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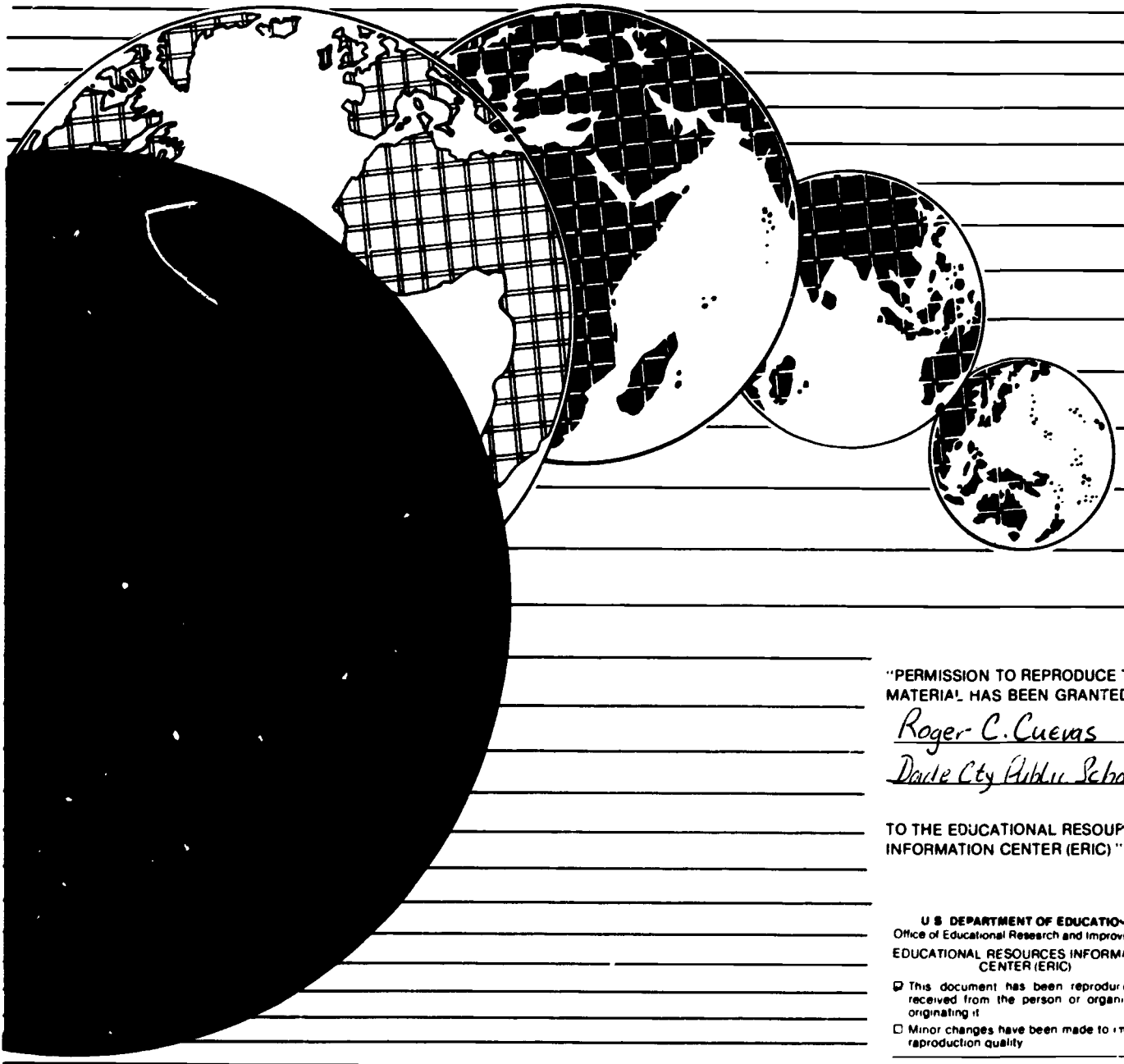
ABSTRACT

This resource guide provides information on programs that serve at risk students in the Dade County (Florida) Public Schools. For each program the following information is provided: (1) description; (2) number of schools served; (3) number of students served; and (4) budget. The following types of programs are included: (1) dropout retrieval; (2) basic skills programs; (3) guidance services; (4) career development; (5) alternative education, including in-school alternative programs, opportunity school programs, and educational alternative outreach programs; (6) vocational/adult/community education; (7) exceptional student education; (8) community based organizations; (9) community participation; (10) dropout prevention programs; (11) substance education programs; (12) teenage pregnancy/suicide prevention; (13) expulsion investigations/alternative education assignments; and (14) future programs. An appendix provides a dropout profile for students from grades 4 to 12. (BJV)

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ED298196

Programs and Practices for STUDENTS AT RISK



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Dade County Public Schools

Miami, Florida

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Project: Students At Risk

MAY 1988

Career Development

Guidance Services

Basic Skills

Alternative Education

Community Education

Adult/Vocational/Community Education

Exceptional Student Education

Community Based Organizations (CBOs)

Community Participation

Dropout Prevention

DROPOUT RETRIEVAL

Substance Education

Teen Pregnancy/Suicide Prevention

Expulsion Investigations

Future Programs

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Introduction



Project: Students At Risk

1987-88

Project: Students At Risk is the administrative unit of Dade County Public Schools which coordinates all district activities related to dropout prevention, substance education, teenage pregnancy and suicide prevention, and expulsion investigations/alternative education assignment. The project staff coordinates internal operations with the activities of appropriate external agencies and organizations.

Mission of Project: Students At Risk

Description of Functions

Responsibilities of the Division of Dropout Prevention include, but are not limited to, the coordination of program strategies to support schools in the reduction/prevention of dropouts; development of the **District Comprehensive Dropout Prevention Plan**; collection and dissemination of data related to dropout rates; collaboration with community persons and school system personnel in an attempt to address the problem; inservice training for personnel and parents; monitoring the operation of all district projects; and support in recruitment of students who have already dropped out of school back into an educational setting.

Division of Dropout Prevention

The Department of Substance Education coordinates the district's efforts to prevent and remediate substance abuse among youths. This coordination includes, but is not limited to, writing, planning and monitoring the implementation of substance education curricula and programs; evaluation of programs; inservice training; and raising the over-all level of public awareness regarding the problem of drug abuse, and the district's efforts to deal with it effectively.

Department of Substance Education

The Department of Expulsion Investigations/Alternative Education Assignment serves as the district office responsible for ensuring that students and their parents receive due process in the event of recommendation for expulsion. It investigates student complaints; reviews documents; interviews concerned parties; holds hearings; and provides the necessary documentation for the students, parents and School Board to have the factual information in the negotiation/decision-making process of determining the status of expelled students.

Department of Expulsion Investigations/Alternative Education Assignment

**Department of Teenage
Pregnancy/Suicide
Prevention**

To combat the major problem of suicide and attempted suicide among youngsters, the district is undertaking a comprehensive suicide effort both in schools and in the community. Emphasis will be placed on three critical factors:

1. establishing need/fostering support,
2. careful planning of the program, and
3. effective management.

Additionally, impacting the ever-present and increasing problem of teenage pregnancy continues to be a major district priority. The Department of Teenage Pregnancy/Suicide Prevention monitors the district's ongoing and expanded efforts to provide counseling, curriculum, and programs geared toward prevention/intervention as well as education for these students at risk.

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Identification



Dropout Retrieval



Dropout Retrieval



Project REPO

Dropout Retrieval activities are designed to "reclaim" dropouts into an appropriate educational setting. Recruitment Into An Educational Program Through Outreach (REPO) represents the major emphasis of Dade County Public Schools in regard to working with those who have already dropped out of school. Services provided to students and their parents include:

Letters and brochures containing information regarding the educational options and alternatives available to dropouts are mailed to both students and parents. Direct contact is made via telephone, and the above-referenced information is provided. In addition, this service establishes a personal communication linkage among the students, their parents, and Dade County Public Schools.

[Project: Students At Risk]

Schools served:	All DCPS
Students served:	Varies
Budget:	\$1,000

Dropouts who wish to re-enter the educational system, but are in need of financial assistance, are referred to jobs through personnel offices of various businesses/industries. Through the support of various business/industry personnel offices, students who seek employment and have not completed school are referred to Project REPO for support to re-enter a suitable educational program. Parents and students who call Project REPO for other types of information are referred to the appropriate personnel within the community.

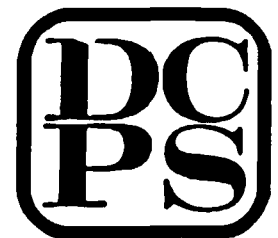
[Project: Students At Risk]

Schools served:	All DCPS
Students served:	Varies
Budget:	\$53,000

Dissemination of Information

Referral Service

Basic Skills Programs



Intervention/Prevention

Intervention/prevention is the major emphasis of the dropout prevention efforts of Dade County Public Schools.

Basic Skills Programs

The Basic Skills Program is designed to provide students in grades K-6 with an opportunity to experience success in reading, writing, language development and mathematics. These subjects are also taught in the context of other learning areas such as literature and expressive language, health and safety, social studies, and science.

ECIA, Chapter 1 serves students in 77 elementary, seven alternative schools, ten non-public schools and fifteen centers for neglected and delinquent youths who are achieving below-average scores for their grade level in reading and mathematics according to their percentile or stanine scores on a standardized achievement test. Elementary students are scheduled in full-day, self-contained basic skills classes with a low student/teacher ratio for a half-day; the other half-day is for application/extension activities through language experience, oral language development and directed reading instruction. The Chapter 1 program is limited to students in grades 1-4, with eight schools providing a prekindergarten program for four-year-olds. A kindergarten program is proposed for the 1988-89 school year, while the prekindergarten program will be expanded to 15 schools. The teacher/student ratio in grades 1-3 is 1:14, and in grade 4, 1:16.

ECIA, Chapter 1

[Office of Federal Projects Administration]

Schools served:	84
Students served:	15,788 (est.)
Budget:	\$27,664,530

The Elementary Extended Learning Component is an ECIA, Chapter 1 funded program operating in 68 Chapter 1 schools. Eligible students participate voluntarily in activities which will enhance and extend the instruction they receive during regular school hours. The program provides skills reinforcement and reading extension activities on Saturday mornings or after school.

Elementary Extended Learning Component

[Office of Federal Projects Administration]

Schools served:	68
Students served:	4,080 (maximum possible enrollment)
Budget:	\$371,596

SPERCs

Chapter 1 Satellite Parent Education Resource Centers have been initiated by the Office of Federal Projects Administration in each of the district's four administrative areas. The major objective of the centers is to provide Chapter 1 parents and students with instructional support and assistance. Each center is staffed by one parent education specialist and one clerk. Educational materials and relevant parent support include a home loan microcomputer program and a computerized calling system for positive parent communication by SPERC staff, Chapter 1 personnel and Parent Advisory Council (PAC) officers.

[Office of Federal Projects Administration]

Schools served:	94
Students served:	15,788
Budget:	\$386,946

Compensatory Education

Compensatory Education offers an array of supplementary programs designed to meet the individual needs of students at risk.

Students in grades 2-5 and 7-10 are served by the **Basic Skills Instruction Program**. Students receive reading and mathematics instruction.

A **Tutorial Program Model** in the basic skills is provided for students in grades 11-13 to remediate unmastered minimum student performance standards included in the State Student Assessment Test (SSAT), Part I, or to prepare students to pass SSAT, Part II.

The **Alternative School Program** provides supplementary instruction in a computer laboratory staffed by a classroom teacher.

Tutorial Instruction is offered at the senior high school levels. The **Saturday Morning Program** is implemented in nine senior high schools. It offers three hours of intensive instruction in English, mathematics, social studies and science, complemented with computer-assisted instruction. At the other senior high schools, the same services are offered for one hour after school four days a week.

Foundations for Learning Language is a pilot project implemented in three senior high schools. It offers an integrated skills and process-based language arts curriculum for all ninth, tenth, eleventh and twelfth grade students enrolled in English classes.

[Office of Federal Projects Administration]

Schools served:	243
Students served:	34,051
Budget:	\$8,182,243

At the elementary level, the Migrant Program serves students needing additional services in language arts, early childhood education and English for Speakers of Other Languages (ESOL) support. At the secondary level, tutorial services in the basic skills, counseling, nutrition, and medical services are provided in an attempt to prevent students from dropping out of school.

[Office of Federal Projects Administration]

Schools served:	8
Students served:	2,587
Budget:	\$1,220,178

Migrant Program

The Follow Through Program utilizes teacher aides to serve students who are in need of instructional support in the primary grades at Martin Luther King, Little River, and Holmes Elementary Schools. In addition, medical, dental and nutritional services are provided to these students.

[Office of Federal Projects Administration]

Schools served:	3
Students served:	200
Budget:	\$113,565

Follow Through

The Preschool Intervention Program serves preschool children, ages 3-4, at four sites: Larchmont Gardens and Liberty Square Housing Project Centers, and Pine Villa and Thena Crowder Elementary Schools. Classes are taught by qualified teachers and paraprofessionals, utilizing a structured program approach. This program model focuses on oral language development and mathematical skills, which will enable children to experience greater success upon entrance into the kindergarten program.

[Office of Elementary and Secondary Education]

Schools served:	4
Students served:	136
Budget:	\$280,418

Preschool Intervention Program

Cooperative Preschool Program

The Cooperative Preschool Program serves parents of pre-school children from underprivileged families and/or those whose household language is not English. In order to qualify for the program, parents must have children four years old on or before September 1, and must reside with their children in the school attendance zone.

[Bureau of Education]

Schools served:	7
Students served:	90
Budget:	\$105,000

Reading and Mathematics Tutorial Program

The Reading and Mathematics Tutorial Program serves students in grades one through six who are having difficulty in the basic skills. Tests are administered in reading and mathematics prior to placement. Individual and/or small group instruction is provided in the basic skills.

[Bureau of Education]

Schools served:	121
Students served:	Varies
Budget:	\$222,054

Partners in Education (PIE)

Partners in Education (PIE) is a program designed to improve academic achievement of students in the Miami Northwestern Senior High School feeder pattern. It is a combined effort on the part of four agencies to work together for the improvement of education. The four partners are: Dade County Public Schools, Urban League of Greater Miami, United Teachers of Dade, and Miami-Dade Community College/Mitchell Wolfson Senior Foundation. Eleven schools participate in the program — one senior high, two junior highs, and eight elementary schools. The program has three essential components:

1. Improving student achievement
2. Shared decision-making
3. Parental involvement

Of the participating elementary schools, each has a preschool component. The major thrust of the program is to accelerate the academic and general achievement of youths at risk through cooperative and collaborative efforts.

[Bureau of School Operations]

Schools served:	11
Students served:	8,549
Budget:	\$750,000

Partners in Education (PIE) Saturday Classes is presently being implemented in seven schools comprising the Miami Northwestern Senior High School feeder pattern. The goal of the program is to provide instruction and enrichment activities in a relaxed atmosphere and to encourage teachers to develop their own creative instructional styles. The main focus of the program is to strengthen students in the basic skills areas.

**PIE
Saturday Classes**

[Bureau of Education]

Schools served:	7
Students served:	1,094
Budget:	\$113,070

Project PRET (Promoting and Revitalizing Education and Training) is designed to meet grade promotion and graduation standards by establishing and operating a program of special instruction in English and also provide, to the extent needed, selected basic skills and concepts in the home language to Haitian-origin students of limited English proficiency.

Project PRET

[Bureau of Education]

Schools served:	5
Students served:	165+
Budget:	\$199,000

Guidance Services



Guidance Services

Recognizing that potential dropouts exhibit academic, social and emotional problems and often feel alienated and isolated from the school environment, the school system provides guidance and counseling services for those students who have special needs.

In the **Elementary and Secondary Guidance Program**, counselors provide individual and/or group counseling sessions for those students who have been identified as potential early school leavers. Special emphasis is directed toward students with special needs, especially those elementary school students who have been retained. The counseling sessions promote self-understanding; provide small group problem-solving experiences; help students to resolve differences and conflicts between peers and parents; and assist students in the areas of study skills, career guidance, employability skills and available educational opportunities. Parent communication is an important aspect of the guidance program offered for students.

[Office of Student Support Programs]

ELEMENTARY

Schools served:	177
Students served:	141,112
Budget:	\$8,246,479

SECONDARY

Schools served:	83
Students served:	114,453
Budget:	\$11,808,510

The **Teachers As Advisors Program** serves as an internal school support system for the potential dropout. The purpose of the program is to provide understanding and support for the individual student in the areas of career and academic achievement, course selection and planning, credit evaluation, graduation requirements and postsecondary planning. The individual attention afforded each student by the teacher advisor helps the student to understand that someone cares. The Teachers As Advisors Program also fosters parental involvement as the program mandates consistent parental contact with the advisor.

[Office of Student Support Programs]

Schools served:	22
Students served:	17,677
Budget:	\$235,200

Elementary and Secondary Guidance

Teachers As Advisors

ALPHA

A Learning Place for High Achievers (ALPHA) Program is part of the identification, intervention and prevention components which provides an educational program and services in individual counseling, tutoring and family counseling to students who have been identified as at risk.

The program serves 20 to 30 students enrolled in grades 4-6 in two 18-week cycles. Each school is provided a teacher allocation to support an educational program for 20-30 students. Counselors from the Family Health Center, Inc., work with parents through home visits, conferences and parenting workshops.

[Office of Student Support Programs]

Schools served:	2
Students served:	160
Budget:	\$189,579(DCPS)

Assertive Discipline

The Assertive Discipline Classroom Management Program provides a classroom structure and routine which promotes a positive learning environment for students. The Assertive Discipline Program sets clear, consistent limits and consequences for students, provides uniform "follow through" by the teacher, and offers support and rewards for appropriate behavior.

[Office of Student Support Programs]

Schools served:	193
Students served:	144,940
Budget:	\$150,000

College Assistance Program (CAP)

College Assistance Program advisors promote an early awareness of postsecondary educational opportunities and the availability of financial aid. Students are encouraged to complete high school and advised that regardless of their financial resources, postsecondary education is possible. Advisors assist students with college planning; admission to colleges, universities, trade and technical schools; admissions testing; and scholarships and financial aid. Parents are also welcome to avail themselves of these services.

The College Assistance Program of Dade County, Inc. (CAP, Inc.) is a community-based organization which raises funds for scholarships awarded through CAP. Awards are made on the basis of unmet financial need after all other sources of aid are exhausted. Special emphasis in financial assistance is afforded to minority students through the provision of designated scholarship funds on their behalf. During the 1987-88 school year, CAP, Inc. expended \$133,000 to assist 203 graduates with postsecondary expenses.

[Office of Student Support Programs]

Schools served:	26
Students served:	16,793
Budget:	\$483,327

Miami's Promise is a program initiated during the 1986-87 school year, designed to encourage economically disadvantaged students to remain in school by providing the support of mentors and funding for college. The program serves a group of students who were selected when they were in sixth grade. In order to be eligible for the program, students expressed a desire to attend college and a parent or guardian approved the student's participation in the program. Students must follow a pre-college course of study as advised by a counselor, and initiate communication with their mentors on a regular basis. Mentors will provide assistance to students throughout their public school and college years by encouraging them to succeed academically.

Miami's Promise

[Office of Superintendent of Schools]

Schools served:	1
Students served:	72
Budget:	\$TBA

Career Development



Career Development

In an effort to help the potential dropout develop realistic career goals, special career development activities are provided by teachers, counselors and occupational/placement specialists.

The Career/Awareness/Basic Skills (CABS) Program is a major effort to integrate career education into the curriculum of the elementary classroom through individualized Learning Activity Packages (LAPs). The instructional materials are designed for students in grades K-6. The CABS program seeks to enhance students' development of career-awareness through the correlation of hands-on-activities with basic skills and specific academic content area skills, in career-related contexts. The infusion of CABS lessons is intended to motivate and reinforce the learning of the regular curriculum content and to enable students to translate the relationship between what is being learned in school into successful employability (skills) experiences in the world of work.

[Office of Student Support Programs]

Schools served:	75
Students served:	2,250
Budget:	\$160,652

The Career Awareness Laboratory Program is a "hands-on" experience in a simulated world of work setting. The purpose of the program is to develop a strong sense of responsibility, self-confidence, and self-esteem as it focuses on student success. It is designed to motivate the unmotivated, disinterested, and unsuccessful student who could become a potential dropout. This program focuses on the teaching of employability skills and career awareness activities in a laboratory setting, in addition to reinforcing the basic skills through practical application.

[Office of Student Support Programs]

Schools served:	31
Students served:	6,000
Budget:	\$538,488

Curriculum Infusion of Career Education is designed to provide staff development activities in content area curriculum for teachers at the secondary level. Participation is on a voluntary basis and is limited to 35 participants per workshop.

[Office of Student Support Programs]

Schools served:	72
Students served:	Varies
Budget:	\$-0-

CABS

Career Awareness Laboratory Program

Curriculum Infusion

COMET

Career Opportunities Motivated through Educational Technology (COMET) Project is a cooperative effort of Dade County Public Schools and The Greater Miami Chamber of Commerce, providing a unique partnership for students at risk in grades 4-6. Project COMET extends the concept of "hands-on" education through career stations to their practical application in a world of work setting, using computer simulations. Matching funds have been provided by specific Chamber members to fund equipment and materials needed for the laboratory. Alternative education funding for unmotivated, disinterested students provides a career/computer education teacher and an aide for each laboratory. Basic academic skills are taught and reinforced in a practical setting.

[Office of Student Support Programs]

Schools served:	8
Students served:	120
Budget:	\$57,658

Postsecondary Planning

The Postsecondary Planning Program is a comprehensive career guidance program at the secondary school level that includes all students, grades 8-12. Potential dropouts participate in activities to assess their individual aptitudes and interests, to help them narrow their career choices, and make realistic decisions about their educational and career plans. An emphasis is placed upon the employability skills essential to acquiring and retaining a job. The eighth grade unit provides potential dropouts with activities which help them to learn more about their values and interests, and to examine their attitudes toward themselves, school, and their range of career options. In grades 9-12, the focus is upon helping students to expand their decision-making skills to prepare for further education, employment or a combination of the two.

[Office of Student Support Programs]

Schools served:	83
Students served:	93,815
Budget:	\$44,620

Transfer Student Information and Credit Evaluation System (TRACE) has been developed to aid counselors in providing more accurate guidance to students in subject selection and career planning, thereby facilitating the transition from school to postsecondary education and/or work. The on-line computer system and **A Resource Guide for Career Guidance** provide counselors with substantive information within each career cluster regarding skill training requirements for various careers, employment outlook and growth, and job opportunities to assist students in making decisions in subject selection commensurate with their career goals.

TRACE

[Office of Student Support Programs]

Schools served:	83
Students served:	93,815
Budget:	\$In-Kind Services

The **Occupational/Placement Specialist Program Target Group** serves potential dropouts in all grades at the middle/junior high school level. Students are provided services individually and in groups in identifying, exploring, and working toward a realistic career goal. In addition, students are provided assistance, information, and experiences which will enable them to examine and intelligently select a career area appropriate to their abilities and interest, and further aid them in being appropriately placed in a career area of their choice. Students who leave school before graduation are given an exit interview for the purpose of providing follow-up services and "tracking" of the student once he/she leaves school.

**Occupational/
Placement
Specialist Program**

[Office of Student Support Programs]

Schools served:	47
Students served:	1,410
Budget:	In-Kind Services

Alternative Education



Alternative Education

In an effort to meet the individual needs and interests of students who have been identified as disruptive or disinterested in school, the district's alternative education programs assist students in preparing for their roles in the community; reduce the number of incidences of disruptive behavior and truancy; reduce the number of student referrals to special service agencies; and offer alternatives to conventional education to meet the specific needs and interests of students in the Dade County Public Schools. These programs are established at the elementary, middle/junior, and senior high school levels.

In School Alternative Program

The Elementary Alternative Strategy provides a positive learning environment for students requiring an alternative to the regular classroom. Students needing in-depth instruction in basic skills, behavior modification, and personalized instruction receive a great deal of praise for progress and constructive suggestions where failure has been experienced. The regular curriculum is offered to students with the instructional plan for each student varied to meet individual needs. The teacher and aide/assistant provide a non-critical, caring atmosphere and utilize parent assistance in a non-threatening, constructive manner. Two models are available, the Transitional Basic Skills Model and the COMET Career Awareness Laboratory Model.

Elementary Alternative Strategy

[Office of Student Support Programs]

Schools served:	41
Students served:	615
Budget:	\$1,714,000

Middle school students at risk, who exhibit poor attendance, poor academic skills, and poor behavior are involved in the Students At Risk Program (SARP). This is a regular instructional program with individual and group counseling provided by the teacher. Each teacher becomes familiar with all students and shares the best strategies for instruction and behavior modification.

SARP

[Office of Student Support Programs]

Schools served:	11
Students served:	880
Budget:	\$2,122,000

The Opportunity School Program

Middle School Program

The Middle School Program is designed to offer continuing education to youths who are unable to function in a traditional school setting, as evidenced by inappropriate behavior and low levels of interest. The major thrust is to redesign the environment and incorporate principles of group dynamics into learning/teaching activities. Students participate in a two-week orientation program (diagnostic), as well as in a series of intensive individual and group counseling sessions to increase self-esteem, personal growth, interpersonal relations, and survival or coping skills. Present allocations require a teacher/pupil ratio of 1:15. This program is operated at two centers. Jan Mann Opportunity School North and J.R.E. Lee Youth Opportunity School South serve students from the North and South geographic areas of Dade County respectively.

[Office of Student Support Programs]

Schools served:	2
Students served:	281
Budget:	\$3,189,219

Senior High School Program

The Senior High School Program operates on the belief that through a process of exploring options, ways can be found to make learning more palatable and beneficial to youths at risk. Innovation, sensitivity, and relevance on the part of the school staff are the keys to program development. The instructional program stresses employability skills through Diversified Cooperative Training (DCT) and field experience, either paid or unpaid, at nearby business locations, and the teaching of academic and social skills through an interdisciplinary approach. This program operates at Miami Douglas MacArthur Senior High School North and Miami Douglas MacArthur Senior High School South, serving the North and South geographic areas of Dade County respectively.

[Office of Student Support Programs]

Schools served:	2
Students served:	425
Budget:	\$4,007,928

The Continuing Opportunities for Purposeful Education (COPE) Centers provide uninterrupted learning opportunities for the pregnant student. This means of dropout prevention incorporates the following: delivery of special health education, including prenatal and post partum; family planning and community resources; academic requirements; vocational counseling/training; and promotion or graduation to students who attend these centers on a voluntary basis.

COPE

[Office of Student Support Programs]

Schools served:	2
Students served:	249
Budget:	\$1,545,570

The Juvenile Justice Center School is located in the Juvenile Justice Detention Facility, and houses students up to the age of 18 years who have been charged with law violations for short time periods of no more than 21 days. It provides a basic academic program which parallels the course offerings of the home school, thereby assuring continuity of academic programs and attainment of credits.

**Juvenile Justice
Center School**

[Office of Student Support Programs]

Schools served:	1
Students served:	205
Budget:	\$1,115,784

Dade Intensive Control — A residential treatment facility for adjudicated delinquent boys who are placed by HRS.

**Dade
Intensive Control**

[Office of Student Support Programs]

Schools served:	1
Students served:	18
Budget:	\$48,562

Juvenile Justice Support Program

The Juvenile Justice Support Program works under the auspices of the Department of Alternative Education Placement, to assist students of compulsory school age who have been court ordered or referred by parents, schools, or the courts. It provides educational needs assessments, behavioral record reviews, court reviews, post-commitment follow-up services, and recommendations for appropriate follow-up community services. There is a team of professionals dedicated to serve and assist in affecting positive changes in attitudes, self-esteem, and actions in the lives of today's youths.

[Office of Student Support Programs]

Schools served:	All Public Schools
Students served:	Varies
Budget:	\$338,684

Project ATC

Project ATC (Alternative Telecommunication Class) serves students enrolled in grades 7 through 12 who have been recommended for expulsion and choose to complete the Work Back Program through ATC. Students must be enrolled in the project for a minimum of 18 weeks and a maximum of 32 weeks.

[Office of Student Support Programs]

Schools served:	All Secondary Schools
Students served:	Varies
Budget:	\$126,824

Educational Alternative Outreach Program

The **Educational Alternative Outreach Program** is comprised of seventeen centers which serve youngsters who are outside the mainstream of the regular school programs. The number of students enrolled in the program fluctuates, but averages approximately 600 students. A standard academic program is provided in each center, with emphasis on basic skills. Other subject areas include pre-vocational classes, art, physical education, ESOL, Exceptional Student Education and a General Education Development (GED) program.

The seventeen school centers in the **Outreach Program** are of four major types:

Better Outlook — A residential treatment facility for adjudicated delinquent girls placed by HRS.

[Office of Student Support Programs]

Schools served:	1
Students served:	14
Budget:	\$82,482

Biscayne Bay Marine Institute — A residential alternative education center serving students assigned by the Juvenile Court.

[Office of Student Support Programs]

Schools served:	1
Students served:	35
Budget:	\$112,000

Dade Halfway House — A residential treatment facility for adjudicated delinquent boys who are placed by HRS.

[Office of Student Support Programs]

Schools served:	1
Students served:	22
Budget:	\$123,723

Dade Marine Institute — A non-residential alternative education center serving students assigned by the Juvenile Court.

[Office of Student Support Programs]

Schools served:	1
Students served:	52
Budget:	\$114,000

Detention Centers

Miami Halfway House — A residential treatment facility for adjudicated delinquent boys who are placed by HRS.

[Office of Student Support Programs]

Schools served:	1
Students served:	23
Budget:	\$82,482

Miami TRY Center — A day-care facility for adjudicated delinquent youths who are placed by HRS.

[Office of Student Support Programs]

Schools served:	1
Students served:	20
Budget:	\$82,482

Pre-Trial Center — A residential facility for youthful male offenders who have been bound over by the court to stand trial as adults or who have been indicted as adults.

[Office of Student Support Programs]

Schools served:	1
Students served:	62
Budget:	\$247,446

Temporary Shelters

McLamore Children's Home Society — A residential facility for abused, neglected and dependent children.

[Office of Student Support Programs]

Schools served:	1
Students served:	5
Budget:	\$41,241

Miami Bridge North — A temporary residential shelter facility. HRS/Police/Voluntary Placement.

[Office of Student Support Programs]

Schools served:	1
Students served:	20
Budget:	\$41,241

Children's Home Society — A temporary shelter facility. HRS Placement.

[Office of Student Support Programs]

Schools served:	1
Students served:	38
Budget:	\$123,723

Catholic Children's Home — A residential alternative education program for abused and neglected K-6 students. HRS Placement.

[Office of Student Support Programs]

Schools served:	1
Students served:	12
Budget:	\$22,313

Here's Help North — A residential substance abuse treatment facility. HRS/Voluntary Placement.

[Office of Student Support Programs]

Schools served:	1
Students served:	38
Budget:	\$82,482

Here's Help South — A non-residential substance abuse treatment facility. HRS/Voluntary Placement.

[Office of Student Support Programs]

Schools served:	1
Students served:	25
Budget:	\$123,723

Academy for Community Education (ACE) — An alternative education center which provides a full secondary-level program for students in grades 9 through 12. The student body consists of students who have had serious school problems resulting in failure, and who are at risk of leaving school prior to graduation. Students attending the Academy are able to graduate with a standard diploma of Dade County Public Schools.

[Office of Student Support Programs]

Schools served:	1
Students served:	142
Budget:	\$535,394

Little Havana Institute — An alternative education center for students in grades 8, 9 and 10, who are considered high-risk potential dropouts.

[Office of Student Support Programs]

Schools served:	1
Students served:	100
Budget:	\$405,895

Drug/Alcohol Rehabilitation Centers

Alternative Programs

Richmond Ferrine Optimist — An alternative education center serving students who need a specialized program or who have been expelled from the public schools. Students are referred to the center as an alternative to expulsion, or for lack of success in the opportunity/alternativeschool program.

[Office of Student Support Programs]

Schools served:	1
Students served:	30
Budget:	\$132,482

Roving Leaders Alternative — An alternative education program for students who need a specialized program who have been expelled from the public schools. Students are referred to the program as an alternative to expulsion or for lack of success in the opportunity/alternative school program.

[Office of Student Support Programs]

Schools served:	1
Students served:	50
Budget:	\$160,000

Vocational/Adult Community Education



Vocational/Adult/Community Education

Vocational/Adult/Community Education has responsibility for providing pre-vocational, vocational and practical arts training for in-school youth. In addition, this office is also responsible for providing vocational and general adult education programs for out-of-school youths and adults. Programs are designed not only for job skills training but also for the development of abilities, understandings, attitudes, work habits and appreciations which contribute to a satisfying and productive life.

The Robert Morgan Vocational/Technical Center Vocational Interdisciplinary Program (VIP) serves 100 tenth grade students at risk selected from feeder schools in the South and South Central areas. Students receive vocational skills training correlated with employability skills instruction and academic skills improvement through small class sizes, tutoring and remedial sessions. Intensive individual and group counseling is also an important part of the students' curriculum.

VIP

[Office of Vocational/Adult/Community Education]

Schools served:	1
Students served:	100
Budget:	\$150,000

The Learning and Earning for an Agribusiness Future (LEAF) Program serves 60 tenth grade students at risk by providing them with academic and agribusiness instruction. The program assists students in developing a positive attitude about school and work; developing their knowledge, skills and attitudes; developing horticultural/animal care skills training correlated with employability skills instruction; and providing on-the-job training in business and industrial establishments.

LEAF

[Office of Vocational/Adult/Community Education]

Schools served:	1
Students served:	60
Budget:	\$171,083

Work Experience Program

The Work Experience Program (WEP) is designed to provide occupational expertise to students enrolled in grades 7-10. It offers a variety of planned learning experiences in the job market. The WEP teacher locates and/or approves safe employment stations and visits the work site of students on a periodic basis. This program offers on-the-job training and employment opportunities for students who have been identified as economically disadvantaged as well as unmotivated and disinterested in school. The opportunities are twofold:

1. Increase the holding power of students, and
2. Offer employment while in school.

[Office of Vocational/Adult/Community Education]

Schools served:	68
Students served:	2,055
Budget:	\$3,348,000

Single Parent Homemaker Program

The Single Parent Homemaker Program operates at Miami Lakes Technical Education Center, Lindsey Hopkins Technical Education Center, Robert Morgan Vocational Technical Institute, Miami Dorsey Skill Center, Miami Skill Center and South Dade Skill Center. The major goal of the program is to work cooperatively with Community Based Organizations (CBOs) to identify and recruit single parents/homemakers and to provide vocational skill training in high-wage potential as well as nontraditional job areas.

[Office of Vocational/Adult/Community Education]

Schools served:	6
Students served:	179
Budget:	\$144,000

Exceptional Student Education



Exceptional Student Education

Dropout programs for Exceptional Students are based upon the development of the students' positive self-esteem and self-confidence which leads to motivation and success. Through participation in real-life situations which foster positive experiences, exceptional students are motivated to view school as having a realistic impact on their lives.

Vocational Instruction, Community Training, Opportunity for Youth (VICTORY) is a program at selected middle and junior high schools in which exceptional students participate in an intensive employability skills program through a real world of work laboratory. These students experience immediate success in highly motivating tasks which increase self-confidence. Positive interpersonal behaviors and real world coping skills are integrated into each career-oriented experience. Through a simulated work environment, students are given respect as employees and receive intrinsic rewards as a result of their self-motivation. Realistic career and vocational choices emerge as a result of the variety of hands-on experiences in the laboratory. During the 9th grade, all exceptional students participate in a career interest aptitude survey and a Career/Vocational Conference which helps the parents, students and school personnel determine career and vocational goals, and match these goals with appropriate education and training options.

VICTORY

Community-based training programs which allow the exceptional student to acquire self-awareness and confidence necessary for success in on-the-job settings are being developed at senior high schools. Students are provided opportunities in which the academics learned in classroom settings are applied to real-life situations.

All 11th grade ESE students participate in a Transition Conference involving the parent, student and community agency or employer. During the conference, the anticipated needs of students as they prepare to leave school and move into employment are identified. Referrals to other governmental agencies are initiated and needed modifications are made in the students' schedules for the final year in school.

[Office of Student Support Programs]

Schools served:	11
Students served:	306
Budget:	\$376,722

Community Based Organizations (CBOs)



Community-Based Organizations (CBOs)

The community-based organizations are designed to provide support to actual dropouts and potential dropouts through various program strategies and services. These programs are operated cooperatively by Dade County Public Schools and community-based organizations/agencies. Grant monies are made available through the Florida Department of Education, on a competitive basis, to public or private nonprofit entities wishing to implement dropout retrieval activities or community-based dropout prevention programs.

ASPIRA serves Hispanic, Haitian, and other minority students. The major goal of this program is to offer a comprehensive leadership program whereby students are motivated to stay in school, develop their skills and interests, and acquire a postsecondary education.

ASPIRA

[Project: Students At Risk]

Schools served: 10
Students served: 250
Budget: \$60,000

The **Haitian-American Interdisciplinary Tutoring Initiative (HAITI)** provides tutoring teams at three elementary and one secondary school. The program assists selected students who are native speakers of Haitian Creole in specific subject areas after regular school hours.

HAITI

[Bureau of Education]

Schools served: 4
Students served: 115
Budget: \$80,000

Lucky Acorns is an early intervention family training program designed to teach students to display proper behavior, to avoid involvement with drugs and alcohol and to increase overall chances for success in school.

Lucky Acorns

[Office of Student Support Programs]

Schools served: 7
Students served: 180
Budget: \$47,495 (DCPS)

The Last Chance (TLC)

The Last Chance (TLC) provides an alternative to juvenile detention for non-violent juvenile offenders from 10 to 17 years of age. TLC embraces a cyclical approach which overlaps the primary institutions "traditionally" functioning as the main treatment methodology. The program provides individual, group and family counseling as well as substance education and activities in behavioral modification.

[Project: Students At Risk]

Schools served:	4
Students served:	210
Budget:	\$50,000

Community Participation



Community Participation

Community Participation provides organization and support for schools to initiate, enhance, and expand their community involvement programs. It also provides a wide variety of available services for the Dade County Public Schools. Specifically, the **School Volunteer Program of Dade County** and the **Dade Partners Program** each provide unique programming for individual schools as well as the system as a whole. For the 1987-88 school year the Department of Community Participation will operate on a budget of \$550,270. This amount includes, but is not limited to, funding of the following programs.

The **Listen to Children Program** has been operating in the Dade County Public Schools for fourteen years as a joint effort with the Mental Health Association of Dade County, Inc. The program provides an opportunity for students to have an adult friend who is nonjudgmental, objective and totally accepting of the children. Listeners do not solve problems, but assist students in resolving their own problems. Listeners might typically spend 30 minutes with each student per week, with a commitment of one year to build a trusting relationship. The program has enhanced school adjustment for over 400 Dade County students so far this year.

Listen to Children

Oyentes, now in its fifth year, is the Spanish counterpart of The Listen to Children Program. It offers Hispanic parents and community members the opportunity to become listeners. Thus far this year, 115 parents and community people have attended 7 workshops to become Oyentes.

Oyentes

[Office of School Volunteers]

Schools served:	112
Students served:	1,100

I'm Thumbody

The I'm Thumbody Program is designed to enhance self-esteem in second graders and is used nationally by school districts in conjunction with local mental health associations. The program includes a 45-minute presentation by 60 volunteers and a film, which is followed by specific games and activities that help students value their own uniqueness and appreciate the uniqueness of others.

[Office of School Volunteers]

Schools served:	87
Students served:	7,830

Cross Age Tutors

The Cross Age Tutors Program is designed to train students to serve as cross age tutors for students who are potential early school leavers. Fifty-five participants have learned basic tutoring techniques and receive specific ways to reinforce basic skills through games and motivational activities.

[Office of School Volunteers]

Schools served:	5
Students trained:	231
Students served:	500

Ambassadors for Public Education

The Ambassadors for Public Education Program is designed to bridge the gap between the school and its community, giving parents and other citizens the opportunity to talk with individuals who are knowledgeable about a particular school and to provide an avenue for obtaining information. Traditionally the Ambassadors have been adults. Over the past two years, however, a number of schools have identified Junior Ambassadors, or Student Ambassadors. Schools have found it particularly effective to select some of their students at risk to serve as Junior Ambassadors.

[Office of School Volunteers]

Schools served:	Varies
Students served:	Varies

Burger King - Incentive Award Program

The Burger King - Incentive Award Program rewards and encourages elementary students in five areas: conduct, academics, effort, attendance, and citizenship. Students earn weekly stickers which are placed on cards. Once cards are filled, they may be redeemed at any local Burger King for identified food items such as burgers, fries, Cokes or a complete meal.

[Dade Partners Program]

Schools served:	79
Students served:	55,000

The **Adopt-A-Student Program** is sponsored by local businesses to provide quality summer jobs as well as positive professional role models for students. It is coordinated through The Greater Miami Chamber of Commerce, in cooperation with Dade County Public Schools.

[Dade Partners Program]

Schools served: 4
Students served: 100

Adopt-A-Student Program

The **Miss School - Miss Out! Program** provides incentives for students to stay in school and rewards outstanding attendance. Local businesses provide four levels of incentives: weekly 100% attendance banners for homerooms; 100% grading period rewards; mid-year field trips for 100% attendance; and end-of-the-year awards. In addition to having the opportunity to receive a \$1,000 bond for 100% attendance, students receive Miss School - Miss Out! buttons, posters, and banners as motivational encouragement.

[Dade Partners Program]

Schools served: 4
Students served: 3,200

Miss School - Miss Out!

A number of businesses have chosen to sponsor **Turnaround Programs** for students who demonstrate marked improvement in the areas of conduct/citizenship, academic skills, and attendance. Students are rewarded by the business partner. These programs take place every grading period. Rewards for the Turnaround Program range from small gifts and trophies to luncheons and savings bonds.

[Dade Partners Program]

Schools served: 85+
Students served: 85+

The Turnaround Program

Adopt-A-Grandparent Program

The Adopt-A-Grandparent Program provides a wide range of opportunities for students enrolled in elementary and secondary schools. Such opportunities include visiting privileges into nursing homes, adult congregate living facilities, and senior citizen centers, in order to build caring relationships through the sharing of activities and time together. Schools have particularly found that students at risk fare well in this environment because both the youths and the elderly both of whom may have low self-esteem, begin to feel loved and needed. Students develop a caring attitude as well as sensitivity and awareness for their needs and the needs of others.

[Office of School Volunteers]

Schools served: 48
Students served: 2,355+

Senior Mentors

Senior Mentors are recruited to work with identified students for two hours each week on a project based on mutual interest. With the Senior Mentor's support and direction, the student designs, develops, and completes a project in 6-10 weeks. This individual and/or small group relationship greatly benefits students at risk and provides a "creative structure" for growth and challenge. There are 40 Senior Mentors.

[Office of School Volunteers]

Schools served: 17
Students served: 60

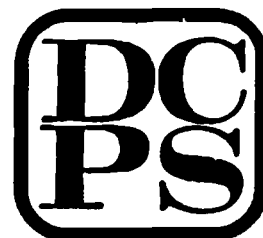
Intergenerational Law Related Project

The Intergenerational Law Related Project is being piloted this year in 6 senior high school social studies classes. It is designed to connect adolescents with the elderly in an attempt to gain understanding of issues and concerns facing older citizens. It is hoped that through studying the primary policy issues related to the aged in the State of Florida, young people will ultimately become advocates for the elderly in order to improve the quality of life for all citizens.

[Office of School Volunteers]

Schools served: 6
Students served: 400

Dropout Prevention



Division of Dropout Prevention

The **Division of Dropout Prevention** has the responsibility to coordinate programs which would best serve those students who are not effectively served by conventional education programs. It also establishes cooperative efforts with governmental agencies, organizations, and community resources, in order to implement innovative exemplary programs aimed at reducing the number of students who do not complete their education. Through this division, the District Dropout Prevention Advisory Council provides suggestions and recommendations to the district for the purpose of enhancing dropout prevention efforts.

The **Home Instruction Program for Preschool Youngsters (HIPPY)** serves preschool children, ages 4-5, over a two-year period in four inner-city elementary schools: Buena Vista, Holmes, Little River and Orchard Villa. The program is designed to teach parents how to instruct their children utilizing program materials. The primary purpose of the program is to involve parents in educational activities with their children at home and to insure success in the activity for both parents and children. There are three major areas of intellectual functioning— formal language, sensory discrimination, and problem-solving.

[Project: Students At Risk]

Schools served:	4
Students served:	75
Budget:	\$78,000

HIPPY

The **Truancy Prevention Program** is designed to meet the needs of specific groups of potential dropouts. It presents a total effort by the feeder schools' staffs and community agencies to improve school attendance. Its purpose is to reduce existing truancy problems in the feeder pattern. Hourly personnel provide support to students experiencing problems through individual counseling. Parents are contacted through telephone calls and home visitations. A parent caller (automated) is used to contact the parents during the evening hours to report student absences and communicate other pertinent information.

[Project: Students At Risk]

Schools served:	5
Students served:	Schools' populations
Budget:	\$21,450

**Truancy
Prevention Program**

**PIC/SFETC/
Cities in Schools (CIS)**

The Private Industry Council (PIC)/South Florida Employment and Training Consortium (SFETC)/Job Training Partnership Act (JTPA) Dropout Prevention Program serves 2,500 "high risk" potential dropouts at selected senior high schools providing a multi-year sequence of training and employment opportunities. It provides employability skills training and guaranteed summer jobs each year if the students remain in school; a full-time private sector job upon graduation; part-time jobs during the school year; remedial instruction; and extensive counseling through school personnel and social service agency counselors. The 2,500 students in the program are provided with extensive counseling and assistance from social service agency personnel who are housed in trailers or in school offices at each of the school sites. Clerical support is provided by Dade County Public Schools at three school sites. The school sites are:

Coral Gables Senior High
Hialeah Senior High
Hialeah-Miami Lakes Senior High
Homestead Senior High
Miami Beach Senior High
Miami Carol City Senior High
Miami Central Senior High
Miami Coral Park Senior High
Miami Edison Senior High
Miami Jackson Senior High
Miami Northwestern Senior High
Miami Senior High
Miami Springs Senior High

[Project: Students At Risk]

Schools served:	13
Students served:	2,500
Budget:	\$3,000,000 (JTPA/Title IIA & IIB)
	786,000 JTPA 123 Funds
	163,000 Community Sources
	186,743 DCPS Chapter 2 Funds

Energy Management Program

The Energy Management Program is designed to serve a twofold purpose of reducing the dropout rate and providing positive involvement of students at risk in facility operation and management through energy conservation activities. The program provides incentives for both students and schools through the formation of clubs and heightened energy conservation awareness. There is a potential for additional discretionary funds going to the schools through the Energy Rebate Program. A result is district recognition for energy savings and constructive activities for youths at risk within schools. This catalyst to increase school interest, spirit, and activities translates into a reduced risk of students dropping out, thus enabling students to achieve their educational goals.

[Project: Students At Risk]

Schools served:	12
Students served:	600
Budget:	\$12,000

Evening High School

The Evening High School is a pilot alternative school which offers an educational program to high school students who, for many reasons, find it difficult to attend the regular day-school program. The program, which relies heavily on a work-experience model, will allow students to:

- Remain on the rolls of the day-school and participate in extra-curricular activities.
- Receive a standard high school diploma.
- Participate in an individualized planned program specifically designed specifically to meet the needs of students.
- Receive three credits for on-the-job training (OJT). The remainder of the credits toward graduation will be received by attending classes in the late afternoon, early evening and/or Saturday.

[Bureau of Education]

Schools served:	1
Students served:	15-30

Energy Management Program

The Energy Management Program is designed to serve a twofold purpose of reducing the dropout rate and providing positive involvement of students at risk in facility operation and management through energy conservation activities. The program provides incentives for both students and schools through the formation of clubs and heightened energy conservation awareness. There is a potential for additional discretionary funds going to the schools through the Energy Rebate Program. A result is district recognition for energy savings and constructive activities for youths at risk within schools. This catalyst to increase school interest, spirit, and activities translates into a reduced risk of students dropping out, thus enabling students to achieve their educational goals.

[Project: Students At Risk]

Schools served:	12
Students served:	600
Budget:	\$12,000

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- Receive a standard high school diploma.
- Participate in an individualized planned program specifically designed specifically to meet the needs of students.
- Receive three credits for on-the-job training (OJT). The remainder of the credits toward graduation will be received by attending classes in the late afternoon, early evening and/or Saturday.

[Bureau of Education]

Schools served:	1
Students served:	15-30

Substance Education



Substance Education

Substance Education Programs are provided for students in grades K-12. These programs provide information and counseling services to students and parents, establish linkage with the home, school, and community, and promote effective community relations with regard to substance education programs.

To Reach Ultimate Success Together (Project TRUST) is a comprehensive student assistance program with components that include elementary curriculum, middle/junior high and selected senior high school intervention, prevention and referral services, as well as community involvement in each senior high school's feeder pattern.

The Project TRUST program at the elementary school level provides units of study for each grade level with a comprehensive curriculum which involves students in activities and discussions dealing with such affective areas of education as inter/intrapersonal skills, coping with peer pressure, and the overall harmful effects of drugs on the mind and body.

[Project: Students At Risk]

Schools served:	178
Students served:	DCPS elementary schools
Budget:	\$126,310

The Project TRUST program at the middle/junior high school level provides intervention and prevention services by Project TRUST specialists. These individuals work cooperatively with other student services personnel in prevention and remediation of substance abuse and other self-defeating and destructive behaviors. The prevention component consists of structured activities and strategies designed to be used in small group sessions with students in both cognitive and affective areas of education. The intervention component provides services for students who are identified as high risk. The TRUST specialists are trained and have expertise in identification, group process, assessment, and intervention techniques. They also provide referral services to community and treatment agencies. Other components of the program include staff development activities and peer counseling services. Close working relationships with church groups, social service agencies and community centers also provide valuable resources.

Project TRUST

Elementary Program

Middle/Junior High Program

Alternative Intervention Counseling Center

The Alternative Intervention Counseling Center Program is a component of Project TRUST at the middle/junior high school level. It serves as an alternative to suspension as well as providing group counseling services. In lieu of suspension, students are recommended to receive services based upon the discretion of the principal. Other students may also be referred to the program in order that problems which interfere with their educational process may be resolved.

[Project: Students At Risk]

Schools served:	50
Students served:	DCPS middle/junior high students
Budget:	\$1,950,228

Senior High Program

Project TRUST is a program which provides services to students, and parents of students, who have needs related to substance abuse in the Miami Northwestern, American and Miami Palmetto Senior High Schools' feeder patterns. (Miami Coral Park Senior High School feeder pattern is projected to begin in Spring, 1988.) This comprehensive program also involves church groups, law enforcement and community agencies. Each senior high school provides appropriate substance abuse information in life management skills and driver education courses.

[Project: Students At Risk]

Schools served:	23
Students served:	30,000
Budget:	\$227,000

Student Assistance Program

At the secondary level in all Dade County Public Schools a Student Assistance Program has been implemented to assist students with personal problems such as alcoholism, drug abuse, depression, and family strife. The program also encourages the establishment of such groups as Alcoholics Anonymous, Narcotics Anonymous, Al-anon and Ala-teen. An elementary program should be budgeted for next year. The purpose of the program is to provide students someone with whom they can talk.

CATS

As a component of Project TRUST, the Department of Substance Education has a contractual agreement with Informed Families of Dade County, Inc., to provide Community Action Team Specialists (CATS) in each senior high school feeder pattern. These specialists provide liaison services to students, parents, and communities in the area of substance abuse and other related self-defeating behaviors.

Teen Pregnancy/Suicide Prevention



Teen Pregnancy/Suicide Prevention

There has been an increase since the 1950s in the number of suicides among teenagers. The rate has more than tripled over the years to more than 5,000 suicides. Many suicides are not reported; therefore, the number of deaths is actually higher.

Suicide Prevention

Listed below are suicide prevention procedures to be followed. These have been developed by Dade County Public Schools.

These procedures include:

Procedures

- a. "Guideline 25 — Suicide Prevention" in the **Procedures for Maintaining a Safe Learning Environment** document. This guideline for schools outlines procedures which should be followed in crisis situations.
- b. An intervention Profile Report is disseminated to each secondary school every nine weeks, identifying those students whose grades, behavior or attendance have a declining trend.
- c. The Youth in Crisis Hotline (376-CARE) has been installed to assist school administrators and counselors as crises arise.
- d. Three new Student Case Management System (SCMS) codes are used for identifying services to students displaying risk behavior. They are:
 - Code 1 Risk counseling: assessment
 - Code 2 Risk counseling: intervention
 - Code 3 Risk counseling: post-intervention

- e. **Suicide Prevention Allied Community Effort (SPACE)**

SPACE

Through Dade County Public Schools and the **Suicide Prevention Allied Community Effort (SPACE)** network, a major effort is being made to inform and educate the public about teenage suicide. A network system has been established with various governmental agency personnel, parents, DCPS and other interested citizens, to work toward combating the problem of suicide.

[Project: Students At Risk]

Schools served:	All DCPS
Students served:	Varies
Budget:	\$80,000

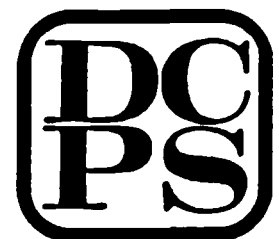
Teenage Pregnancy

The Department is currently coordinating the district's ongoing and expanded efforts to provide counseling, curriculum and programs regarding intervention, education and reduction of teenage pregnancy. COPE Center North and COPE Center South are schools for pregnant teenagers. A pilot day-care program is being provided at Miami Jackson Senior High School for toddlers of teenage parents enrolled in the school. The district has approved the piloting of two school-based health clinics. At the middle/junior and senior high school levels, group guidance to increase self-esteem and goal-setting is provided for girls considered at risk for pregnancy.

[Project: Students At Risk]

Schools served:	All DCPS
Students served:	Varies
Budget:	\$20,000

Expulsion Investigations/ Alternative Education Assignments



Expulsion Investigations/ Alternative Education Assignments

The mission of the Department of Expulsion Investigations/Alternative Education Assignments is to conduct thorough independent investigations of all recommendations for student expulsions. The investigation is for the purpose of verifying facts and making a determination that all due process procedures have been followed. It is also necessary to confirm that all actions leading to the expulsion recommendation have been in full compliance with the intent of School Board rules and procedures. This effort encompasses the following:

1. reviewing, assessing, and verifying all documentation regarding recommendations for expulsion.
2. interviewing all persons involved in the incident leading to expulsion recommendations.
3. insuring that all parents/guardians are informed of a student's due process rights and of School Board policies and regulations regarding expulsion procedures.
4. writing a succinct Report of Findings to the Board and attending all School Board meetings at which expulsion recommendations appear on the agenda, in order to respond to questions and concerns from the School Board.

Additionally, the Department cooperates and works in collaboration with the Office of Student Support Programs, particularly the Work Back Program. The Department also cooperates with Legal Services of Greater Miami, Inc. (Education Advocacy Project), Health and Rehabilitative Services (HRS), other appropriate state and county agencies, and nonprofit community groups. These agencies and groups can provide assistance and suggestions for alternative placement of students during the period of expulsion. It is through these collaborative intervention efforts that the youngster is placed into an educational setting and assured continuity of academic programs, rather than allowing him/her to drop out of school.

During the 1986-87 school year, the Department investigated 150 recommendations for expulsions. Of that number, 53 were expelled by the School Board. The School Board waived 9 of these cases and the students were placed in alternative education programs. A determination was made by staff to place 23 students in appropriate alternative education/rehabilitation programs. School Board/staff action will be determined following the Hearing Officer's Final Order on the 45 cases for which hearings were requested. As of June 30, 1987, 20 cases were pending and awaiting School Board/staff action.

[Project: Students At Risk]

Schools served:	All DCPS
Students served:	Varies
Budget:	\$75,801

Future Programs



Future Programs

The proposed School of Choice is a collaborative effort among Dade County Public Schools, Burger King Corporation, Private Industry Council, and Cities in Schools. It is anticipated that the school will serve approximately 140 youngsters, ages 16 years and older, who have been identified as at risk of leaving school before graduation. The student body of this school will be comprised of youngsters who have been identified as underachieving, uninterested or unmotivated, and unable to function in the traditional classroom setting. The school structure will be non-graded. Flexible class scheduling, on-the-job training, available social services for students and their families, extensive counseling, and a mentor program will provide students additional support in all areas, and encourage them to remain and successfully complete school.

School of Choice

[Bureau of Education]

Schools served:	1
Students served:	140
Budget:	\$TBA

The proposed Middle College High School Program is a collaborative effort between the Dade County Public Schools and Miami-Dade Community College. It is anticipated that this school will create a continuum between high school and college, featuring flexible pacing, broad curricular options, and service-oriented career education. Participants will be required to intern at a social service agency, school, court, or hospital. Throughout the program, students will be provided the opportunity to develop a feeling of identification with a faculty member and be treated as college students. The student body of this school will be comprised of junior high school youngsters who have been identified as at risk. One of the major goals in establishing this collaborative program is to reduce the dropout rate by developing an enriched senior high school program utilizing a college atmosphere.

Middle College High School Program

[Bureau of Education]

Schools served:	TBA
Students served:	TBA
Budget:	\$TBA

**Sports Theme
High School**

The proposed **Sports Theme High School** is designed to create an alternative to the conventional school program that will challenge disinterested and unsuccessful students to stay in school and achieve. A unique feature of this program will be the linkage to the community through public agencies. Sports-minded middle school students, who are not succeeding in their present school and who meet the selection criteria, will be with classmates of a similar interest who voluntarily choose and apply to attend the school. It is anticipated that sports will spark students' interest and motivate academic learning during their enrollment period.

[Bureau of Education]

Schools served:	TBA
Students served:	TBA
Budget:	\$TBA

**Planetary Studies
Theme School**

The proposed **Planetary Studies Theme School** will be designed to prepare selected students at risk to make constructive contributions to the community, and actively pursue solutions to global problems. The intent of the curriculum will be to empower students to act responsibly and effectively in their study as they examine and explore the present, past, and future issues facing society.

Basic skills and required state and county content will be taught through an interdisciplinary team teaching and learning approach. An integral part of the learning process will be the implementation of action projects in the community by students.

It is anticipated that the proposed **Planetary Studies Theme School** will be a joint venture of Dade County Public Schools and such institutions as The Space Transit Planetarium, the Historical Society of South Florida, and the World Trade Center.

[Bureau of Education]

Schools served:	TBA
Students served:	TBA
Budget:	\$TBA

Appendix A



DADE COUNTY PUBLIC SCHOOLS
DROPOUT PROFILE
BLANK INDICATES CRITERIA HAS NOT MET OR INFORMATION IS NOT AVAILABLE

Dade County Public Schools

NAME	T ^N	GRADE	BIRTH	AGE	SEX	ETHNIC	MAJ EXC	A B S	A G E	S T A	S C H	G P A	S U S	S E V
		10	11/26/72	14.9	M	H						X		2
		10	11/18/73	13.9	M	H						X		2
		10	06/21/71	16.3	M	H						X		2
		12	03/29/69	18.5	F	H	K	X				X		3
		12	06/15/68	19.3	F	H		X				X		3
		11	02/18/71	16.6	M	B	C	X				X	1	2
		10	04/13/72	15.5	F	H		X				X	3	3
		09	03/15/73	14.6	M	H					X	X		2
		10	11/25/68	18.9	M	H			X		X	X		2
		09	05/16/72	15.4	F	H		X			X	X	1	4
		10	12/13/71	15.8	F	H					X	X	2	3
		12	08/30/69	18.1	F	H					X	X		2
		11	05/11/71	16.4	M	B					X	X		2
		10	07/01/72	15.3	M	B					X	X		3
		10	10/08/69	18.0	F	H		X			X	X		7
		09	07/14/72	15.2	F	H			X		X	X		3
		12	11/08/70	16.9	M	H		X			X	X		2
		12	08/10/69	18.2	F	H		X			X	X		2
		10	10/16/70	16.0	F	H		X			X	X		2
		09	10/10/72	15.0	F	H		X			X	X		2
		09	01/22/71	16.7	M	H					X	X		3
		11	09/28/71	16.0	M	H					X	X		2
		10	12/22/70	16.8	F	H					X	X		2
		10	03/30/69	18.5	M	H			X		X	X		2
		10	04/07/72	15.5	F	H		X			X	X		4
		10	08/31/72	15.1	M	H		X			X	X		2
		11	03/18/71	16.6	F	B		X			X	X		2
		09	02/09/72	15.7	F	B					X	X		2
		09	09/17/71	16.1	F	H		X			X	X		3
		12	05/30/70	17.4	M	H					X	X		2
		12	04/28/70	17.5	F	H		X			X	X		2
		10	09/28/70	17.0	M	H		X			X	X		3
		12	09/04/68	19.1	F	B					X	X		2
		11	04/21/69	18.5	F	B	K				X	X		2
		11	03/07/70	17.6	F	B					X	X		2
		09	01/31/73	14.7	F	B					X	X	10	3
		09	01/12/73	14.8	F	B		X			X	X		2
		11	05/19/71	16.4	M	H					X	X		2
		11	07/04/69	18.3	F	H		X			X	X		3
		11	05/11/71	16.4	M	B					X	X		2
		10	11/16/72	14.9	M	H	J				X	X	13	2
		09	11/14/73	13.9	F	H					X	X	5	2
		10	12/05/70	16.9	F	H		X			X	X		3
		11	05/15/68	19.4	F	H		X			X	X		2
		10	03/02/71	16.6	F	B		X			X	X		3
		09	03/23/70	17.6	M	B					X	X		3
		10	10/07/72	15.0	F	B					X	X		2
		11	03/01/71	16.6	F	B					X	X		2

S A M P L E

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The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational program/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age between 40 and 70.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are providing re-employment rights in accordance with P.L. 93-508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.

Dade County Public Schools
and
Project: Students At Risk
wish to thank
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