



To provide students with a quality and comprehensive education that will assist them in their quest to become productive members of our society.

JJEC Parent Newsletter

Make a Difference!

Join the JJEC School Advisory Committee!

The Department of Juvenile Justice Educational Centers are committed to ensuring that your student’s future is bright and secure. What your child experiences and learns in our centers will impact their decisions for the rest of their life.

Become a part of our School Advisory Committee and have your voice heard. Learn about district-wide and site-specific goals and meet the men and women working with your child.

Our school advisory committee is made up of parents and faculty members from each one of our facilities: the South West Florida Regional Juvenile Detention Center; Price Halfway House; PACE Center for Girls, Lee; AMIkids Southwest Florida; Vince Smith Center; and the Lee County Jail and Stockade.

As a member of our School Advisory Committee you will:

- ◆ Participate in data-driven decision making
- ◆ Review relevant data
- ◆ Discuss improvement strategies
- ◆ Be an active participant in your child’s future

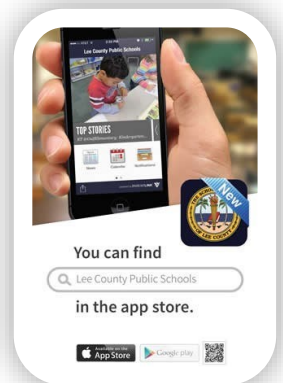
We look forward to seeing you at our next meeting!

When: March 15, 2016; 5:00 pm

Where: Vince Smith Center
2450 Prince Street
Ft. Myers, FL 33916

Contents

- ⇒ [JJEC Information.....](#) [Page 2](#)
- ⇒ [Administrative News...](#) [Page 3](#)
- ⇒ [Reading Coach’s Corner](#) [Page 3](#)
- ⇒ [Calendar of Events.....](#) [Page 3](#)
- ⇒ [Helping Trouble Teens..](#) [Page 4](#)



Parent/Guardian Q & A

What are the student eligibility requirements for local residential for neglected or delinquent children?

To qualify to be reported as a student in a residential institution for neglected or delinquent children, a student must meet the following two requirements:

- ◆ Be 5 to 17 years of age.
- ◆ Reside in a qualified institution for at least thirty consecutive days, at least one of which is in October of the reporting year.

What types of institutions qualify as institutions for neglected or delinquent children?

Institutions that qualify under the provisions of the federal law fall into two categories, schools and non-schools. Institutions must meet all of the following criteria:

- ◆ Public or private residential facility other than a foster home.
- ◆ Operates for the care of children who have been either:
 - Committed to or voluntarily placed in the institution due to abandonment, neglect, or death of their parents or guardians; or
 - Adjudicated to be delinquent or in need of supervision (including adult correctional institutions in which children reside).

Examples of possible eligible institutions include: Juvenile Detention Centers, Children's homes, Halfway house and addiction recovery facilities, County jails and boot camps, Girls' and boys' ranches, and Wilderness institutes. In addition, non-residential institutions for neglected or delinquent children, such as day school and day treatment programs must be reported.

JJEC Information

All Department of Juvenile Justice Sites receive funding from Title 1, Part D, Local and State Neglected/Delinquent Allocations.

Title 1 Part D

The Juvenile Justice Educational Centers are funded in part by Title I Part D. This funding is used to carry out highly qualified educational programs to prepare students for secondary school completion and activities to transition the student from the correctional programs to further their education or employment. The proposed 2015-2016 Title I Part D grant will provide professional development training, supplemental instruction in math, tutoring services, equipment, and supplies.

Department of Juvenile Justice Education Centers • Phone: (239) 335-1585 • Fax: (239) 335-1471

Out of Field Teachers

Florida State Statute 1012.42 recognizes that teachers at times must be assigned duties in a class outside the field in which the teacher is certified. The following teachers working at Juvenile Justice Education Centers are certified, but may be assigned one or more classes outside their area of certification and are required to take the appropriate steps to comply with the statutory regulations:

To date: Ms. S. Smith is a long-term substitute at Price Halfway House. Ms. Smith is out of field in Science 6-12, Math 6-12, ESOL and ESE. Ms. A. Sloan is a long-term substitute at Price Halfway House. Ms. Sloan is out of field in Social Studies 6-12, Language Arts 6-12, ESOL and ESE.

Cause I Ain't Got a Pencil

by: Joshua T. Dickerson

I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready.
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got a pencil.



The poem, *Cause I Ain't Got a Pencil* by Joshua T. Dickerson brings to mind how we often become so focused on the small everyday things, that we forget what really matters. There is life after school. Some children go home to a wonderful support system. Others have to fend for themselves. And, there may be some who are worried about their next meal.

As educators, we are committed to getting to know your child and to help them move into a more positive direction no matter their situation. We are focused on building relationships. We know that unless the students know we care, they won't care what we teach. Nothing brings us joy like seeing a student begin to maximize his/her potential. We treasure these successes and look forward to seeing even more as the year progresses.

Reading Coach's Corner: Reading Challenging Things by: A. Berchtold

Sometimes teachers require students to read somewhat difficult books. It's not that the students cannot read the materials, often the real problem is the vocabulary; the words which the author uses. This can make the book, or article, demanding and require students to pay more attention than perhaps they would ordinarily.

Holding the bar high (but not too high) helps students stretch and realize that they are able to accomplish something at which they had experienced failure. Often students say that they have failed at reading when really what they failed was the test, not reading. Currently, the students at Price are reading "Call of the Wild" by Jack London. The book is very demanding due to the challenging vocabulary. However, in many ways the story is very much a parallel of their lives.

Holding the bar high is not a punishment, rather it is a reward. It rewards self-discipline to stretch and learn new things. The reward is the experience of success.

Calendar of Events

February 15, 2016	President's Day - No class for students
February 29 - March 4, 2016	FSA ELA Testing
March 15, 2016	JJEC School Advisory Committee Meeting
March 25, 2016	Good Friday - No class for students
March 28 - April 1, 2016	NGSS FCAT 2.0 Reading & Algebra 1 Retakes
March 28 - April 8, 2016	FSA ELA Grade 10 Retake

Helping Troubled Teens: Make Healthy Life Style Changes

The tips below can help put balance back in your troubled teen's life, no matter the exact diagnosis of his or her problems:

- Create structure. Teens may scream and argue with you about rules and discipline, or rebel against daily structure, but that doesn't mean they need them any less. Structure, such as regular mealtimes and bedtimes, make a teen feel safe and secure. Sitting down to breakfast and dinner together every day can also provide a great opportunity to check in with your teen at the beginning and end of each day.
- Reduce screen time. There is a direct relationship between violent TV shows, movies, Internet content, and video games, and the violent behavior in teenagers. Even if your teen isn't drawn to violent material, too much screen time can still impact brain development. Limit the time your teen has access to electronic devices—and restrict phone usage after a certain time at night to ensure your child gets enough sleep.

Encourage exercise. Even a little regular exercise can help ease depression, boost energy and mood, relieve stress, regulate sleep patterns, and improve your teen's self-esteem. If you struggle getting your teen to do anything but play video games, encourage him or her to play activity-based video games or "exergames" that are played standing up and moving around—simulating dancing, skateboarding, soccer, or tennis, for example. Once exercise becomes a habit, encourage your teen to try the real sport or to join a club or team.

Eat right. Healthy eating can help to stabilize a teenager's energy, sharpen his or her mind, and even out his or her mood. Act as a role model for your teen. Cook more meals at home, eat more fruit and vegetables and cut back on junk food and soda.

Ensure your teen gets enough sleep. Sleep deprivation can make a teen stressed, moody, irritable, and lethargic, and cause problems with weight, memory, concentration, decision-making, and immunity from illness. You might be able to get by on six hours a night and still function at work, but your teen needs 8.5 to 10 hours of sleep a night to be mentally sharp and emotionally balanced. Encourage better sleep by setting consistent bedtimes, and removing TVs, computers, and other electronic gadgets from your teen's room—the light from these suppresses melatonin production and stimulates the mind, rather than relaxing it. Suggest your teen tries listening to music or audio books at bedtime instead.

Reproduced from: <http://www.helpguide.org/articles/teen-issues/helping-troubled-teens.htm>



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