



# DALLAS COUNTY JUVENILE BOARD

## Agenda

Monday, April 27, 2015 5:00 PM

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

FILED

2015 APR 20 AM 11:37

COUNTY CLERK  
DALLAS COUNTY

- I. Call to Order
- II. Approval of Minutes  
March 23, 2015
- III. Public Comment (Limited to 3 minutes per individual or organization)
- IV. Discussion Items - Juvenile Department
  - A. Directors Report
  - B. Quarterly Reports - Facilities
  - C. Juvenile Justice Alternative Education Program (JJAEP) Update
- V. Action Items - Juvenile Department
  - D. Juvenile Processing Office for Sachse Police Department
  - E. Juvenile Justice Alternative Education Program (JJAEP) FY 2015-16 School Year Calendar
  - F. Juvenile Justice Alternative Education Program (JJAEP) Budget FY 2015 Amendment #2 (Worker's Reimbursement, Mileage, Computer software, Office Equipment Maintenance, Training, Supplies)
  - G. Specialty Courts (Mental Health Court, E.S.T.E.E.M. Court, Diversion Male Court) Registration with Office of The Governor
  - H. Request to hold special Juvenile Board meeting to certify Letot Residential Treatment Center
  - I. Request to Amend Residential Service Contract for Houston Serenity Place and Unlimited Visions Aftercare
- VI. Discussion Items - Academic for Academic Excellence (AAE) Charter School
  - J. Academic for Academic Excellence (AAE) Charter School Update
- VII. Action Items - Academy for Academic Excellence Charter School
  - K. Academy for Academic Excellence (AAE) FY 2015-16 School Year Calendar
  - L. Academy for Academic Excellence (AAE) Budget Amendment #4 (Title I, Part D, State Aid-Tuition License, IDEA-B-License)
  - M. Academy for Academic Excellence (AAE) Staff Handbook and Standard Operating Procedures
- VIII. Executive Session - Juvenile Department

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

Subjects: - Security Contracts

**Litigation:** Pending or Threatened Litigation/Attorney Client Information  
The Estate of Troy Causey, Jr. et al v. Terry S. Smith in her official capacity as Executive Director for Dallas County Juvenile Department and Chief Probation Officer for Dallas County, et al. Civil Action No. 3:15-CV-914. (Judge David C. Godbey)

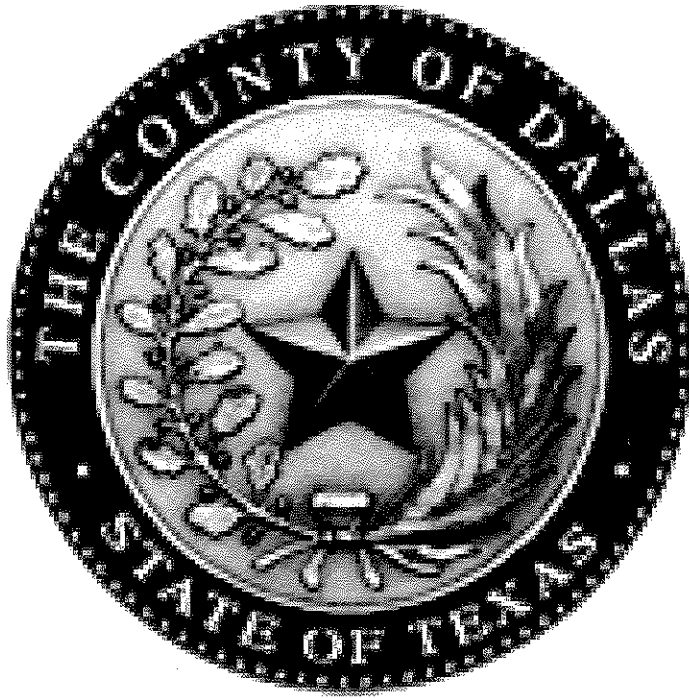
**Personnel:** AAE Education update and employee #12932-2; and  
FFT update and employee #43819

### 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 Lee Shannon, 305<sup>th</sup> District Court  
Chairman, Dallas County Juvenile Board



# APPROVAL OF MINUTES

II.

MINUTES OF MEETING DATE: March 23, 2015

DALLAS COUNTY  
JUVENILE BOARD

TIME: 5:00 p.m.

PLACE: 305<sup>th</sup> District Court/Referee Courtroom, Room A332 ~ 3<sup>rd</sup> 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  
Judge Amber Givens-Davis  
Judge Andrea Plumlee  
Judge Craig Smith

MEMBERS ABSENT: Judge Clay Jenkins

I. **Call to Order**

The Dallas County Juvenile Board met at the Dallas County Juvenile Department, 305<sup>th</sup> District Court/Referee Courtroom, Room A332 3<sup>rd</sup> Floor. Judge Cheryl Lee Shannon, Chairman, called the Juvenile Board Meeting to order at 5:00 p.m.

II. **Approval of Minutes**

Judge Cheryl Lee Shannon presented the Minutes from the February 27, 2015, Juvenile Board Meeting for approval. A motion was made by Commissioner John Wiley Price and seconded by Judge Andrea Martin to approve the February 27, 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.

VI. **Discussion Items-Juvenile Department**

A. **Director's Report:**

The Department recognized outstanding divisional and departmental employees for the month of February 2015, for the following staff: Employee of the Month: LaShawn Caballero (Probation Services) and for Unit of the Month – The Detention Transportation Officer Unit. Stanley Robinson retired after 17 dedicated years of service.

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, totaling \$2,500.00. Roger Taylor and Pam DeGroff were recognized for the Black History Program, "What are we teaching our young black males" which took place, Friday, March 20, 2015.

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214-698-2200 Office

214-698-5508 Fax

Dr. Smith will continue to provide Commissioner John Wiley Price with a monthly overview of what the volunteers do throughout the month.

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

Juvenile Justice Alternative Education Program is getting ready for the STAAR Testing utilizing TEKS based lessons. Dr. Pirtle provided the information for the Board to review.

**V. Action Items - Juvenile Department**

**C. Juvenile Processing Offices – Balch Springs Police Department and Texas Department of Public Safety :**

Dr. Smith made mention to the Board that Balch Springs Police Department's processing office was visited and it moved from one room to another. Signage has been posted and is correct. In addition, the Texas Department of Public Safety located at Region 1 Headquarters, 350 West Interstate 30, Garland, Texas 75043 will no longer be one of the processing offices and will be removed from the list.

During Action Item C, Judge Cheryl Lee Shannon noted for the record that Judge Andrea Plumlee arrived at 5:07 pm.

Commissioner John Wiley Price posed the following; if a juvenile is on Highway 175, in a stolen car, and is underage what will they do with the juvenile. Dr. Smith clarified to Commissioner John Wiley Price if a juvenile is apprehended the officer would transport the juvenile to one of the processing offices or bring him to detention. Mr. Rudy Acosta also clarified the ramification of them not being a processing office. Mr. Acosta stated he spoke to Lt. Jones and he informed him they have not used the processing office in over two years. Any Juvenile who is apprehended will be released to their parent or taken to detention. Commissioner John Wiley Price stated he would like for Mrs. Denika Caruthers to generate a letter so TDPS will have the understanding of how a youth will be processed.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Ken Molberg to approve the Juvenile Processing Offices for Balch Springs Police Department and removal of Texas Department of Public Safety Processing Office along with the letter to the Texas Department of Public Safety. The motion was unanimously approved.

**D. Memorandum of Understanding with Mesquite Independent School District (MISD):**

Dr. Smith asked the Board to 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. 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 to be able to meet with youth and parents who are in the location. Judge Shannon asked Dr. Smith where will the probation officers meet the families when school is not in session. Ms. Ann Durfee, District 4 Supervisor, explained to the Board they will report to the actual field office located at 3939 E. Highway 80, Mesquite, Texas 75150. During the summers and holidays families are aware they will need to report to another identified location.

- A motion was made by Judge Craig Smith and seconded by Commissioner John Wiley Price to adopt the Memorandum of Understanding with the Mesquite Independent School District (MISD). The motion was unanimously approved.



**E. Juror Fund Recommendation for Fiscal Year 2015:**

There were two revisions for the YSAB funding: One is for the Evening Reporting Center which was previously approved at \$21,612.00 and was augmented to \$24,812.00. Second, the Crane Memorial Fund was originally approved for \$3,000.00 and the YSAB Board agreed to increase the amount to \$10,000.00. The new program Girls Services Committee-Girls Groups was approved for \$9,000.00. Dr. Smith asked the Board 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.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Ken Molberg 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. The motion was unanimously approved.

Before proceeding to Action Item F, Judge Cheryl Lee Shannon noted for the record Judge Paula Miller arrived at 5:13 pm.

**F. Dallas County Juvenile Justice Alternative Program Staff Handbook and Standard Operating Procedures:**

Dr. Smith made mention to the Board that they should have gotten a copy of the redline version of the Juvenile Justice Alternative Program Staff Handbook and Standard Operating Procedures and to allow changes as required. Dr. Smith provided clarification for Commissioner John Wiley Price that Mrs. Denika Caruthers, Dr. Danny Pirtle, and she had reviewed the handbook and that they were compliant with Standard Operating Procedure and Rule and Policies.

- A motion was made by Commissioner John Wiley Price and seconded by Judge Paula Miller to approve the Juvenile Justice Alternative Program Staff Handbook and Standard Operating Procedures. The motion was unanimously approved.

**G. Change of Juvenile Board Meeting Posting Location:**

Dr. Smith is requesting the Board to allow The Juvenile Department to post any meetings from the Youth Service Advisory Board (YSAB), the Juvenile Board or anything else needing to be posted at 2600 Lone Star Drive. Ms. Caruthers also consulted with Dallas County District Clerk, John F. Warren and Assistant County Administrator, Gordon Hikel. Mr. Hikel and Mr. Warren confirmed this is an acceptable practice. The issue arose when the County was closed, and all the Administrative staff was here, we could not get any work done in terms of posting new meetings. There are no statutes preventing us from posting notifications here. The only stipulation is it can't impede the public seeing it and where we have it posted the public doesn't even have to come past security to see it. It's posted in front of the revolving doors next to the security station. Dr. Smith asked the Board to approve the Dallas County Juvenile Department to begin posting its Juvenile Board meeting; YSAB meetings notices at Henry Wade Juvenile Justice Center in a location readily accessible to the public.

Judge Cheryl Lee Shannon asked if it has to be posted downstairs. Dr. Smith explained it is done out of courtesy, but up until this point it had to go through the District Clerk's Office because there was not an understanding. Mrs. Denika Caruthers explained to Commissioner John Wiley Price the statute states the Courthouse, and The Juvenile Department are making 2600 Lone Star Drive our primary site. Mrs. Caruthers contacted the Attorney General's Office and they made mention as long as the public has reasonable access to the posting it was acceptable.

- A motion was made by Judge Craig Smith and seconded by Judge Paula Miller to approve the Dallas County Juvenile Department to begin posting its Juvenile Board and the Dallas County Youth Services Advisory Board meeting notices and others at Henry Wade Juvenile Justice Center in a location readily

accessible to the public. The motion was unanimously approved.

**H. Concord Church for Juvenile Ministry Program:**

Concord Church and their Juvenile Ministry Program are proposing to work at our Youth Village to teach the juvenile ministry which is an offshoot of what they already have which is called "33 The Series". Several of the members from Concord Church were present; Rev. Rick Jordan, Cedrick Jordan, Darren Pace, Rev. Andry Anderson, Mr. Thomas Wattle, and Ms. Tosca Medlock. Their goal is to have 20 volunteers to allow close interaction with the boys and even potential mentoring. They have tailored the program for the juvenile age. They have been out to Medlock and Youth Village and their goal is to work to help the boys have a relationship with God; teach the boys how to be a Godly boy and become a Godly man; and teach the boys how to be a productive citizen and a responsible man. Because this is a faith-based program, residents will participate on a voluntary basis and will not be coerced to attend. Dr. Smith asked the Board to 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.

Commissioner John Wiley Price asked Mrs. Caruthers if the department will be okay with the program. Mrs. Caruthers explained to the Board it should be okay because it is a voluntary program and they're not required to attend. Judge Cheryl Lee Shannon made mention she would like for the parents to sign an agreement for the juvenile to participate even though it's on a volunteer bases. Dr. Smith stated Ms. Caruthers will help draft the agreement for the parent to sign.

Point of Information – Judge Paula Miller asked if there are other programs for youth of other religious persuasion. Dr. Smith explained there are other groups who come in on all of the campuses.

- A motion was made by Judge Ken Molberg and seconded by Judge Amber Givens-Davis to start a partnership with the Concord Church wherein the church provides a Juvenile Ministry for boys at the Youth Village and Medlock facilities. The motion was unanimously approved.

**I. Request to Move April 27, 2015, Juvenile Board Meeting to the Letot Residential Treatment Center for Certification:**

This action item was pulled because several inspections from the City will not be ready by April 27, 2015.

**J. Contract and Agreement for Residential Placement of the Youth Village Youthful Sex Offender Program:**

The department is getting ready to start the Youthful Sex Offender Program for ages ten (10) to thirteen (13) at Youth Village. Medlock still has fourteen (14) year old youth and over, Medlock STARS. Dr. Smith stated that we would like to do is contract out the same way the Letot beds are being contracted out with a per diem of \$140 which is the state rate. Dr. Smith asked the Board to approve allowing Youth Village to begin to contract out for youthful male sex offenders.

Judge Shannon asked if the department doesn't think they will use all the beds. Dr. Smith explained, Pegasus who generally takes the youthful offenders, has twelve (12) youth and this facility is going to be sixteen (16) beds. The caveat that no Dallas County youth has to wait for a bed at Youth Village STARS Program.

After some discussion, Judge Cheryl Lee Shannon explained she does not want to have thirteen (13) of our youth there and we take three (3) on contract and we have another youth of ours who needs to go. Judge Shannon asked how we know we are going to always have space available because she doesn't know how to measure it. Dr. Smith explained how every youth comes through the system has to go through Case Planning and Review Committee (CPRC) and from there we will know who's coming into the system based on the referrals. Dr. Smith also explained if we know there will be four (4) youthful sex

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offenders that are going to court then we can gauge what we are going to recommend for them and where they can go.

There was continued discussion on the matter of Youthful Sex Offender Program. Judge Cheryl Lee Shannon wants to be sure that there is a plan in place to be sure that Dallas County youth are always the first to be placed. Dr. Smith assured her that she will monitor the trends and no Dallas County youth will be eliminated. Judge Cheryl Lee Shannon stated she does not have a problem with it, she just wanted to know what the measures were and maybe look at the stats from this year from last year to see how many offenders we have in the sex offender treatment program. Dr. Smith explained they average about twelve (12) kids at Pegasus who are considered youthful sex offenders.

- 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 male young sex offenders at the Youth Village. The motion was unanimously approved.

**K. Approval for payment of services for: Succeeding at Work and Youth Village Resources of Dallas (PREP Program and Project SAVE):**

These contracts have already been approved. However, we have to change the wording so we can pay them. The wording on one contract is correct but, when it was submitted to Commissioners Court it was different. Dr. Smith asked the Board to approve each MOU with the correct wording to be executed so they can get paid for the fourth quarter.

- Commissioner John Wiley Price asked Dr. Smith is there any program outcome and if so he would like to see them. Dr. Smith explained to Commissioner John Wiley Price there are outcomes and she will get them to him for review.
- A motion was made by Judge Craig Smith and seconded by Judge Amber Givens-Davis to 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. The motion was unanimously approved.

**L. Request to Amend Juvenile Board Order No. 2014-140:**

The Lucero Group bid for a RFP and they were awarded the RFP No. 2014-067-6449. However their name is now different. They bid under Lucero Group dba North Texas Community Initiative, Inc. In order to pay them we have to correct their name. Dr. Smith asked the Board to 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.

- A motion was made by Judge Paula Miller and seconded by Judge Craig Smith 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. The motion was unanimously approved.
- A motion was made by Commissioner John Wiley Price and seconded by Judge Craig Smith 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 Ken Molberg. The motion was unanimously approved.

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

**M. AAE Charter School Update:**

Dr. Danny Pirtle, Deputy Director of Education Services and Ms. Nancy Savage, Education Services, Diagnostician traveled to Mexico City, Mexico in March 2015, to speak at the Universidad Nacional Autonoma de Mexico (UNAM) (National Autonomous University of Mexico) a public research university in Mexico City, Mexico which is the largest university in Latin America. On February 16, 2015, all AAE staff participated in staff development sponsored by Region X Service Center.

**VII. Action Items – AAC Charter School:**

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

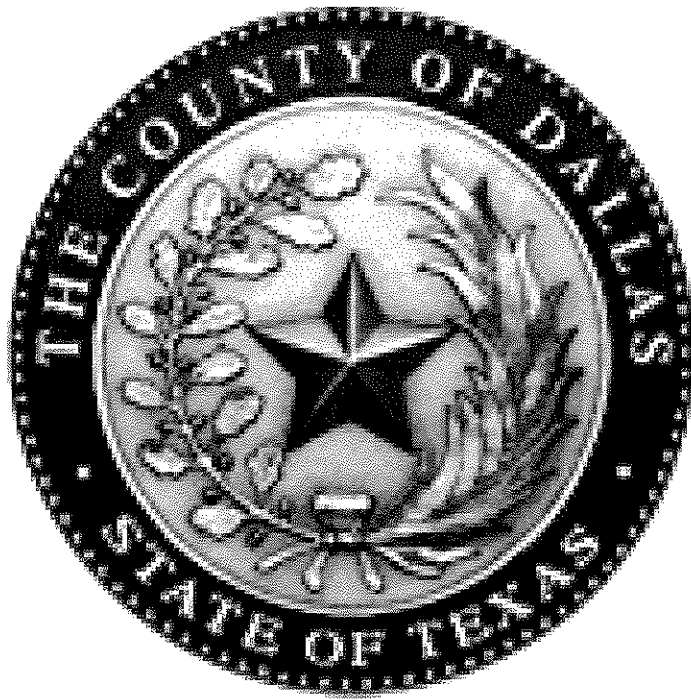
- A motion was made to recess as the Academy for Academic Excellence Charter School by Commissioner John Wiley Price and seconded by Judge Paula Miller. The motion was unanimously approved.
- A motion was made by Commissioner John Wiley Price and seconded by Judge Amber Givens-Davis to reconvene as the Dallas County Juvenile Board. The motion was unanimously approved.

Judge Cheryl Lee Shannon noted for the record that Judge Clay Jenkins arrived at 5:30 pm.

**VIII. Executive Session - Juvenile Department**

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

- Judge Cheryl Lee Shannon, Chairman, stated the Juvenile Board had no other matters to be considered. The meeting was adjourned at 5:31 p.m. following a motion by Commissioner John Wiley Price and seconded by Judge Paula Miller. The motion was unanimously approved. Meeting adjourned.



# DISCUSSION

## ITEM A.

## DIRECTOR'S REPORT

April 2015

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

**DCJD Employee of the Month:** Ardis McCann (Education Services).

**DCJD Unit of the Month** – Black History Committee.

### PROBATION SERVICES

#### Pre-Adjudication Services:

Ms. Tiffany Whitfield has been selected to fill the Drug Court Probation Officer position. She initially served the Department as a part-time Probation Officer in the Drug Court Unit since April 24, 2013. Congratulations to Ms. Whitfield on her new role. On March 3, 2015, March 17, 2015 and March 18, 2015 the Juvenile Department hosted tours for Justice Kerry Fitzgerald and students from St. Mary's of Carmel Catholic School in Dallas and Williams Middle School in Rockwall. There were 24 students and 2 chaperones from St. Mary's of Carmel Catholic School and a total of 155 students and 6 chaperones from Williams Middle School. During the events, the students and chaperones toured the Detention Center, observed Court proceedings and spoke with the Judges of the 304th and 305th

District Courts, were given information regarding the daily activities of the students in the detention center, listened to students from the Substance Abuse Unit's Day Treatment Program share their experience with the Juvenile Justice System and observed the orientation to probation supervision video called "I Can Do This." The students were prepared with many questions and benefited from all information given.

#### Post-Adjudication Field Services:

The Dallas County Department of Homeland Security and Emergency Management completed providing safety training to all of the Probation Services Division field units. Mr. Larry Thompson coordinated and facilitated this training with all relevant units and his efforts are appreciated. This was a comprehensive training which provided useful and best practice techniques to staff in the event of dealing with hazardous and dangerous incidents while performing their daily work. The specific training addressed active shooters, bomb threats, fire evacuation, appropriate handling of mail and the proper method in taking shelter during these events at their respective offices. The Evening Report Center (ERC) Program has expanded its coverage area to probationers living in the District 9 area, Irving and Northwest Dallas. The ERC is pleased to welcome the addition of Ivan Galarza, JSO, who will be transporting youth to and from the District 9 area. A Grant from the Office of the Governor, Criminal Justice Division has allowed the ERC to hire a Psychologist Assistant to provide assessments, individual and anger management counseling. The ERC will soon be hiring a drug intervention specialist. The ERC has served 107 youth since starting on June 8, 2014.

#### Community Service Restitution (CSR) Update:

Throughout the month of March 2015, four hundred and eighty-seven (487) youth completed a total of one thousand two hundred and sixty-seven (1,267) court ordered CSR hours at various approved CSR sites in Dallas County. Community Service Restitution events were held at the Feral Friends, Garland Pawsibilities, Brother Bill's Helping Hand, World Vision, Reverchon Roundup and Hunger Busters, resulting in the completion of two hundred and thirty-nine (239) CSR hours by sixty-seven (67) youth.

### **FIELD SERVICES – CY 2015**

	<b>MAR</b>	<b>YTD</b>
<b>Probation Caseload</b>	1441	1397 *
<b>New Probationers</b>	148	380
<b>Review Hearings</b>	194	583
<b>Delinquent Conduct</b>	19	51
<b>Technical Violations</b>	26	73
<b>Pre-Adjudicated</b>	622	-
<b>PAIS</b>	110	-
<b>Total Caseload</b>	2143	-

\* Average

### **PSYCHOLOGICAL SERVICES AND SUBSTANCE ABUSE DIVISION**

Psychology staff referred **90** youth for psychiatric services during the month of December. A total of **109** psychiatric consultations were performed with **73** of those being follow-up consultations. Of the **36** initial psychiatric consultations that were performed: **17** resulted in no medication being prescribed; **12** had already been prescribed psychotropic medications and continued those; **2** youth was already prescribed psychotropic medication and their medication was discontinued; and **5** were started on medication.

### **INSTITUTIONAL SERVICES DIVISION**

#### **DETENTION CENTER**

#### **MONTHLY REPORT MARCH 2015**

##### **Program News & Updates:**

Hope you enjoyed our last story featuring I Am Second. As promised, over the next several months, we are highlighting several organizations and the services they bring to our youth.

##### **"Love Knows No Distance"**

When deciding to volunteer, there are a couple of important factors to consider 1) does the opportunity pull my heartstring; 2) can I work it into my schedule and family time; and 3) the distance. So, let's begin this month's feature with a scenario and a question.

You have always wanted to work with girls in underserved communities. However, the opportunity calls for a weekly program, four times a month and at least 85 miles round trip and in rush hour traffic on Central Expressway. This equates to 340 miles per month and just under 4500 miles per year and for "free". Now the question: Do you take the opportunity or do you find something closer to home?

When I learned that we had a volunteer traveling 85 miles each week, I had to search my own soul. However, I quickly learned that love knows no distance at least not for the volunteers of ALERT Ministries. The majority of the organizations volunteers drive into Dallas from as far away as Denton County, McKinney and Plano during rush hour traffic, and they are always on time! So, who is ALERT Ministries and why do they care so much?

ALERT Ministries is a faith-based non-profit organization dedicated to helping high-risk victims, sex trafficked girls, and young women in the Dallas Fort-Worth area see their value in Christ. Their mission is to serve high-risk youth in the Dallas community who have experienced incarceration, sex-trafficking and other forms of hardship by providing Christ-centered life skill programs focused on meeting girls and boys where they are in their rehabilitation. ALERT volunteers are trained Girls Circle (an evidence-based gender-responsive circle model) facilitators and work with our girls in RDT.

Now, if you are going to reach our youth, you have to be creative and capture their attention. Recently, the team launched a lesson on Fairy Tales; the first story was Rumpelstiltskin. The girls were challenged to identify the honorable and dishonorable people in the story, discuss who they related to the in the story, e.g., the Hero, Victim or Villain, to know the worth of their name and the importance of good people in their lives.

The mission does not end here. ALERT introduced us to New Friends New Life to provide abuse therapy for our girls and JuviGap who is launching a Parent Support Group next month. They also introduced a male component that began working with the certified youth and has since launched a computer programming class, "Robot Wars" for youth participating in the Workforce Development program, Teens at Work. Residents participating in

Robot Wars are not only learning to write computer programs (laptops donated by Teens at Work) but they are learning what it means to work as a team. On April 2<sup>nd</sup>, the residents will have an opportunity to show off their programming prowess. The celebration will culminate with pizza and each resident be awarded a certificate and ribbons for the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place winners.

The love does not stop here. When one of the RDT female residents graduated from high school, the ministry assisted her with college tuition for a couple of years, creating a resume and getting her driver's license. For the past five years, friends and family of ALERT have donated up to \$4000 each year for Thanksgiving meals for all Detention, Hill, RDT and START residents and staff. As well, they donate funds, gifts and their time at Christmas.

Last summer, they were looking for an opportunity to do something nice for the JSO staff and sponsored gift card giveaways for the staff appreciation barbeque.

At the age of 25, just nine years ago, Christina Mackenzie watched a documentary on sex-trafficking. She had not heard of modern day slavery, but what she saw and heard broke her heart and birthed ALERT Ministries. In the midst of ministry, she felt the need to do more preventative work that would meet high-risk teens where they were in their rehabilitation. In 2010, she learned that a Girls Circle training was being held at Henry Wade. Christina drove 425 miles in one week to attend the training. As you can see, distance is more than just miles, it's love.

Next month's feature: Don't miss it!

START PROGRAM				
Activity	Jan	Feb	March	Total
Individual Counseling Sessions	160	128	93	381
Family Counseling Sessions	0	0	0	0
Victim Impact Panel participation	20	14	21	55
Participation in Family Training Sessions	60	68	75	203
Family Training Sessions	7	7	9	23
Case Staffing's	41	43	29	113
Aftercare Contacts	0	0	0	0
Probation Officer Participation in Case Staffing's	95.1%	97.6%	96.5%	

#### **Volunteer Programs and Residents Activity:**

**Total Volunteer's/Hours for March 2015:** Volunteers: 82 Intern: 0 Hours: 430.75

Dallas County HHS tested/counseled **15** 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; ALERT Ministries - Robot Wars Computer Programming

**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; I Am Second

**Chaplain's Report:** Counsel/Prayer: 29 residents

**March Special Programs/Events:**

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

- Seasons of Grey
- Joshua

Friday Night Socials – made possible by Covenant Church Juvenile Ministry

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

Special Event: Poetry Workshop featuring International Poet, Joaquin Zihuatanejo (Sponsored by Big Thought)

Imagine Create Enjoy Art Class (Sponsored by Big Thought)

<b><i>Detention</i></b>	Jan	Feb	March	Total
Admissions	266	213	277	771
Releases	278	233	267	784
ADP	167	140	140	150
ALOS (days)	21.6	15.1	18.4	18.4
Detention Hearings	437	377	420	1234
TYC/Placement Trips	12	5	11	28
Local trips	65	62	70	197
Youth transported	67	52	78	197
<b><i>START</i></b>				
Admissions	10	10	10	30
Releases	9	17	11	37
Successful	9	15	11	35
Unsuccessful	0	2	0	2
Administrative	0	0	0	0
ADP	39	34	31	35
ALOS	92.9	90.6	93.5	92.1

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

	Jan.	Feb.	Mar.	YTD
Admissions	47	36	48	131
ADP	33	42	39	38
ALOS	29.6	24.9	33.4	29.3
Releases	32	41	41	114
Total Youth Served	75	79	86	159

**Program Updates:** Parkland Hospital community partner provided HIV group to the males. The female residents participated in an artistic project with Rainbow Days for Spring Break. Level 4 residents were taken to the Dallas Zoo. Supervisors conducted a clean dorm contest in which the best dorm received treats. Supervisor also conducted a girls group topic was Self Worth.

**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. 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.

**Incidents:** There were 42 Incident Reports written at the Hill Center during the month of March.

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

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

**Volunteer Services:** 8 groups including 22 individuals provided a total of 47 hours of service

## MEDLOCK CENTER MONTHLY REPORT FEBRUARY 2015

### Medlock Center

#### New Initiatives:

During the month of March, residents participated in Spring Break activities that were not prohibited by the weather and assisted with the overall facility cleanup project. Two of Medlock's recent releases (T. Jackson and D. Smith) who completed the Food Handler and Career/Jobs Readiness and Financial Capability classes are currently enrolled in Desoto High School's Culinary Arts Program and seem to be doing very good.

#### 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:

Seventeen (17) residents were transported to Parkland Memorial Hospital for routine medical care. Twenty (20) residents were transported to Dr. Jerome McNeil Jr. Detention for routine dental exams. One (1) resident was transported to Parkland Memorial Hospital for an emergency medical appointment in relation to his injured foot. One (1) resident was transported to the Stew Pot; and three (3) residents were transported to their scheduled court hearings.

#### Volunteer /Intern Hours:

There were seventeen (17) group volunteers who were on campus for a total of forty four (44) hours. The total volunteer hours for the month of February were forty four (44) hours.

#### TJJD Reports:

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

MEDLOCK CENTER				
	Jan	Feb	Mar	YTD
<b>Total</b>				
Admissions	7	5	5	17
Released	6	6	12	25
Successful	4	6	12	23
Unsuccessful	2	0	0	2
Administrative	0	0	0	0
ALOS	202.5	197.5	172.0	184.3
ADP	58	61	54	56
Total Youth Served	63	61	60	73
MEDLOCK STARS				
	Jan	Feb	Mar	YTD
Admissions	6	0	5	11
Releases	2	0	5	7
Successful	1	0	3	4
Unsuccessful	1	0	2	3
Administrative	0	0	0	0
ALOS (days)	332.0	N/A	294.7	304.0
ADP	25	26	26	26
Total Youth Served	28	26	31	33

**YOUTH VILLAGE  
MONTHLY REPORT FEBRUARY 2015**

**On Campus**

Family Training, El Centro College-Introduction to Computer program; North Texas Food Bank Culinary Arts Program, El Centro College Food Handlers Class and PREP dog training programs continue to thrive. Resident's continued the after-school tutoring program. During Spring Break, the residents enjoyed indoor and outdoor activities to include field and track; talent show; soccer; basketball art; poetry; and box car making contest. All resident activities were related to problem solving, teamwork, and trust.

	Jan	Feb	March	YTD
<b>TOTALS</b>				
Admitted	5	12	11	28
ADP	38	41	45	41
Total Youth Served	45	48	57	68
Releases	9	2	11	22
Successful	9	2	11	22
Unsuccessful	0	0	0	0
Administrative Rel.	0	0	0	0
ALOS	185.1	202.5	207.2	197.7

**Off Campus:**

Eight (8) residents were transported to Farmer's Market Annual Fundraiser Dinner. Four (4) Residents transported for Review Court Hearings

**Volunteer /Intern Hours**

Fifteen (15) individual volunteers provided seventy seven (77) hours of service. Two (2) chaplains provided twenty-four (24) hours of service. Total volunteer hours for the month of March are one-hundred-one (101) hours.

**Medical Services**

Eighty-nine (89) residents were examined as a result of a sick call request. Six (6) residents were transported to dental appointments at the Dr. Jerome McNeil Jr. Juvenile Detention Center; twenty-nine (29) were treated on the med-van, and ten (10) received mental health services. Four (4) residents were transported to Parkland Hospital medical for follow-up appointments. One resident was (1) transported to Children's Hospital (follow-up appointment). One resident was (1) transported to Stewpot for a podiatrist 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 March.

**Escape/Furlough**

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

**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 91 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 four youth and families attending ESTEEM Court in the month of March. Two youth began services in the month of March. Four youth were referred during the month of March. On March 10<sup>th</sup> the youth had lunch at Whataburger and then took a field trip to the Dallas Museum of Arts. On March 12<sup>th</sup> the youth had pizza for lunch and took a field trip to the Dallas County court house to meet with Judge Shequitta Kelly. Aim, Functional Family Therapy and Clinical have been providing services.

**Residential Services:**

Why Try Topics: (1) Reality Ride – a roadmap for residents to identify the challenges and goals in their lives; (2) Motivation – teaches residents a formula to turn their challenges into a source of power. (3) Tearing off My Labels – how to remove the negative perceptions and labels that we allow to be put on us; (4) Defense Mechanisms- looking at what our defense mechanism are and how to change them; (5) Climbing Out - helps residents identify a problem area and the what support they have to change the problem

**Medical Services:**

Residential: Health Screens – 29, Call Backs – 1, Doctor's visits – 32  
 Recommendations are made for medical and/or clinical follow-up.

**Volunteer Services:**

Faith Based Volunteers: worship and religious study - 2 volunteer, 2 hour; Life Skills Volunteers: visiting and teaching - 14 volunteers, 26 hours; Special Events: 0 volunteers, 0 hours.

**Clinical Services:**

In the Residential Unit, Clinical Services held five Process groups with the boys (15 residents) and 11 Process groups with the girls (39 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 (52 rounds). Held therapy sessions with 55 clients: 50 individual and 72 family sessions.

<b>LETOT CENTER</b>				
<b>Residential</b>	Jan	Feb	Mar	YTD
Admissions	29	19	30	77
Releases	20	22	25	72
ADP	19	26	25	25
ALOS	19.0	31.0	24.9	28.9
Total Youth Served	41	45	52	99
<b>Intake/Orientation</b>				
Admissions	123	84	108	293
Releases	119	82	104	289
ADP	1	1	2	1
ALOS	0.4	0.4	0.3	0.4
Total Youth Served	124	85	108	293

## March 2015 Referrals

March 2015 Referrals																																										
	Alleged Delinquent Behavior																				Alleged CINS Behavior										Other Referrals			All Referrals								
	Felony										Class A& B Misdemeanors										Total Delinquent	Violation of Court Order	Status Only			Other than Status Only				Total CINS	Other Referrals											
	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	1	15	17	15	1	38	23	10	1	3	7	131	89%	0	36	26	20	40	33	44	330	78%	52	79%	0	29	1	0	0	0	0	9	39	36%	1	0	1	2	33%	423	70%	
Female	0	0	1	8	0	3	0	1	0	3	1	17	11%	1	21	19	1	10	4	20	93	22%	14	21%	0	49	1	0	0	0	0	0	18	68	64%	1	1	2	4	67%	179	30%
												148									423		66										107			6		602				
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	1	0	0	0	0	1	0%	0	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	1	0%
Black	1	8	15	8	1	22	16	3	0	2	5	81	55%	1	26	18	7	14	17	18	182	43%	22	33%	0	27	0	0	0	0	0	9	36	34%	2	0	1	3	50%	243	40%	
Hispanic	0	5	3	12	0	16	5	7	0	1	3	52	35%	0	26	16	8	32	16	46	196	46%	34	52%	0	36	2	0	0	0	0	16	54	50%	0	1	2	3	50%	287	48%	
White	0	2	0	3	0	3	2	1	1	3	0	15	10%	0	5	10	5	4	4	0	43	10%	10	15%	0	15	0	0	0	0	0	2	17	16%	0	0	0	0	0%	70	12%	
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0	0	1	0	0	1	0%	0	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	1	0%	
												148									423		66										107			6		602				
10 Years Old	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0	1	0	1	0%	0	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	1	0%	
11 Years Old	0	2	0	0	0	1	0	0	0	0	0	3	2%	0	0	0	0	0	0	3	1%	0	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	3	0%	
12 Years Old	1	1	0	3	0	3	0	1	0	1	0	10	7%	0	8	0	1	1	1	22	5%	0	0%	0	4	1	0	0	0	0	0	1	6	6%	0	0	0	0	0%	28	5%	
13 Years Old	0	2	2	3	0	2	2	0	0	3	0	14	9%	0	9	3	0	5	2	44	10%	1	2%	0	8	0	0	0	0	0	0	2	10	9%	0	0	0	0	0%	55	9%	
14 Years Old	0	1	3	6	0	10	5	3	1	0	2	31	21%	0	15	4	4	9	3	78	18%	9	14%	0	24	1	0	0	0	0	0	8	33	31%	0	0	1	1	17%	121	20%	
15 Years Old	0	3	8	6	1	14	6	5	0	1	1	45	30%	0	11	15	4	15	11	117	28%	13	20%	0	20	0	0	0	0	0	10	30	28%	0	0	1	1	17%	161	27%		
16 Years Old	0	4	5	5	0	10	10	2	0	1	4	41	28%	1	13	21	12	20	29	149	35%	26	39%	0	20	0	0	0	0	0	5	25	23%	1	1	0	2	33%	202	34%		
17+ Years Old	0	2	0	0	0	1	0	0	0	0	1	4	3%	0	1	2	0	0	2	9	2%	17	26%	0	2	0	0	0	0	0	1	3	3%	1	0	1	2	33%	31	5%		
												148								423		66										107			6		602					

579 youth accounted for the 602 total referrals.

## March 2015 Detentions

March 2015 Detentions																																			
Alleged Delinquent Behavior																				Alleged CINS Behavior															
Felonies													Class A & B Misdemeanors							Other Detentions															

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%				
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0%	1	0%	0	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0%	1	0%					
Black	1	7	15	7	1	14	14	0	0	3	4	66	62%	1	18	13	2	9	12	0	121	55%	17	34%	0	1	0	0	0	0	0	0	0	1	2	###	2	0	0	2	67%	142	51%	
Hispanic	0	3	2	10	0	15	3	2	0	1	2	38	36%	0	22	4	0	9	11	1	85	38%	26	52%	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0%	1	33%	112	40%
White	0	0	0	1	0	2	0	0	0	0	0	3	3%	0	6	1	4	0	1	0	15	7%	7	14%	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0%	0	0%	22	8%	
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%				
												107									222		50								2				3		277							

10 Years Old	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%	0	0%	0	0%	0	0%	
11 Years Old	0	1	0	0	0	1	0	0	0	0	0	2	2%	0	0	0	0	0	0	0	2	1%	0	0%	0	0	0	0	0	0	0	0	0	0	0	0%	0	0%	2	1%			
12 Years Old	1	0	0	1	0	3	0	0	0	1	0	6	6%	0	6	0	0	0	1	0	13	6%	0	0%	0	0	0	0	0	0	0	0	0	0	0%	0	0%	13	5%				
13 Years Old	0	2	2	2	0	2	2	0	0	1	0	11	10%	0	8	1	0	3	3	0	26	12%	1	2%	0	0	0	0	0	0	0	0	0	0	0	0%	0	0%	1	33%	28	10%	
14 Years Old	0	0	3	6	0	9	3	0	0	0	1	22	21%	0	14	3	0	4	2	0	45	20%	9	18%	0	0	0	0	0	0	0	0	0	0	0	0%	0	0%	54	19%			
15 Years Old	0	3	8	6	1	9	5	1	0	2	1	36	34%	0	8	8	1	4	11	0	68	31%	8	16%	0	0	0	0	0	0	0	0	0	1	1	50%	0	0	0	0%	77	28%	
16 Years Old	0	2	4	3	0	6	7	1	0	0	4	27	25%	1	9	7	5	7	7	1	64	29%	18	36%	0	1	0	0	0	0	0	0	0	0	1	50%	1	0	0	1	33%	84	30%
17+ Years Old	0	2	0	0	0	1	0	0	0	0	0	3	3%	0	1	0	0	0	0	4	2%	14	28%	0	0	0	0	0	0	0	0	0	0	0	0%	1	0	0	1	33%	19	7%	
												107								222		50									2				3			277					

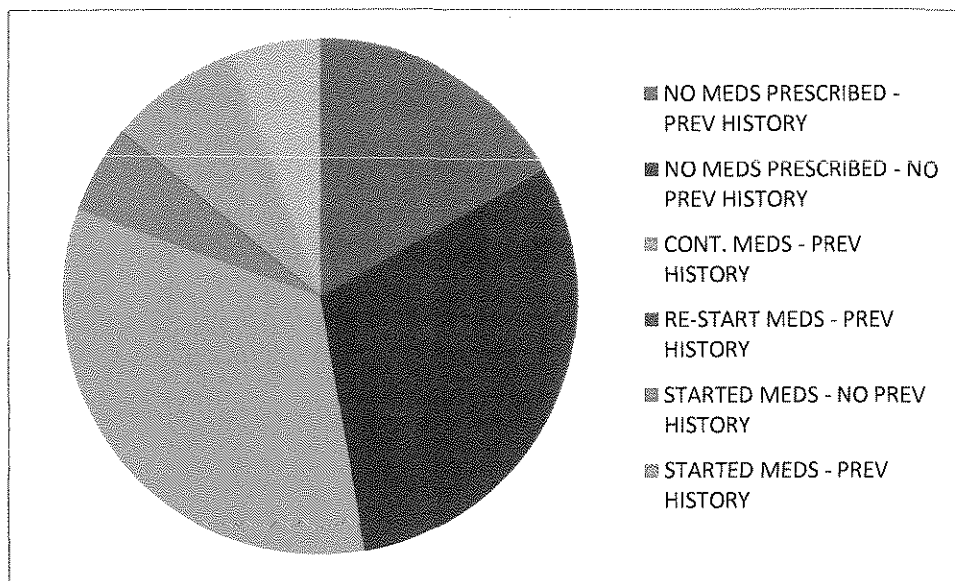
272 youth accounted for the 277 total detentions.

**PSYCHIATRIC CONSULTS COMPLETED - 2015**

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC	YTD
1. Total Consultations	107	86	109										302
A. Initial Consultations	23	31	36										90
B. Follow-Up Consultations	84	55	73										212
2. Total Number of Youth Receiving Consultations	101	71	90										262

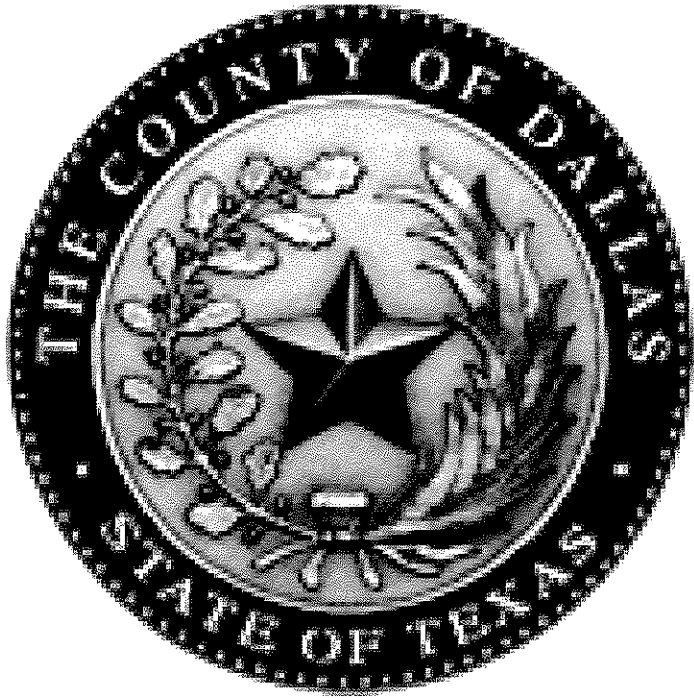
**INITIAL CONSULTATIONS - PSYCHIATRIC MEDICATION RESULTS - 2015**

TOTALS	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	YTD
1. No Medication Prescribed	10	12	17										39
2. Medication Discontinued	0	1	2										3
3. Continued on Medication	11	14	12										37
4. Started on Medication	2	4	5										11



NO MEDS PRESCRIBED - <b>PREV HISTORY</b> -	6
NO MEDS PRESCRIBED - NO PREV HISTORY -	11
CONT. MEDS - <b>PREV HISTORY</b> -	12
RE-START MEDS - <b>PREV HISTORY</b> -	0
STARTED MEDS - NO PREV HISTORY -	2
STARTED MEDS - <b>PREV HISTORY</b> -	3
DISCONT. MEDS - <b>PREV HISTORY</b> -	2





# DISCUSSION ITEM B.

# Lyle B. Medlock

## 1<sup>st</sup> Quarter Report 2015

Lyle B. Medlock Treatment Facility is certified and has the capacity to house 96 youth. 1st quarter statistics for the facility are as follows:

Incident Description (Performance Measures)	Jan	Feb	Mar	Quarter Total
Physical Restraints	20	11	7	38
Mechanical Restraints	0	0	0	0
Escape - Serious Incident	0	0	0	0
Attempted Escape - Serious Incident	0	0	0	0
Suicide Gesture - Serious Incident	1	0	0	1
Reportable Injury - Serious Incident	0	1	0	1
Youth on Youth Physical Assault - Serious Incident	0	0	0	0
Attempted Suicide - Serious Incident	0	0	0	0
Staff Injuries	0	1	1	2
Youth on Youth Sexual Conduct	0	0	0	0

### Account of Reportable Injuries:

**January 2015:** None

**February 2015:** Resident Shemar McCarthy was injured during a restraint. He was treated by medical staff at Medlock.

**March 2015:** None

### Account of Suicide Gestures:

**January 2015:** Resident T. Smalley attempted to hurt himself by continuously banging his head on the cell door. At the recommendation of the Psychology staff, he was released to Detention for his own safety and security.

# Dr. Jerome McNeil Jr. Detention Center

## 1<sup>st</sup> Quarter START Report 2015

The Dr. Jerome McNeil, Jr. Detention Center is certified and has the capacity to house 322 youth. 1<sup>st</sup> quarter statistics for the facility are as follows:

Incident Description (Performance Measures)	Jan	Feb	March	Quarter Total
Physical Restraints	5	7	8	20
Mechanical Restraints	0	0	0	0
Escape - Serious Incident	0	0	0	0
Attempted Escape - Serious Incident	0	0	0	0
Suicide Gesture - Serious Incident	0	0	0	0
Reportable Injury	0	0	2	2
Youth on Youth Physical Assault - Serious Incident	0	0	0	0
Attempted Suicide - Serious Incident	0	0	0	0
Staff Injuries	0	0	0	0
Youth on Youth Sexual Conduct	0	0	0	0

### Account of Resident Injuries:

January 2015: None

February 2015: None

### March 2015:

1. Resident J.R. was non-compliant and refused to comply with staff directives. Resident J.R. was placed on a takedown physical restraint from 2:00 pm to 2:01 pm. Resident J.R. was seen by Nurse Ashley Glenn, and it was determined that Resident's back was hurting. Resident was given ice for his back and 24 hours of gym restrictions.
2. Resident J.R. was being disrespectful, and non-compliant to all staff directives. Resident J.R. approached staff with fist clinched and was placed on a standing position physical restraint from 7:57 am to 7:58 am. Resident J.R. was seen by Nurse Ashley Glenn and was given an ice back due to hurt back.

# Dr. Jerome McNeil Jr. Detention Center

## 1<sup>st</sup> Quarter RDT Report 2015

The Dr. Jerome McNeil, Jr. Detention Center is certified and has the capacity to house 322 youth. 1<sup>st</sup> quarter statistics for the facility are as follows:

<b>Incident Description (Performance Measures)</b>	<b>Jan</b>	<b>Feb</b>	<b>March</b>	<b>Quarter Total</b>
Physical Restraints	2	1	0	3
Mechanical Restraints	0	0	0	0
Escape - Serious Incident	0	0	0	0
Attempted Escape - Serious Incident	0	0	0	0
Suicide Gesture - Serious Incident	0	0	0	0
Reportable Injury - Serious Incident	0	0	0	0
Youth on Youth Physical Assault - Serious Incident	0	0	0	0
Attempted Suicide - Serious Incident	0	0	0	0
Staff Injuries	0	0	0	0
Youth on Youth Sexual Conduct	0	0	0	0

### Account of Resident Injuries:

**January 2015:** None

**February 2015:** None

**March 2015:** None

## Letot Center 1<sup>st</sup> Quarter Report 2015

The Letot Center is registered by TJJ and has the capacity to house 40 (Orientation and Residential programs). This quarter's statistics for the facility are as follows:

Incident Description (Performance Measures)	Jan	Feb	Mar	Quarter Total
Physical Restraints	4	0	3	7
Chemical Restraints	0	0	0	0
Mechanical Restraints	0	0	0	0
Escape - Serious Incident	3	3	3	9
Attempted Escape - Serious Incident	0	1	2	3
Attempted Suicide - Serious Incident	0	0	0	0
Reportable Injury - Serious Incident	0	2	0	2
Youth on Youth Physical Assault - Serious Incident	0	0	0	0
Youth Sexual Conduct - Serious Incident	0	0	0	0
Resident Injuries Requiring Medical Treatment	0	0	0	0
Staff Injuries Requiring Medical Treatment	0	0	0	0

### Account of Reportable Injuries:

**January 2015:** None

**February 2015:**

1. Resident Kelvin Sanders fell down on the floor while playing basketball injuring his right arm. He was treated and released from Parkland Hospital after being diagnosed with a separated shoulder.
2. Resident Juan Gomez hit his left index finger against the bed causing some pain. He was treated and released from Parkland Hospital after being diagnosed with a fracture.

**March 2015:** None

## Dallas County Youth Village

### 1<sup>st</sup> Quarter Report 2015

The Dallas County Youth Village is a General Residential Operations to house 72 youth and certified by TJJD. 1<sup>st</sup> quarter statistics for the facility are as follows:

Incident Description (Performance Measures)	Jan	Feb	Mar	Quarter Total
Physical Restraints	4	1	6	11
Mechanical Restraints	0	0	0	0
Runaway - Serious Incident	0	0	0	0
Attempted Escape - Serious Incident	0	0	0	0
Suicide gesture - Serious Incident	0	0	0	0
Reportable Injury - Serious Incident	1	0	0	1
Youth on Youth Physical Assault - Serious Incident	0	0	0	0
Youth on Youth Sexual Assault - Serious Incident	0	0	0	0
Attempted Suicide - Serious Incident	0	0	0	0
Staff Injuries Requiring Medical Treatment	0	0	0	0

#### Account of Reportable Injuries:

**January 2015:** Resident R. Mondragon was injured while playing kickball during recreation time on campus therefore was treated and released from Parkland Hospital after being diagnosed with a fractured nose.

**February 2015:** None

**March 2015:** None

## Marzelle C. Hill Transition Center

### 1<sup>st</sup> Quarter Report 2015

The Marzelle C. Hill Transition Center is certified and has the capacity to house 48 youth. 1<sup>st</sup> quarter statistics for the facility are as follows:

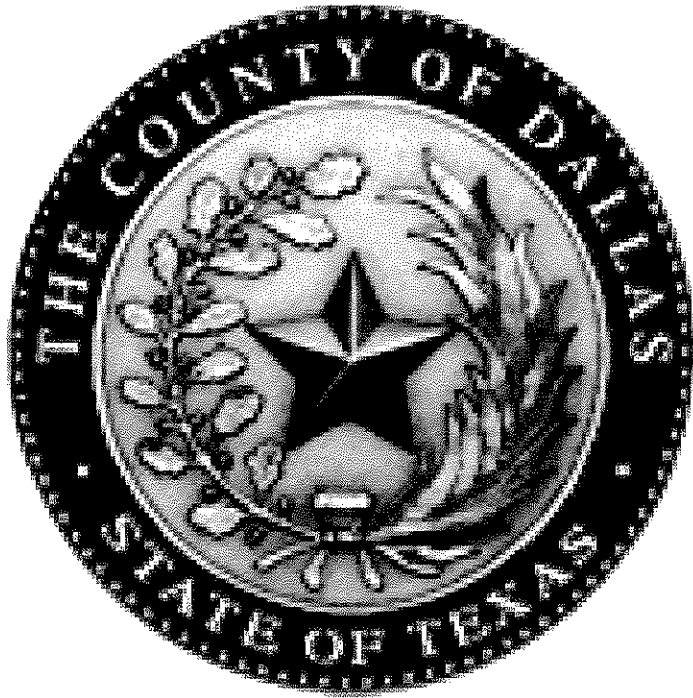
Incident Description (Performance Measures)	Jan	Feb	March	Quarter Total
Physical Restraints	17	19	17	53
Mechanical Restraints	2	1	0	3
Escape - Serious Incident	0	0	0	0
Attempted Escape - Serious Incident	0	0	0	0
Suicide Gesture - Serious Incident	0	0	0	0
Reportable Injury - Serious Incident	0	0	0	0
Youth on Youth Physical Assault - Serious Incident	2	1	4	7
Attempted Suicide - Serious Incident	0	0	0	0
Staff Injuries	1	2	1	4
Youth on Youth Sexual Conduct	3	0	0	3

#### Account of Reportable Injuries:

January 2015: None

February 2015: None

March 2015: None



# DISCUSSION ITEM C.



## JJAEP

### March 2015 Report

#### **Latest Campus Enrollment**

Total Enrollment	81
SPED - Total Students	<b>12</b>
ESL – Total Students	20

The Dallas County JJAEP continues to work on enhancing school culture. The JJAEP Staff meet weekly for campus staff meetings. In an effort to stimulate pride in the campus, the staffs have created incentives such as Free Dress Day to assist in modifying behavior.

#### **STAAR Pep Rally and Talent Show**

In preparation for the late March and early April Administration, the DRC and JJAEP Campuses held a joint Pep Rally and Talent Show getting students excited and prepared for the upcoming state assessment. During the show, students and staff displayed their various talents and motivated one another to do their best on the STAAR test. We were joined by local celebrity Rock T, who gave a motivational message to the students. Students were awarded prizes such as Monster Headphones and gift cards for their participation.

#### **STAAR Preparation**

The focus for the month of March for JJAEP has been STAAR initiatives to help our students to achieve greater gains during the test administration that is forthcoming. Efforts to attain our academic goals have primarily been targeted in mathematics. Specifically, students are being tutored in small groups and individually during the homeroom period. Partnerships are still ongoing with the Math Department and the OdysseyWare/Technology Department to help the students in areas in which they are lacking skills illustrating mastery. Across our campus, objectives were broken down into smaller components and spread throughout the content areas so that students are receiving repetition and practice in the objectives identified as having less than satisfactory measures. In addition, the JJAEP teachers are continuously 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.

#### **Credit Recovery Program**

The JJAEP credit recovery program is well underway and JJAEP staff are steadily finding ways to assist students in their positive transition back into their traditional educational setting. Each eligible high school student is placed in the credit recovery program and we work closely with their home district to ensure they are enrolled in the accurate course.

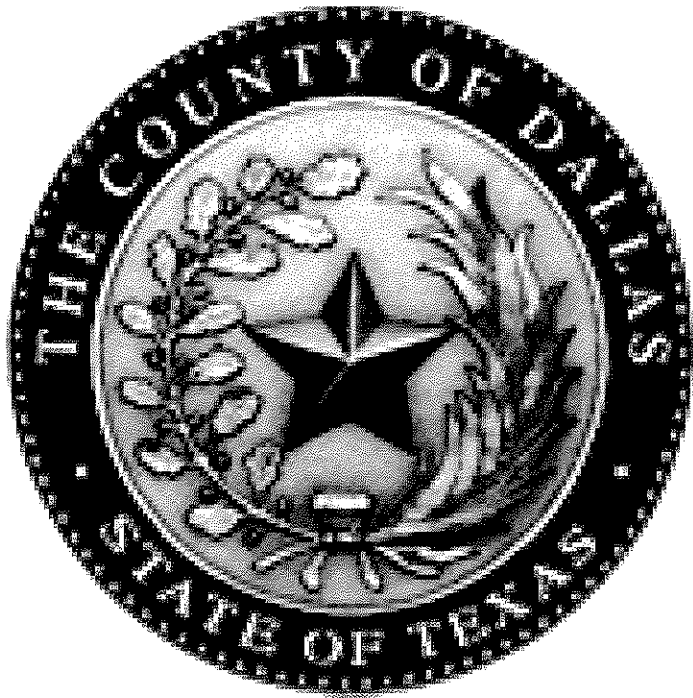
**DALLAS COUNTY JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM**

ACTIVE ENROLLMENT									
Student Enrollment as of :		3/31/2015	Total Enrollment:		81				
Students on Probation/Spv.:		47	58.02%						
OFFENSE STATUS									
Disc.:	26	32.10%	Mand.:	55	67.90%	Plmt.:	0	0.00%	
DEMOGRAPHICS									
Category					Category				
GENDER					DISTRICT	Number	Percent		
Male		Female			CFB-904	6	7.41%		
69	85.19%	12			14.81%	CHISD-904	2	2.47%	
GRADE	Number	Percent				Coppell-992	1	1.23%	
3	0	0.00%				Desoto-906	2	2.47%	
4	0	0.00%				DISD-905	17	20.99%	
5	2	2.47%				Duncanville-907	9	11.11%	
6	4	4.94%				Garland-909	7	8.64%	
7	10	12.35%				GPISD-910	6	7.41%	
8	17	20.99%				HPISD-911	0	0.00%	
9	19	23.46%				IRVING-912	7	8.64%	
10	10	12.35%				Lancaster-913	1	1.23%	
11	13	16.05%				Mesquite-914	16	19.75%	
12	6	7.41%				RISD-916	7	8.64%	
81		100.00%				Sunnyvale-919	0	0.00%	
						81	100.00%		
AGE	Number	Percent	ETHNICITY			Number	Percent		
10	1	1.23%	African American			31	38.27%		
11	1	1.23%	Asian			0	0.00%		
12	4	4.94%	Caucasian			5	6.17%		
13	10	12.35%	Hispanic			45	55.56%		
14	13	16.05%	Native American			0	0.00%		
15	14	17.28%				81	100.00%		
16	20	24.69%							
17	14	17.28%							
18+	4	4.94%							
81		100.00%							
OFFENSE DESCRIPTIONS						Number	Percent		
D-12/13	Serious/Persistent Misbehavior					18	22.22%		
D-14	Misdemeanor Drugs					1	1.23%		
D-15	Felony Criminal Mischief					0	0.00%		
D-16	Court/County Placement					0	0.00%		
D-17	Assault Against Employee					5	6.17%		
D-18	Assault/Retaliation of Employee (ON/OFF CAMPUS)					0	0.00%		
D-19	False Alarm/Terroristic Threat					2	2.47%		
Title 5	Off Campus Felonies Against Student & Other New Discretionary					0	0.00%		
M-01	Weapons/Firearms					7	8.64%		
M-02	Weapons other than Firearm					14	17.28%		
M-03	Aggravated Assault					6	7.41%		
M-04	Sexual Assault					0	0.00%		
M-05	Aggravated Sexual Assault					1	1.23%		
M-06	Arson					8	9.88%		
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					19	23.46%		
M-11	Retaliation Against Any Employee					0	0.00%		
P-16	Court Placement					0	0.00%		
						81	100.00%		
DETENTION; PLACEMENT or WARRANTS:						2	2.47%		
SPECIAL EDUCATION STUDENTS:						12	14.81%		
Avg. Daily Attendance:		62	76.54%		Cum. SY Daily Attendance:	70	86.42%		

**DALLAS COUNTY JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM**

**2014-2015 School Year**

The month of March began with 77 students and ended with 81 students enrolled to attend the Dallas County's JJAEP. On average, there were 62 or 76.54% of the students attending on any given day in March. Of the 81 students enrolled at month end, there were 26 discretionary referrals; 0 placement; and 55 mandatory referrals.



**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:** April 27, 2015  
**To:** Dallas County Juvenile Board  
**From:** Dr. Terry S. Smith, Director  
**Subject:** Juvenile Processing Office – Sachse Police Department

**Background of the Issue:**

Amendments passed during the 77<sup>th</sup> 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 Sachse Police Department's Room PS116 and Room PS118 located at 3815 Sachse Road, Sachse, Texas 75048 were previously designated as approved Juvenile Processing Offices on September 27, 2010 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 Rooms PS116 and PS118 located at the Sachse Police Department, 3815 Sachse Road, Sachse, Texas 75048 was personally inspected by Rudy Acosta, Deputy Director of Probation Services on March 25, 2015. It has been determined this site remains suitable as a Juvenile Processing Office. The designated rooms are 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, Lt. Steve Norris 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.

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

**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.
- (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.

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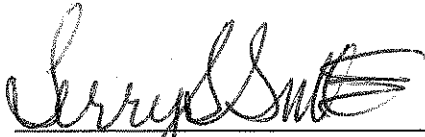
***To assist referred youth in becoming productive,  
law abiding citizens, while promoting public safety and victim restoration.***

- (5) All administrative steps necessary subsequent to taking a child into custody.

**Recommendation:**

The Juvenile Department recommends the Juvenile Board approve the Juvenile Processing Offices for the Sachse Police Department located at 3818 Sachse Road, Sachse, Texas 75048, by approving Rooms PS116 and PS118 as designated Processing Offices.

Recommended by:

A handwritten signature in dark ink, appearing to read "Terry S. Smith", is written over a horizontal line.

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

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

**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. Marlena 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. 28<sup>th</sup> St.  
DFW Airport, TX 75261  
Sgt. Malcolm A. Mosely 972-574-5576

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*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

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*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 4<sup>th</sup> 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, 2<sup>nd</sup> 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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*To assist referred youth in becoming productive,  
law abiding citizens, while promoting public safety and victim restoration.*

- 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 PS116 and PS118  
3815 Sachse Rd.  
Sachse, TX 75048  
Lt. Steve Norris 469-429-9823
- 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, 2<sup>nd</sup> Floor  
3800 University Boulevard  
Dallas, TX 75205  
Det. Ken Ardanowski 214-987-5360

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*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

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

## JUVENILE BOARD ORDER

ORDER NO: 2015-XXX

DATE: April 27, 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 27th day of April, 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 Board is charged with the responsibility of designating Juvenile Processing Offices pursuant to Juvenile Justice Code 51.02 (12), 52.02 (a) and (b), 52.025 (a), 52.027 (f), 52.05 (a) and (b), 52.01 (a) and (c), 58.01 (4), 52.03 (d), 52.041 (c) and (d), and Article 15.27 of the Code of Criminal Procedures; and

**WHEREAS,** the Juvenile Board of Dallas County previously approved Juvenile Processing sites; and

**WHEREAS,** the Sachse Police Department's Room PS116 and Room PS118 located at 3815 Sachse Road, Sachse, Texas 75048 were previously designated as approved Juvenile Processing Offices on September 27, 2010 by this Department and the Dallas County Juvenile Board; and

**WHEREAS,** in response to the Juvenile Department's commitment to review all previously approved Juvenile Processing Offices, particularly Rooms PS116 and PS118 located at the Sachse Police Department, 3815 Sachse Road, Sachse, Texas 75048 were personally inspected by Rudy Acosta, Deputy Director of Probation Services on March 25, 2015. It has been determined this site remains suitable as a Juvenile Processing Office. The designated rooms are clearly identified with affixed signage outlining an assigned room number and labeled as a Juvenile Processing Room; and

**WHEREAS,** in addition, specific training relating to the requirements of the Juvenile Processing Office utilization and operation was provided to the designated Agency representative, Lt. Steve Norris 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; and

**WHEREAS,** this Juvenile Processing Office designation complies with the Dallas County Strategic Plan; Vision 3 – Dallas County is safe, secure, and prepared; and

**IT IS THEREFORE ORDERED, ADJUDGED, AND DECREED** that the Juvenile Board approve the Juvenile Processing Offices for the Sachse Police Department located at 3815 Sachse Road, Sachse, Texas 75048, by approving Rooms PS116 and PS118 as designated Processing Offices.

**DONE IN OPEN BOARD MEETING** this 27th day of April, 2015.

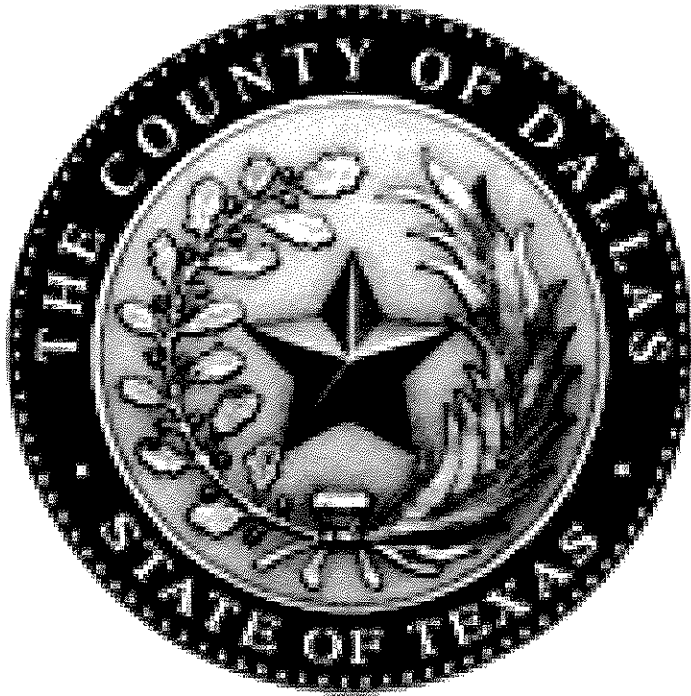
The forgoing Juvenile Board Order was lawfully moved by \_\_\_\_\_ and seconded by \_\_\_\_\_, and duly adopted by the Juvenile Board on a vote of \_\_\_\_\_ for the motion and \_\_\_\_\_ opposed.

Recommended by:

Approved by:

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

\_\_\_\_\_  
Judge Cheryl Lee Shannon, Chairman  
Dallas County Juvenile Board



**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:** April 27, 2015  
**To:** Juvenile Board  
**From:** Dr. Terry S. Smith, Director  
**Subject:** 2015-2016 School Calendar for the Juvenile Justice Alternative Education Program (JJAEP)

**Background of Issue:**

The Juvenile Justice Alternative Education Program (JJAEP) is required to adopt an academic calendar each year which meets the requirements set by the Texas Education Agency (TEA). Those requirements include at least 180 days of instruction, grading periods with approximately an equal number of instructional days, identified staff training days, holidays, and two inclement weather days. The purpose of this briefing is to seek approval from the Dallas County Juvenile Board for the 2015-2016 calendar.

**Impact on Operations and Maintenance:**

The attached 2015-2016 calendar for the Juvenile Justice Alternative Education Program meets the TEA requirement for instructional days, as well as the number of days identified for staff training, holidays, and inclement weather. Teachers and aides are scheduled to work and are required to provide academic instruction for 180 days. After the approval of the calendar, a copy of the 2015-2016 calendar will be forwarded to Texas Juvenile Justice Department (TJJD), TEA and the Region 10 Education Service Center.

**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:**

There will be no legal impact attributable to the approval of the 2015-2016 JJAEP calendar.

**Financial Impact/Considerations:**

There is no direct fiscal impact related to the approval of the 2015-2016 JJAEP calendar.

**Performance Impact Measures:**

There is no direct performance impact related to the approval of the 2015-2016 JJAEP calendar.


**Project Schedule/Implementation:**

The 2015-2016 school calendar has classes scheduled to begin on August 17, 2015.

**Recommendation:**

It is recommended the Dallas County Juvenile Board approve the 2015-2016 school calendar for the Juvenile Justice Alternative Education Program.

**Recommended by:**

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



## JUVENILE BOARD ORDER

ORDER NO: 2015-XXX

DATE: April 27, 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 27th day of April 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 Justice Alternative Education Program (JJAEP) is required to adopt an academic calendar each year which meets the requirements set by the Texas Education Agency (TEA). Those requirements include at least 180 days of instruction, grading periods with approximately an equal number of instructional days, identified staff training days, holidays, and two inclement weather days. The purpose of this briefing is to seek approval from the Dallas County Juvenile Board for the 2015-2016 calendar; and

**WHEREAS,** the attached 2015-2016 calendar for the Juvenile Justice Alternative Education Program meets the TEA requirement for instructional days, as well as the number of days identified for staff training, holidays, and inclement weather. Teachers and aides are scheduled to work and are required to provide academic instruction for 180 days. After the approval of the calendar, a copy of the 2015-2016 calendar will be forwarded to Texas Juvenile Justice Department (TJJD), TEA and the Region 10 Education Service Center; and

**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 approve the 2015-2016 school calendar for the Juvenile Justice Alternative Education Program.

**DONE IN OPEN BOARD MEETING** this 27<sup>th</sup> day of April, 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 Shannon, Chairman  
Dallas County Juvenile Board

# Dallas County JJAEP

## 2015-2016 School Calendar



August / Agosto 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September / Septiembre 2015						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October / Octubre 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November / Noviembre 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December / Diciembre 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January / Enero 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### Key Calendar Dates

Administrators Report August 3

Teachers Report August 10

School Starts August 17

School ends June 2

Teachers' last day June 2

Administrators' last day June 23

Student/Teacher Holidays

- \* September 7 - Labor Day
- \* November 24-27 - Thanksgiving
- \* December 21 - January 1 - Winter Break
- \* January 18 - Martin Luther King, Jr. Day
- \* March 14 - 18 - Spring Break
- \* May 30 - Memorial Day

Inclement Weather Days

- \* April 1
- \* May 27

Parent/Teacher Conference

- \* October 12 - 16
- \* January 25 - 29

### Legend

- Student/Teacher Holidays
- Student Holidays/Staff Development
- Six Weeks Begins
- Six Weeks Ends
- Early Release/Professional Development
- Inclement Weather Day

### Breakdown of Days

180 Student Days

10 Professional Development/Prep Days

190 Total Teacher Work Days

20 Administrative Contractual Days

210 Total Administrator Days

- 1<sup>st</sup> Six Weeks 29 Days
- 2<sup>nd</sup> Six Weeks 29 Days
- 3<sup>rd</sup> Six Weeks 25 Days
- 1<sup>st</sup> Semester 83 Days
- 4<sup>th</sup> Six Weeks 31 Days
- 5<sup>th</sup> Six Weeks 33 Days
- 6<sup>th</sup> Six Weeks 33 Days
- 2<sup>nd</sup> Semester 97 Days

February / Febrero 2016						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

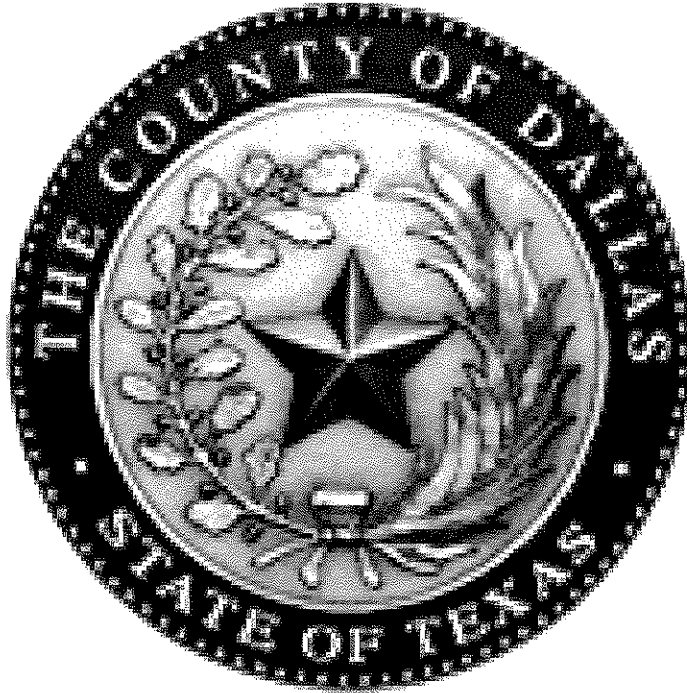
March / Marzo 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April / Abril 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May / Mayo 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June / Junio 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July / Julio 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



**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:** April 27, 2015  
**To:** Dallas County Juvenile Board  
**From:** Dr. Terry S. Smith, Director  
**Subject:** JJAEP Budget FY 2015 Amendment #2

**Background of Issue:**

The purpose of this briefing is to seek approval for the JJAEP Budget Amendment #2 to make line items adjustments that meet the needs of the district. Previously, the original FY 2015 budget for the Dallas County Juvenile Justice Alternative Education Program (JJAEP), presented on June 23, 2014 (JB Order 2014-104) was based on projected attendance and program needs developed with input from program staff and information gained from Governance Committee members. On August 25, 2014 (Court Order 2014-1287) the JJAEP Budget Amendment #1 was presented to the Dallas County Juvenile Board to accept monies allocated from the Texas Juvenile Justice Department (Grant P) and to make line item adjustment as needed.

**Impact on Operations and Maintenance:**

JJAEP is requesting re-allocation of funds in training, educational supplies, and out of county training totaling \$11,850. These funds will be re-allocated to provide mileage reimbursement to staff, computer software for instructional purpose, and maintenance of equipment on the campus. The recommendations to line item adjustments include:

- |  |             |
|--|-------------|
| • Increase Mileage Reimbursement (1080)        | \$ 3,100.00 |
| • Increase Computer Software (2095)            | \$ 6,750.00 |
| • Increase Maintenance Office Equipment (2670) | \$ 2,000.00 |
| • Decrease Local Training-in County (2050)     | \$ 2,000.00 |
| • Decrease Educational Supplies (2950)         | \$ 6,000.00 |
| • Decrease Out County Training (2460)          | \$ 4,000.00 |

**TOTAL REALLOCATED** **\$ 11,850.00**

Approval of the Dallas County Juvenile Justice Alternative Education Program's budget will provide the authorization required to process the on-going daily expenditures needed to operate the JJAEP.

**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

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*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:**

The DCJJAEP budget requires the approval of the Juvenile Board.

**Financial Impact/Considerations:**

It is expected that projected revenues will balance projected expenses. Ongoing management analysis of the academic needs based on enrollment data will be employed to manage the budget. The above noted allocation of staff and expenditure of revenue are projected to result in a balanced budget. This information has been reviewed by Carmen Williams, Budget Supervisor.

**Performance Impact Measures:**

There are no specific performance measures.

**Project Schedule/Implementation:**

The proposed budget was implemented on September 1, 2014 and be in effect until August 31, 2015.

**Recommendation:**

It is recommended the Juvenile Board approve the Dallas County Juvenile Justice Alternative Education Program FY 2015 Budget Amendment #2 allowing line items adjustments that meet the needs of the district.

**Recommended by:**

A handwritten signature in black ink, appearing to read "Terry S. Smith", with a stylized flourish at the end.

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

# JUVENILE BOARD ORDER

ORDER NO: 2015-XXX

DATE: April 27, 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 27th day of April 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,** approval for the JJAEP Budget Amendment #2 to make line items adjustments that meet the needs of the district. Previously, the original FY 2015 budget for the Dallas County Juvenile Justice Alternative Education Program (JJAEP), presented on June 23, 2014 (JB Order 2014-104) was based on projected attendance and program needs developed with input from program staff and information gained from Governance Committee members. On August 25, 2014 (Court Order 2014-1287) the JJAEP Budget Amendment #1 was presented to the Dallas County Juvenile Board to accept monies allocated from the Texas Juvenile Justice Department (Grant P) and to make line item adjustment as needed; and

**WHEREAS,** JJAEP is requesting re-allocation of funds in training, educational supplies, and out of county training totaling \$11,850. These funds will be re-allocated to provide mileage reimbursement to staff, computer software for instructional purpose, and maintenance of equipment on the campus. The recommendations to line item adjustments include:

- |  |             |
|--|-------------|
| • Increase Mileage Reimbursement (1080)        | \$ 3,100.00 |
| • Increase Computer Software (2095)            | \$ 6,750.00 |
| • Increase Maintenance Office Equipment (2670) | \$ 2,000.00 |
| • Decrease Local Training-in County (2050)     | \$ 2,000.00 |
| • Decrease Educational Supplies (2950)         | \$ 6,000.00 |
| • Decrease Out County Training (2460)          | \$ 4,000.00 |

<b>TOTAL REALLOCATED</b>	<b>\$ 11,850.00</b>
--------------------------	---------------------

approval of the Dallas County Juvenile Justice Alternative Education Program's budget will provide the authorization required to process the on-going daily expenditures needed to

operate the JJAEP; and

**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 approve the Dallas County Juvenile Justice Alternative Education Program FY 2015 Budget Amendment #2 allowing line items adjustments that meet the needs of the district.

**DONE IN OPEN BOARD MEETING** this 27<sup>th</sup> day of April, 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.

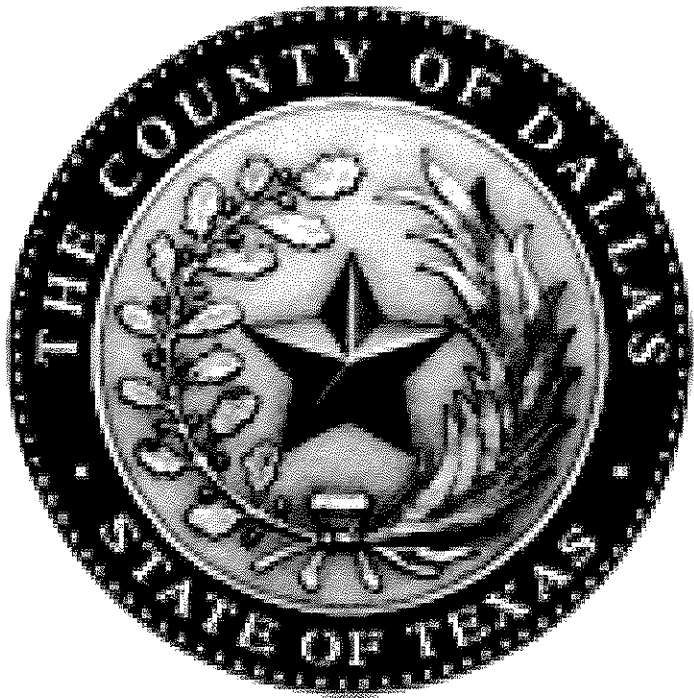
Recommended by:

Approved by:

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

\_\_\_\_\_  
Judge Cheryl Shannon, Chairman  
Dallas County Juvenile Board





**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:** April 27, 2014  
**To:** Dallas County Juvenile Board  
**From:** Dr. Terry S. Smith, Director  
**Subject:** Specialty Courts (Mental Health Court, ESTEEM Court, Diversion Male Court) Registration with the Office of the Governor

**Background of Issue:**

The Dallas County Juvenile Department received notice from the Office of the Governor-Criminal Justice Division that all of the county's specialty courts now need to be officially registered with their office. This includes an official declaration under which the program was established which is pursuant to Texas Government Code, Chapter 121 or under former law. The Dallas County Juvenile Board previously recognized the Drug Diversionary Court in October 2013 (JB ORDER 2013-116).

The Dallas County Juvenile Department is requesting the Juvenile Board officially declare the Mental Health Court, ESTEEM Court, and Diversion Male Court as specialty diversionary courts for Dallas County in the 304<sup>th</sup> and 305<sup>th</sup> district courts. The Mental Health Court, ESTEEM Court, and Diversion Male Court operate in the best interests of the citizens of Dallas County.

**Impact on Operations and Maintenance:**

The Mental Health Court has been in operation since June 20, 2011. The Mental Health Court (MHC) program is designed to divert juveniles with mental illnesses from further penetration into the juvenile justice system. This court operates in the best interest of citizens of Dallas County. It is the aim of MHC to connect the juveniles and their families to community mental health based services or treatments and to educate families about mental illnesses. Since its establishment, the Mental Health Court has had 146 participants.

The E.S.T.E.E.M. (Experiencing Success Through Empowerment, Encouragement and Mentoring) Court has been in operation since January 25, 2012. This court operates in the best interest of the citizens of Dallas County. It is a diversion program targeted specifically to combat the potential for sexual exploitation and sex trafficking among at-risk juvenile girls within Dallas County. Since its establishment, the ESTEEM Court has had 49 participants.

The Diversion Male Court has been in operation since February 6, 2013. This court operates in the best interest of the citizens of Dallas County. The Diversion Male Court program reduces the disproportionate number of minority male youth in the Juvenile Justice System. Since its establishment, the Diversion Male Court has had 123 participants.

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*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**

**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:**

The Governor's office requires specific language in the resolution about an agency which operates a program falling under the definition of a specialty court. The Governor's office requires each court complete a registration form. The form for each of the courts is attached.

**Financial Impact/Considerations:**

There are no financial implications to this request. We are requesting the recommended language only so we can be in compliance with Chapter 121 of the Texas Government Code and remain in good standing with the Office of the Governor, Criminal Justice Division.

**Performance Impact Measures:**

There are no specific performance measures related to this request.

**Recommendation:**

It is recommended that the Dallas County Juvenile Board recognize the Mental Health Court has been operational since June 20, 2011 as a mental health court diversion program to enable it to provide services needed by the citizens of our county. It is further recommended that the Dallas County Juvenile Board recognize the ESTEEM Court has been operational since January 25, 2012 as a prostitution diversion program to enable it to provide services needed by the citizens of our county. It is further recommended that the Dallas County Juvenile Board recognize the Diversion Male Court has been operational since February 6, 2013 as a diversion court program to enable it to provide services needed by the citizens of our county.

**Recommended by:**

A handwritten signature in black ink, appearing to read "Terry S. Smith", is written over a horizontal line.

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

## JUVENILE BOARD ORDER

ORDER NO: 2015-XXX

DATE: April 27, 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 27th day of April, 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 Dallas County Juvenile Department received notice from the Office of the Governor-Criminal Justice Division that all of the county's specialty courts now need to be officially registered with their office. This includes an official declaration under which the program was established which is pursuant to Texas Government Code, Chapter 121 or under former law; and

**WHEREAS,** the Dallas County Juvenile Board previously recognized the Drug Diversionary Court in October 2013 (JB ORDER 2013-116); and

**WHEREAS,** the Dallas County Juvenile Department is requesting that the Juvenile Board officially declare that the Mental Health Court, ESTEEM Court, and Diversion Male Court are specialty diversionary courts for Dallas County in the 304th and 305th district courts; and

**WHEREAS,** the Mental Health Court has been in operation since June 20, 2011. The Mental Health Court (MHC) program is designed to divert juveniles with mental illnesses from further penetration into the juvenile justice system. This court operates in the best interest of citizens of Dallas County pursuant to Texas Government Code, Chapter 121 or under former law; and

**WHEREAS,** the E.S.T.E.E.M. (Experiencing Success Through Empowerment, Encouragement and Mentoring) Court has been in operation since January 25, 2012. This court operates in the best interest of the citizens of Dallas County pursuant to Texas Government Code, Chapter 121 or under former law. It is a diversion program targeted specifically to combat the potential for sexual exploitation and sex trafficking among at-risk juvenile girls within Dallas County; and

**WHEREAS,** the Diversion Male Court has been in operation since February 6, 2013. This court operates in the best interest of the citizens of Dallas County pursuant to Texas Government Code, Chapter 121 or under former law. The Diversion Male Court program reduces the disproportionate number of minority male youth in the Juvenile Justice System; and

**WHEREAS,** The governor's office requires that each court complete a registration form. The form for each of the courts is attached.

**IT IS THEREFORE ORDERED, ADJUDGED, AND DECREED** that the Dallas County Juvenile Board recognize that the Mental Health Court has been operational since June 20, 2011 as a mental health court diversion program to enable it to provide services needed by the citizens of our county

**IT IS FURTHER ORDERED, ADJUDGED, AND DECREED** that the Dallas County Juvenile Board recognize that the ESTEEM Court has been operational since January 25, 2012 as a prostitution diversion program to enable it to provide services needed by the citizens of our county

**IT IS FURTHER ORDERED, ADJUDGED, AND DECREED** that the Dallas County Juvenile Board recognize that the Diversion Male Court has been operational since February 6, 2013 as a diversion court program to enable it to provide services needed by the citizens of our county.

**DONE IN OPEN BOARD MEETING** this 27th day of April, 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



GOVERNOR GREG ABBOTT

SPECIALTY COURT REGISTRATION FORM

COURT INFORMATION			
Judicial Circuit:	304 <sup>th</sup> & 305 <sup>th</sup>	Court Program Name:	ESTEEM Court
Primary County Served:	Dallas	Other Counties Served:	
Court Program Start Date:	January 25, 2012	Court Street Address:	10505 Denton Drive
City:	Dallas	State:	TX
Zip Code:	75220		

PRESIDING JUDGE CONTACT INFORMATION	
Title:	Judge
Name:	Cheryl Lee Shannon
Street Address:	2600 Lone Star Drive
City:	Dallas
State:	TX
Zip Code:	75212
Phone:	214-698-5517
Email:	cheryl.shannon@dallascounty.org

COORDINATOR CONTACT INFORMATION	
Name:	Nina Kang
Title:	Supervisor
Street Address:	10505 Denton Drive
City:	Dallas
State:	TX
Zip Code:	75220
Phone:	214-357-0391
Email:	Nina.Kang@dallascounty.org

COURT CHARACTERISTICS					
Targeted Offense (check all that apply):	<input checked="" type="checkbox"/>	Misdemeanor	<input checked="" type="checkbox"/>	Felony	<input type="checkbox"/> Civil
	<input type="checkbox"/>	Other (please explain)			
Court Type:	Prostitution Court				
	If "Other" Selected (please explain here)				
Population:	Juvenile				
General Approaches (check all that apply):	<input checked="" type="checkbox"/>	Pre-Adjudication	<input checked="" type="checkbox"/>	Post-Adjudication	<input type="checkbox"/> Re-entry
	<input type="checkbox"/>	Other (please explain)			



GOVERNOR GREG ABBOTT

SPECIALTY COURT REGISTRATION FORM

COURT INFORMATION

Judicial Circuit:	304 <sup>th</sup> & 305 <sup>th</sup>	Court Program Name:	Diversion Male Court
Primary County Served:	Dallas	Other Counties Served:	
Court Program Start Date:	February 6, 2013	Court Street Address:	2600 Lone Star Drive
City:	Dallas	State:	TX
Zip Code:	75212		

PRESIDING JUDGE CONTACT INFORMATION

Title:	Judge
Name:	George Ashford III
Street Address:	2600 Lone Star Drive
City:	Dallas
State:	TX
Zip Code:	75212
Phone:	214-908-5872
Email:	geoaIII@aol.com

COORDINATOR CONTACT INFORMATION

Name:	Mario Love
Title:	Assistant Supervisor
Street Address:	7819 Lake June Road
City:	Dallas
State:	TX
Zip Code:	75217
Phone:	214-583-6532
Email:	mario.love@dallascounty.org

COURT CHARACTERISTICS

Targeted Offense (check all that apply):	<input checked="" type="checkbox"/> Misdemeanor	<input checked="" type="checkbox"/> Felony	<input type="checkbox"/> Civil
	<input type="checkbox"/> Other (please explain)		
Court Type:	Other		
	If "Other" Selected (please explain here)		Diversion
Population:	Juvenile		
General Approaches (check all that apply):	<input checked="" type="checkbox"/> Pre-Adjudication	<input type="checkbox"/> Post-Adjudication	<input type="checkbox"/> Re-entry
	<input type="checkbox"/> Other (please explain)		



GOVERNOR GREG ABBOTT

## SPECIALTY COURT REGISTRATION FORM

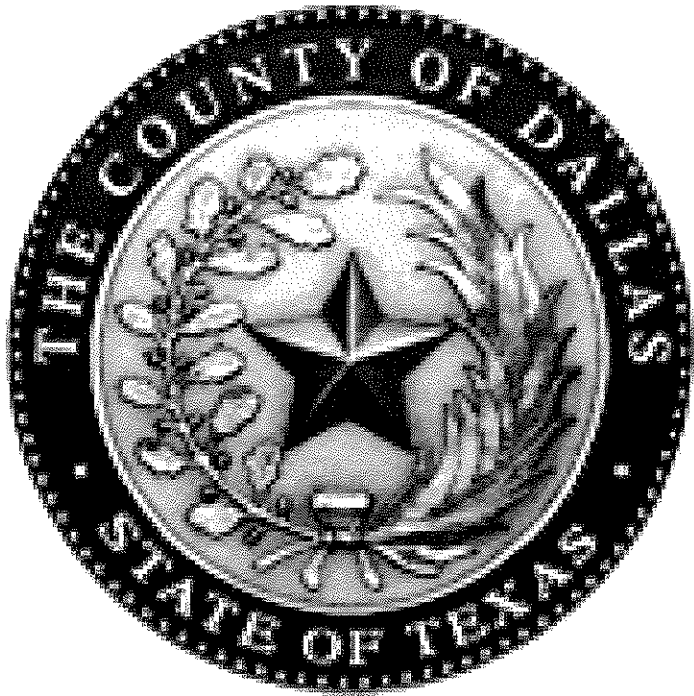
COURT INFORMATION			
Judicial Circuit:	304 <sup>th</sup> & 305 <sup>th</sup>	Court Program Name:	Mental Health Court
Primary County Served:	Dallas	Other Counties Served:	
Court Program Start Date:	June 20, 2011	Court Street Address:	2600 Lone Star Drive
City:	Dallas	State:	TX
Zip Code:	75212		

PRESIDING JUDGE CONTACT INFORMATION	
Title:	Judge
Name:	Robert Herrera
Street Address:	2600 Lone Star Drive
City:	Dallas
State:	TX
Zip Code:	75212
Phone:	214-987-1234
Email:	robert@robertherrera.com

COORDINATOR CONTACT INFORMATION	
Name:	Diane Boyd
Title:	Supervisor
Street Address:	2600 Lone Star Drive
City:	Dallas
State:	TX
Zip Code:	75217
Phone:	214-698-4223
Email:	Diane.Boyd@dallascounty.org

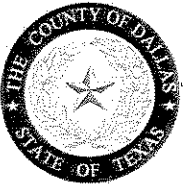
COURT CHARACTERISTICS					
Targeted Offense (check all that apply):	<input checked="" type="checkbox"/>	Misdemeanor	<input checked="" type="checkbox"/>	Felony	<input type="checkbox"/> Civil
	<input type="checkbox"/>	Other (please explain)			
Court Type:	Mental Health Court				
	If "Other" Selected (please explain here)				
Population:	Juvenile				
General Approaches (check all that apply):	<input checked="" type="checkbox"/>	Pre-Adjudication	<input type="checkbox"/>	Post-Adjudication	<input type="checkbox"/> Re-entry
	<input type="checkbox"/>	Other (please explain)			





**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:** April 27, 2015  
**To:** Juvenile Board  
**From:** Dr. Terry Smith, Executive Director  
**Subject:** Request to hold special Juvenile Board meeting to certify Letot Residential Treatment Center

**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;

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*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 hold a special Juvenile Board meeting to certify the Letot Residential Treatment Facility. In accordance with the Texas Open Meeting Act there will be at least a 96 hour notice given prior to the meeting being held.

**Impact on Operations**

The Letot Center is located at 10503 Denton Dr., Dallas, Texas 75220, and starting in 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.

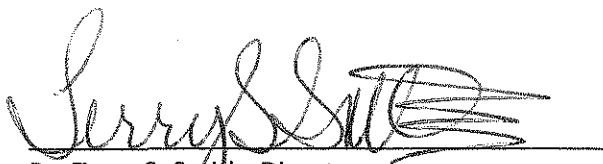
**Financial Impact/Considerations:**

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 hold a special Juvenile Board meeting to certify the Letot Residential Treatment Center.

**Presented by:**

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

**JUVENILE BOARD ORDER**

**ORDER NO:** 2015-XXX

**DATE:** April 27, 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 27th day of April, 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,** this is notification to 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; and

**WHEREAS,** the Juvenile Department is requesting to hold a special Juvenile Board Meeting to certify the Letot Residential Treatment Facility; and

**WHEREAS,** in accordance with the Texas Open Meeting Act there will be at least a 96 hour notice given prior to the meeting being held; and

**WHEREAS,** 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 secure correctional facilities that are located in the county ; and

**WHEREAS,** the Letot Residential Treatment Center is located at 10503 Denton Dr., Dallas, Texas 75220, and starting in 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 court; and

**WHEREAS,** residents at the Letot Residential Treatment 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 counties Juvenile Court; and

**IT IS THEREFORE ORDERED, ADJUDGED, AND DECREED** that the Dallas County Juvenile Board agree to hold a special Juvenile Board meeting at the Letot Residential Treatment Center to certify as suitable for the

confinement of children in accordance with the guidelines established by the Texas Legislature, prior to opening.

**DONE IN OPEN BOARD MEETING** this 27th day of April, 2015.

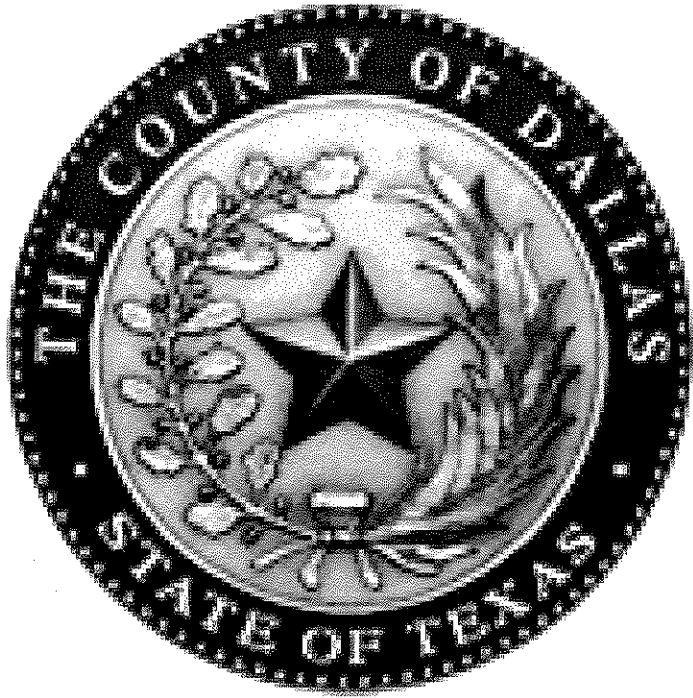
The forgoing Juvenile Board Order was lawfully moved by \_\_\_\_\_ and seconded by \_\_\_\_\_, and duly adopted by the Juvenile Board on a vote of \_\_ for the motion and \_\_ opposed.

Recommended by:

Approved by:

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

\_\_\_\_\_  
Judge Cheryl Lee Shannon, Chairman  
Dallas County Juvenile Board



# 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:** April 27, 2015  
**To:** Dallas County Juvenile Board  
**From:** Dr. Terry S. Smith, Director  
**Re:** Request to amend residential services contracts: Houston Serenity Place and Unlimited Visions Aftercare.

**Background of Issue**

Historically, the Dallas County Juvenile Department utilizes residential placement facilities to meet the residential treatment needs of Dallas County youth under its jurisdiction. On August 25, 2014, the Juvenile Board authorized renewal of twenty-one (21) existing residential services contracts through Juvenile Board Order No. 2014-101, for placement options during FY2015.

Of the twenty-one (21) existing contracts, nineteen (19) were originally awarded in 2012 under Request for Proposals (RFP) No. 2012-077-6080 (Board Order No. 2012-089) and included new language which:

1. Requires the Contractors to:
  - a. Initiate family therapy sessions within 30 days of the youth's admission into the residential treatment facility;
  - b.. Maintain web-conferencing capabilities to allow for audio and visual communication between Dallas County, the contract facility, Dallas County residents who are court ordered to the facility and the residents' parent/guardian.
  - c. Ensure that residents are placed in compatible foster home environments.
  - d. Notify Dallas County of a resident's absence from the placement facility.
2. Established protocol for:
  - a. Resident home furloughs and/or over-night stay away for the court ordered facility.
  - b. Billing and reimbursement for youth admitted into psychiatric facilities while in placement at the contract residential treatment facility.
3. Allow for inclusion of 'Prison Rate Elimination Act, Subpart D – Standards for Juvenile Facilities Prevention Planning' in the residential services contract.

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Prevention Planning' in the residential services contract.

The remaining two (2) residential services contracts (Houston Serenity Place and Unlimited Visions Aftercare) were previously awarded in 2011 under RFP No. 2011-080-5619 (Board Order No. 2011-099). Thus, those contracts do not include the contract verbiage referenced above.

The purpose of this briefing is to request the Juvenile Board's approval to amend the Juvenile Department's residential services contracts with Houston Serenity Place and Unlimited Visions Aftercare to include the new contract verbiage. If approved, this effort will allow for consistency as it relates to contract requirements for all of the Juvenile Department's residential services contracts.

It should be noted, Contract Services is currently in discussions with Victoria County to include web-conferencing in the Victoria County interlocal agreement (ILA). Any revisions to the ILA will be addressed in the contract renewal process and will be effective for FY2016. The Juvenile Board authorized renewal of the Victoria County ILA on July 28, 2014 (Board Order No. 2014-082). The ILA between the Juvenile Department and Victoria County allows for placement of Dallas County youth in the Victoria Regional Juvenile Justice Center, Post Adjudication Program for residential treatment.

#### **Impact on Operations and Maintenance**

The contract amendment will provide clear and detailed protocol for care, treatment and reimbursement practices. In addition, the mandate for web-conferencing allows for audio and visual communication for contacts including, but not limited to, treatment planning, case staffing, utilization reviews and family counseling sessions.

The Juvenile Department does not anticipate an impact on operations and maintenance as a result of this action. Contract Services will continue to administer and monitor the contracts.

#### **Strategic Plan Compliance:**

This request conforms to the Dallas County Strategic Plan – Vision 3 *Dallas County is safe, secure, and prepared* by maintaining disposition alternatives with regard to residential treatment for youth/families involved in the juvenile justice system.

#### **Legal Information**

The contract amendment document was developed by the Juvenile Department's Contract Services division and is included in this brief as Attachment One. The document was reviewed by Administrative Legal Advisor, Denika Caruthers and approved as to its form. The contract amendment will require the signature of the Chairman of the Juvenile Board and the Dallas County Judge.

#### **Financial Impact / Considerations**

The Juvenile Department's residential services contracts are funded through the Juvenile Department's 5110 budget and by grants provided by the Texas Juvenile Justice Department and Criminal Justice Division.

The Juvenile Department does not anticipate a financial impact to its FY2015 budget as a result of this action.

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



**Performance Measures Impact**

The Texas Juvenile Justice Department requires that grant recipients have performance goals and objectives included in all service provider contracts. Contractors are notified of these targets and informed that their performance and individual evaluation will be based on these measures. Contract Services staff evaluates each provider's ability to achieve set performance standards as it relates to length of stay, successful program completion, and recidivism.

The Juvenile Department anticipates a positive impact on the contractor's performance outcomes as a result of this action. Web-conferencing is being implemented as a standard practice through which families can have regular visits with the youth while they are away from home in court ordered placements. In addition, the availability of web-conferencing will allow the families more opportunities to actively participate in the youth's treatment process.

**Project Schedule Implementation**

The contract amendment will be effective upon final execution of the contract documents. The Juvenile Department does not anticipate any program interruptions as a result of this action.

**M/WBE Information**

M/WBE is not applicable to this request.

**Recommendation**

It is recommended that the Dallas County Juvenile Board approve the request to amend the contracts with Houston Serenity Place and Unlimited Visions Aftercare according to Contract Amendment No. 2 and authorize the Chairman of the Juvenile Board to sign the contract amendment documents on behalf of the Juvenile Board.

**Recommended by:**

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

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

## JUVENILE BOARD ORDER

ORDER NO: 2015-xxx

DATE: April 27, 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 27<sup>th</sup> day of April, 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 Dallas County Juvenile Department historically contracts with community-based providers for standard residential services; and

**WHEREAS,** the residential services contracts issued under RFP No. 2012-077-6080 included new verbiage which mandated maintenance of web-conferencing capabilities and established protocols for care/treatment of youth in residential placement and reimbursement practices; and

**WHEREAS,** the existing Houston Serenity Place Residential Treatment Center contract was previously issued under RFP 2011-080-5619 and does not include the new contract verbiage; and

**WHEREAS,** the Juvenile Department is requesting Juvenile Board approval to amend the contract with Houston Serenity Place Residential Treatment Center to ensure consistency as it relates to contract requirements; and

**WHEREAS,** this request complies with Vision 3: *Dallas is safe, secure, and prepared*, by maintaining disposition alternatives with regard to treatment for youth/families involved in the juvenile justice system.

**IT IS THEREFORE ORDERED, ADJUDGED, AND DECREED** that the Juvenile Board of Dallas County approves the request of the Dallas County Juvenile Department to amend the Juvenile Department's residential services contracts with Houston Serenity Place Residential Treatment Center to reflect the revisions detailed in Contract Amendment No. 2.

**IT IS FURTHER ORDERED, ADJUDGED AND DECREED** that the Chairman of the Juvenile Board be authorized to sign the contract amendment documents on behalf of the Dallas County Juvenile Board.

**DONE IN OPEN BOARD MEETING** this 27th day of April, 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

## JUVENILE BOARD ORDER

ORDER NO: 2015-xxx

DATE: April 27, 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 27<sup>th</sup> day of April, 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 Dallas County Juvenile Department historically contracts with community-based providers for standard residential services; and

**WHEREAS,** the residential services contracts issued under RFP No. 2012-077-6080 included new verbiage which mandated maintenance of web-conferencing capabilities and established protocols for care/treatment of youth in residential placement and reimbursement practices; and

**WHEREAS,** the existing Unlimited Visions Aftercare, Inc. contract was previously issued under RFP 2011-080-5619 and does not include the new contract verbiage; and

**WHEREAS,** the Juvenile Department is requesting Juvenile Board approval to amend the contract with Unlimited Visions Aftercare, Inc. to ensure consistency as it relates to contract requirements; and

**WHEREAS,** this request complies with Vision 3: *Dallas is safe, secure, and prepared*, by maintaining disposition alternatives with regard to treatment for youth/families involved in the juvenile justice system.

**IT IS THEREFORE ORDERED, ADJUDGED, AND DECREED** that the Juvenile Board of Dallas County approves the request of the Dallas County Juvenile Department to amend the Juvenile Department's residential services contracts with Unlimited Visions Aftercare, Inc. to reflect the revisions detailed in Contract Amendment No. 2.

**IT IS FURTHER ORDERED, ADJUDGED AND DECREED** that the Chairman of the Juvenile Board be authorized to sign the contract amendment documents on behalf of the Dallas County Juvenile Board.

**DONE IN OPEN BOARD MEETING** this 27th day of April, 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

**CONTRACT AMENDMENT NO. 2**

**TO THE CONTRACT FOR RESIDENTIAL SERVICES**

**BETWEEN**

**DALLAS COUNTY JUVENILE DEPARTMENT,  
("JUVENILE DEPARTMENT")**

**AND**

**HOUSTON SERENITY PLACE RESIDENTIAL TREATMENT CENTER  
("CONTRACTOR")**

**WHEREAS**, pursuant to the Dallas County Commissioners Court Order No: 2011-1944 dated November 8, 2011, entered into a contract (the "Original Contract") with Dallas County for the purpose of providing residential treatment services to juvenile offenders under the Juvenile Department's jurisdiction.

**NOW THEREFORE**, by execution of this Contract Amendment No. 2, the Original Contract is amended hereby with respect to the Sections and Paragraphs described below:

**I. PURPOSE**

Contract Amendment No. 2 amends the Original Contract to require the Contractor to:

1. Initiate family therapy sessions within 30 days of the youth's admission into the residential treatment facility;
2. Maintain web-conferencing capabilities to allow for audio and visual communication between Dallas County, the contract facility, Dallas County residents who are court ordered to the facility and the residents' parent/guardian. Web-conferencing will be utilized for contacts including, but not limited to, treatment planning, case staffing, utilization reviews and family counseling sessions.
3. Ensure that residents are placed in compatible foster home environments.
4. Notify Dallas County of a resident's absence from the placement facility.

Contract Amendment No. 2 establishes protocol for:

1. Resident home furloughs and/or over-night stay away for the court ordered facility.
2. Billing and reimbursement for youth admitted into psychiatric facilities while in placement at the contract residential treatment facility.

Contract Amendment No. 2 allows for inclusion of 'Prison Rate Elimination Act, Subpart D – Standards for Juvenile Facilities Prevention Planning' in the residential services contract.

## II. EFFECT OF AMENDMENT

By execution of this Contract Amendment No. 2, the Original Contract as approved by Dallas County Commissioners Court Order No. 2011-1944 is hereby amended with respect to the Sections and Paragraphs described below. No other sections, provisions, clauses or conditions of the original contract are waived or changed hereby, and they shall remain in full force and effect throughout the term of the original contract and any duly authorized extensions.

## III. AMENDED PROVISIONS

### Section 7. Obligations of Contractor

Paragraphs listed below are added to Section 7:

- M. Contractor agrees to conduct the first monthly family counseling session within the first 30 days of initial placement with the Client, parent(s) and Client's assigned caseworker.
- N. Contractor agrees to maintain web-conferencing capabilities to allow for audio and visual communication between the Dallas County, facility staff, residents and the parent/guardian. Web-conferencing will be utilized for contacts including, but not limited to, treatment planning, case staffings, utilization reviews and family counseling sessions.
- O. Residential placement facilities and Child Placing Agencies providing therapeutic foster care must ensure that Clients are placed in compatible foster home environments. The basis for determining compatibility should include, but is not limited to; information from documented assessments of the Client and the Clients identified treatment needs. The Contractor shall not place non-sex offending Clients in foster homes with sex offenders.
- P. Contractor shall notify the Dallas County Juvenile Probation Department when client leaves their facility due to **any reason**, including; admittance into a medical and/or psychiatric hospital of any kind, in which the Dallas County Juvenile Department's Contract Services unit will be internally notified.

### Section 8. Reporting and Accountability

Paragraph K is revised to read as follows:

- K. Contractor must obtain written documentation of the approval of the Client's probation officer for any over-night stay away from the residential facility unless it is considered part of the rehabilitation program of the Contractor facility, which is evidenced in Attachment A of this Agreement. Prior written approval must also be received and documented for any home visit. In the event of an emergency overnight-stay, Contractor shall obtain written approval from the Client's probation officer within 72 hours of the Client departing from the facility. Contractor should also inform Dallas County Contract's Manager with regard to a client's over-night stay away from the residential facility.

Each over-night stay shall last no more than 72 hours without the Contractor requesting an extension of stay in writing from Dallas County. In the event that an extension is requested and documentation is received from Dallas County agreeing to the extension, the Client is permitted to stay up to, but no longer than the number of days of the extension. If this policy is violated, Contractor understands that Dallas County may refuse to pay any and all costs associated with the Client's stay for that period of time.

#### **Section 9. Billing and Reimbursement**

Paragraphs listed below are added to Section 9:

- I. If a Client requires psychiatric hospitalization, the Juvenile Department will reimburse the Contractor for placement costs up to three (3) days after the Client is admitted into the hospital. If the Client is not stabilized and unable to return to the facility at the end of the three (3) day period, the Contractor shall provide a discharge summary including support documentation from the hospital indicating the Client's diagnosis, current condition, contact information (for hospital, attending psychiatrist, case manager) to the probation officer. In such cases, the discharge status shall be an Administrative Discharge and will be reviewed by administration for approval on a case by case basis. Juvenile Department shall be responsible for the Client's discharge from the medical and/or psychiatric hospital and transportation back to Dallas County. Contractor must notify the Dallas County Juvenile Department immediately upon the client being admitted into a psychiatric and/or medical hospital so that the Dallas County Juvenile Detention Superintendent can be notified and transportation arrangements be made promptly, if client is not stabilized in three (3) days. The probation officer shall provide written notification of the transportation arrangements and the Contractor shall ensure that all of the Client's belongings are packed and available for pick up by Juvenile Department according to the transportation arrangements provided by the probation officer.
- J. Juvenile Department does not expect Contractor to retain the space if the Client does not return to the facility within three (3) days of admission into a medical and/or psychiatric hospital. In no event will Contractor be entitled to reimbursement from Juvenile Department for a space occupied by another Client on the same day.

'Prison Rate Elimination Act, Subpart D – Standards for Juvenile Facilities Prevention Planning' is hereby added to the Original Contract as Attachment A-4.

#### **IV. ACCEPTANCES**

By their acceptances below, the representatives of the Dallas County Juvenile Department, Dallas County and Contractor executing this Contract Amendment No. 2 represent that they are duly authorized to amend the contract on behalf of their party and to validly bind their party to all terms, conditions, performances and provisions set forth herein.



EXECUTED IN QUADRUPLICATE ORIGINALS, THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2015

**DALLAS COUNTY:**

**HOUSTON SERENITY PLACE  
RESIDENTIAL TREATMENT CENTER:**

\_\_\_\_\_  
Clay Jenkins  
Dallas County Judge

\_\_\_\_\_  
Wanda F. Brown  
Executive Director

**RECOMMENDED:**

**JUVENILE BOARD:**

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

\_\_\_\_\_  
Judge Cheryl L. Shannon, Chairman  
Dallas County Juvenile Board

**APPROVED AS TO FORM\*:**

By: \_\_\_\_\_  
Denika Caruthers, J.D.  
Administrative Legal Advisor  
Dallas County Juvenile Department

**CONTRACT AMENDMENT NO. 2**

**TO THE CONTRACT FOR RESIDENTIAL SERVICES**

**BETWEEN**

**DALLAS COUNTY JUVENILE DEPARTMENT,  
("JUVENILE DEPARTMENT")**

**AND**

**UNLIMITED VISIONS AFTERCARE, INC.  
("CONTRACTOR")**

**WHEREAS**, pursuant to the Dallas County Commissioners Court Order No: 2011-1944 dated November 8, 2011, entered into a contract (the "Original Contract") with Dallas County for the purpose of providing residential treatment services to juvenile offenders under the Juvenile Department's jurisdiction.

**NOW THEREFORE**, by execution of this Contract Amendment No. 2, the Original Contract is amended hereby with respect to the Sections and Paragraphs described below:

**I. PURPOSE**

Contract Amendment No. 2 amends the Original Contract to require the Contractor to:

1. Initiate family therapy sessions within 30 days of the youth's admission into the residential treatment facility;
2. Maintain web-conferencing capabilities to allow for audio and visual communication between Dallas County, the contract facility, Dallas County residents who are court ordered to the facility and the residents' parent/guardian. Web-conferencing will be utilized for contacts including, but not limited to, treatment planning, case staffing, utilization reviews and family counseling sessions.
3. Ensure that residents are placed in compatible foster home environments.
4. Notify Dallas County of a resident's absence from the placement facility.

Contract Amendment No. 2 establishes protocol for:

1. Resident home furloughs and/or over-night stay away for the court ordered facility.
2. Billing and reimbursement for youth admitted into psychiatric facilities while in placement at the contract residential treatment facility.

Contract Amendment No. 2 allows for inclusion of 'Prison Rate Elimination Act, Subpart D – Standards for Juvenile Facilities Prevention Planning' in the residential services contract.

## II. EFFECT OF AMENDMENT

By execution of this Contract Amendment No. 2, the Original Contract as approved by Dallas County Commissioners Court Order No. 2011-1944 is hereby amended with respect to the Sections and Paragraphs described below. No other sections, provisions, clauses or conditions of the original contract are waived or changed hereby, and they shall remain in full force and effect throughout the term of the original contract and any duly authorized extensions.

## III. AMENDED PROVISIONS

### Section 7. Obligations of Contractor

Paragraphs listed below are added to Section 7:

- M. Contractor agrees to conduct the first monthly family counseling session within the first 30 days of initial placement with the Client, parent(s) and Client's assigned caseworker.
- N. Contractor agrees to maintain web-conferencing capabilities to allow for audio and visual communication between the Dallas County, facility staff, residents and the parent/guardian. Web-conferencing will be utilized for contacts including, but not limited to, treatment planning, case staffings, utilization reviews and family counseling sessions.
- O. Residential placement facilities and Child Placing Agencies providing therapeutic foster care must ensure that Clients are placed in compatible foster home environments. The basis for determining compatibility should include, but is not limited to; information from documented assessments of the Client and the Clients identified treatment needs. The Contractor shall not place non-sex offending Clients in foster homes with sex offenders.
- P. Contractor shall notify the Dallas County Juvenile Probation Department when client leaves their facility due to **any reason**, including; admittance into a medical and/or psychiatric hospital of any kind, in which the Dallas County Juvenile Department's Contract Services unit will be internally notified.

### Section 8. Reporting and Accountability

Paragraph K is revised to read as follows:

- K. Contractor must obtain written documentation of the approval of the Client's probation officer for any over-night stay away from the residential facility unless it is considered part of the rehabilitation program of the Contractor facility, which is evidenced in Attachment A of this Agreement. Prior written approval must also be received and documented for any home visit. In the event of an emergency overnight-stay, Contractor shall obtain written approval from the Client's probation officer within 72 hours of the Client departing from the facility. Contractor should also inform Dallas County Contract's Manager with

regard to a client's over-night stay away from the residential facility.

Each over-night stay shall last no more than 72 hours without the Contractor requesting an extension of stay in writing from Dallas County. In the event that an extension is requested and documentation is received from Dallas County agreeing to the extension, the Client is permitted to stay up to, but no longer than the number of days of the extension. If this policy is violated, Contractor understands that Dallas County may refuse to pay any and all costs associated with the Client's stay for that period of time.

#### **Section 9. Billing and Reimbursement**

Paragraphs listed below are added to Section 9:

- I. If a Client requires psychiatric hospitalization, the Juvenile Department will reimburse the Contractor for placement costs up to three (3) days after the Client is admitted into the hospital. If the Client is not stabilized and unable to return to the facility at the end of the three (3) day period, the Contractor shall provide a discharge summary including support documentation from the hospital indicating the Client's diagnosis, current condition, contact information (for hospital, attending psychiatrist, case manager) to the probation officer. In such cases, the discharge status shall be an Administrative Discharge and will be reviewed by administration for approval on a case by case basis. Juvenile Department shall be responsible for the Client's discharge from the medical and/or psychiatric hospital and transportation back to Dallas County. Contractor must notify the Dallas County Juvenile Department immediately upon the client being admitted into a psychiatric and/or medical hospital so that the Dallas County Juvenile Detention Superintendent can be notified and transportation arrangements be made promptly, if client is not stabilized in three (3) days. The probation officer shall provide written notification of the transportation arrangements and the Contractor shall ensure that all of the Client's belongings are packed and available for pick up by Juvenile Department according to the transportation arrangements provided by the probation officer.
- J. Juvenile Department does not expect Contractor to retain the space if the Client does not return to the facility within three (3) days of admission into a medical and/or psychiatric hospital. In no event will Contractor be entitled to reimbursement from Juvenile Department for a space occupied by another Client on the same day.

'Prison Rate Elimination Act, Subpart D – Standards for Juvenile Facilities Prevention Planning' is hereby added to the Original Contract as Attachment A-4.

#### **IV. ACCEPTANCES**

By their acceptances below, the representatives of the Dallas County Juvenile Department, Dallas County and Contractor executing this Contract Amendment No. 2 represent that they are duly authorized to amend the contract on behalf of their party and to validly bind their party to all terms,

conditions, performances and provisions set forth herein.

EXECUTED IN QUADRUPLICATE ORIGINALS, THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 2015

**DALLAS COUNTY:**

**UNLIMITED VISIONS AFTERCARE, INC.:**

\_\_\_\_\_  
Clay Jenkins  
Dallas County Judge

\_\_\_\_\_  
Marilyn Jones  
Executive Director

**RECOMMENDED:**

**JUVENILE BOARD:**

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

\_\_\_\_\_  
Judge Cheryl L. Shannon, Chairman  
Dallas County Juvenile Board

**APPROVED AS TO FORM\*:**

By: \_\_\_\_\_  
Denika Caruthers, J.D.  
Administrative Legal Advisor  
Dallas County Juvenile Department

Dallas County Juvenile Department Probation Services Policies and Procedures, 2015 Revision	
Chapter 9: Support Services	
Section 12: Use of Video Conference Technology	Related Standards:

## **I. Policy:**

The Department utilizes video conference technology in order to communicate internally among Department staff and externally among stakeholders, juveniles, and their families and to enhance the delivery of services.

Examples of the use of video conference technology include:

1. Placement Services juvenile probation officers communicating with assigned juveniles in contract residential placement and their caseworkers to discuss progress, develop and review case plan goals, and address compliance issues;
2. Parents/Guardians visiting with their child while she/he is in contract residential placement outside of Dallas County;
3. Psychology staff conducting family sessions with juveniles and/or their parents/guardians when there are transportation issues or during inclement weather;
4. Field District juvenile probation officers may communicate with their juveniles pending court proceedings while in the Detention Center, Hill Center, or Letot Center or participate in START staffings when transportation to those sites is an issue.

All applicable laws, and professional standards regarding the use of video conference technology shall be strictly adhered to by Department staff.

The Department utilizes a secure network as part of its video conference technology.

## **II. Definitions:**

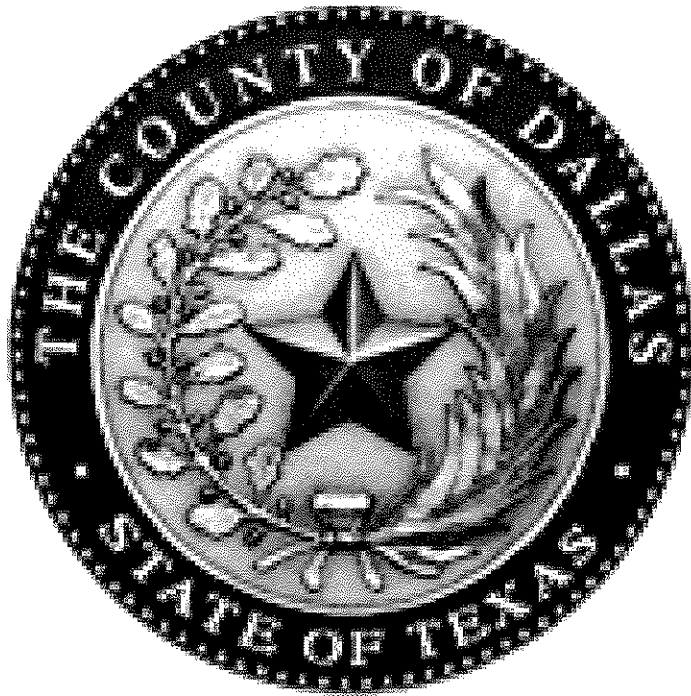
Video conference: is defined as a method of holding meetings allowing people who are in different locations, cities, countries, etc., to hear each other and see each other on computer or television screens.

## **III. Procedure:**

A. Any time video conference technology is being utilized, Juvenile Department staff shall ensure the following:

1. At no time shall the juvenile's confidentiality be breached;
2. The video conference shall not be recorded without consent; and
3. If a parent/guardian is using the video conference for visitation purposes with the juvenile, all private visitation rights apply.
4. Prior to the utilization of any video conference technology, staff will confer with Dallas County IT to ensure security and systems compatibility.

B. Video conference technology utilized by Department staff shall not be a replacement for face to face contact with the juvenile as required by policy and TJJD standards.



**ACTION ITEM**

**J.**

# ACADEMY FOR ACADEMIC EXCELLENCE

## CHARTER REPORT

March 2015

### Dr. Jerome McNeil Detention Center / AAE Campus (001):

#### QUOTE OF THE MONTH

"If you can't explain it to a six year old, you don't understand it yourself." ..... Albert Einstein

#### **INSTRUCTION AT A GLANCE**

Total Enrollment -

JDC	133
RDT	26
START	32
HILL	40
SPED	33

#### **Student Advisory/Data**

With the number of enrollments and withdrawals, the Data Controller continues to meet with students, review their records and update projected graduation plans/endorsements, and update student files.

#### **Professional Development**

In our efforts to focus on individualized learning, we continue to investigate better ways to differentiate instruction to insure students are prepared for the increased rigor of the state assessment, the STAAR test. The teachers used The Texas Curriculum Management Program Cooperative (TCMPC) focus documents and assessments to design lessons to help determine the students' strengths and weaknesses in preparation for the Spring STAAR administrations.

#### **English/Language Arts Department**

The English Language Arts Department has been preparing students for TELPAS and STAAR testing in preparation for the state of Texas assessment tests. Our students have been reviewing how to use the dictionary and focusing on vocabulary and reading comprehension. The students were given bi-weekly writing prompts to help strengthen their writing skills. Students gave oral presentations of their writings.

#### **Math Department**

The Mathematics department celebrated "National Pi Day" by having the students recite at least 65 digits of Pi. Pi is an irrational number that is a mathematical constant. Pi is infinite. It is the ratio of a circle's circumference to its diameter which is approximately 3.14159. Usually we round to the hundredths place which is 3.14. All of the students had 3 days to study and the winner's prize was an actual individual small pecan pie.

We had 9 students to memorize at least 65 digits of Pi and the grand prize winner memorized 80 digits of Pi. This year national Pi day was a rare occurrence because it landed on the calendar March 14, 2015 and the time was nine twenty-six (a.m. or p.m.) and 53 seconds. This represented in numbers is 3.1415. March is the 3rd month 14th day 15th year 9th hour 26th minute and 53rd second. This resulted in 3.141592653. This will never happen again in our life time!

#### **ESL Department**

The ESL Department worked on TELPAS writings and prepared for the administration of the TELPAS reading assessment. They are currently servicing 28 students.

#### **Special Education Department**

The Special Services team worked together to better serve the students. The Special Services team is currently servicing 49 students.



**Upcoming Events**

Statement Assessment Testing  
Cinco De Mayo Celebration  
Earth Day Science /Art Projects

**Day Reporting Center – Campus (002):****QUOTE OF THE MONTH**

*"Education is a gift that none can take away".*

*American Proverb*

**INSTRUCTION AT A GLANCE**

Total Enrollment -	62
GED	10
SPED	08
ESL	05

As spring rolls in, the Day Reporting Center (DRC) continues to shine and is proud to acknowledge significant gains in attendance during STAAR testing. We are especially thankful for the extra efforts of our teachers and clerical staff who worked with students and parents to help emphasize the importance of their children attending school. We have recently implemented an attendance incentive program to encourage students to be at school on time. This program is already proving to be successful.

**School Celebration and Activities**

In preparation for the late March and early April Administration, the DRC and JJAEP Campuses held a joint Pep Rally and Talent Show getting students excited and prepared for the upcoming state assessment. During the show, students and staff displayed their various talents and motivated one another to do their best on the STAAR test. We were joined by local celebrity Rock T, who gave a motivational message to the students. Students were awarded prizes such as Monster Headphones and gift cards for their participation.

**High School Equivalency Program (GED)**

Three DRC students were successful in passing individual sections of their GED exam. This is consistent with the new testing model that the program is using in order to fully prepare the students to be successful. In an effort not to overwhelm students with four tests at one time, students will take one test at a time over a three to four week testing cycle until they successfully complete the entire exam.

The students are currently utilizing the Kaplan test preparation book to prepare for the test. We are currently exploring avenues to provide the preparation book to each student. Our GED team continues to provide additional GED preparation services to those students who require extra support.

**Credit Recovery**

The DRC credit recovery program is well underway and DRC staff are steadily finding ways to assist students in their positive transition back into their traditional educational setting. Currently, three students are participating in the program.

**State Assessment**

The DRC teachers used STAAR release Math and Reading as benchmark testing on all of the students in order to determine the students' strengths and weaknesses in preparation for the late March and early April STAAR.

Mr. Aubrey C. Hooper, Principal  
DRC Campus 002

**Medlock/Youth Village Campus – (003):****QUOTE OF THE MONTH**

*"It is the supreme art of the teacher to awaken joy in creative expression and knowledge." Albert Einstein*

**INSTRUCTION AT A GLANCE**

Total Enrollment - 125  
SPED 30

**Campus at Glance/Activities**

The primary focus during the month of March was preparation for state testing. Teachers focused not only on subject content for each course, but on test-taking tips and techniques to reduce test anxiety and help our students approach the tests with confidence. TELPAS testing was completed for all Limited English Proficiency (LEP) students, and STAAR testing begins the first week of April.

**Honor Roll**

Honor Roll students from each campus (Youth Village and Medlock) were treated to a pizza party by some very caring teachers. They not only ate pizza with the group, but spent time talking with them about how great it was that they had made such good grades throughout the six weeks.

**School Celebration and Activities**

Ms. Gomez and Ms. Augustus continue to work with their Youth Village mime group, preparing for any possible upcoming performances.

**SAU (Substance Abuse Unit) Campus (004):****QUOTE OF THE MONTH**

*"By failing to prepare, you are preparing to fail." Benjamin Franklin*

**INSTRUCTION AT A GLANCE**

Total Enrollment - 42  
SPED - Total Students 06  
ESL – Total Students 05

**Campus at a Glance**

The campus continues to promote College and Career Readiness with College and Career Fridays and with our College and Career Wall in an effort to inspire our students to pursue positive post-secondary options. We are especially appreciative of the extra efforts of our campus lead, principal, teachers and clerical staff, who continually emphasize the importance of school to the students.

**Instruction at a Glance**

In our efforts to focus on individualized learning, we continue to investigate better ways to differentiate instruction to insure that students are prepared for the increased rigor of the state assessment, the STAAR test. The teachers used The Texas Curriculum Management Program Cooperative (TCMPC) focus documents and assessments to design lessons that will help determine the students' strengths and weaknesses in preparation for the upcoming STAAR administration. The staff is committed to raising the academic bar and preparing our students to reach it.

With STAAR beginning at the end of March, STAAR BOOT CAMP was implemented. The boot camp consisted of an intensive review of the STAAR exam. Students practiced writing expository theses, transitioning thought processes, strategies on where to begin, and vocabulary used in the STAAR. With this intensive review the students felt well prepared and we had 100% participation during the test.

**Math Department**

In math the students have been concentrating on vocabulary, problem solving, factoring polynomials, and financial algebra. They worked on a project which consisted of bringing a 2D drawing to life by turning it into a 3D drawing that pops out of the page. Students viewed clips of the TV show "Shark Tank"; the purpose of the clips was to assist the students analyzing what are the pros and cons of the businesses being presented and the offers given, concentrating on what the offers mean and the vocabulary used.

**Social Studies Department**

In social studies, the students focused on Critical thinking skills as well as problem solving and sequencing. The topic of our work was the Civil Rights movements and major events that happened during this period that were vital to the progression of the movement. The two main themes of critical thinking that we focused on were "Assumptions and Alternatives." The students were assigned the task of looking at each event and formulating two major ideas. 1) What do you assume happened because this event happened? 2) How would history be different if this particular event did not happen? They were then assigned the task of creating a nontraditional timeline with 3-D elements. The students were given a lot of freedom to create this timeline in any way they felt. The only restrictions, it had to be the minimum size of a large piece of construction paper and it had to be 3-D in some form.

**Upcoming Events**

STAAR/EOC Testing

Autism Awareness Month, National Poetry Month, National Volunteer Month

Sheterric Malone, Administrator

SAU 004

***Teach, Encourage, Instruct, Mentor, Praise, Influence, Guide..... INSPIRE***

**LETOT Campus (005):****QUOTE OF THE MONTH**

"By failing to prepare, you are preparing to fail." Benjamin Franklin

**INSTRUCTION AT A GLANCE**

Total Enrollment -	29
SPED - Total Students	2
Section 504	1
ESL – Total Students	1

**Campus at a Glance**

A portion of this month was dedicated to preparing for our Black History program that was postponed in February due to inclement weather. For this cause, the students memorized and recited the poem "Phenomenal Woman" by Dr. Maya Angelou; they also made illustrations for the poem to coincide with Women's History Month. The students learned songs, created renditions of various poems, and participated in an essay writing contest in preparation for this program and for celebration of Black History Month.

Both the teachers and the students did a wonderful job in preparing for and putting on an excellent Black History Program. The program featured a guest speaker, student actors and singers and teachers/staff showcasing talents. Murphy Cheatham, a real estate developer, addressed the students advising them to dream, dream big and to let no one determine how great they can be. The students were featured in a skit, created by Mr. Moore featuring African American inventors—it was very

entertaining and educational. Mr. Moore, Ms. Ingram and Ms. Taylor treated us all to medley of Negro Spirituals and Gospel songs.

The campus continues to promote College and Career Readiness with College and Career Fridays and with our College and Career Wall in an effort to inspire our students to pursue positive post-secondary options. We are especially appreciative of the extra efforts of our campus lead, principal, teachers and clerical staff, who worked with students to help emphasize the importance of school.

**Instruction at a Glance**

The learning objective for this month involved focus on the readiness standards for the March STAAR Test Administration. This included re-teaching and learning the writing process, reading and analyzing literature across various genres, reviewing STAAR related vocabulary, and proofreading and editing texts for clarity.

In our efforts to focus on individualized learning, we continue to investigate better ways to differentiate instruction to insure that students are prepared for the increased rigor of the state assessment, the STAAR test. The teachers use the Texas Curriculum Management Program Cooperative (TCMPC) focus documents and assessments to design lessons that will help determine the students' strengths and weaknesses in preparation for the upcoming STAAR administration. The staff is committed to raising the academic bar and preparing our students to reach it.

**Science Department**

In the wonderful world of science, we ventured into the land of Prokaryotes, Eukaryotes, and Viruses. This is always an interesting topic with this generation of students because it explores how early scientist along with current scientist have factual theories of how society has started. The lesson began with a general overview with students and the instructor opened the class up to a debate on how the students feel about the scientific findings of how civilization arose.

After various debates amongst the students, we then followed up next with a virtual simulated lab for the students to partake in. Students were given a real-life experience through this process while being able to grasp a more in-depth understanding of the topic. The students participated in follow-up activities prior to the formative assessment over the topic.

The next leading topic goes further into the topic covering Protist in order to ensure that the students will have a great foundation of the next topic.

**Coming soon....**

STAAR/EOC Testing, Autism Awareness Month, National Poetry Month, National Volunteer Month

Sheterric Malone, Administrator

Letot 005

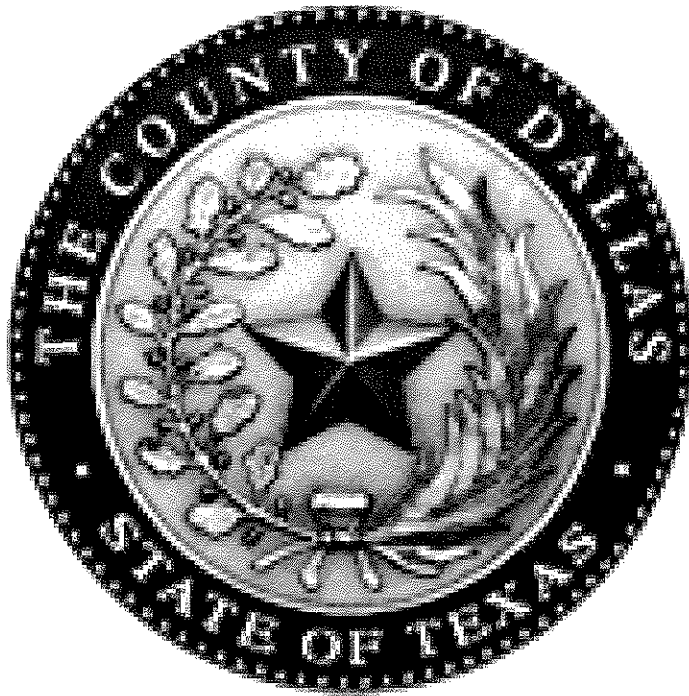
**Teach, Encourage, Instruct, Mentor, Praise, Influence, Guide..... INSPIRE**

**ACADEMY FOR ACADEMIC EXCELLENCE  
PROGRAM STATUS REPORT**

Active Enrollments					
Student Enrollment as of March, 2015:			District Total Enrollment: 467		
District Average Attendance			422 (90.36%)		
District Special Education Student Population			148 (31.69%)		
CAMPUSES	JDC - 001	DRC - 002	MED. / YV - 003	SAU - 004	LETOT - 005
	Number	Number	Number	Number	Number
Enrollment	220	59	125	37	26
New Students	143	29	24	18	29
Withdrawals	141	31	28	23	27
Avg. Daily Attendance	205	42	120	30	25
Avg. Daily Enrollment	220	59	125	37	26
Attendance Average	93.18%	71.19%	96.00%	81.08%	96.15%

**Demographics**

Category	JDC - 001		DRC - 002		MED. / YV - 003		SAU - 004		LETOT - 005	
GENDER	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Female	48	(20.69%)	12	(16.44%)	00	(0.0%)	06	(17.14%)	21	(72.41%)
Male	184	(79.31%)	61	(83.56%)	120	(100%)	29	(82.86%)	08	(27.59%)
GRADE	Number		Number		Number		Number		Number	
3	0		0		0		0		0	
4	0		0		0		0		0	
5	1		0		0		0		0	
6	6		3		2		0		0	
7	28		6		12		2		4	
8	49		12		28		4		8	
9	95		36		48		18		10	
10	42		14		24		09		5	
11	09		1		6		2		2	
12	2		1		0		0			
AGE	Number		Number		Number		Number		Number	
10	0		0		0		0		0	
11	0		0		0		0		0	
12	4		2		0		0		1	
13	09		3		2		0		2	
14	33		9		14		2		9	
15	60		14		37		3		9	
16	90		24		41		16		6	
17	36		19		26		14		2	
18+	0		2		0		0		0	
ETHNICITY	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American	107	(46.12%)	31	(42.47%)	65	(54.17%)	9	(25.71%)	11	(37.93%)
Caucasian	22	(09.48%)	4	(05.48%)	10	(08.33%)	4	(11.43%)	4	(13.79%)
Hispanic	100	(43.10%)	38	(52.05%)	45	(37.50%)	21	(60.00%)	14	(48.28%)
Native American	0	(0.00%)	0	(0.00%)	0	(0.00%)	0	(0.00%)	0	(0.00%)
Other/Asian	3	(01.29%)	0	(0.00%)	0	(0.00%)	1	(02.86%)	0	(0.00%)



**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:** April 27, 2015  
**To:** Academy for Academic Excellence School Board  
**From:** Dr. Terry S. Smith, Director  
**Subject:** 2015-2016 School Calendar for the Academy for Academic Excellence

**Background of Issue:**

The Academy for Academic Excellence Charter School (AAE) is required to adopt an academic calendar each year which meets the requirements set by the Texas Education Agency (TEA). Those requirements include at least 180 days of instruction, grading periods with approximately an equal number of instructional days, identified staff training days, holidays, and two inclement weather days. The purpose of this briefing is to seek approval from the Academy for Academic Excellence School Board for the 2015-2016 school calendar.

**Impact on Operations and Maintenance:**

The attached 2015-2016 calendar for the Academy for Academic Excellence Charter School meets the TEA requirement for instructional days, as well as the number of days identified for staff training, holidays, and inclement weather. Teachers and aides are scheduled to work and are required to provide academic instruction for 180 days. After the approval of the calendar, a copy of the 2015-2016 calendar will be forwarded to Texas Juvenile Justice Department (TJJD), TEA and the Region 10 Education Service Center.

**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:**

There will be no legal impact attributable to the approval of the 2015-2016 AAE calendar.

**Financial Impact/Considerations:**

There is no direct fiscal impact related to the approval of the 2015-2016 AAE calendar.

**Performance Impact Measures:**

There is no direct performance impact related to the approval of the 2015-2016 AAE calendar.


**Project Schedule/Implementation:**

The 2015-2016 school calendar has classes scheduled to begin on August 17, 2015.

**Recommendation:**

It is recommended that the Academy for Academic Excellence School Board approve the 2015-2016 school calendar for the Academy for Academic Excellence as presented.

**Recommended by:**

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



## JUVENILE BOARD ORDER

ORDER NO: 2015-XXX

DATE: April 27, 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 27th day of April 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 Academy for Academic Excellence Charter School (AAE) is required to adopt an academic calendar each year which meets the requirements set by the Texas Education Agency (TEA). Those requirements include at least 180 days of instruction, grading periods with approximately an equal number of instructional days, identified staff training days, holidays, and two inclement weather days. The purpose of this briefing is to seek approval from the Academy for Academic Excellence School Board for the 2015-2016 school calendar; and

**WHEREAS,** the attached 2015-2016 calendar for the Academy for Academic Excellence Charter School meets the TEA requirement for instructional days, as well as the number of days identified for staff training, holidays, and inclement weather. Teachers and aides are scheduled to work and are required to provide academic instruction for 180 days. After the approval of the calendar, a copy of the 2015-2016 calendar will be forwarded to Texas Juvenile Justice Department (TJJD), TEA and the Region 10 Education Service Center; and

**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 Academy for Academic Excellence School Board approve the 2015-2016 school calendar for the Academy for Academic Excellence as presented.

**DONE IN OPEN BOARD MEETING** this 27<sup>th</sup> day of April, 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:

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

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Judge Cheryl Shannon, President  
Academy for Academic Excellence School Board

# Academy for Academic Excellence

## 2015-2016 School Calendar



August / Agosto 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September / Septiembre 2015						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October / Octubre 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November / Noviembre 2015						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December / Diciembre 2015						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January / Enero 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### Key Calendar Dates

Administrators Report August 3

Teachers Report August 10

School Starts August 17

School ends June 2

Teachers' last day June 2

Administrators' last day June 23

Student/Teacher Holidays

- \* September 7 - Labor Day
- \* November 24-27 - Thanksgiving
- \* December 21 - January 1 - Winter Break
- \* January 18 - Martin Luther King, Jr. Day
- \* March 14 - 18 - Spring Break
- \* May 30 - Memorial Day

Inclement Weather Days

- \* April 1
- \* May 27

Parent/Teacher Conference

- \* October 12 - 16
- \* January 25 - 29

### Legend

- Student/Teacher Holidays
- Student Holidays/Staff Development
- Six Weeks Begins
- Six Weeks Ends
- Early Release/Professional Development
- Inclement Weather Day

### Breakdown of Days

180 Student Days

10 Professional Development/Prep Days

190 Total Teacher Work Days

20 Administrative Contractual Days

210 Total Administrator Days

- 1<sup>st</sup> Six Weeks 29 Days
- 2<sup>nd</sup> Six Weeks 29 Days
- 3<sup>rd</sup> Six Weeks 25 Days

1<sup>st</sup> Semester 83 Days

4<sup>th</sup> Six Weeks 31 Days

5<sup>th</sup> Six Weeks 34 Days

6<sup>th</sup> Six Weeks 32 Days

2<sup>nd</sup> Semester 97 Days

February / Febrero 2016						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

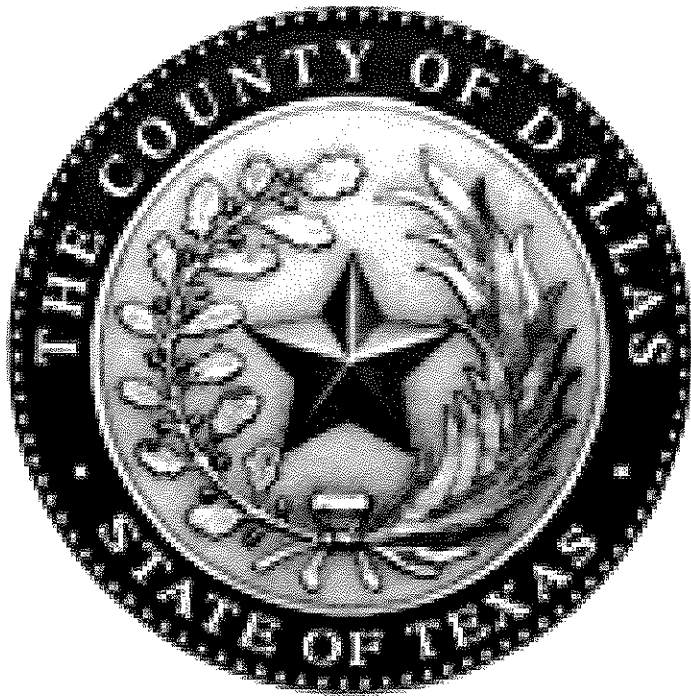
March / Marzo 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April / Abril 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May / Mayo 2016						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June / Junio 2016						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July / Julio 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30



**ACTION ITEM**

**L.**



**DALLASCOUNTY  
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:** April 27, 2015  
**To:** Academy for Academic Excellence School Board  
**From:** Dr. Terry S. Smith, Director  
**Subject:** Academy for Academic Excellence Budget Amendment #4: Title I, Part D, (accept rollover); State Aid- (Tuition, License); IDEA-B-(License)

**Background of Issue:**

This briefing seeks authorization to accept Title I, Part D in the amount of \$ 171,528.00, re-allocate State Aid and IDEA-B Funds. Previously, the original budget for the Academy for Academic Excellence (AAE), presented on June 23, 2014, was amended by Budget Amendment #3 on January 26, 2015 (Court Order 2015-0191). Funds were reallocated in Title I, Part A to provide needed supplies for youth, to make additional technology upgrades, and to make line item adjustments and purchases. Budget Amendment #3 also allowed the AAE to accept Instructional Materials Allotment (IMA) funds created by the 82<sup>nd</sup> Texas Legislature for the purchase of instructional materials, technological equipment and technology-related services.

**Impact on Operations and Maintenance:**

**State Aid:**

State aid is the money allocated for the education of public school students. It will increase or decrease as the enrollment of the Charter District grows. The following recommendations to line item adjustments for State Aid include:

- |                                     |             |
|-------------------------------------|-------------|
| • Decrease computer hardware(2193)  | \$ 2,164.50 |
| • Increase employee's tuition(4430) | \$ 500.00   |
| • Increase license(2095)            | \$ 1,664.50 |

**TOTAL REALLOCATED:** **\$ 2,164.50**

**IDEA-B**

IDEA-B assists schools with materials and resources to work with students with disabilities. Recommendations to line item adjustments from IDEA-B:

- |                                     |             |
|-------------------------------------|-------------|
| • Decrease supplemental pay(1025)   | \$ 3,635.00 |
| • Increase contracted service(5590) | \$ 3,635.00 |

**TOTAL REALLOCATED:** **\$ 3,635.00**

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*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**

**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:**

As the Academy for Academic Excellence School Board for the Academy for Academic Excellence Charter School, the School Board has operational and fiscal responsibility and must approve amendments to the original budget, as well as, purchase authorizations.

**Financial Impact/Considerations:**

Current expenditure will not increase operating expenses in State Aid and IDEA B therefore expenses will remain the same. Management's continued analysis of the academic needs based on enrollment data and expected revenue will be employed to manage the budget. This information has been reviewed by Carmen Williams, Budget Supervisor.

**Performance Impact Measures:**

There are no specific performance measures.


**Project Schedule/Implementation:**

The current budget begins September 1, 2014 and will be in effect until August 31, 2015.

**Recommendation:**

It is recommended that the Academy for Academic Excellence School Board approve the attached line item adjustments from State Aid, IDEA B, and accept rollover for Title I, Part D.

**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.*

214-698-2200 Office

214-698-5508 Fax

**JUVENILE BOARD ORDER**

**ORDER NO:** 2015-XXX

**DATE:** April 27, 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 27th day of April 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,** authorization to accept Title I, Part D in the amount of \$ 171,528.00. Previously, the original budget for the Academy for Academic Excellence (AAE), presented on June 23, 2014, was amended by Budget Amendment #3 on January 26, 2015 (Court Order 2015-0191). Funds were reallocated in Title I, Part A to provide needed supplies for youth, to make additional technology upgrades, and to make line item adjustments and purchases. Budget Amendment #3 also allowed the AAE to accept Instructional Materials Allotment (IMA) funds created by the 82<sup>nd</sup> Texas Legislature for the purchase of instructional materials, technological equipment and technology-related services.

**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 Academy for Academic Excellence School Board accepts rollover funds for Title I, Part D.

**DONE IN OPEN BOARD MEETING** this 27<sup>th</sup> day of April, 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 Shannon, President  
Academy for Academic Excellence School Board



## JUVENILE BOARD ORDER

ORDER NO: 2015-XXX

DATE: April 27, 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 27th day of April 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,** authorization to accept the re-allocation of line items in the State Aid Fund. Previously, the original budget for the Academy for Academic Excellence (AAE), presented on June 23, 2014, was amended by Budget Amendment #3 on January 26, 2015 (Court Order 2015-0191). Funds were reallocated in Title I, Part A to provide needed supplies for youth, to make additional technology upgrades, and to make line item adjustments and purchases. Budget Amendment #3 also allowed the AAE to accept Instructional Materials Allotment (IMA) funds created by the 82<sup>nd</sup> Texas Legislature for the purchase of instructional materials, technological equipment, and technology-related services.

**WHEREAS,** state aid is the money allocated for the education of public school students. It will increase or decrease as the enrollment of the Charter District grows. The following recommendations to line item adjustments for State Aid include:

- |                                     |             |
|-------------------------------------|-------------|
| • Decrease computer hardware(2193)  | \$ 2,164.50 |
| • Increase employee's tuition(4430) | \$ 500.00   |
| • Increase license(2095)            | \$ 1,664.50 |

Total Re-allocated:	\$ 2,164.50
---------------------	-------------

**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 Academy for Academic Excellence School Board approve the attached line item adjustments from State Aid funds.

**DONE IN OPEN BOARD MEETING** this 27<sup>th</sup> day of April, 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 Shannon, President  
Academy for Academic Excellence School Board

## JUVENILE BOARD ORDER

ORDER NO: 2015-XXX

DATE: April 27, 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 27th day of April 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,** authorization to accept the re-allocation of line items in the IDEA-B. Previously, the original budget for the Academy for Academic Excellence (AAE), presented on June 23, 2014, was amended by Budget Amendment #3 on January 26, 2015 (Court Order 2015-0191). Funds were reallocated in Title I, Part A to provide needed supplies for youth, to make additional technology upgrades, and to make line item adjustments and purchases. Budget Amendment #3 also allowed the AAE to accept Instructional Materials Allotment (IMA) funds created by the 82<sup>nd</sup> Texas Legislature for the purchase of instructional materials, technological equipment, and technology-related services.

**WHEREAS,** IDEA-B assists schools with materials and resources to work with students with disabilities. Recommendations to line item adjustments from IDEA-B:

- |                                     |             |
|-------------------------------------|-------------|
| • Decrease supplemental pay(1025)   | \$ 3,635.00 |
| • Increase contracted service(5590) | \$ 3,635.00 |

Total Re-allocated:	\$ 3,635.00
---------------------	-------------

**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 Academy for Academic Excellence School Board approve the attached line item adjustments from IDEA-B funds.

**DONE IN OPEN BOARD MEETING** this 27<sup>th</sup> day of April, 2015.

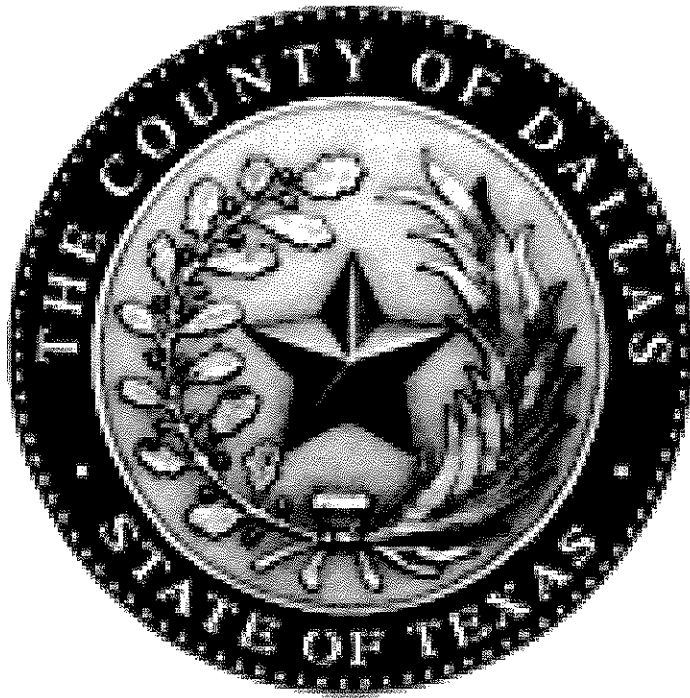
The forgoing Juvenile Board Order was lawfully moved by \_\_\_\_\_ and seconded by \_\_\_\_\_, and duly adopted by the Juvenile Board on a vote of \_\_\_\_ for the motion and \_\_\_\_\_ opposed.

Recommended by:

Approved by:

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

\_\_\_\_\_  
Judge Cheryl Shannon, President  
Academy for Academic Excellence School Board



**ACTION ITEM**

**M.**



**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:** April 27, 2015  
**To:** Academy for Academic Excellence School Board  
**From:** Dr. Terry S. Smith, Director  
**Subject:** Academy for Academic Excellence Staff Handbook and Standard Operating Procedures

**Background of Issue:**

Standard Operating Procedures, or (SOPs), are formal written guidelines denoting 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 Academy for Academic Excellence Charter School (AAE) Staff Handbook and Standard Operating Procedures Manual. This manual provides information that will help with questions and set the stage for a successful year. Not all policies and procedures are included in this manual and it is not the goal for it to be all encompassing. 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 the Academy for Academic Excellence is upholding laws and adopting best practices in the area of education. The Academy for Academic Excellence (AAE) ensures that all policies and procedures are followed.

This manual contains standard operating practices of the Academy for Academic Excellence (AAE) 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 Academy for Academic Excellence (AAE) 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 Academy for Academic Excellence (AAE) 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 Academy for Academic Excellence (AAE) School Board approve the Academy for Academic Excellence (AAE) Staff Handbook and Standard Operating Procedures manual for the Academy for Academic Excellence (AAE) Charter School.

Recommended by:

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

## JUVENILE BOARD ORDER

ORDER NO: 2015-XXX

DATE: April 27, 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 27th day of April 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,** Standard Operating Procedures, or (SOPs), are formal written guidelines denoting 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 Academy for Academic Excellence Charter School (AAE) Staff Handbook and Standard Operating Procedures Manual. This manual provides information that will help with questions and set the stage for a successful year. Not all policies and procedures are included in this manual and it is not the goal for it to be all encompassing. 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; and

**WHEREAS,** the staff handbook and standard operating procedures provide the framework that must be followed to ensure that the Academy for Academic Excellence is upholding laws and adopting best practices in the area of education. The Academy for Academic Excellence (AAE) ensures that all policies and procedures are followed.

this manual contains standard operating practices of the Academy for Academic Excellence (AAE) 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
  - 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

**WHEREAS,** the Academy for Academic Excellence (AAE) 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.

**IT IS THEREFORE ORDERED, ADJUDGED, AND DECREED** that the Academy for Academic Excellence (AAE) School Board approve the Academy for Academic Excellence (AAE) Staff Handbook and Standard Operating Procedures manual for the Academy for Academic Excellence (AAE) Charter School.

**DONE IN OPEN BOARD MEETING** this 27<sup>th</sup> day of April, 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.

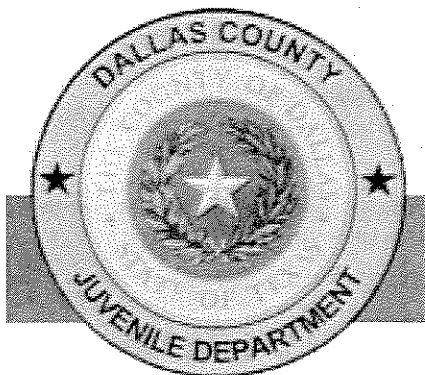
Recommended by:

Approved by:

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

\_\_\_\_\_  
Judge Cheryl Shannon, President  
Academy for Academic Excellence School Board

# **DALLAS COUNTY JUVENILE DEPARTMENT**



## **ACADEMY FOR ACADEMIC EXCELLENCE**

**1673 Terre Colony Ct.  
Dallas, Texas 75212  
214.637.6136 Main Phone  
214.689.5568 (AAE FAX)  
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 Academy for Academic Excellence (AAE). 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'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.

# Table of Contents

AAEP Overview	4
Vision Statement / Core Beliefs	5
Juvenile Board Members	6
2013-2014 Directory	7
Open Door Policy	10
Code of Ethics & Standard Practices for Texas Educators	11
Statement of Nondiscrimination	12
Confidentiality of Student Information	13
Punctuality & Work Hours	13
School Calendar	14
School Mascots & Symbols	14
Meetings & Trainings	15
Emails & Inbox	15
Break Area	15
Phone Call Messages, Cell Phone & Bluetooth	15
Books & Equipment	15
Visitors in the Workplace	16
Crisis Emergency Management	16
Fire Drill & Safety Procedures	16
Inclement Weather	16
Early Release	16
Accident Reporting	16
Medications	16
Field Trips	17
Transportation	17
Moment of Silence / Pledges	17
Physical Restraint of Students	17
Parking / Keys & Security	17
Arrest Notice	17
Electronic Communications & Data Management	18
Sexual Harassment	20
Employee Grievance	25
Maintaining Professional Boundaries & Working with AAE/JJAEP	31
Working Effectively with Parents	36
Recognizing & Reporting Abuse & Neglect/Exploitation	37
Information Management & Confidentiality Agreement	38
School Committees	40
Educational Services Delivery	41
Maintaining Gradebooks & Entering Grades	44
Grading Daily Assignments & Assessments	46
Completing Report Cards & Progress Reports	48
Making Corrections to Report Cards	50
Developing a Classroom Management Plan/Notebook	51
Developing Lesson Plans	52
Maintaining Student Work Portfolios	53
Special Education for AAE	54
Special Education for JJAEP	59
English as a Second Language	60

Coordinating Program Sponsored Field Trips or Outings	64
Managing Student Behavior	65
Completing Incident & Behavior Reports	66
Escorting Students & Conducting Restroom/Water Breaks	69
Managing Student Arrival	70
Managing Student Dismissal	72
Referring Students to After School Detention	74
Referring Students to ISS	76
Responding to Emergency Situations	78
Suspending Students from Campus	79
Request for Information from JPO / Outside Entities	80
Documenting Contacts	81
Completing Student Behavior / Academic Reports	82
Referring a Student to a Case Manager	83
Referring Students to a Nurse	84
Reporting Suspected Abuse & Neglect/Exploitation	85
Suicide Emergency	86
Case Review Committee Preparation	87
Conducting Parent Orientation	88
Processing Student Early Withdrawals	89
Processing Student Transition Withdrawals	90
Coordinating Student Transportation	91
Facility Structure/Maintenance Requesting Services	93
Reporting Vandalism & Damages	94
Ordering Supplies & Resources	95
Breakfast/Lunch Meal Rotation Program	96
Taking Attendance & Completing Billing Reports for JJAEP	98
Completing Attendance Billing Reports for JJAEP	100
State Mandated Testing	101
Wellness Policy	104
Academy for Academic Excellence Procedure Manual	106
Appendix	135

# **The Academy for Academic Excellence**

The Academy for Academic Excellence (AAE), formerly known as 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 304th District Court	Judge Craig Smith 192nd Civil District Court	Judge Amber Given-Davis 282 <sup>nd</sup> Judicial District Court
Judge Ken Molberg 95 <sup>th</sup> District Court	Judge Andrea D. Plumlee 330th 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

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

**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**

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**

Medlock Campus

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

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**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

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**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

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**Juvenile Justice Alternative Education Program (DCJJAEP)**  
**1673 Terre Colony Court, Dallas, TX 75212**  
**Main Phone: 214.637.6136**  
**Fax: 214.637.6130**

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:

1<sup>st</sup> semester: 81 days

2<sup>nd</sup> 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**

Effective Monday, March 23, 2015:

Cell Phone usage is strictly prohibited on ALL Academy for Academic Excellence and Juvenile Justice Alternative Education Program campuses for ALL faculty and staff (full/part time) with the exception of approved supervisory personnel and other identified pertinent staff with prior approval from the Deputy Director or Superintendent. Specifically, cell phones **CANNOT** be brought inside any of the facilities (i.e. JDC, SAU, DRC, Letot, JJAEP, Medlock, Youth Village). Please be advised cell phones cannot be placed in bags, purses, or any compartment (i.e. pockets, etc.) that are then brought into a facility; inasmuch, all cell phones will need to remain inside your car during the work day. Please be advised no verbal warnings will be provided if it is determined you violated this policy. Staff who are found to be in violation of this policy will face the following sanctions:

- 1<sup>st</sup> violation- (5) five-day suspension
- 2<sup>nd</sup> 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 is 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

### **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.**

(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

### **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.	

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

### 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

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
<b>Policy Statement:</b> 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"> <li>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.</li> <li>2. Follow these steps: <ul style="list-style-type: none"> <li>- <i>If the suspected abuse, neglect, or exploitation happened outside of school</i> – Write an incident report. Take the child to the nurse. Then to the sheriff officer.</li> <li>- Inform the child's caseworker, administration and parent, if applicable.</li> <li>- 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></li> </ul> </li> <li>3. <i>If the abuse, neglect, or exploitation happened at school</i> - follow the steps in #2.</li> </ol>	
Caseworker	<ol style="list-style-type: none"> <li>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.</li> </ol>	



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.	

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 that 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.	

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)

# ACADEMY FOR ACADEMIC EXCELLENCE

## GRADING POLICY

### **LEGAL REQUIREMENTS**

Senate Bill (SB) 2033 passed by the 81<sup>st</sup> Texas Legislature, requires each school district to adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

- (1) must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment
- (2) may not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
- (3) may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

TEA understands this legislation to also require honest grades for each grading period including six weeks or semester grades for two reasons. First, if actual grades on assignments are not used in determining a six weeks grade, the purpose of the legislation has been defeated. Second, since 1995, Texas Education Code, §28.021, has required decisions on promotion or course credit to be based on "academic achievement or demonstrated proficiency." If the six weeks grades do not reflect the actual assignment grades, they would not reflect academic achievement or demonstrated proficiency.

This legislation permits a district, through local policy, to allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade. By allowing students to make up work, a district would ensure six weeks grades reflect relative mastery of assignments, even if making up a prior deficit, rather than awarding an automatic grade to a student who has received a failing grade.

***Senate Bill 2033 prohibits the requirement of recording a minimum grade of 50 on a report card. Therefore, AAE will allow students a reasonable opportunity to retest. Students will be allowed to redo an assignment or retake a test for which the student received a failing grade. Teachers may not retest a semester exam. Students in 3 – Grade 8 must complete all assignments and/or retests within two weeks of receiving the failing grade. Students in Grades 9-12 must complete all retest grades within 5 days.***

### **LOCAL/DISTRICT GUIDELINES**

Teachers WILL follow the District's grading policy as well as grading guidelines designed to reflect each student's relative mastery for the assignment, grading period, semester, or course. State law provides that a test or course grade issued by a teacher cannot be changed unless the District determines that the grade was arbitrary or contains an error, or that the teacher did not follow the District's grading policy.

The District will not require a teacher to assign a minimum grade without regard to the quality of a student's work on an assignment. Parents/guardians and/or students are urged to discuss questions about grade calculation directly with the teacher. If the question is not resolved, the parent or student may contact the principal for further review.

All teachers shall review the Academy for Academic Excellence (AAE) Grading Policy and adhere to all provisions in the board approved policy for 2014-2015 school years. The Grading Policy includes information about **grading, teacher grade books and other procedures**. To facilitate the posting of grades, teachers will continue to use **TxEIS Grade book**.

### **LOCAL REGULATIONS**

Teacher of Record (Texas Administrative Code, Chapter 228, Rule §228.2)

(20) Teacher of Record -- an educator employed by a school district who teaches the majority of the instructional day in an academic instructional setting and is responsible for evaluating student achievement and assigning grades.

### **Teacher Responsibilities**

- Teacher of record shall be responsible for grading and inputting student grades
- Teachers shall not collaborate to exchange grades to be input by other teachers with the exception related to special circumstances such as, special education services, substitute teachers, etc.
- Teachers will assign a grade that reflects the student's mastery of an assignment.
- Teachers shall input at least three grades per week
- Teachers must keep a record of grades and must submit grade information to the principal/counselor according to established deadlines for each reporting period. Records of grades must be available for the principal/counselor's review and must be turned in for filing at the end of the semester and/or school year.
- Teachers must carefully label each line of grades or supply a key so that anyone who examines can easily determine how the grades were computed.
- Teachers should keep a printed copy of the computer grade report as a copy of the students' grades.
- Teachers will input their own grades (do not share you log-in information with other teachers). *Short-term subs will receive assistance with inputting from the campus administrator and/or data controller.*
- Long-term subs should have a log-in to input grades since they are serving as the 'teacher of record'- assistance will be given as appropriate

Teachers should record no fewer than three classwork/homework grades per week per subject, with a minimum of 18 grades per subject per six grading period. Projects may assess multiple learning standards, so one project may result in multiple grade book entries. Grades should be documented weekly.

### Posting Grades

1. After student grades are posted in the teacher's grade book, teachers will be asked to verify student grades and make necessary corrections prior to submitting the grades.
2. When the reporting period ends the Friday, teachers will verify student grades the following Monday by 9:00 am.
3. Teachers will receive Grade Verification sheets to verify student grades and make necessary corrections, sign and return all verification sheets to the Data Controller for input and report card processing within 24 hours after receipt of the grade verifications sheets.
4. All incomplete grades must be justified and cleared by the end of the third week after each grading period. If a grade change form has not been turned in with the new grade a "0" will be entered in place of the Incomplete (INC).
5. Teachers who do not clear incomplete grades will be periodically notified by the Registrar and asked to post grades. No teacher will be cleared at the end of the school year unless a numerical grade has been posted for all students. *If the student has been enrolled less than 7 days then the District will use the grades from the home district.*
6. Teachers are to use the Grade Change form to correct a student grades. Each Grade Correction form must include teacher signature and reason for correction and done in person with the Data Entry Clerk in PEIMS.

***Please exercise great care when posting student grades. REMEMBER, grades impact a student's standing cumulative GPAs and grade level/course promotions.***

Teachers are expected to post scores on individual assignments within five school days (each week) of the due date. A minimum of three (3) grades should be given each week. In addition to grade book, teachers must also keep a spreadsheet of grades. Progress reports are sent home during the midpoint (third week of the six weeks) of the grading period, which should allow time for appropriate discussion and action if there is confusion about a grade. All assignments must be appropriately labeled in the teacher grade book. The teacher who gives the grade must be the teacher of record.

Semester: 1 Cycle: 2 Course Section: 02 U.S. STUDIES 8 (0840-02) [Ready] Retrieve Data

Category: All Categories Assignment: All Assignments Due Date: Student: ☐ Show withdrawn

Semester: 1 Cycle: 2 Course Section: 02 U.S. STUDIES 8 (0840-02) [Ready]

Student ID	Student name	Cycle average	DAILY ASSIGNMENT Blue Book: Ebola Due 10/1/2014 Max 100	DAILY ASSIGNMENT Major Religions Due 10/2/2014 Max 100	DAILY ASSIGNMENT Types of Government / U.S. Constitution Due 10/6/2014 Max 100	DAILY ASSIGNMENT Who Rules? / Preamble Due 10/7/2014 Max 100	DAILY ASSIGNMENT U.S. Government Outline Due 10/9/2014 Max 100
Overall Averages:			0	0	0	0	0
			Exclude All 0 Fill	Exclude All 0 Fill	Exclude All 0 Fill	Exclude All 0 Fill	Exclude All 0 Fill

Assignments per Page: 5 << Previous 1 - 5 Next >>

Figure 1 - Grade book Example

### ASSIGNING GRADES

Evaluation of a student's performance in an AEA course is done by numerical grade. A numerical grade is awarded to indicate the level of performance. It becomes a part of the student's permanent academic record. The method of grading daily work will be left to the discretion of the teacher.

1. All grades (taken) on assignments, tests, and/or projects shall be recorded in the District's electronic grade book.
2. Grades taken on assignments, tests, and/or projects shall be calculated and recorded to reflect students' mastery of the curriculum/TEKS. Grades shall be calculated on assignments, tests, and/or projects using the following grading scale:

Actual numerical grade earned FOR THE SIX WEEKS: 100 is the highest grade that can be recorded. The lowest passing grade is 70. The grading scale is:

A - 90-100

B - 80-89

C - 70-79

F - Below 70 Failing

I - \*Incomplete

W = \*\*Course Withdrawal

S and U (Satisfactory/Unsatisfactory) are used only as midterm grades.

\*An Incomplete (I) for a six weeks grade on the six week report card may be recorded if the allotted time period has not elapsed prior to the end of the grading period. An incomplete must be made up within the semester in which the incomplete was recorded.

\*\*The use of Course Withdrawal (W) is used when a teacher indicates a student stopped attending or never attended class or the teacher has not submitted a grade.

### Determining Averages

1. In all grades, the report card will reflect the grade assigned by the classroom teacher.
2. No test and/or project shall make up more than 25 percent of the grading period grade.
3. Individual grades on *assignments, progress reports, and report cards* are reported as the actual

grades earned. Individual grades are not recorded as a 50.

- Elementary and Junior High (8<sup>th</sup> grade and below), 1<sup>st</sup> and 2<sup>nd</sup> Semester average must equal a 70 or above, in each core course (math, science, social studies, ELA).
- High School students must have 70 averages per semester, in each course, to receive credit for that course.
- All Elementary through High School students must have a grade average of 80 or above in the course given, for which he/she is seeking final exam exemption.

### **Grade Weights**

For all students, Elementary and High School are given grades based on the following percentages:

Daily Assignments	25% grade weight
Participation Grade	25% grade weight
Quiz Grades	25% grade weight
Test Grades	25% grade weight

For average grade for end of semester:

1 <sup>st</sup> Cycle Grade 25%	4 <sup>th</sup> Cycle Grade 25%
2 <sup>nd</sup> Cycle Grade 25%	5 <sup>th</sup> Cycle Grade 25%
3 <sup>rd</sup> Cycle Grade 25%	6 <sup>th</sup> Cycle Grade 25%
Exam Grade 25%	Exam Grade 25%
Average for 1 <sup>st</sup> Semester	Average for 2 <sup>nd</sup> Semester

### **Test and/or Project Grades**

Teachers should use a variety of assessment methods such as unit tests, project evaluation, six-week tests, and the like. There should be no fewer than two and no more than four test/major project grades per six weeks in each subject area, including a required six-week test and semester examination. Projects may assess multiple learning standards and therefore, more than one grade may be recorded for a project (based on the scoring rubric). Rubrics used for grading projects will reflect mastery of identified content learning standards. An example of a rubric is below:

### **SAMPLE RUBRIC**

<b>Great: 90-100</b>	<b>Good: 80-89</b>	<b>Fair: 70-79</b>	<b>Needs Work: 60-69</b>
All entries done; Thoughtful ideas are given in complete sentences and supported with accurate details.	All entries are done; Good ideas are given in complete sentences and somewhat supported with accurate details.	Most entries are done; Some good ideas. Some support.	Incomplete entries. Little or no support for ideas.

### **Students with Missing Grades**

Students that have a missing 6-weeks average will have an opportunity to complete work that coincides with that 6-weeks instructional focus to receive an average. Teachers will grade the work and assign an average. For example, students may complete four (4) assignments and



complete a project – the assignments and project must align to the TEKS and expectations covered during that grading cycle.

### **Retest Policy**

The goal is to provide another opportunity for students to demonstrate mastery of essential knowledge and skills (TEKS). We expect students to learn from the mistakes of prior tests through teacher consultation, focused preparation and study, and a timely scheduled retest. In doing so, we also allow students an opportunity to improve grades.

- **Retest Eligibility:** Retesting is available to students that score a grade lower than 69 on a major unit exam. Retesting will **not** be available for semester exams or projects. Due to grade submission deadlines, this opportunity is not extended to those failing beyond the six week period.
- **Procedures:** The student must notify the teacher that he/she wishes to retest. The teacher should include this procedure in the syllabus at the beginning of the school year. Since the goal is to re-teach and retest, the student must consult with his/her teacher prior to the retest. A tutorial session may be required as part of the consultation.
- **Timeframe:** After a student receives notice of a failing test grade he/she has **five (5) school days** in which to complete a retest. It is the responsibility of the student to schedule a retest time with the teacher.
- **Frequency:** Students can only retest once for each failing grade on a major unit exam.
- **Resulting Grade:** A 75% is the maximum grade a student can earn on the retest. Thus, if a student scores an 80 on the retest, the original grade will be replaced with a 75. A student's grade can only be improved through the retest process. Thus, a student will keep his/her original grade if the retest is not an improvement.

### **Extra Credit**

Extra credit is permitted as an option for the teacher. However, the maximum grade of a six week average is 100. Extra credit must be related to the TEKS in that subject. Extra Credit may not be given for clerical tasks such as giving a student "100" for returning a report card or progress report.

To ensure that test grades reflect content mastery, a student will be permitted to retake any major test that he or she has failed within five school days of the date the failing grade was received or no later than ten days of the date of the test. If the test is passed on the second attempt, the failing grade will be removed from the grade book, and the passing grade will be recorded, with the following exception. When student behavior or actions clearly demonstrate that a major test was failed due to lack of effort or inappropriate behavior, a teacher, with the principal's approval, may assess a grade penalty. The grade penalty will be either the average of the two tests or a 70 (if either the average or the second attempt is above 70). The grade given a student failing the test for the second time will be the higher score earned on either test.

### **Make-up Tests**

Make-up tests should be administered and supervised by the teacher. It is recommended that make-up testing be done before or after school, or during the student's lunch period. Teachers do have the discretion to allow students to complete a make-up test during class time; however,

the student may miss important instruction when making up the test during class time. Students shall receive a zero for tests not made up within the allotted time.

### **Late Work Not Related To An Absence**

Students must be given at least one opportunity to submit late work not related to an absence. Grade penalties and the amount of time allowed to complete the assignment should be determined by content team teachers and approved by the principal. Teachers will develop and consistently implement common grade-level or department grading procedures for late work in compliance with this regulation and will communicate the common grading procedures to parents and students in writing as directed by the campus principal. Giving zeros as a grade for late work is not a best practice, and, therefore it is recommended that a parent call/notification be made prior to recording a grade of zero (especially for students for whom the zero will likely result in a failing grade). Efforts should be made to assist students in completing missed work.

### **Late Assignments/Late Work**

Late work is classified as work not turned in on time, but not due to an excused or unexcused absence. The penalties for late work apply to students not turning work in on time. For clarification regarding assignments and tests due to excused and unexcused absences (not truancy), please see Make-Up Work, Make-Up Tests, and Unexcused Absences. Late Assignments/Late Work penalties do not apply to Make-Up Work/Tests unless the Make-up work is not turned in according to Make-up work time allocations for excused absences. The Late Assignment/Late Work penalties do not apply to unexcused absences or truancy, only to students who are in attendance but fail to turn work in on time.

### **Makeup Work and Incomplete Grades Related to an Absence**

Students will be permitted to make up assignments and tests without grade penalty after an absence. Students will be given at least one school day for every day missed to complete the assignments or tests missed after an absence. Students at campuses with block schedule will be expected to complete daily make up work and major grades within four (4) calendar days per absence. An incomplete (I) grade on the six-week report card may be recorded if the allotted period has not elapsed prior to the end of the six-week grading period. An incomplete for a six-week grade must be made up within ten school days, or the actual grade average earned will be recorded. Principals must be notified when an incomplete is assigned. Semester grades of incomplete must be reviewed by the grade placement committee. The campus committee will determine the method for students to remediate the incomplete grade.

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. Within this framework, the maximum time allowed shall be determined at the discretion of the teacher according to the individual circumstances.

### **Make-up Related to Truant Students**

The grade for make-up work after truant students shall be zero. For purposes of this regulation, truancy is defined as being absent from school without the parent's permission or absent from school without the principal's permission. (Non-residential facilities)

### **Make-up Work related to Unexcused Absences**

The grade for make-up work after an unexcused absence that is not because of truancy shall be a maximum of 70 for each assignment and/or test missed. Unexcused absences include but are not limited to parent-planned trips, vacations, and non-school sponsored events/activities that occur

during school days. Students who are counted present for the day are not penalized for leaving after attendance is taken. The late work regulations do not apply to unexcused absences

### **Homework**

Homework is for the purposes of repetition, enrichment, or reinforcement of topics covered in class. Assignments should be related to the TEKS objectives taught and be an extension of the lesson. The teacher is responsible for assigning effective, well-planned, homework assignments that aid the student in the mastery of the Texas Essential Knowledge and Skills (TEKS) resulting in the development of college and/or career readiness. Grades for homework are considered daily grades. Excessive homework is discouraged and teachers are not to overburden students with redundant tasks. The key to successful homework is quality not quantity. Homework will not be assigned as punishment.

### **PROGRESS REPORTS**

Progress reports are issued by the teacher every three weeks if a student's performance in any Subject or class is below 70, or whose average is deemed borderline according to District guidelines and will be recorded and communicated using District-approved reporting forms and/or software programs. Teachers are encouraged to issue progress reports to all students to communicate standards mastery and provide specific feedback about effort exhibited by the student in his or her learning.

All students will receive a progress report at the three-week cycle. Campuses will send written notice reports to parents of all students regarding the student's progress in each subject area at the end of every three-weeks between grading periods. **The notice must provide for the signature of the student's parent and must be returned to the campus.** Parent includes a guardian, conservator or other person having lawful control of a student (TEC 28.002). By Senate Bill 858, parents of students whose progress is "consistently unsatisfactory" (failing or borderline failing - 75 or below) in foundation courses must be notified by teachers, in writing, at least once every three weeks. Progress reports may be used at any time to notify parents that a student's grade has fallen to a level that places the student in jeopardy of failing.

### **REPORT CARDS**

Teachers shall send out a written notice (report card) to parents every publicized grading period. **The notice provides a place for the signature of the student's parent. Teachers shall request a conference with parents any time the student is in jeopardy of failing a course.**

### **High Class / Grade-Level / School Failure Rates**

Teachers with a six-week and/or semester failure rate of greater than 15 percent in any subject area will be required to develop and submit an intervention support plan for struggling students that will be monitored by the principal/designee. Schools with a six-week and/or semester failure rate of greater than 15 percent in any grade/subject will be required to develop and submit an intervention support plan for struggling students that will be monitored by designated District personnel. Continued school failure rates resulting in greater than ten percent retention of students in any grade level may result in additional required interventions/ supports/consequences. Teachers should be prepared to provide an update to the campus principal for students whose grade averages are on the pass/fail borderline of 68–69, including strategies for academic supports for the next six weeks.

### **Grading Errors**

Errors in students' grades must be corrected within ten days after the grading period ends. Corrections of grade errors will be based on teacher grade book records. Corrections will be made only on a designated form with the teacher's and campus administrator's signature and date to verify the change. Copies will be distributed to the Data Controllers for grade change to occur.

### **PROMOTION REQUIREMENTS**

District will promote students only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by District. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated district objectives. The student's mastery level shall be a major factor in determining the grade for a subject or course. Teachers will assign a grade that reflects the student's mastery of an assignment.

### **Promotion/Retention Committee – Grades Elementary - 8<sup>th</sup> grade only**

A campus Promotion/Retention Committee, comprised of the principal, counselor, and specified teachers, shall determine, based on the student's individual strengths and weaknesses, the remedial and compensatory strategies to be used for students who fail to be promoted but are not retained, or who are otherwise considered to be at-risk for academic reasons. The committee shall monitor the progress of at-risk students to assess their readiness to be instructed in the regular program without remedial and compensatory strategies. *(Please see State Testing Requirements)*

### **Elementary and Junior High School Promotions**

To be promoted from one grade level to the next, a student must attain an overall average of 70 or above for three of the four core subject areas; language arts, mathematics, science, and social studies. *(Please see State Testing Requirements)*

### **Grades 3 -8:**

Promotion to the next grade level shall be based on:

- Have passed language arts/reading with a 70% average or above for the year, and
  - Have passed mathematics with a 70% average or above, and
  - Have passed the combined subject areas of reading/language arts, mathematics, social studies and/or science with an overall average of 70% or above for the year, and
  - Have attended at least 90% of the school days.
- In addition, to be promoted to the next grade, each student in grade 5 and 8 must pass the reading and math sections of the STAAR/STAAR- M/STAAR-ALT. This law includes Limited English Proficient and Special Education students. (TEC 28.0211)

**In grades 3-5, the Reading and the Language Arts grades will be averaged for the overall English Language Arts/Reading (ELAR) final grade for promotional decisions.**

**Student Success Initiative (SSI) and Grade Placement Committee (GPC) Information**

The goal of the Student Success Initiative (SSI) is to ensure that all students receive the instruction and support they need to be academically successful in mathematics and reading. This effort depends greatly on schools, parents and guardians, and community members working in partnership to meet individual student needs. This information is designed to support campus personnel in the implementation of the grade-advancement requirements of the SSI, including the coordination of Grade Placement Committees (GPCs) as required by law.

If a student is in grades 5<sup>th</sup> and 8<sup>th</sup> meets promotion standards under the Student Success Initiative or other state mandated testing requirement, but does not attain a grade of 70 or above in language arts, mathematics, science, and social studies as required for promotion to the next grade level, the school shall convene a Grade Placement Committee (GPC) to review the student's overall academic performance and may develop a plan under which the student may be placed in the next grade. The District shall develop guidelines that schools will follow in reviewing a student's performance and developing placement plans.

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/counseling analyst 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/counseling analyst 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.

Due to the transition to revised Texas Essential Knowledge and Skills (TEKS) curriculum standards in mathematics, the SSI requirement that students in grades 5 and 8 must pass the STAAR mathematics assessment in order to move onto the next grade level is suspended for the 2014–2015 school year. Districts will use other relevant academic information to make promotion or retention decisions for mathematics. The SSI grade-advancement requirements for mathematics will be reinstituted in the 2015–2016 school year.

The Admission, Review, & Dismissal committee (ARD) committee will determine which mandated state assessment is appropriate for the individual Special Education student in each SSI content area and grade level and will make all decisions involving accelerated instruction and promotion.

Please refer to the 2014–2015 Student Success Initiative Manual for the most current updates.

### **High School Advancement and Re-Classification –Grades 9<sup>th</sup> through 12<sup>th</sup>**

To earn credit for a course, a high school student must receive a grade of 70 each semester and has been in attendance at least 90% of the time the course was offered.

Mastery of at least 70 percent of the objectives on state approved courses is required. Every school student in the state of Texas must follow one of three State Graduation Programs in order to receive a diploma. The graduation program the student chooses will determine the courses he or she must take and how many credits he or she will need to graduate. State credit requirements for each program are: *(Please see side by side comparison attached)*

- Distinguished Achievement Program – 26 credits in the state-approved curriculum (plus any additional district requirements).
- Recommended High School Program – 26 credits in the state-approved curriculum (plus any additional district requirements).
- Minimum High School Program – at least 22 credits in the state-approved curriculum (plus any additional district requirements)
- Foundation Plan – 22 credits in the state-approved curriculum (plus any additional district requirements)

Endorsements: STEM (Science, Technology, Engineering and Mathematics), Business and Industry, Public Services, Arts and Humanities, & Multidisciplinary Studies

Grade level advancement for students in grades 9<sup>th</sup>-12<sup>th</sup> must be earned by course credits as follows:

- 9<sup>th</sup> grade      0-5.5 credits received
- 10<sup>th</sup> grade      6-11.5 credits received
- 11<sup>th</sup> grade      12-17.5 credits received
- 12<sup>th</sup> grade      18+ credits received

Changes in grade level classification are made **only** at the beginning of the fall semester.

### **Students with Disabilities**

Mastery level, promotion standards, appropriate assessment, acceleration options, and/or grade level classification for any student who is receiving special education services shall be determined by the student's Admission, Review, and Dismissal (ARD) committee or §504 committee.

### **Credit Recovery**

Credit Recovery courses will be offered to students' who have not successfully earned required course credits for graduation. They will be provided the opportunity to get back on track using on-line learning programs. The same rigorous, standards-based content that engages students earning original credit ensures that all students are mastering the skills and concepts necessary for their future success.

### **End of Course Grading Policy**

The Texas Education Agency implemented the State of Texas Assessment Readiness test beginning with ninth grade students in the 2011-2012 school-year. Students must show mastery on the Texas Essential Knowledge and Skills by passing the mandated End of Course (EOC) tests before they graduate. Additionally, in order to graduate, students must meet performance criteria. A minimum score must be achieved before the End of Course assessment may count on any given test and a cumulative score must be reached in order to meet the graduation requirement in each subject area or core strand.

### **Assessed Curriculum**

Students will take the following EOC assessments: English 1, English II, English III, Algebra 1, Algebra II, Biology and U. S. History

### **Passing Requirements for End of Course Assessments (EOC's)**

High school graduation requirements under HB 3 require students in grades 9-12 to take each of the EOC assessments for the courses (English 1, English II, English III, Algebra 1, Algebra II, Biology and U. S. History) in which they are enrolled. Students must also meet cumulative average requirements for each core area tested.

Students not meeting the minimum passing score on any EOC test must retake the EOC assessment. Students meeting the minimum score are not required to retake the test. Students must also attain the cumulative score for each of the four content areas, as well as, achieve the college readiness score on the Algebra II and English III EOC assessments in order to meet state graduation requirements. Students not meeting these requirements may retake the EOC assessments as many times as the tests are offered.

Students may retake an EOC assessment for any reason at any scheduled test administration. Once a student passes the requirements for the EOC, any retakes on an EOC assessment will not change the final grade calculation for the course as reported on the student's transcript. After receiving a passing EOC score, an EOC assessment retake score shall not affect whether the student receives credit for the course nor will it be used to calculate class rank, but may be used to meet the minimum cumulative score as required by TEA.

### **Transfer Grades**

Students transferring to AAE from a private, public, in state or out of state, or home school with transcript and/or grades from a sending school will use the following guidelines for six week and/or semester averages:

- Students who transfer in with a six-week average or semester average will be recorded as the grade earned for that student during that six weeks or semester.
- The six-week average for students who transfer in during the first two week of a six-week grading period will be issued by the AAE teacher. The transfer grades from the sending school will not be used to calculate the six-week average.
- The six-week average for students who transfer in between the third and sixth week of the six-week grading period will include the average from the sending school. The grades will be averaged in from the sending school calculated in each of the assignments for the missing weeks or if the AAE teacher allows the student to make up

the work from the first three, first four or first five weeks missed. Teachers will need to ensure the student make-up work covers the appropriate instructional TEKS covered in the weeks missed.

### **ATTENDANCE FOR CREDIT** *(All grade levels)*

In order to receive credit or a final grade for a class, a student is required to attend class 90 percent of the day's class is offered regardless of whether the student's absences are excused or unexcused.

*Atty. Gen. Op. JC-0398 (2001)*

### **90 Percent Rule**

Except as provided below, a student in any grade level from kindergarten through grade 12 shall not be given credit or a final grade for a class unless the student is in attendance 90 percent of the days the class is offered. This restriction does not affect a student's right to excused absences to observe religious holy days and does not apply to a student who receives credit by examination for a class as provided by Education Code 28.023.

### **Principal's Plan**

A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered may be given credit or a final grade if the student completes a plan approved by the school's principal that provides for the student to meet the instructional requirements of the class. However, a student under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit or a final grade without the consent of the judge presiding over the student's case.

### **Attendance Committee**

Each campus shall create an attendance committee to hear petitions for class credit or a final grade by students who have not met the 90 percent rule and have not earned class credit or a final grade by completing a principal's plan. Classroom teachers shall comprise a majority of the attendance committee.

### **Appeals**

If the committee denies a student credit or a final grade, the student may appeal the decision to the District Office (Deputy Director/designees). The District's decision may be appealed to the Juvenile Board.

### **ACADEMIC INTEGRITY**

Students who violate rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment and/or the possibility of failure in the course. Since dishonesty harms the individual, all students, and the integrity of the District, policies on scholastic dishonesty will be strictly enforced. In **ALL** instances, incidents of academic dishonesty will be reported to the appropriate Teacher, Department Head, or the Campus Administrator. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)



- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment.

*The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.*

If you have any questions regarding academic dishonesty, ask your Teacher, Department Head, or the Campus Administrator.

#### **NOTICE OF ACCESS (RECORDS RETENTION)**

The District is required by state law to maintain certain records on students enrolled within the District. In addition to required records that are maintained by the District, other records are developed as needed in operating the schools and in the educating process. The District will maintain the record listed below, and the position of the official responsible for the maintenance of the records is listed below:

Grades - Principal.

In addition, student work should be maintained by the teacher of record throughout the school year. At the

end of the school year, student work should be properly labeled and filed in the District central filing

archives for a minimum of three (3) years

Policy: Educational Service Delivery	March 2015
Policy # 6.0	Frequency: Ongoing
Policy Statement: It is the policy and practice of the AAE 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.	

#### Academics / Program Orientation

The CA/ACA is primarily responsible for the delivery of educational services at the AAE. Education and behavior represent the core of activity at the school. The AAE 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 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.

#### Academic Records

The maintenance of student records is a vital function at the AAE. 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

#### 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 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.

### 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, and Data Controller/Analyst to:

- Determine appropriate classroom placement for newly enrolled students.
- Follow up with Teachers and Case Workers (DRC) to ensure class schedules are being followed.
- Ensure that the Educational Service Delivery at AAE 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.

Procedure: Maintaining Grade books and Entering Grades		March 2015
Education Procedure: # 1.0 <i>Resource: Teacher Electronic TXEIS Grade Book, Teacher hard copy Grade Book</i>		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	<p><b>NOTE:</b> Both the Electronic TXEIS grade book and the hard copy grade book will act as the primary grade book of record.</p> <p>1. Hard Copy Grade Books</p> <p><b>A. Organize hard copy grade book in the following manner:</b></p> <ol style="list-style-type: none"> <li>1. Teacher full name</li> <li>2. Facility</li> <li>3. Facility phone number/fax number</li> <li>4. Room number</li> <li>5. Students name</li> <li>6. Grade(s) being taught (7<sup>th</sup> / 8<sup>th</sup>)</li> <li>7. Term (School Year) 6 weeks/semester</li> <li>8. Attendance recorded daily</li> <li>9. Insert dates underneath days of the week</li> </ol> <p><b>B. Follow the following Electronic TXEIS Grade Book Procedures:</b></p> <ul style="list-style-type: none"> <li>- Down load school year grade book (once every 3 weeks)</li> <li>- Verify students names in Electronic TXEIS grade book with class rosters (daily, weekly)</li> <li>- Input assignments weekly: daily lessons, activities, collaborative learning projects, pre/posttest, weekly test, end of course/semester test should be entered each six weeks</li> <li>- Input students grades every Tuesday and Thursday</li> <li>- Post students grades in TXEIS for progress reports and report cards</li> </ul> <p>2. As students complete assignments and or assessments enter them into the TXEIS grade book.</p> <p>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.</p>
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Teacher	<p>3. Grades will be determined in the following manner:</p> <p style="text-align: center;"><u>Grade Legend</u></p> <table border="0"> <tr> <td>90 – 100 = A</td><td>Non-attendance for final = I (incomplete)</td></tr> <tr> <td>89 – 80 = B</td><td>No Grade = NG</td></tr> <tr> <td>79 – 70 = C</td><td>First day of class - E</td></tr> <tr> <td>69 – below = Failing</td><td>Non-attendance = (absent) N</td></tr> <tr> <td></td><td>Excuse absent = EA</td></tr> <tr> <td></td><td>Excuse tardy = ET</td></tr> <tr> <td></td><td>Transfer = TR/ Administrator authorization</td></tr> <tr> <td></td><td>Withdrawal = W</td></tr> <tr> <td></td><td>Transitional Exit = Ex</td></tr> </table> <p>4. Students enrolling the last week prior to the ending of a semester use the withdrawal grade for the 3<sup>rd</sup>/6<sup>th</sup> 6 weeks grade and also the withdrawal grade for the final grade unless notified to do other wise.</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 3<sup>rd</sup> 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>	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
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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
<b>Background Information:</b> 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.		
<b>Actor</b>	<b>Action Steps</b>	
Teacher	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> <p>Elementary &amp; 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"> <li>5. Grade all students work daily.</li> <li>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.</li> <li>7. Ensure that grades for all students (in all subjects) taught receive a grade and that those grades are averaged on a weekly basis.</li> </ol> <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>	

	<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"> <li>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.</li> </ol>
CA/ACA	<ol style="list-style-type: none"> <li>2. Periodically check TXEIS grade books for compliance of this procedure.</li> <li>3. Ensure the integrity of the grading system.</li> </ol>



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 <sup>rd</sup> week) End Six Weeks, End of Semester
Background Information: The DCJJAEP/AE 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"> <li>1. Post TXEIS grades.</li> <li>2. Receive Progress Report from the Analyst/Registrar.</li> <li>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"> <li>• Indicate steps for improvement using positive comments in the comment section of TXEIS</li> <li>• Mark the appropriate comment if a parent conference is needed.</li> <li>• 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)</li> <li>• 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.</li> </ul> </li> <li>4. Review Progress Reports for clarity and completeness.</li> <li>5. After Progress Reports are reviewed – make copies for mailing</li> </ol> <p>For Report Cards:</p> <ol style="list-style-type: none"> <li>6. Post TXEIS grades.</li> <li>7. Receive Report Cards from Analyst/Registrar.</li> <li>8. Verify a report card has been completed for each student in your TXEIS grade book and on your attendance roster.</li> <li>9. Ensure that all students on your grade book receive a grade for the marking period.</li> <li>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.</li> <li>11. Complete, sign and submit Report Cards to the Analyst/Registrar according to schedule, so that they are mailed out in a timely manner.</li> </ol>	

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 <sup>rd</sup> week) End Six Weeks, End of Semester
Actor	Action Steps	
Analyst/Registrar	For Report Cards: <ol style="list-style-type: none"> <li>12. At the close of a six weeks reporting period, verify posted grades from each teacher according to the Report Card/Progress Report schedule.</li> <li>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.</li> <li>14. Forward the completed reports cards to the CA/ACA Administrator for final review and signing.</li> <li>15. After report cards are signed by the Administrator, ensure they are mailed and faxed to the districts according to schedule.</li> </ol>	
CA/ACA	<ol style="list-style-type: none"> <li>16. Review and sign all report cards, Progress Reports, &amp; AARs (AAE).</li> <li>17. Record progress/regress data from report cards in a spread sheet.</li> <li>18. Review progress/regress data with Assistant Administrators at the end of each six weeks.</li> </ol>	

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"> <li>1. Discover that an incorrect grade or credit has been issued on a report card.</li> <li>2. Complete a Grade-Absence Correction form and forward it to the Analyst/Registrar.</li> </ol>	
Analyst/Registrar	<ol style="list-style-type: none"> <li>3. After obtaining Grade Absence Correction forms, review them, then forward them to the CA/ACA for review and approval.</li> </ol>	
CA/ACA Analyst/Registrar	<ol style="list-style-type: none"> <li>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.</li> <li>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></li> </ol>	
Analyst/Registrar	<ol style="list-style-type: none"> <li>6. Mail corrected report cards to the student's parent. Fax a corrected copy(s) to the student's respective district (home school - DCJJAEP).</li> </ol>	

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"> <li>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"> <li>Classroom rules</li> <li>General procedures (beginning of the period, use of materials and equipment, ending the period)</li> <li>Procedures during seatwork and teacher-led instruction (student attention during presentations, student participation, procedures for seatwork)</li> <li>Procedures for student group work (use of materials and supplies, assignments of students to groups, student goals and participation, learning teams)</li> <li>Current Lesson Plan</li> </ul> </li> </ol> <p>The Classroom Management Note Book will consist of:</p> <ul style="list-style-type: none"> <li>Current Classroom Roster</li> <li>Assigned Seating Chart</li> <li>Current Bus Route/Parent Pick Up/Dart Schedule (DCJJAEP)</li> <li>Rotation - Class Schedule / Current Lesson Plan</li> <li>Rest Room/Water Beak Schedule</li> <li>Classroom Management Plan (Refer to Dean)</li> </ul> <p>NOTE: Update the Classroom Management Note Book as needed.</p>	
Dean of Students	<ol style="list-style-type: none"> <li>Review/approve Classroom Management Plans</li> <li>Periodically, check Classroom Management Note Books to ensure compliance.</li> </ol>	

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"> <li>1. Individualize instruction and use a variety of instructional strategies to develop a sound Lesson Plan.</li> <li>2. Ensure that Lesson Plans incorporate TEKS/TAKS/EOC objectives.</li> <li>3. Modify Lesson Plans according to students Individual Education Plan (IEP).</li> <li>4. Complete AAE/DCJJAEP Lesson Plan using the following 3 stages: <ul style="list-style-type: none"> <li>Stage 1: Pre-Lesson Preparation <ul style="list-style-type: none"> <li>• Learning Standard</li> <li>• TEKS/TAKS Objective(s)</li> <li>• Wide Focus</li> </ul> </li> <li>Stage 2: Lesson Planning and Implementation <ul style="list-style-type: none"> <li>• Materials Needed</li> <li>• Resources</li> <li>• Vocabulary</li> <li>• 5E's (Engagement, Explore, Explain, Elaborate, Evaluate)</li> <li>• Lesson Closure</li> <li>• Assessment</li> <li>• Differentiated Instructional Strategies)</li> <li>Modifications/Accommodations</li> </ul> </li> <li>Stage 3: Post-Lesson Activities <ul style="list-style-type: none"> <li>• Lesson evaluation and revision</li> </ul> </li> </ul> </li> <li>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></li> </ol>	
CA/ACA	<ol style="list-style-type: none"> <li>6. Review Lesson Plans each week. Provide assistance to improve Lesson Plans as necessary.</li> <li>7. Maintain a Lesson Plan folder.</li> <li>8. Ensure that all teachers follow the Lesson Plan procedures.</li> </ol>	

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"> <li>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"> <li>• completed work</li> <li>• assessment/test</li> <li>• academic rewards/recognition/accomplishments</li> <li>• Student requests/concerns</li> </ul> </li> <li>2. Maintain the Portfolio in a locked file cabinet.</li> <li>3. File all completed graded work and behavior/incident/referrals in the Portfolio weekly.</li> <li>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.</li> </ol>	
CA/ACA	<ol style="list-style-type: none"> <li>5. Conduct periodic checks (audits) to ensure compliance of this procedure.</li> </ol>	

Procedure: Special Education for AAE ( <i>JJAEP not included</i> )	March 2015
Education Procedure: # 8.0 <i>Resource: 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.	

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 proceed 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**

### **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**

#### **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**

### **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"> <li>1. Receive the Referral to DCJJAEP information from the students sending school district.</li> <li>2. During Case Review Committee (CRC) identify any students that have been marked as Special Education Instruction.</li> <li>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"> <li>a. Updated IEP</li> <li>b. Updated ARD</li> <li>c. Updated BIP</li> <li>d. Manifestation</li> </ol> </li> </ol>	
Special Education Liaison	<ol style="list-style-type: none"> <li>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.</li> </ol> <p>If all records are present in the students folder:</p> <ol style="list-style-type: none"> <li>5. Forward the file to the CA/ACA of Education for review and placement of courses, or special services.</li> </ol>	
CA/ACA	<ol style="list-style-type: none"> <li>6. Upon receiving a Special Education file, review it to determine the proper course selection and classroom placement for the student.</li> <li>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.</li> </ol>	
Teacher	<ol style="list-style-type: none"> <li>8. Receive students IEP. Modify lessons according to IEP.</li> <li>9. Consult with Special Education Liaison for clarification, or direction in providing Special Education services to students.</li> </ol>	

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 8<sup>th</sup> 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 8<sup>th</sup> 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. 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.</p>		
Actor	Action Steps	
All Staff	<ol style="list-style-type: none"> <li>1. Submit a request for a field trip to CA/ACA at least two weeks prior to the trip.</li> </ol> <p>Ensure that you have included all the specifications listed in the background information.</p>	
Teacher	<ol style="list-style-type: none"> <li>2. For teachers: Ensure that you include in your request the required/detailed information regarding the trip.</li> <li>3. Inform students going on the outing that Student Code of Conduct and Transportation Bus Rules apply.</li> </ol> <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"> <li>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.</li> <li>5. Notify the Deputy Director at least a two week prior to the outing and provide information as needed.</li> <li>6. Review classroom coverage and academic schedules to ensure coverage of classes whose students will not be attending the outing.</li> <li>7. Return the approved Field Trip form back to the teacher/staff within one week from the date of the request.</li> <li>8. Ensure that vans or adequate transportation is ready.</li> </ol>	

Procedure: Managing Student Behavior		March 2015
Procedure # 11 <i>Resources: Incident/Behavior Reports, Referrals to Case Manager/PO, Chronological Behavior Records</i>		Frequency: Daily
<b>Background Information:</b> 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"> <li>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"> <li>• De-escalation of the behavior</li> <li>• Refer the student to the JSO</li> <li>• Behavior Intervention Specialist (DCJJAEP/DRC)</li> <li>• Refer the student to his/her Case manager/PO (DCJJAEP/DRC)</li> <li>• Schedule and conduct a parent conference (DCJJAEP/DRC) *Case Managers should be involved in all scheduled parent conferences</li> <li>• 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)</li> <li>• Refer the student to a Behavior Intervention Specialist</li> <li>• Refer to the Dean of Students</li> <li>• Refer the student to the Sheriff Officers</li> </ul> </li> </ol>	

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): <div><div>Fighting/Assault Alleged abuse/neglect of a student Inciting a riot Terrorist threat Vandalism Possession of a weapon, or prohibited contraband</div><div>Injury to student or staff Safety rule violation: false alarm Hazing / Bullying Sexual Misconduct Extreme verbal abuse</div></div>		
Minor Infraction (not limited to the following): <div><div>Dress code violation Persistent misbehavior Failure to participate in class activities Consistently tardy (late for school with no viable written excuse)</div><div>Sleeping in class Not following instructions Cursing, or school disruption</div></div>		
Actor	Action Steps	
Any Staff	<div>1. Complete an Incident Report (immediately (1-2 hours) after an incident has occurred):</div> <div>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:</div> <div><ul style="list-style-type: none"><li>Who was involved</li><li>When did it happen</li><li>The violation that allegedly</li><li>Where did it happen</li><li>What action was taken (Intervention made by the staff before and after the incident)</li><li>What happened, or comments</li></ul></div>	
Behavior Intervention Specialist/JSO Supervisor	<div>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:</div> <div><ul style="list-style-type: none"><li>CA/ACA</li><li>Case Worker/PO</li></ul></div> <div>3. If the incident involves a staff member, refer the staff member to the CA/ACA for investigation inquiry.</div> <div>4. In the event of a restraint – instruct the staff member to complete a Restraint Report and submit it along with the Incident Report.</div>	
Case	5. After receiving all Incident / Behavior Reports, determine	

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"> <li>6. Document the “unsuccessful day” by entering it into the electronic database.</li> <li>7. Counsel with the student as needed regarding his/her behavior.</li> </ol> <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"> <li>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.</li> </ol>

## INCIDENT REPORT PROCEDURES

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
<b>Background</b> 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	1. Before moving student(s) from one location to the other, ensure that the line is straight and quiet before moving.	
All Staff	Hallway Safety Movement: 2. To create a safe hallway, students should have their front and back pockets checked by staff before entering the hall. 3. While students are in the hall they should be instructed to: <ul style="list-style-type: none"> <li>• Look straight ahead and not into classrooms or at other students in the hallway</li> <li>• Walk quietly without making any noise</li> <li>• Remain in a straight line (single-file) and to the designated area of the hall</li> </ul> 4. Student must remain in staff's line of sight at all times. Staff should: <ul style="list-style-type: none"> <li>• 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</li> <li>• Prompt students to stop at each corner</li> </ul> During Restroom Breaks (DCJJAEP & DRC): 5. Follow the escorting procedures as outlined above. 6. Staff – check restrooms for graffiti and or other damages before and after your students use it. 7. All students should enter and exit the restroom one at a time, or no more than 3-4 at a time. 8. If students are disruptive, return them to class until they are ready to follow hallway / restroom rules. 9. Take students to the restroom and to get water only when it is your scheduled time (see Restroom/Water Break schedule).	

Procedure: Managing Student Arrival (DCJJAEP/DRC)		March 2015
Procedure # 14.0 <i>Resources: Z-Racks/Coat containers (marked by classroom), Rubber gloves, Key bags, Medal 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 Specialist's 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"> <li>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).</li> <li>2. Monitor entry area and male/female search area to ensure order and consistency of the arrival/search procedure.</li> <li>3. Handle student misbehaviors as necessary.</li> <li>4. Check medal detectors, hand held wands and 2way radios to ensure proper working condition. Issue radios to staff that will need them to conduct arrival.</li> </ol>	
Assigned Staff  Sheriff Officers	<ol style="list-style-type: none"> <li>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"> <li>• Hall ways</li> <li>• Student entry doors (front and back)</li> <li>• Male/Female search areas</li> </ul> </li> <li>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.</li> <li>7. Outside Bus Monitor – will monitor the students getting off of the bus and instruct them to line up to enter the building.</li> <li>8. As students enter the building to be searched, they should be instructed to:             <ul style="list-style-type: none"> <li>• Remain in a single file line</li> <li>• Submit their keys</li> <li>• Remove their belt and coat before going through the metal detector</li> <li>• Remove shoes</li> </ul> </li> </ol>	

Assigned Search Team Staff	<p>Searching/During Arrival:</p> <ol style="list-style-type: none"> <li>9. As students enter the search room, they should be instructed to: <ul style="list-style-type: none"> <li>• Place all objects in their pockets on the contraband table</li> <li>• 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></li> </ul> </li> <li>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.</li> <li>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"> <li>• Mouth, ears, and hair</li> <li>• 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.</li> </ul> </li> <li>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.</li> <li>13. All contraband items except money in the amount of \$3.00 will be confiscated and forwarded to the Behavior Specialist.</li> <li>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.</li> </ol>
Hall Monitors	<ol style="list-style-type: none"> <li>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.</li> </ol>
Assigned Early Staff	<p>Early Arrival Students:</p> <ol style="list-style-type: none"> <li>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.</li> </ol>
Behavior Specialist	<ol style="list-style-type: none"> <li>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.</li> </ol> <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 <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. 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 Monitor      Bus  Case Managers	Dismissal: <ol style="list-style-type: none"> <li>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"> <li>• Students coats/keys should be returned to them in their homerooms</li> <li>• Parent pick-up list should be generated</li> <li>• All parent pick-up students should remain in class</li> <li>• Designee (calling bus routes should be in position)</li> </ul> </li> <li>2. At 3:45 pm, announce over the school intercom system for staff to report to their dismissal post (i.e. hall way, classroom).</li> <li>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.</li> <li>4. At 4:00 PM, the designee will radio to the hall monitors to send out the first 2-3 bus routes.</li> <li>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.</li> <li>6. Once all bus routes have been called, announce for the students who ride public transportation (Dart) to be dismissed.</li> <li>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).</li> </ol>	

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"> <li>1. JSO's, Teachers &amp; Case managers will make sure that the following procedures will take place during dismissal             <ul style="list-style-type: none"> <li>• Students coats/keys should be returned to them during 6<sup>th</sup> period</li> <li>• Parent pick-up list should be generated</li> <li>• All parent pick-up students will remain in class</li> </ul> </li> <li>2. At 3:10p.m. Teachers/T'A's will prepare for dismissal. Students will be engaged in Silent Reading</li> <li>3. At 3:15p.m. Teachers/JSO's/Case mangers – line up all public transportation students (DART) to be dismissed.</li> <li>4. At 3:19 p.m. students will be escorted by the JSO staff over to the DART bus stop.</li> </ol>	

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><b>Background</b></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"> <li>• Sleeping in class</li> <li>• Out of dress code within the proceeding number of days</li> <li>• Not following instructions</li> <li>• Cursing</li> <li>• Refusing to participate in activities</li> <li>• Persistent misbehavior</li> </ul> <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"> <li>1. Write a Behavior Report on a student when they commit minor infractions of the Student Code of Conduct</li> <li>2. On the 3<sup>rd</sup> Behavior Report, complete an ASD Referral and forward a copy to a Behavior Specialist along with the Behavior Reports.</li> <li>3. Contact the student's parent/guardian and inform them of the ASD Referral.</li> <li>4. Document the parental notification of ASD Referral.</li> <li>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></li> <li>6. The teacher/JSO will arrange to have ASD conducted.</li> </ol>	
Behavior Specialist	<ol style="list-style-type: none"> <li>7. Approve ASD Referrals as needed.</li> <li>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.</li> <li>9. Refuse any ASD referrals that are incomplete, or when there no documentation a parent/guardian has been informed of an ASD.</li> </ol>	

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"> <li>• Classroom behavior</li> <li>• Dress Code</li> <li>• Persistent misbehavior etc.</li> </ul> <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="width: 50%; 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="width: 50%; 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
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			
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 ISS Referral 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"> <li>• Have a JSO to escort the student(s) to ISS.</li> <li>• Instruct the JSO to ensure that the student's classroom assignment work accompanies the student to ISS.</li> <li>• Make adequate copies of the incident report and ISS referral form for the students: Case Manager/PO</li> </ul> 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.			

Procedure: Referring Students to ISS (ISS) (DCJJAEP/DRC)		March 2015
Behavior Procedure: # 7.0 (a) Resources: <i>Incident Report, Student Classroom Work, ISS Referral Form, Phone Log</i>		Frequency: On going
Floating JSO	<ol style="list-style-type: none"> <li>5. Follow the curriculum for teaching/monitoring the ISS classroom. Adhere to ISS classroom schedule as it is written.</li> <li>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"> <li>• Incident Report</li> <li>• ISS Referral Form</li> <li>• Complete ISS Referral Packet <ul style="list-style-type: none"> <li>- Behavior Contract</li> <li>- Behavior Goals</li> <li>- ISS Journal Entry</li> <li>- Student Behavior Work Sheet</li> </ul> </li> </ul> </li> <li>7. During dismissal, dismiss students from the ISS classroom.</li> <li>8. Ensure that ISS has adequate resources to function on a daily basis.</li> </ol>	
Teacher/JSO	<ol style="list-style-type: none"> <li>9. Send adequate classroom work for your student(s) to complete while in ISS</li> <li>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.</li> </ol>	
Case Manager/PO	<ol style="list-style-type: none"> <li>11. Monitor all incident reports/office referrals and /or ISS Referral Forms for students on your assigned caseload.</li> <li>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).</li> </ol>	
Dean of Students	<ol style="list-style-type: none"> <li>13. Monitor the ISS process to ensure compliance of the procedures.</li> </ol>	

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
<b>Background Information:</b> 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.		
<b>Actor</b>	<b>Action Steps</b>	
All Staff, Students, and Visitors	<ul style="list-style-type: none"> <li>• Administration must be prepared to respond to any emergency situation and follow the protocol of the schools emergency response guide.</li> <li>• 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.</li> <li>• Students must act appropriately during an emergency (listen and follow all instructions)</li> <li>• Visitors must act responsibly, listen and follow instructions.</li> </ul> <p>NOTE: For further information regarding emergency response, read and follow the DCJJAEP Emergency Response Guide.</p>	

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
<b>Background Information:</b> 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"> <li>• Behavior/ Incident/Bus Reports</li> <li>• Parent Conference held by the students Case Worker</li> <li>• Sheriff Officer conference</li> <li>• At least 1 referral for After School Detention, In School Suspension</li> <li>• Any major violation of the Dallas County DCJJAEP/DRC Student Code of Conduct</li> </ul> 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".	



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
Background Information: 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.		
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	2. Forward any necessary information requested by DC-Probation department.  NOTE: Follow these guidelines when forwarding information: <ul style="list-style-type: none"> <li>• Attendance requests will be forwarded on an as needed basis</li> <li>• Major Incident Reports will be investigated and then forwarded to necessary parties upon request only</li> </ul> 3. Inform DC-Probation Officers that visitation times and days are as follows: <ul style="list-style-type: none"> <li>• Days - Monday – Friday</li> <li>• Time – 9:45 am to 11:30 am and 1:30 pm to 4:00 pm unless otherwise authorized</li> </ul> *Visitation will not be allowed during State Mandated Testing	
Quality Administrator	4. Ensure that the flow of information being requested by outside and or inside entities does not violate a student's confidentiality.	

Procedure: Documenting Contacts		March 2015
Procedure # 21.0 Resources: <i>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"> <li>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</li> </ul> Case Manager/PO: <ul style="list-style-type: none"> <li>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</li> </ul> Administration: <ul style="list-style-type: none"> <li>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</li> </ul>	

Procedure: Completing Student Behavior / Academic Reports		March 2015
Procedure # 22.0 Resources: Student Academic/Behavior Progress Report		Frequency: At 3 <sup>rd</sup> 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 3<sup>rd</sup> 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"> <li>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.</li> <li>2. Ensure that there are grades, or a notation in the grades section for each course.</li> </ol> <p>NOTE: For high school / 8<sup>th</sup> 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"> <li>3. Forward the Academic/Behavior Progress Reports to the Case Manager/PO assigned to your grade level on, or before the due date.</li> </ol>	
Case Manager/PO	<ol style="list-style-type: none"> <li>4. Receive Academic/Behavior Progress Report from teachers.</li> <li>5. Complete the "Successful / Unsuccessful" section on the report.</li> <li>6. Forward the completed reports to the Instructional Support Clerk.</li> <li>7. File a copy of the report in each students file (on your case load)</li> </ol>	
Instructional Manager & Dean of Students	<ol style="list-style-type: none"> <li>8. Receive all Academic/Behavior Progress Reports from Case Manager/PO.</li> <li>9. Mail the reports to parent/guardian</li> </ol>	

Procedure: Referring a Student to a Case Manager / Probation Officer (DCJJAEP/DRC)		March 2015
Procedure # 23.0 Resources: Student Referral Form		Frequency: as needed
<p>Background Information:</p> <p>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.</p>		
Actor	Action Steps	
DCJJAEP Staff	<ol style="list-style-type: none"> <li>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.</li> </ol> <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"> <li>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.</li> <li>3. For Level Review Request: The students Case Manager/PO will handle them as students make their levels and submit their request.</li> </ol>	
Case Manager/PO	<ol style="list-style-type: none"> <li>4. Review and follow through on all level request submitted by students and or teachers/TA's.</li> <li>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.</li> </ol>	
Dean of Students	<ol style="list-style-type: none"> <li>6. Review all student referrals and take appropriate action as necessary</li> <li>7. Ensure all suspected abuse and neglect allegations reported are investigated.</li> </ol>	

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"> <li>• Verify prescription medications brought into the facility by calling the pharmacy listed on the prescription label</li> <li>• Supervise students self-administration of prescription and over-the-counter medications</li> <li>• Serve on the Suicide Watch Team</li> <li>• Evaluate students suspected of being under the influence of a controlled substance</li> <li>• Secure prescription/over-the-counter medications in a locked box in the nurses office</li> <li>• Ensure that oral medications are stored separate from medications that are injected or topical medications</li> <li>• Ensure first-aid equipment and supplies as well as first-aid guidelines are followed</li> <li>• Inventory/order over-the-counter medications, sanitary, and first-aid supplies monthly and document on the Monthly Inspection Sheet</li> </ul>		
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.	

Procedure: Reporting Suspected Abuse//Neglect		March 2015
Procedure # 25.0 <i>Resources: Incident Report Form</i>		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"> <li>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.</li> <li>2. Report the suspected abuse, or neglect within 24 hours of occurrence, or knowledge about it.</li> </ol>	
Case Manager/PO	<ol style="list-style-type: none"> <li>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.</li> <li>4. Forward a copy of the referral to the Campus Administrator.</li> </ol>	
Campus Administrator	<ol style="list-style-type: none"> <li>5. Review the Student Referral Form. Assist the Case Manager/PO with filing the appropriate paper work.</li> <li>6. Conduct an internal investigation of the abuse/neglect allegation.</li> <li>7. Conclude and take action on the findings of the investigation.</li> <li>8. Complete a TJJD Incident Report and fax/email the report to TJJD for investigation. File the Referral</li> </ol>	

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"> <li>• Immediately place the student under 1 on 1 supervision (suicide watch)</li> <li>• Notify the on site psychologist, the students Case Manager/PO, or Campus Administrator for assistance</li> <li>• Ensure another staff member is continuing the 1:1 constant supervision if the supervision responsibilities must change</li> <li>• Complete all necessary documentation including a Incident Report and forward the incident report and a referral to the on-site psychologist, Case Manager/PO and Campus Administrator</li> </ul>		
Actor	Action Steps	
Case Worker	<ol style="list-style-type: none"> <li>1. Notify the parent/guardian with information regarding student's suicidal behavior.</li> <li>2. Forward a copy of the incident report and referral to the on-site psychology department.</li> <li>3. Ensure that the student is not left alone at any time.</li> <li>4. Arrange for the parent/guardian to come to the facility and take the student to a mental health facility for evaluation</li> <li>5. Follow up either in the program, or through Dallas County Juvenile Service Department</li> <li>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</li> <li>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.</li> </ol>	
CA/ACA	<ol style="list-style-type: none"> <li>8. Assist with arranging transportation to the mental facility for the parent/guardian and student.</li> <li>9. Document all sessions, phone calls, and actions taken in the students file.</li> </ol>	

Procedure: Case Review Committee Preparation (DCJJAEP)		March 2015
Procedure # 27.0 Resource: <i>Staff, Recommendation and Enrollment, Data Sheet, Transportation Form and Referral Form</i>		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"> <li>1. Receive new referrals from district reps, or court placement.</li> <li>2. Complete Staffing recommendation and Enrollment (SRE), Data Sheet, Transportation Form</li> <li>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.</li> <li>4. Complete tracking sheet for all students being referred that day</li> <li>5. Forward folders, tracking sheet and Referral information to Registrar &amp; Case Manager conducting CRC.</li> </ol>	
Analyst/Registrar	<ol style="list-style-type: none"> <li>6. Receive folders, tracking sheet and referral information from receptionist.</li> <li>7. Set up conference room for Caseworkers/PO to conduct Case review Committee. (CRC).</li> <li>8. Give copies of tracking sheets to Case Manager/PO, Instructional Clerk, Assistant Campus Administrator and Attendance Clerk.</li> <li>9. Contact all parents for orientation</li> <li>10. Enter referrals into JCMS to obtain Personal Identification (PID) #</li> <li>11. Write PID on SRE, tracking sheet and on right hand corner of referral.</li> </ol> <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"> <li>12. Keep track of students who do not report for enrollment.</li> <li>13. Forward names of students who do not report for enrollment to district representatives.</li> <li>14. Periodically attempt contact with those students who do not report for enrollment.</li> </ol> <p>For Student Reenrolling:</p> <ul style="list-style-type: none"> <li>• Student reenrolling after initial enrollment (90 days) – the student must go back through orientation in the Orientation Transition Class (OTC)</li> <li>• Parents must update student information</li> </ul>	



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

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"> <li>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.</li> </ol> <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"> <li>2. Provide a copy of the early withdrawal to: Transportation, Counselor Registrar, &amp; Attendance Clerk for student removal out of the DCJJAEP database.</li> </ol>	
Attendance Clerk	<ol style="list-style-type: none"> <li>3. Receive grades from TxEIS</li> <li>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.</li> </ol>	
Registrar	<ol style="list-style-type: none"> <li>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.</li> <li>6. Prepare a report card to be mailed/faxed to the person making the request</li> </ol>	
Transportation	<ol style="list-style-type: none"> <li>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</li> </ol>	
Receptionist	<ol style="list-style-type: none"> <li>8. Notify the appropriate Case Manager / P.O that a parent is here to withdraw his/her child.</li> </ol>	

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"> <li>1. Contact the district representative to schedule a time and date for transition exit.</li> <li>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.</li> <li>3. Schedule exit meeting with the P.O. / Case Manager, district representative and parent/guardian.</li> <li>4. If the parent is unable to attend, the exit meeting will still be held.</li> <li>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.</li> <li>6. Provide a copy of the exit list to: Transportation, Counselor Registrar, and Attendance Clerk for student removal from database.</li> <li>7. Retrieve grades from TxEIS</li> <li>8. Include a report card</li> <li>9. Prepare student folder to archive</li> </ol>	
Attendance Clerk	<ol style="list-style-type: none"> <li>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.</li> </ol>	
Registrar	<ol style="list-style-type: none"> <li>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.</li> </ol>	
Transportation	<ol style="list-style-type: none"> <li>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.</li> </ol>	
Receptionist	<ol style="list-style-type: none"> <li>13. Receive a copy of schedule exit times. Will notify the Case Manager / P.O. of parents and district representatives' arrival.</li> </ol>	

Procedure: Coordinating Student Transportation (DCJJAEP)		March 2015
Procedure: 31.0 <i>Resources: 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	<ol style="list-style-type: none"> <li>1. After CRC: Forward a copy of each student's Data Sheet to the Transportation Coordinator.</li> <li>2. Ensure that each students home address, phone number and contact information is correct on the Student Data Sheet.</li> </ol>	
Transportation Coordinator	<ol style="list-style-type: none"> <li>3. During Parent Orientation: Inform parents of the DCJJAEP transportation policy:            NOTE: Cover the following areas of transportation:           <ul style="list-style-type: none"> <li>• How student are assigned a bus route (5 day waiting period)</li> <li>• What time student's need to be at their assigned bus pick up location (or outside their home)</li> <li>• Bus Rules and Behavior on the bus</li> <li>• Bus suspensions</li> <li>• How to request a new bus route</li> </ul> </li> <li>4. Obtain a copy of the Student Data Sheet from the Counselor Registrar.</li> <li>5. Complete a bus route request for all newly enrolled students and fax the request to the Dallas County Schools Transportation department.</li> <li>6. On the 5<sup>th</sup> 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.</li> <li>7. Update the bus route list and forward a copy to each homeroom teacher.</li> <li>8. Keep track of bus suspensions and forward a copy to the CA/ACA on a weekly basis.</li> <li>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.</li> </ol>	
Transportation Coordinator	Bus Incidents and Suspensions: <ul style="list-style-type: none"> <li>• Ensure that all serious bus incidents have been addressed with students involved and that their parent/guardian has been notified</li> <li>• Document all conversations with parent/guardians in</li> </ul>	

	<p>the Contact Log</p> <p>Follow the guidelines below for suspending students off of the bus:</p> <ul style="list-style-type: none"> <li>• After 3 minor behavior reports; Suspension of 1-3 days</li> <li>• After 1 major incident; Suspension of 1 week</li> <li>• After 2 major incidents; Suspension for the remainder of the student's term at DCJJAEP</li> </ul>
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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"> <li>• Sanitation facilities, including access to toilet facilities that are available for use without staff assistance</li> <li>• A wash basin with hot and cold running water</li> <li>• 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</li> <li>• Access to handicapped parking is also available</li> </ul>		
Actor	Action Steps	
All Staff	<ol style="list-style-type: none"> <li>1. Be aware of any needs/problems and promptly notify the Behavior Specialist/Facilities Coordinator.</li> <li>2. Complete a Request for Repairs as necessary.</li> </ol>	
Teachers	<ol style="list-style-type: none"> <li>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.</li> </ol>	
Operations Manager	<ol style="list-style-type: none"> <li>4. Ensure that waste disposal is being carried out in accordance with the approved regulatory standards.</li> <li>5. Schedule and carry out preventive maintenance on all heating and air conditioning units.</li> <li>6. Schedule and carry out preventive maintenance routines.</li> <li>7. Ensure the building is being sprayed for insects and rodents according to schedule.</li> <li>8. Conduct weekly sanitation inspections in all areas of the school and submit a copy of the Sanitation Report to the Campus Administrator</li> <li>9. Coordinate all maintenance requests through the Dallas County Maintenance and Facilities Department</li> <li>10. Log each request for maintenance services and submit a copy of all requests to the Campus Administrator.</li> </ol>	

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"> <li>1. If you witness a student vandalizing school property, write a detailed Incident Report or Behavior Referral on the student.</li> <li>2. Submit the report immediately to the Behavior Specialist who will investigate and forward the report and findings to the Operations Manager.</li> </ol> <p>For Damages that occur through no fault of staff/student:</p> <ol style="list-style-type: none"> <li>3. Report the damages and submit a Request for Repair to the Operations Manager.</li> </ol>	
Operations Manager	<ol style="list-style-type: none"> <li>4. Investigate all reports of vandalism and damages. Submit finds along with Incident Report to the Campus Administrator.</li> <li>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.</li> <li>6. Set a time to meet with the parent/guardian to collect the payment for the damage/vandalism.</li> <li>7. If the vandalism requires law enforcement interaction, refer the student to the sheriff officer.</li> </ol>	
DCJJAEP Administrator	<ol style="list-style-type: none"> <li>8. Follow up on all reported damages and vandalism. Take action as necessary.</li> </ol>	

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.	



Procedure: Breakfast /Lunch Meal Rotation and Program (DCJJAEP/DRC)		March 2015
Procedure # 35.0 <i>Resources: Breakfast/Lunch Rosters, Student District Tracking/Meal Identification Status Sheets</i>		Frequency: Daily
<p>Background Information:</p> <p>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.</p>		
Actor	Action Steps	
Registrar/ CRC Designee	<ol style="list-style-type: none"> <li>1. Obtain meal identification status of each student during CRC Procedures (Free, Reduced and Half Price). Only codes will be used to identify students.</li> <li>2. Maintain a tracking system of each student's meal status.</li> <li>3. Forward the meal status of each to the Attendance Clerk to be entered in the TxEIS data base.</li> <li>4. Maintain records of the meal status for audit purposes.</li> </ol>	
Attendance Clerk (Data Control)	<ol style="list-style-type: none"> <li>5. Enter student's meal status in the TxEIS database.</li> <li>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.</li> <li>7. Maintain and update the meal roster sheets daily to ensure accuracy. Tabulate meal counts daily and forward to the meal service workers.</li> </ol>	
Behavior Specialist/ Case Managers on post	<p>Breakfast Routine</p> <p>8:30 am</p> <ol style="list-style-type: none"> <li>8. Monitor students in route to the meal serving area to receive breakfast.</li> <li>9. Ensure students are accounted for on the meal roster sheet.</li> <li>10. Monitor students in route to their homeroom after receiving their breakfast.</li> </ol>	
Behavior Specialist, Case Workers, and assigned Search Team Staff	<p>Breakfast Routine</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <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"> <li>- DCJJAEP 11:30 to 12:00</li> <li>- DRC 1:00 to 1:30</li> </ul> <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
<b>Background Information:</b> 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	1. When students enter the classroom, instruct them to sign the Attendance Roster by their name in black ink only.  Note: Student should sign their name. Students are prohibited from signing the Attendance Roster for another student.  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)	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	7. Contact parents of students who are absent from school and record the contact in JCMS.	
Administrative Assistant	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)	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	13. Monitor attendance for TJJD compliance.	

Attendance Clerk (Data Clerk)	<ul style="list-style-type: none"> <li>• Mail out truancy letters to school districts and parents as required by TJJD policy</li> <li>• 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)</li> <li>• Respond to district request for attendance information as necessary</li> </ul>
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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	

- 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

### 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 c) 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 <sup>st</sup> sem - Biology - 0.0	2 <sup>nd</sup> sem - Biology - 0.5
English I- 0.5	English I- 0.5

Schedule for current school year:

1 <sup>st</sup> sem - Chemistry	2 <sup>nd</sup> 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 (1<sup>st</sup> time 9<sup>th</sup> 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 2<sup>nd</sup> 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, Sheila	999999	10	1	1	2009-2010		1

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

Course	Period	Teacher	Curr Avg	Qtr Avg	Comment Codes	Notes
1200 ALG I	01 - 01	BEATY, TRACY	050			
1002 ENG II	02 - 02	LOWDER, FIRST				

**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

http://txeis.dallascounty.org:8445/GradeReporting/WelcomeToTXEISInterimFrom

Most Visited Getting Started Latest Headlines 2010 Free Hotmail Suggested Sites Web Slice Gallery

**Grade Reporting** September 3, 2009 10:03 AM

Change Application Exit Application Help

School Year: 2012-2013

Campus 001: Juvenile Justice Charter

Products: SGR1160 Interim Progress Report From Grade Book SessionTimer: 26 min and 41 sec

Report ID: SGR1160  
 User ID: MGUILLARD

Enter Selection Criteria:

Parameter Description	Value	List
Campus ID Number	001	
Semester (1,2,3 or 4)	2	
Cycle (1,2 or 3)	2	
Std Set(A=All, O=Only w/Grades, F=Failing, P=F&Blkd, I=Incomplete)	A	
Grade Level (Choose one, or Blank for All)		
Sort Order (A = Alpha, G = Grd Lvl, C = Ctrl Nbr)	C	
Address to be printed, S=Student, P=Parent	S	
Attendance (Track 0-9 or Blank for All)		
Print Report Card Msg? (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 ADA Codes in Absences? (Y/N)	N	
Print Signature Line (Y/N)	N	
Student (Ds: (Blank for All)		

Run Preview  
 Clear Options

### 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=Incmlpt)	<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 &amp; 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)	Type the two-character grade level, click <input type="button" value="Grade Level Picklist"/> to select the grade level from the <u>Grade Level Picklist</u> , or leave blank to run for all grade levels.
Address to be printed. S=Student, P=Parent	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.
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>
Print Auto Grades? (Y,N)	<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> <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 <b>Exclude from TXGradebook</b> 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> <p>N - Exclude the attendance.</p>
Print Signature Line (Y,N)	<p>Y - Print a line for the parent/guardian signature at the bottom of the report.</p> <p>N - Exclude the signature line.</p>
Student IDs (Blank for All)	<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 <u>Student Picklist</u>.</p>

Notes:

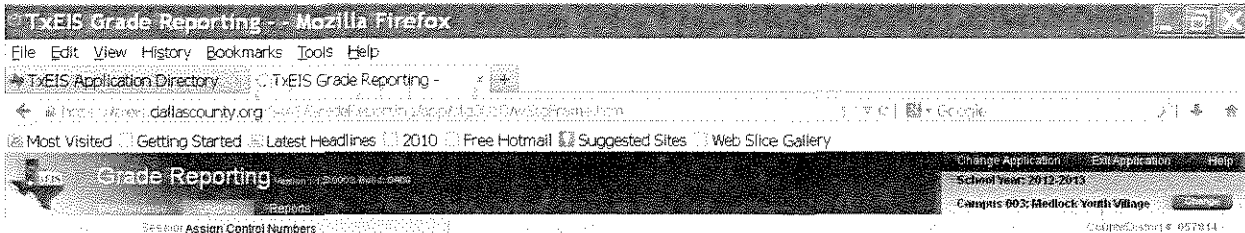
- If a posted grade in TXEIS exists, then it will be used when selecting which students to include on the report and will be displayed in the Curr Avg column.
- If a posted grade in TXEIS does not exist, then the working cycle average in TXGradebook will be used when selecting which students to include 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 (6<sup>th</sup> 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/stg0010/wStgFrame.htm#>



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.

2009 - 2010 Grade Reporting Campus Control Information

Campus: 101

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

**Report Card Options**

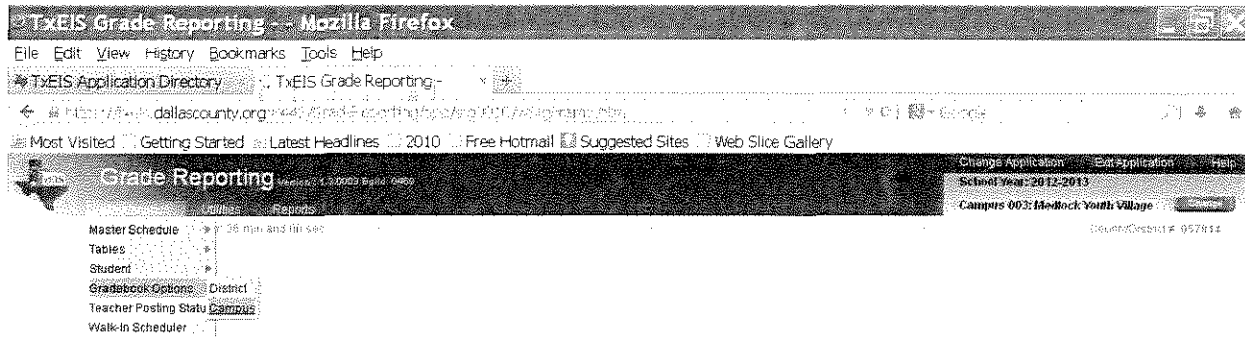
Crs Seq: 0000 | Print "WF": ☐ | Print Credits: ☐  
Print Failing Msg: ☒ | Print "WP": ☒ | Print HRoll Code: ☐  
Sequence: Cntrl # | Print W/D Crs: ☐  
Incl Non-Graded Crs: ☐

**AAR Options**

Prt Crs Code - A or B option: ☐  
Print '+' for PE Equiv. Credit: ☐

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.



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

## STEP 2. TEACHERS POST GRADES FROM GRADE BOOK.

- 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 IFR Comments Print IFR Print IFR by Average

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

**Cycle Grades**  
Semester: 1 Section: 01 ALGI (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.

**TxELS Grade Reporting - Mozilla Firefox**

File Edit View History Bookmarks Tools Help

TxELS Application Directory TxELS Grade Reporting

http://txels.dallascounty.org/.../GradeReporting/About/Default.aspx

Most Visited Getting Started Latest Headlines 2010 Free Hotmail Suggested Sites Web Slice Gallery

**Grade Reporting** Version: 1.0.0003 Build: 0469

Change Application Exit Application Help

School Year: 2012-2013

Campus 003: Medlock Youth Village Change

County/District #: 057814

Session Timer Assign Control Numbers

Auto Assign Grades and Citizenship

Elem Scheduling

**Grade Posting From TxELS to Gradebook**

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

http://txels.dallascounty.org:8443/GradeReporting/asp/sug0010/wisqFrame.htm#

Start Resource Mail TxELS Grade

### 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
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  
 Exit

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 DCJSC
- If a student enrolls with AAE in the middle (3<sup>rd</sup> or 4<sup>th</sup> 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)

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

File Edit View History Bookmarks Tools Help

TxEIS Application Directory TxEIS Grade Reporting

dataascounty.org:4416/grade-reporting/gradebooks/0010/Reporting.htm

Most Visited Getting Started Latest Headlines 2010 Free Hotmail Suggested Sites Web Slice Gallery

Report ID: SGR1300  
User ID: MGUILLARD

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

Report ID: SGR1300

TxEIS Grade



**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 --

http://txeis.dallascounty.org:443/TxEISGradeReporting/AARMultiYear.htm

Most Visited Getting Started Latest Headlines 2010 Free Hotmail Suggested Sites Web Slice Gallery

[Return to Reports](#)

**Report ID:** SGR2047  
**User ID:** MGUIILLARD

Enter Selection Criteria:

Parameter Description	Value	List
Campus ID Number	003	
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 Rank=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 1<sup>st</sup> 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 1<sup>st</sup> and 2<sup>nd</sup> 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 4<sup>th</sup> week of the 3<sup>rd</sup> & 6<sup>th</sup>-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 2<sup>nd</sup> cycle and documentation has not been received from his previous enrollment. He completes the semester with AAE. He has a 2<sup>nd</sup> & 3<sup>rd</sup> 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 5<sup>th</sup> cycle). His previous enrollment is at Bud High School where they have 2 nine week semesters. His withdrawal grades may be used for the 5<sup>th</sup> 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 1<sup>st</sup> Semester & 2<sup>nd</sup> 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 1<sup>st</sup> semester and 2<sup>nd</sup> 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 (9<sup>th</sup> thru 12<sup>th</sup> 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 <sup>TH</sup>
6 - 11.5	10 <sup>TH</sup>
12 - 17.5	11 <sup>TH</sup>
18+	12 <sup>TH</sup>

### 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 31<sup>st</sup>

-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 9<sup>th</sup>-12<sup>th</sup> grade students receive funding  
-Students 8<sup>th</sup> 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
<b>Focus</b>	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
<b>Program</b>	Scientific research-based curriculum and instruction	Specialized scientific research-based intervention	Individualized and responsive intervention
<b>Grouping</b>	As needed	Homogeneous small group instruction (1:5–10)	Homogeneous small group instruction (1:3)
<b>Time</b>	*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
<b>Assessment</b>	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
<b>Interventionist</b>	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.)
<b>Setting</b>	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
Lndscp Design, Construction, & Mainten. (9-12)	Landscape Design & Turf Grass Mngmt.
Horticultural Plant Production (9-12)	Horticulture Science
Floral Design & Interior Landscp Development (9-12)	Principals and Elements of Floral Design
Fruit, Nut, & Vegetable Produc'n (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
<i>Business Communications (10th- 12th)</i>	<i>Business English*</i>
	<i>*Can be offered as English credit only for Students on Minimum Grad Plan</i>
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



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:

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In the future I will avoid those thinking errors by:

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I realize that my behavior has been inappropriate and I want to change the following things about my behavior:

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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:

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**Student Commitment:**

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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.

- Cyber bullying 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.
- Cyber stalking 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,**

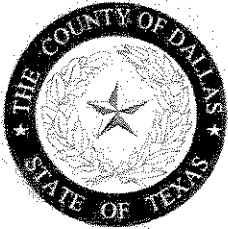
Victims of bullying shall be offered counseling services ranging from those provided by school personnel to a referral to the Dallas County Psychology Department. Consequences and appropriate remedial actions for a student who commits one or more acts of harassment or bullying may range from positive 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.

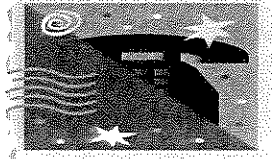
If you choose to appeal the suspension, you must do so within (5) working days following the commencement of the suspension. You must also communicate your appeal in writing to the JJAEP/DRC Instructional Manager, Mr. Brian Francis.

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

Incident Date: \_\_\_\_\_ Incident Time: \_\_\_\_\_ ☐ AM ☐ PM

Youth(s) Names	PID#:	Staff Name(s):

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

[illegible]

Finding: \_\_\_\_\_

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*:

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3. What could you have done to avoid getting referred to ISS? Write your answer.

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4. What will you do differently next time? Write your answer.

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## Contraband Log

Date	Student Name	Student Signature	Home Room Teacher	Item Seized (Staff Name)	Initial Receipt of Property

**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 Behaviors 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 <sup>st</sup> SixWeeks	_____	1 <sup>st</sup> SixWeeks	_____
2 <sup>nd</sup> Six Weeks	_____	2 <sup>nd</sup> Six Weeks	_____
3 <sup>rd</sup> Six Weeks	_____	3 <sup>rd</sup> Six Weeks	_____
Exam	_____	Exam	_____
Sem. Average	_____	Sem. Average	_____

Please indicate reason(s) for grade change(s) being requested.

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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		
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22		
23		
24		