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

Juvenile Justice Educational Centers

JJEC Parent Newsletter

<http://djj.leeschools.net/>

Stay connected with our new facebook and twitter pages.

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 5-17 years of age.
- Reside in a qualified institution for at least 30 consecutive days, at least one of which is in October of the reporting year.



The School Board of Lee County, Florida

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JOIN THE DJJ SCHOOL ADVISORY COMMITTEE AND BE INVOLVED IN YOUR CHILD'S EDUCATION

What We Do

The Southwest Florida Department of Juvenile Justice and associated facilities are committed to ensuring 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 part of our School Advisory Committee and have your voice heard - learn about district-wide and site-specific goals, meet the men and women working with and for your child, and be active in their future. We look forward to seeing you there!

What: Southwest Florida Department of Juvenile Justice School Advisory Committee Meeting

When: April 14, 2015, 5pm-6:30pm

Where: The Vince Smith Center

2450 Prince Street
Fort Myers, FL 33916



Who: Parents of and people who work with students at PACE Center for Girls, AMIkids Inc., The Vince Smith Center, Price Halfway House, The SWFL Detention Center and Lee County Jail and Stockade

Classroom News... Hear All About It!

Inspiration from Vince Smith Center...

I'm a kid with a drug problem; that's why I am where I am now, but it took a lot just to admit it. I hurt my family by lying, stealing, and misleading them. I have robbed friends and strangers, all to support my drug habit. I wasn't doing it to feel accepted anymore - I was doing it to feed my hunger. In the end, I was lonely. I had no one who wanted to be around me, I was getting kicked out of my house and sleeping on the streets some nights, and I wasn't taking care of my hygiene. I was slowly dying, slowly committing suicide and it was perfectly fine with me as long as I was getting high.

The first time I tried to get sober at the Vince Smith Campus, I learned I was an addict and during some of my stay, I became willing to change. I did what I was supposed to and moved along. The reason I left the first time was because I developed an arrogant mindset, telling myself there was nothing more that I could learn. I wasn't patient with things, and when I left, I realized I wasn't ready and that I was scared of life. At first, I stayed sober a week, and after I relapsed, it was all over. My disease was much stronger and more demanding than before. I questioned a lot about life and wondered what was wrong with me and why I was born the way I was. I was so low that I could no longer cry. I was like a zombie.

I am really grateful for the legal trouble I got into, which lead me back to the Vince Smith Campus. It sounds crazy, but the only way I was able to stop was by threat of going to jail. I am now court-ordered and have to complete the program. Instead of wasting my time, I decided right away to open my eyes and ears. I really searched for the problem I had. I took my time seriously and I through my willingness, I have come to where I am now. It's been two months and I still have some more time to go, but this time, I am actually patient, taking the program day-by-day, being present and working through my problems. I have to come realize the *place* doesn't help you, but *you* help you. You have to want to learn something in order to learn it.

What I am trying to say is that without this program and the tools it has given me, I wouldn't have been able to start achieving my goals and start working towards honest change. I am not perfect, but now I'm able to accept myself for who I am.

Discipline and Guidance



When Your Child Says, “I Don’t Care”

At some point most parents have heard their child use the phrase, “I don’t care.” It may be in reference to school performance or a reaction to a behavior consequence. Children use these words to make excuses and also to push parents away. It allows them to feel a sense of power and control and appear to be totally unmotivated. Truthfully, you can’t make your child care. However, there are several techniques you can use to move your child towards a more positive attitude.

- **Discover what your child likes:** He may tell you he doesn’t care about anything, that nothing matters. Don’t believe it. Look closely at his actions. Does he like video games, television, computer time, his cell phone, or perhaps spending time with friends? All of these things can be used as incentives.
- **Remove the ‘goodies’ from his room:** Children who are unmotivated may seek refuge from their responsibilities in their rooms. Don’t provide an inviting place for him to escape. Expensive ‘extras’ are privileges to be earned not rights. However, if you have a child who is totally withdrawn and doesn’t care about anything no matter what you do, he may be suffering from depression. Take these signs seriously and seek professional help.
- **Use Structure:** Tell your child clearly what is expected of him and when. Set chore times and give deadlines. Try, “If you finish your chores before dinner then you may do whatever you like until bedtime.” If he refuses to comply, let him know that he will do nothing else until they are completed. This will only be effective if you are consistent and follow through.
- **Every day is a new day:** Life for unmotivated children should be one day at a time. Make sure everything is earned anew each day when they take care of their responsibilities.
- **“I care”:** Let your children know that even though they don’t care, you do. How they behave, how well they perform in school, and their future success matters to you. You may not be able to force your child to do well, but you can demonstrate your love by holding them accountable.
- **Be specific about any progress you see:** If your child improves his behavior let him know exactly what it is you would like to see more of. “You worked hard to improve your math grade. I am glad that you will be going to the ballgame Friday.”

Keep looking forward: Let your children know that you believe in them and their abilities. Make good predictions about their future. They will often be motivated to achieve the very things you predict. Encourage them to dream about the type of life they would like to have in the future. Where they lack the initiative, it is your job to guide them as to the steps they should take to fulfill their dreams.

CALENDAR OF EVENTS

March 27th	Professional Duty Day/No Class for Students
April 3rd	Good Friday/No Class for Students
April 10th-May 1st	*FSA End of Course Assessments/Algebra 1, Geometry, Algebra 2
April 13th-April 24th	*FSA Grades 5-10 English Language Arts *FSA Grades 5-8 Mathematics
April 13th-May 8th	FCAT 2.0 Grades 5 and 8 Science
April 14th	SAC Meeting
April 20th-May 15th	FCAT End of Course Assessments/Biology 1, Civics, U.S. History
May 25th	Memorial Day/No Class for Students

*Florida Statewide Assessment



You can find

Lee County Public Schools

in the app store.



Out of Field Teachers

Florida State Statute 1012.42 recognized 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 a Juvenile Justice Education Center are certified, but may be assigned one or more classes outside their areas of certification and are required to take the appropriate steps to comply with the statutory regulations:

To date,

Ms. Sheron 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.

Mr. James Chaney is a teacher at the Lee County Jail. Mr. Chaney is out of field in Intensive Reading and Algebra I. He is currently seeking a certificate in these areas.