sum shall be paid to Dallas County upon billing and following the paying procedures agreed upon by the contracting counties and the auditor of Dallas County, Texas, the per day cost being the contracted amount.

(4) If emergency examination, treatment, and/or hospitalization outside the facility is required for a male placed in the facility by CONTRACT County, the Administrator of the facility is authorized to secure such examination, treatment, or hospitalization at the expense of CONTRACT County and to request that CONTRACT County be billed for the same. CONTRACT County agrees to indemnify and hold harmless Dallas County, its representatives, agents, and employees for any liability for charges for medical treatment, examination, and/or hospitalization. The administrator shall notify CONTRACT County of such an emergency within 24 hours of its occurrence.

(5) Prior to transporting a male to the facility for placement, the official authorizing placement shall call the facility to ensure that space is available. The placement needs of Dallas County take precedence over those of contract counties and placement of males from CONTRACT County may be denied if space limitations require.

(6) Males from the CONTRACT County who are alleged to have engaged in delinquent conduct or conduct indicating a need for supervision (CINS) will be admitted to the facility

under the authority of the Juvenile Court of CONTRACT County or its designated official.

(7) Each male placed therein shall be required to follow the rules and regulations of conduct as fixed and determined by the Administrator and staff of the facility.

(8) If a male is accepted by the facility from CONTRACT County and such male thereafter is found to be, in the sole judgment of the Administrator, mentally unfit, dangerous, or unmanageable or a combination of such conditions or characteristics, or whose mental or physical health condition would or might endanger the other occupants of the facility, then in the Administrator's sole judgment, upon such determination and notification by the Administrator to the CONTRACT County Juvenile Judge or Probation Office, a Juvenile Probation Officer or Deputy Sheriff from CONTRACT County shall immediately and forthwith remove or cause to be removed such boy from the residential facility.

(9) Dallas County agrees that the facility will accept any male qualified hereunder, without regard to such male's religion, race, creed, color, or national origin.

(10) It is understood and agreed by the parties hereto that males placed in the facility under the proper orders of the Juvenile Court of CONTRACT County shall be maintained therein except that the staff of the facility may take the males under supervision from the facility for medical treatment, field trips or required community services.

(11) It is further understood and agreed by the parties hereto that males placed in the facility may be granted furloughs with parents, guardian, custodian, or other responsible adults only after prior approval of the Judge of Juvenile Court in CONTRACT County or their designated representative.

(12) It is further understood and agreed by the parties hereto that nothing in this contract shall be construed to permit CONTRACT County, its agents, servants, or employees in any way to manage, control, direct, or instruct Dallas County, its servants or employees in any manner respecting any of their work, duties, or functions pertaining to the maintenance and operation of the facility.

ARTICLE II DEFAULT

2.01 CONTRACT County may, by written notice of default to Dallas County, terminate in whole or any part of this contract in any of the following circumstances:

(a) If Dallas County fails to perform the work called for by this contract within the time specified herein, or

(b) If Dallas County fails to perform any of the provisions of this contract, or fails to perform the work as to endanger performance of this contract in accordance with its terms, and in either of these two circumstances does not cure such failure

within a reasonable period (or such extensions as authorized by CONTRACT County in writing) after receiving notice of default.

- 2.02 Except with respect to defaults of subcontractors, Dallas County shall not be liable for any excess costs if the failure to perform the contract arises out of causes beyond the control and without the fault or negligence of Dallas County. If the failure to perform is caused by the default of a subcontractor, and without the fault or negligence of either of them, Dallas County shall not be liable for any excess costs for failure to perform.

ARTICLE III
OFFICIALS NOT TO BENEFIT

- 3.01 No officer, member, or employee of the Criminal Justice Division and no member of its governing body, and no other public officials of Dallas County who exercise any function or responsibilities in the review or approval of the undertaking or carrying out of this project, shall participate in any decision relating to this contract which affects their personal interest or have any personal or pecuniary interest, direct or indirect, in this contract or the proceeds thereof.
- 3.02 No member of or Delegate to the Congress of the United States of America, no Resident Commissioner, or employee of the Law Enforcement Assistance Administration or the Department of Justice shall be admitted to any share or part thereof or to any benefit to arrive herefrom.
- 3.03 No member of or Delegate to the Congress, or State Official, or Resident Commissioner shall be allowed to any share or part of this contract, or to any benefit that may arise therefrom.
- 3.04 Dallas County agrees to insert this Clause III into all subcontracts entered into the performance of the work assigned by this contract.

ARTICLE IV
EQUAL EMPLOYMENT OPPORTUNITY

- 4.01 During the performance of this contract, Dallas County agrees as follows:
- (a) Dallas County will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. Dallas County will take affirmative action to ensure that applicants are employed and that employees are treated during employment without regard to their race, color, or religion. Such action shall include, but not be limited to the following: employment, upgrading, demotion or transfer, recruitment or advertising, lay-off or termination, rates of pay or other forms of compensation and selection for training, including apprenticeship. Dallas County agrees to post in conspicuous places, available to employees and applicants for employment,

notices to be provided setting forth the provision of this non-discrimination clause.

(b) Dallas County will in all solicitations or advertisement for employees placed by or on behalf of Dallas County, state that all qualified applicants for positions in the facility will receive consideration for employment without regard to race, color, religion, sex, or national origin.

ARTICLE V
DUTY TO REPORT

5.01 Allegations Occurring Inside the Facility. As required by Texas Family Code Chapter 261 and Title 37 Texas Administrative Code Chapter 358, or successor provisions, Service Provider, and any of its employees, interns, volunteers or contractors, shall report any allegation or incident of abuse, neglect, exploitation, death or other serious incident involving a juvenile in a juvenile justice facility or juvenile justice program in the following manner:

A. For all allegations and incidents except sexual abuse and serious physical abuse: within twenty-four (24) hours from the time the allegation is made, to the following:

1. Local law enforcement agency; and
2. Texas Juvenile Justice Department by submitting a TJJD Incident Report Form to facsimile number 1-512-424-6717 (or if unable to complete the form within 24 hours, then by calling toll-free 1-877-786-7263, followed by submitting the report within 24 hours of said call). In addition, for serious incidents, a treatment discharge form or other medical documentation that contains evidence of medical treatment pertinent to the reported incident shall be submitted to the Texas Juvenile Justice Department within 24 hours of receipt; and
3. With respect to juveniles placed by CONTRACT County, the TJJD Incident Report Form shall also be sent to _____ County Juvenile Probation Department within 24 hours at facsimile number Dallas.

B. For allegations and incidents of sexual abuse or serious physical abuse:

1. Local law enforcement agency immediately, but no later than one (1) hour from the time a person gains knowledge of or suspects the alleged serious physical abuse or sexual abuse. The initial report shall be made by phone to law enforcement;

2. Texas Juvenile Justice Department immediately, but no later than four (4) hours from the time a person gains knowledge of or suspects the alleged serious physical abuse or sexual abuse. The initial report shall be made by phone by calling toll-free 1-877-786-7263. Within 24 hours of the report by phone, the completed TJJD Incident Report Form shall be submitted by facsimile number 1-512-424-6717 or by email; and
 3. With respect to children placed by CONTRACT County, the TJJD Incident Report Form shall also be sent to Dallas County Juvenile Probation Department within 24 hours at facsimile number Dallas 214-698-4299.
- 5.02 Allegations Occurring Outside the Facility. Any person who witnesses, learns of, receives an oral or written statement from an alleged victim or other person with knowledge or who has a reasonable belief as to the occurrence of alleged abuse, neglect, exploitation, death or other serious incident involving a child, but that is not alleged to involve an employee, intern, volunteer, contractor, or service provider of a program or facility, shall be immediately reported to law enforcement or to other appropriate governmental unit as required in Texas Family Code Chapter 261.
- 5.03 As used within this Agreement:
- A. An allegation or incident includes the witnessing, learning, or receiving an oral or written statement from an alleged victim or other person with reasonable belief or knowledge as to the occurrence of an alleged abuse, neglect, exploitation, death or other serious incident involving a child in a juvenile justice facility or juvenile justice program.
 - B. A serious incident is attempted escape, attempted suicide, escape, reportable injury, youth-on-youth physical assault or youth sexual conduct.
 - C. Sexual abuse is conduct committed by any person against a child that includes sexual abuse by contact or sexual abuse by non-contact.
 - D. Serious physical abuse is bodily harm or condition that resulted directly or indirectly from the conduct that formed the basis of an allegation of abuse, neglect or exploitation, if the bodily harm or condition requires medical treatment by a physician, physician assistant, licensed nurse practitioner, emergency medical technician, paramedic or dental.
 - E. A juvenile justice facility is a facility, including its premises and affiliated sites, whether contiguous or detached, operated wholly or partly by or under the authority of the governing board, juvenile board or by a private vendor under a contract with the governing board, juvenile board or governmental unit that serves children under juvenile court jurisdiction. The term includes: a public or private juvenile post-adjudication secure correctional facility required to be certified in accordance with the Texas Family Code; and a public or private non-secure juvenile

post-adjudication residential treatment facility housing children under juvenile court jurisdiction.

- F. A juvenile justice program is a program or department operated wholly or partly by the governing board, juvenile board or by a private vendor under contract with the governing board or juvenile board that serves children under juvenile court jurisdiction or juvenile board jurisdiction. The term includes a juvenile justice alternative education program and a non-residential program that serves juvenile offenders while under the jurisdiction of the juvenile court or juvenile board jurisdiction and a juvenile probation department.

ARTICLE VI

VENUE

- 6.01 Exclusive venue for any litigation arising from this Agreement shall be in **DALLAS COUNTY**, Texas.

ARTICLE VII

LEGAL CONSTRUCTION

- 7.01 In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceable provision shall not affect any other provision thereof and this Agreement shall be construed as if such invalid, illegal or unenforceable provision had never been contained therein.

ARTICLE VIII

EXECUTION

- 8.01 This Contract and Agreement this date executed is made by and between the parties hereof; it being the declared intention of the parties hereto that the above and foregoing contract is a contract providing for the care of males who have allegedly committed an act of delinquency or an act indicating a need for supervision and payment for such care by CONTRACT County for such boys placed in the facility by the Judge of CONTRACT County having juvenile jurisdiction.
- 8.02 This contract is in lieu of all previous contracts between Dallas County and CONTRACT County for these purposes, said previous contracts to terminate, become null and void, and be of no further force or effect on the date this contract becomes effective. Executed in duplicate this _____ day of _____, 2015, to be effective _____, 2015, each copy hereof shall be considered an original copy for all purposes.

DALLAS COUNTY JUVENILE BOARD:

BY: Judge Cheryl L. Shannon
Chairman of the Dallas County Juvenile Board

RECOMMENDED:

BY: Dr. Terry S. Smith
Director of Juvenile Services
Chief Juvenile Probation Officer

COMMISSIONERS COURT OF DALLAS COUNTY, TEXAS

County Judge
and Presiding Officer of Said Court
Dallas County, Texas

COMMISSIONERS COURT OF
_____ County

County Judge and
Presiding Officer of Said Court

Approved as to form:

By: _____
Denika R. Caruthers, J.D.
Administrative Legal Advisor
Dallas County Juvenile Department

**DALLAS COUNTY
YOUTH VILLAGE**
1508 E. Langdon Road
Dallas, Texas 75241
Phone #: (972) 225-9700
Fax #: (972) 225-9709

SUPERINTENDENT
Marilyn Boss
Phone: (972) 225-9750
Email: Marilyn.Boss@dallascounty.org

ASSISTANT SUPERINTENDENT
Roy Gowan
Phone: (972) 225-9723
Email: Roy.Gowan@dallascounty.org

PSYCHOLOGICAL SERVICES
Dr. Alyssa Parker
Phone: (972) 225-9768
Alyssa.Parker@dallascounty.org

**A DIVISION OF
DALLAS COUNTY
JUVENILE DEPARTMENT**
2600 Lone Star Drive
Dallas, Texas 75212
(214) 698-2200

**DEPUTY DIRECTOR OF
INSTITUTIONAL SERVICES**
Ervin Taylor
Phone: (214) 698-2234
Email: Ervin.Taylor@dallascounty.org

DIRECTOR OF JUVENILE SERVICES
Dr. Terry S. Smith
Phone: (214) 698-2223
Email: Terry.Smith@dallascounty.org

**ASSISTANT DIRECTOR
OF JUVENILE SERVICES**
Bill Edwards
Phone: (214) 698-2222
Email: Bill.Edwards@dallascounty.org

ADMINISTRATIVE LEGAL ADVISOR
Denika R. Caruthers
Phone: (214) 698-2221
Email: denika.caruthers@dallascounty.org

**DALLAS COUNTY
YOUTH VILLAGE
YOUTHFUL OFFENDERS
PROGRAM**

**HOME OF THE
BLUE KNIGHTS**



INTRODUCTION

The Dallas County Youth Village Youthful Offender Program (YOP) is a 24-hour residential treatment program for male juvenile offenders, 10-13 years of age, with a history of sexual behavior problems. The facility is registered with the Texas Juvenile Justice Department.

RESIDENTS

Residents are adjudicated youth with the hope that they will benefit from the structured environment and therapeutic programs offered at Youth Village. We endeavor to work with the youth and family in an effort to ensure a healthy, successful reunification.

LOCATION

The Youth Village campus is located on a 50-acre wooded campus near the City of Hutchins, in the southern section of Dallas County on the far east end of Langdon Road.

FACILITIES

The Youthful Offenders will reside in dorm-style living supervised by 24-hour awake staff. The dorm will accommodate up to 16 youth. Educational facilities include a school building staffed by the Dallas County Academy for Academic Excellence, a unit of the Dallas County Juvenile Department. The Academy for Academic Excellence provides each resident accredited academic courses. Additionally, a Computer Learning Lab with a built-in curriculum covers basic subjects from grade 3 to 12. A second computer system, provided through donations, is used for remediation and tutoring. Recreational facilities on campus include a softball field, soccer field, football field, volleyball court, tennis courts, and a gymnasium. Medical facilities include a medical examination and supply room staffed by

medical professionals provided by Parkland Hospital. There is also a Psychiatrist contracted through Parkland Hospital. A full-time Psychologist is also on staff.

GOAL

The goal of the Youth Village YOP is to focus on rehabilitation and reduction of sexually deviant behavior(s). The program will offer a variety of psychological services as well as access to Youth Village's personal development and educational services.

STAFF

The primary duty of the staff at the Youth Village is to provide for the safety, health, and welfare of the residents and the community. The Youth Village provides direct care staff to ensure proper care and supervision of the residents on a 24-hour a day basis. The direct care staff is always available to provide counseling, instruction, and guidance to the resident. A Caseworker/Probation Officer is also assigned to each resident to manage their case and to assist them in their adjustment to placement. Psychology staff are available for individual, group, and family therapy; crisis intervention; and implementation of the Successful Thinking and Responsible Sexuality (STARS) curriculum. Administrative staff is always available to assist as needed.

VOLUNTEERS

Volunteer staff enhances the overall operation of the program by providing assistance in planning, coordinating, and initiating the various activities and programs. Other volunteer groups present educational, religious/spiritual, and informational programs for the residents. Further community support comes through donations of various items for special events, activities, and programs. Youth Village is often supported by Youth With Faces.

PROGRAMMING

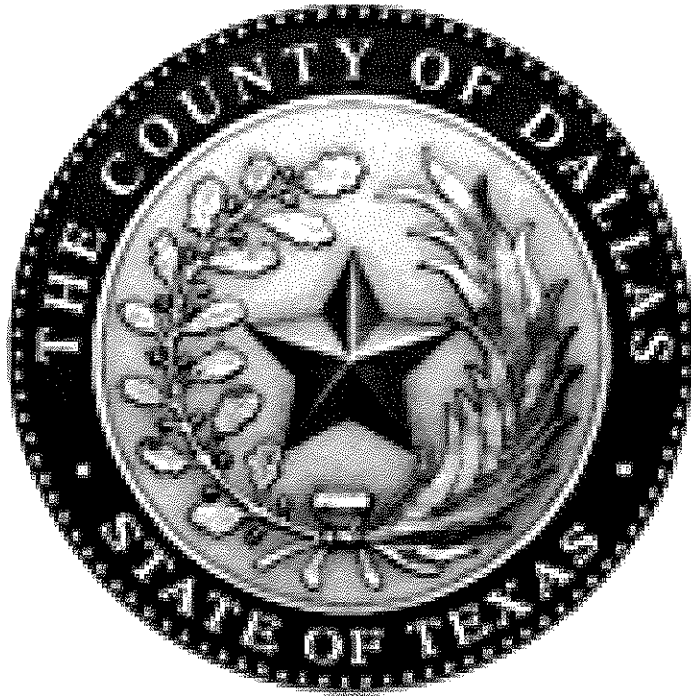
The Youth Village program is designed to meet the needs of the total individual. Program components concentrate on areas related to the resident's educational, emotional, physical, social, psychological and spiritual needs. These programs are offered to each resident and consist of psychological treatment; anger management, social skills, healthy masculinity groups; general life skills; sports; and athletic events. Non-denominational religious services and a Bible study group meet each week in the campus chapel for residents who wish to attend. The home visit program allows residents who have achieved a satisfactory level of progress to earn a 4 to 8-hour weekend visit with their parents(s) and/or guardians; no additional children are allowed in the home at the time of said visit. The visitation program allows family members regular visitation rights on campus each Saturday for up to two hours.

LENGTH OF STAY

The youth's length of stay will vary depending on his individual needs, but will be approximately 9 months. The program uses an evidence-based treatment model that each youth will progress through in a series of levels. The decision to release a resident from the Youth Village is made jointly by the Youth Village Administration, Psychology team, the Probation Officer, and the Juvenile Court. A resident's overall eligibility for release is based on completion of treatment, behavior progress and the status of the family situation.

DALLAS COUNTY JUVENILE DEPARTMENT's MISSION

*To assist referred youth in becoming
productive, law abiding citizens,
while promoting public safety and
victim restoration.*



ACTION ITEM

K.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

MEMORANDUM

Date: March 23, 2015
To: Dallas County Juvenile Board
From: Dr. Terry S. Smith, Director
Subject: Approval for payment of services for: Succeeding at Work and Youth Village Resources of Dallas (PREP Program and Project SAVE)

Background of Issue:

At the February 24, 2014 Juvenile Board meeting, the Dallas County Juvenile Board approved three Memorandum of Understandings with two nonprofit organizations; Succeeding at Work (JB Order 2014-030), Youth Village Resources of Dallas for the PREP Program (JB Order 2014-031) and Youth Village Resources of Project SAVE (JB Order 2014-032). These three programs are supported by the Dallas County Juror Fund as approved by the Youth Services Advisory Board at the November 11, 2014 meeting for Youth Villages Resources of Dallas and the July 8, 2013 meeting for Succeeding at Work. The allocations were additionally approved by the Dallas County Juvenile Board at the November 2013 meeting for Youth Village Resources of Dallas (JB Order 2013-141) and at the July 2013 meeting (JB Order 2013-077).

The original intent of the MOU was to pay the allocation over the course of four quarters. The MOUs outline that payments for services will be done over the course of four quarters from the MOU execution (March 18, 2014). However, the agreement contains conflicting wording that outlines that the terms for the agreement will be from the date of execution to September 30, 2014. The purpose of this brief is to allow the payment of services for the final two quarters (from October 1, 2014-March 31, 2015) with Succeeding at Work and Youth Village Resources of Dallas.

Impact on Operations and Maintenance:

The program that Succeeding at Work provides to youth in the START program called Teens at Work is a career readiness course. Youth Village Resources of Dallas received funding to support two of their programs that take place, PREP Program and Project SAVE, at the Dallas County Youth Village and the Lyle B. Medlock Residential Treatment Center campuses. The PREP (Patience, Responsibility, Empathy, and Partnership) Program is a dog training and leadership program for the residents at the Dallas County Youth Village. Project SAVE (Skills Advancement for Vocation and Education) provides vocational and enrichment programs such as culinary classes, horticulture classes, computer classes and career preparation classes for residents at the Dallas County Youth Village and the Lyle B. Medlock Residential Treatment Center. Both organizations submit quarterly invoices and program reports to Grant Services. The third and fourth quarters end December 31, 2014 and March 31, 2015 respectively.

Strategic Plan Compliance:

This request complies with Vision 3: Dallas is *safe, secure, and prepared*, by expanding disposition alternatives with regard to treatment for youth/families involved in the juvenile justice system.

***To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.***
214-698-2200 Office **214-698-5508 Fax**

Legal Information:

This information has been reviewed and approved by Denika Caruthers, Legal Advisor. Copies of the executed MOUs are also attached to this brief.

Financial Impact/Considerations:

The Dallas County Juvenile Board agreed to allocate a grant to Succeeding at Work in the amount of \$23,067.00 to be paid in four quarterly installments of \$5,766.75 each on the contract executed March 18, 2014. The Dallas County Juvenile Board agreed to allocate a \$20,000 grant to Youth Village Resources of Dallas for the PREP Program to be paid in four quarterly installments of \$5,000 each. The Dallas County Juvenile Board also allocated a \$20,000 grant to Youth Village Resources of Dallas to be paid in four quarterly installments of \$5,000 each for the Project SAVE program. Dallas County has only paid the first two quarterly payments (occurring before the September 30, 2014 date). The final two quarterly payments from October 1, 2014-December 31, 2014 for quarter three and January 1, 2015-March 31, 2015 for quarter four need to be paid. This information has been reviewed and approved by Carmen Williams, Budget Supervisor.

Performance Impact Measures:

Each quarter the organizations submit performance measure program reports with their invoices. They are on track with their outputs and outcomes as listed in their original grant proposal.

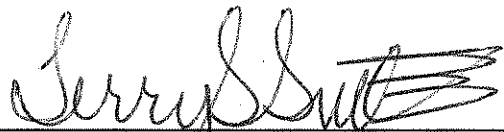
Project Schedule/Implementation:

The original MOUs were executed on March 18, 2014 (JB Order 2014-030, JB Order 2014-031, JB Order 2014-032). The last two quarterly payments will cover a time period from October 1, 2014-December 31, 2014 for quarter three and January 1, 2015-March 31, 2015 for quarter four.

Recommendation:

It is recommended that the Dallas County Juvenile Board allow the payment of services from October 1, 2014-March 31, 2015 to Succeeding at Work, Youth Village of Resources of Dallas—PREP Program, and Youth Village Resources of Dallas—Project SAVE.

Recommended by:



Dr. Terry S. Smith, Director
Dallas County Juvenile Department

JUVENILE BOARD ORDER

ORDER NO: 2015-XXX

DATE: March 23, 2015

STATE OF TEXAS §

COUNTY OF DALLAS §

BE IT REMEMBERED at a regular meeting of the Juvenile Board of Dallas County, Texas, held on the 30th day of March, 2015, in accordance with the Texas Open Meetings Act, with a quorum of the member present, to wit:

Name	Name	Name
Name	Name	Name
Name	Name	Name

Where, among other matters, came up for consideration and adoption the following Juvenile Board Order:

WHEREAS, at the February 24, 2014 juvenile board meeting February 2014, the Dallas County Juvenile Board approved three Memorandum of Understandings with two nonprofit organizations; Succeeding at Work (JB Order 2014-030), Youth Village Resources of Dallas for the PREP Program (JB Order 2014-031) and Youth Village Resources of Project SAVE (JB Order 2014-032); and

WHEREAS, The allocations were additionally approved by the Dallas County Juvenile Board at the November 2013 meeting for Youth Village Resources of Dallas (JB Order 2013-141) and at the July 2013 meeting (JB Order 2013-077); and

WHEREAS, the original intent of the MOU was to pay the allocation over the course of four quarters. The MOUs outline that payments for services will be done over the course of four quarters from the MOU execution (March 18, 2014); and.

WHEREAS, the agreement contains conflicting wording that outlines that the terms for the agreement will be from the date of execution to September 30, 2014; and

WHEREAS, the Dallas County Juvenile Board agreed to allocate a grant to Succeeding at Work in the amount of \$23,067.00 to be paid in four quarterly installments of \$5,766.75 each on the contract executed March 18, 2014; and

WHEREAS, the Dallas County Juvenile Board agreed to allocate a \$20,000 grant to Youth Village Resources of Dallas for the PREP Program to be paid in four quarterly installments of \$5,000 each. The Dallas County Juvenile Board also allocated a \$20,000 grant to Youth Village Resources of Dallas to be paid in four quarterly installments of \$5,000 each for the Project SAVE program; and

WHEREAS, the Dallas County has only paid the first two quarterly payments (occurring before the September 30, 2014 date). The final two quarterly payments from October 1, 2014-December 31, 2014 for quarter three and January 1, 2015-March 31, 2015 for quarter four need to be paid.

WHEREAS, this request complies with Vision 3: Dallas is safe, secure, and prepared, by expanding disposition alternatives with regard to treatment for youth/families involved in the juvenile justice system.

IT IS THEREFORE ORDERED, ADJUDGED, AND DECREED that the Dallas County Juvenile Board allow the payment of services from October 1, 2014-March 31, 2015 to Succeeding at Work, Youth Village of Resources of Dallas—PREP Program, and Youth Village Resources of Dallas—Project SAVE.

DONE IN OPEN BOARD MEETING this 23rd day of March, 2015.

The forgoing Juvenile Board Order was lawfully moved by _____ and seconded by _____, and duly adopted by the Juvenile Board on a vote of ____ for the motion and _____ opposed.

Recommended by:

Approved by:

Dr. Terry S. Smith, Director
Dallas County Juvenile Department

Judge Cheryl Lee Shannon, Chairman
Dallas County Juvenile Board

JUVENILE BOARD ORDER

ORDER NO: 2015-xxx

DATE: March 23, 2015

STATE OF TEXAS §

COUNTY OF DALLAS §

BE IT REMEMBERED at a regular meeting of the Juvenile Board of Dallas County, Texas, held on the 23rd day of March, 2015, in accordance with the Texas Open Meetings Act, with a quorum of the member present, to wit:

Name

Name

Name

Name

Name

Name

Name

Name

Name

Where, among other matters, came up for consideration and adoption the following Juvenile Board Order:

WHEREAS, the Juvenile Department identified the need for a local facility for placement of post-adjudication male youthful offenders and for many years Dallas County has utilized a contract facility to meet the needs of this population.

WHEREAS, statistics have proven that Dallas County provides effective sexual offender treatment with an extremely low recidivism rate for all sexual offenders who have successfully completed treatment.

WHEREAS, an opportunity now exist for Youth Village to provide youthful offender treatment for Dallas County youth with a history of sexual behavior problems and to provide contract placement to other counties.

WHEREAS, the youthful offender program will have a maximum occupancy of 16 males ages 10-13, and is projected to accept 16 males starting in April of 2015; and

WHEREAS, the Department plans to charge a daily rate of \$140 for contract placement based on the Texas Juvenile Justice Department specialized placement rate. The funding source has not been set up yet but will go into General Fund.

IT IS THEREFORE ORDERED, ADJUDGED, AND DECREED that the Dallas County Juvenile Board authorize the Juvenile Department to offer other juvenile departments the opportunity to contract for placement of post-adjudication males at the Youth Village.

DONE IN OPEN BOARD MEETING this 23th day of March, 2015.

The foregoing Juvenile Board Order was lawfully moved by _____ and seconded by _____, and duly adopted by the Juvenile Board on a vote of _ for the motion and _ opposed.

Recommended by:

Approved by:

Dr. Terry S. Smith, Director
Dallas County Juvenile Department

Judge Cheryl Lee Shannon, Chairman
Dallas County Juvenile Board

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU"), effective upon the date of execution by all parties, is entered by and between Succeeding at Work (SAW) and Dallas County Juvenile Department (DCJD) along with Youth Services Advisory Board ("YSAB"), collectively referred to as (County).

INCORPORATED DOCUMENTS

All documents below are incorporated herein by reference. Contractor agrees to provide Services in the implementation and operation of the Program as described in the following:

- A. ("Exhibit A"), Contractor's Juror Fund Grant Application to the Youth Services Advisory Board (YSAB) for Succeeding at Work dated February 13, 2013;
- B. ("Exhibit B"), Attachment A, Contract Specifications.

ORDER OF PRECEDENCE

In the event of any inconsistency between the provisions of this Contract and any incorporated documents as described herein, it is agreed by all parties that the provisions of this Contract shall take precedence.

SCOPE OF WORK

Contractor agrees to provide services in accordance with the Contractor's Juror Fund Application (Exhibit A) and Services as described in the Attachment A, Contract Specifications (Exhibit B).

ASSURANCES

1. SAW understands that under no circumstances should individuals working on behalf of SAW, under this MOU (including but not limited to full-time and part-time employees, contract staff, interns, volunteers, guest speakers and presenters) have contact or any type of interaction with youth/families involved in the grant funded program/service, prior to being cleared by the results of the Fingerprint Applicant Services of Texas (FAST) process under the Juvenile Department's ORI # TX057013G.
2. SAW understands that the names of individuals working on behalf of SAW, under this MOU (including but not limited to full-time and part-time employees, contract staff, interns, volunteers, guest speakers and presenters) must be consulted by the Central Child Abuse Registry maintained by the Texas Department of Family and Protective Services.
3. SAW understands that individuals involved in Teens at Work on behalf of SAW must successfully complete the Dallas County Juvenile Detention Center's volunteer training program.
4. SAW must ensure that staff involved in the program, receive annual training in (1) Cultural Sensitivity; (2) Management of Aggressive and Violent Behavior; and (3) Standard First Aid and Cardiopulmonary Resuscitation.
5. SAW understands that individuals working on behalf of SAW, under this MOU (including but not limited to full-time and part-time employees, contract staff, interns, volunteers, guest speakers and presenters) must be trained on Prison Rape Elimination Act.
6. SAW understands that individuals working on behalf of SAW, under this MOU (including but not limited to full-time and part-time employees, contract staff, interns, volunteers, guest speakers and presenters) must comply

with the Dallas County Juvenile Department's Media Policy and keep all information that they become privy to concerning the youth in the program confidential.

7. SAW will provide the County via Juvenile Department through YSAB reports including programmatic and financial data as the County deems reasonably necessary to monitor and evaluate the activities and services pursuant to this contract. SAW agrees to recognize and complete all performance measures/indicators contained in YSAB's Juror Fund Grant Application dated February 13, 2013. (Attached as Exhibit A.).
8. SAW will supply all materials, equipment and durable goods necessary to the program.
9. YSAB, with the assistance of the Contract Services Unit of the Dallas County Juvenile Department, agrees to allocate a grant in the amount of \$23,067.00 from its Juror Funds to support SAW and the Teens at Work program as approved by Commissioners Court.
10. Total payment for the grant funded project will not exceed \$23,067.00. County's payment will be four quarterly installments of \$5,766.75 each. At the conclusion of the year, SAW will provide the County, via the Juvenile Department, with a document comparing payments to actual cost incurred, and actual revenue received (if any).
11. Payments for services will be due on or before the fifth (5th) of the first month after the submittal of reporting requirements for each quarter period of service delivery under this agreement.
12. County's payment will be due to SAW within thirty (30) days of receipt of an invoice for the appropriate amount.
13. SAW agrees that a temporary delay in making payments due to the county's accounting and disbursement procedures shall not place them in default of this Contract and shall not render the County liable for interest or penalties, provided such delay shall not exceed thirty (30) days after its due date.
14. SAW agrees to spend all funds as represented in the Juror Fund Grant Application to YSAB.
15. SAW understands that the Dallas County Juvenile Department maintains the right to take ownership of non-expendable equipment (equipment that can have a life of more than two years) purchased with juror grant funds once the organization ends programming with the Dallas County Juvenile Department. Electronic monitoring items are excluded from this provision.
16. SAW agrees that Dallas County may audit performance data and financial data up to three years after the services are rendered to ensure compliance.
17. The terms of this agreement shall be from the date of execution of all parties to September 30, 2014.
18. This contract may be automatically renewed for additional twelve month periods under the same terms and conditions. Such renewals shall be at the discretion of the Dallas County Juvenile Department and the Youth Services Advisory Board.

INSURANCE

It is SAW's responsibility to make sure that it has comprehensive general liability and professional insurance with "personal injury" coverage, with minimum limits of \$1,000,000.00 for bodily injuries to or death of a person, and an aggregate of \$500,000.00 for any one (1) occurrence is in place for the Succeeding at Work program. There is also an additional umbrella policy of \$2,000,000 for events related to the covered activity but not outlined in the policy.

Contractor shall, at all times during the term of this Contract and at its own expense, provide and keep in full force and effect a policy of workers' compensation insurance for coverage in Texas with an Employer's liability limit of:

Bodily injury by accident – FIVE HUNDRED THOUSAND AND NO/100 DOLLARS (\$500,000.00) each accident;
Bodily injury by disease - FIVE HUNDRED THOUSAND AND NO/100 DOLLARS (\$500,000.00) each employee; and
Bodily injury by disease - FIVE HUNDRED THOUSAND AND NO/100 DOLLARS (\$500,000.00) policy limit.

INDEMNIFICATION

SAW to the fullest extent allowed by law, agrees to indemnify and hold harmless DALLAS COUNTY, Dallas County Elected Officials, Dallas County Juvenile Board, Dallas County Juvenile Department, its assigns, officers, directors, employees, agents, representatives and the Youth Services Advisory Board, (referred collectively in this Section as "COUNTY" against all claims, demands, actions, suits, losses, damages, liabilities, costs, and/or expenses of every kind and nature (including, but not limited to court costs, litigation expenses and attorney's fees) incurred by or sought to be imposed upon County because of injury (including death), including but not limited to exposure to any infections, communicable or sexually transmitted disease, by any manner or method whatsoever, or damage to property (whether real, personal or inchoate), arising out of or in any way related (whether directly or indirectly, causally or otherwise) to any act or omission by Succeeding at Work in performance of this Agreement and/or Program, except to the extent such liability, damage fine or expense is the result of negligent acts or omissions of the County.

CHOICE OF LAWS AND VENUE

In providing Services required by this MOU, the parties must observe and comply with all licenses, legal certifications, or inspections required for the services, or materials, and all applicable Federal, State, and local statutes, ordinances, rules, and regulations. This MOU shall be governed by Texas law and exclusive venue shall lie in Dallas County, Texas. All statutes and law stated herein shall be updated as amended.

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If any provision of this MOU is construed to be illegal or invalid, this will not affect the legality or validity of any of the other provisions herein. The illegal or invalid provision will be deemed stricken and deleted, but all other provisions shall continue and be given effect as if the illegal or invalid provisions had never been incorporated.

SOVEREIGN IMMUNITY

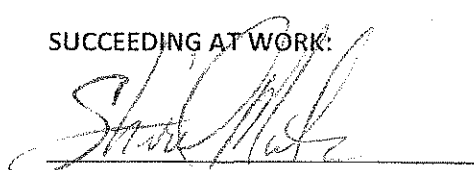
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IN WITNESS WHEREOF, the parties have caused this agreement to be executed by their duly authorized representatives on the 18th day of March, 20 14.

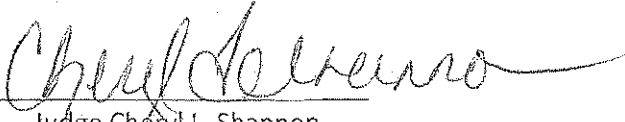
DALLAS COUNTY:

BY:  Clay Jenkins
Dallas County Judge


SUCCEEDING AT WORK:

BY:  Shireal Martin
Executive Director

DALLAS COUNTY JUVENILE BOARD:


BY: Judge Cheryl L. Shannon
Chairman of the Dallas County Juvenile Board

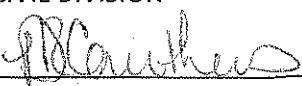
RECOMMENDED:


BY: Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

APPROVED AS TO FORM*:

CRAIG WATKINS
DISTRICT ATTORNEY

TERESA GUERRA SNELSON
CHIEF, CIVIL DIVISION

BY: 
Denika Caruthers
Assistant District Attorney

*By law, the District Attorney's Office may only advise or approve contracts or legal documents on behalf of its clients. It may not advise or approve a contract or legal document on behalf of other parties. Our review of this document was conducted solely from the legal perspective of our client. Our approval of this document was offered solely for the benefit of our client. Other parties should not rely on this approval, and should seek review and approval by their own respective attorney(s).

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU"), effective upon the date of execution by all parties, is entered by and between Youth Village Resources of Dallas ("YVRD") and Dallas County Juvenile Department (DCJD) along with Youth Services Advisory Board ("YSAB"), and collectively referred to as (County).

INCORPORATED DOCUMENTS

All documents below are incorporated herein by reference. Contractor agrees to provide Services in the implementation and operation of the Program as described in the following:

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In the event of any inconsistency between the provisions of this Contract and any incorporated documents as described herein, it is agreed by all parties that the provisions of this Contract shall take precedence.

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3. YVRD understands that individuals involved in the S.A.V.E. Program on behalf of Youth Village Resources of Dallas must successfully complete the Dallas County Juvenile Detention Center's volunteer training program.
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9. YSAB, with the assistance of the Contract Services Unit of the Dallas County Juvenile Department, agrees to allocate a grant in the amount of \$20,000.00 from its juror funds to support the Youth Village Resources of Dallas: S.A.V.E. Program as approved in Commissioners Court on December 17, 2013, CCT Order 2013-2011.

10. Total payment for FY2013 will not exceed \$20,000.00. County's payment will be four quarterly installments of \$5,000.00 each. At the conclusion of the year, YVRD will provide the County, via the Juvenile Department with a document comparing payments to actual cost incurred, and actual revenue received (if any).

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CHOICE OF LAWS AND VENUE

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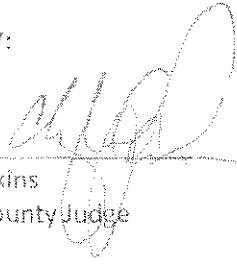
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IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives on the 18th day of March, 2014.

DALLAS COUNTY:

BY: 
Clay Jenkins
Dallas County Judge

CONTRACTOR'S NAME:

BY: 
Jerry Silhan, Executive Director
Youth Village Resources of Dallas

DALLAS COUNTY JUVENILE BOARD:

BY: 
Judge Cheryl L. Shannon
Chairman of the Dallas County Juvenile Board

RECOMMENDED:

BY: 
Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

APPROVED AS TO FORM*:

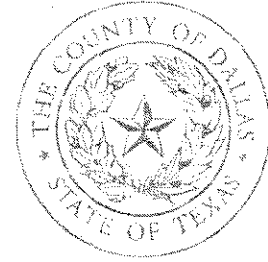
CRAIG WATKINS
DISTRICT ATTORNEY

TERESA GUERRA SNELSON
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BY: 
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Assistant District Attorney

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COURT ORDER
2014-0348



Proposed
to Court
12/10/13
Youth Village Resources of Dallas Project Skills Advancement for Vocation and Education
(S.A.V.E.) MOU Approval

On a motion made by Commissioner Dr. Theresa M. Daniel, District 1, and seconded by Commissioner John Wiley Price, District 3, the following order was passed and adopted by the Commissioners Court of Dallas County, State of Texas:

BRIEFING DATE: 3/4/2014
FUNDING SOURCE: 53294065

Be it resolved and ordered that the Dallas County Commissioners Court does hereby approve the memorandum of understanding with Youth Village Resources of Dallas. It is further recommended that the Dallas County Judge, as authorized official, sign the memorandum of understanding on behalf of Dallas County.

Done in open court March 18, 2014, by the following vote:

IN FAVOR: Honorable Clay Lewis Jenkins, County Judge
Commissioner Dr. Theresa M. Daniel, District 1
Commissioner Mike Cantrell, District 2
Commissioner John Wiley Price, District 3
Commissioner Dr. Elba Garcia, District 4

OPPOSED: None

ABSTAINED: None

ABSENT: None

Recommended by: Dr. Terry Smith
Originating Department: Juvenile

MEMORANDUM OF UNDERSTANDING

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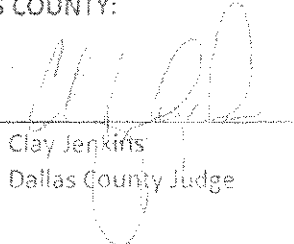
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Clay Jenkins
Dallas County Judge

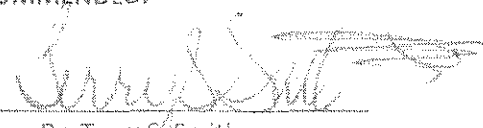
CONTRACTOR'S NAME:

BY: 
Jerry Silhan, Executive Director
Youth Village Resources of Dallas

DALLAS COUNTY JUVENILE BOARD:

BY: 
Judge Cheryl L. Shannon
Chairman of the Dallas County Juvenile Board

RECOMMENDED:

BY: 
Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

APPROVED AS TO FORM⁺:

CRAIG WATKINS
DISTRICT ATTORNEY

TERESA GUERRA SNELSON
CHIEF, CIVIL DIVISION

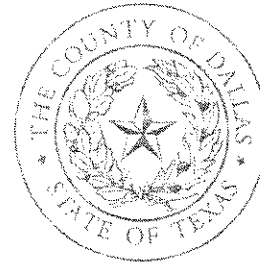
BY: 
Denika Caruthers
Assistant District Attorney

⁺By law, the District Attorney's Office may only advise or approve contracts or legal documents on behalf of its clients. It may not advise or approve a contract or legal document on behalf of other parties. Our review of this document was conducted solely from the legal perspective of our client. Our approval of this document was offered solely for the benefit of our client. Other parties should not rely on this approval, and should seek review and approval by their own respective attorney(s).

Approved by Judge Clay Lewis Jenkins

COURT ORDER
2014-0346

Approved by



Youth Village Resources of Dallas Patience, Responsibility, Empathy, and Partnership
(P.R.E.P.) Program MOU Approval

On a motion made by Commissioner Dr. Theresa M. Daniel, District 1, and seconded by Commissioner John Wiley Price, District 3, the following order was passed and adopted by the Commissioners Court of Dallas County, State of Texas:

BRIEFING DATE: 3/4/2014
FUNDING SOURCE: 53294065

Be it resolved and ordered that the Dallas County Commissioners Court does hereby approve the memorandum of understanding with Youth Village Resources of Dallas. It is further recommended that the Dallas County Judge, as authorized official, sign the memorandum of understanding on behalf of Dallas County.

Done in open court March 18, 2014, by the following vote:

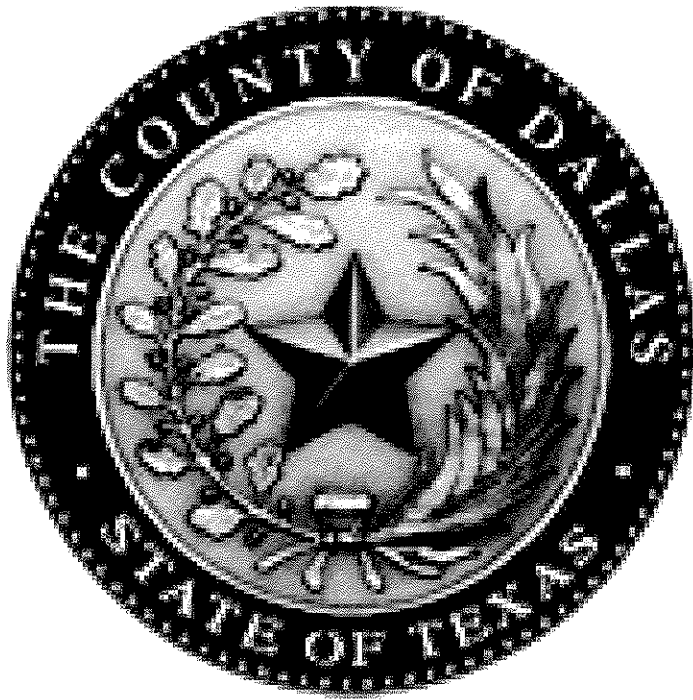
IN FAVOR: Honorable Clay Lewis Jenkins, County Judge
Commissioner Dr. Theresa M. Daniel, District 1
Commissioner Mike Cantrell, District 2
Commissioner John Wiley Price, District 3
Commissioner Dr. Elba Garcia, District 4

OPPOSED: None

ABSTAINED: None

ABSENT: None

Recommended by: Dr. Terry Smith
Originating Department: Juvenile



ACTION ITEM

L.



**DALLAS COUNTY
JUVENILE DEPARTMENT**

Dr. Terry S. Smith
Director Juvenile Services
Chief Juvenile Probation Officer

Henry Wade Juvenile Justice Center
2600 Lone Star Drive, Box 5 Dallas, Texas 75212

Date: March 23, 2015

To: Dallas County Juvenile Board

From: Dr. Terry S. Smith, Director

Re: Request to Amend Juvenile Board Order No. 2014-140

Background of Issue:

On October 27, 2014, under Board Order No. 2014-140, the Dallas County Juvenile Board approved the outcome of the Request for Proposals (RFP) No. 2014-067-6449 process and the award of non-residential services contracts for FY2015 to the following vendors: Cayuga Center, Lucero Group, Nexus Recovery Center, Youth Advocate Programs and Youth Conversion. In addition, the Dallas County Commissioners Court approved the outcome of the RFP process and contract award to those same vendors on November 18, 2014 through Commissioners Court Order No. 2014-1592.

The proposal received from Lucero Group in response to RFP No. 2014-067-6449 references the vendor as Lucero Group, North Texas Community Initiative, Inc. and Lucero Group, DBA: North Texas Community Initiative, Inc. Subsequently, the vendor has requested to do business as North Texas Community Initiative, Inc., rather than Lucero Group.

The purpose of this briefing is to request amendment of Board Order No. 2014-140 to reflect the vendor as North Texas Community Initiative, Inc.

Impact On Operations And Maintenance:

The contract term began upon final execution of the contract documents, November 18, 2014. The contract will end on September 30, 2015.

The contract includes an annual renewal clause which allows for automatic renewal of the contract for four (4) additional twelve (12) month periods, if the contractor is operating an effective program and complying with contract requirements as determined by the Juvenile Department.

The vendor began receiving referrals from Field Probation Officers in February 2015. Contract Services staff will monitor the programs and evaluate their effectiveness. Financial and programmatic audits will be conducted to insure quality programming.

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*

Strategic Plan Compliance:

This request conforms to the Dallas County Strategic Plan – Vision 3 Dallas County is *safe, secure, and prepared by expanding disposition alternatives with regard to treatment for youth/families involved in the juvenile justice system.*

Legal Information:

The contract document was written by Contract Services staff using standard language for Dallas County contracts. The contract document was reviewed by Administrative Legal Advisor, Denika Caruthers and approved as to its form. The contract required the signatures of the Chairman of the Juvenile Board and the Dallas County Judge.

Financial Impact / Considerations:


All FY2015 non-residential services contracts are funded from the Department's general budget (5110), and grants provided by the Texas Juvenile Justice Department.

The amendment of Board Order No. 2014-140 is necessary to ensure reimbursement to the vendor under the name of North Texas Community Initiative, Inc. The financial information has been reviewed and approved by Ms. Carmen Williams, Budget Supervisor.

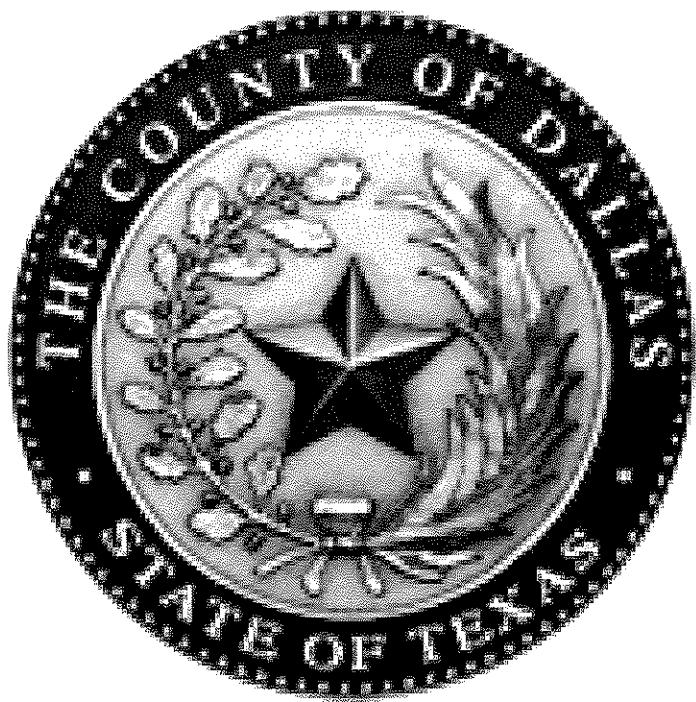
Recommendation:

It is recommended that the Dallas County Juvenile Board approve the Juvenile Department's request to amend Court Order No. 2014-140 to reflect contract award to North Texas Community Initiative, Inc. under RFP No. 2014-067-6449, for the provision of non-residential services in FY2015.

Recommended by:


Dr. Terry S. Smith, Director
Dallas County Juvenile Department

*To assist referred youth in becoming productive,
law abiding citizens, while promoting public safety and victim restoration.*



DISCUSSION

ITEM

M.

ACADEMY FOR ACADEMIC EXCELLENCE
PROGRAM REPORT
February 2015

DISTRICT UPDATE

Trainings

- Ms. Kathy Beasley (Special Education Director) and Ms. Jennifer Schoby (District Testing/ESL Coordinator) attended the Texas Association of Alternative Education Conference in Austin, Texas, February 4-6, 2015. Jim Walsh was the keynote speaker and he provided attendees with the most up to date information on legal issues particularly related to student discipline.
- February 16, 2015, All AAE staff participated in staff development sponsored by the Region 10 Service Center. Staff were able to receive valuable information regarding:
 - Bullying Behaviors: Prevention and Intervention (K-12)
 - Texas law clearly defines bully behavior and recognizes its adverse effect on the learning environment. In this workshop, teachers will learn to recognize bullying and will identify effective strategies for responding to bullying, teasing, and other harassing behaviors that disrupt teaching and learning. Recommendations will be shared from the research of international expert, Stan Davis, regarding stopping bully behaviors as well as tips to strengthen school climate.
 - Character Building for Tomorrow - The Time is Today (K-12)
 - This workshop focused on building character in middle school and high school students. Participants learned strategies, activities, and resources to facilitate character development to help reduce problem behaviors, empower students to solve problems, and to create a respectful and caring school community.
 - Darkness to Light: Stewards of Children (K-12) – this is a compliance requirement
 - Stewards of Children is a nationally recognized program to increase knowledge, improve attitudes, and change child-protective behaviors. This workshop will address policies and procedures in the prevention of child sexual abuse and fulfills the requirements of SB939.
- Dr. Pirtle (Deputy Director of Education Services) and Ms. Nancy Savage (Education Services, Diagnostician) will travel to Mexico City, Mexico in March 2015 to speak at The **Universidad Nacional Autónoma de México (UNAM)** (National Autonomous University of Mexico) a public research university in Mexico City, Mexico that is the largest university in Latin America. UNAM is regarded by many university world rankings as the leading university of the Spanish speaking world. Dr. Pirtle will focus his seminar on Juvenile Justice in the United States. Ms. Savage will discuss Special Education services as it pertains to youth impacted by the juvenile justice system.

Programs/Events

DRC Transition Specialists have been meeting with staff from Institutions and Probation Services to develop a formal approach to following-up on students who have been released from Medlock, Youth Village and SAU and those who are attempting to transition to other campuses or academic programs. The goal of this initiative is to make sincere efforts to recapture those youth who “drop out” of school once they leave placement and/or complete probation. DRC Transition staff will participate in pre-release staffing and provide counsel about viable educational/vocational options to the youth and his family