

# Idaho Department of Juvenile Corrections

## Senate Education Committee

James Pannell, Education Director  
February 11, 2015

*Developing productive citizens in partnership with communities,  
through juvenile crime prevention, education, rehabilitation and  
reintegration*



## Idaho Department of Juvenile Corrections Education Programs



Idaho Department of Juvenile Correction facilities each have a fully accredited school within them named Juniper Hills Schools. All three schools are working diligently to complete the self-assessments prior to an external audit by the accrediting agency AdvancEd, which will be conducted at each facility in early March.

Our schools are not funded like other public schools. Our funding is a portion of the agency's general fund allocation. Other than our agency allocation, our schools only receive federal Title 1D - Neglected and Delinquent, Title II-Teacher Quality, and IDEA- Individuals with Disabilities in Education Act.

Due to the diverse and complex needs of our students who are anywhere from 10-21 years of age; IDJC schools provide a variety of programs including: junior/ senior high school curriculum, GED, college credits, and career readiness preparation. Our school programs as well as the students we serve are very different from regular public school programs.

# School Differences

## IDJC Schools

- **School days = 251**
  - Year-round school
- **Basic Job Requirements**
  - Teaches multiple subjects each instructional period to meet individual student needs
  - Substitutes for teachers who are absent
  - Maintains facility safety and security requirements
  - Restrains acting out juveniles
  - Obtains and maintains POST certification

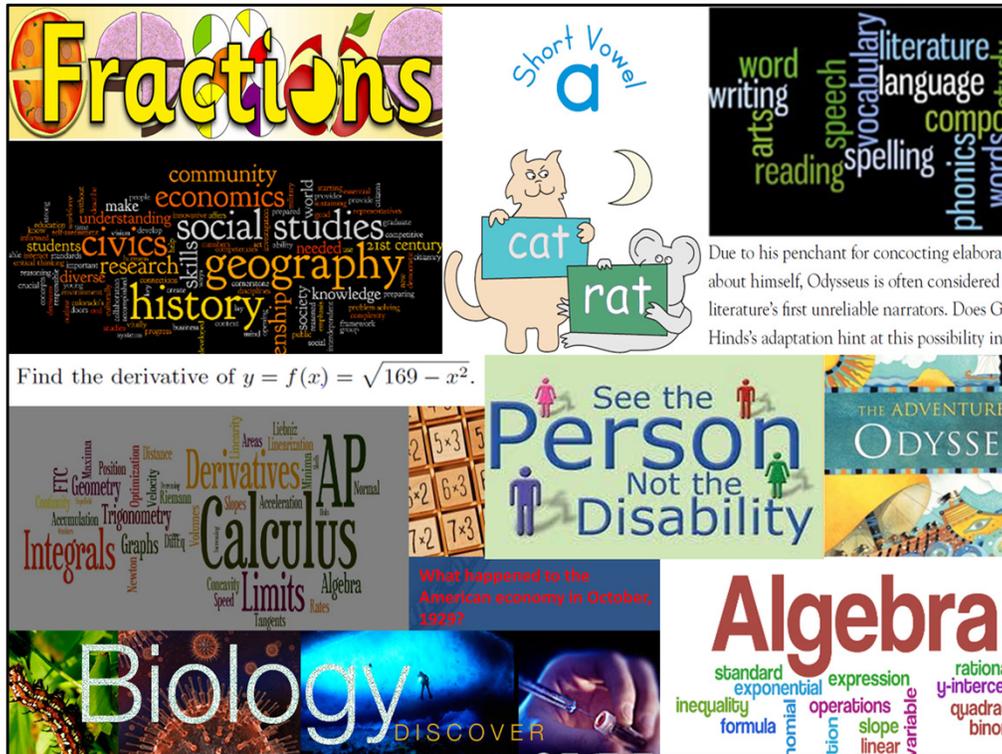
## Public Schools

- **School days = 142 – 175**
  - 4- and 5-day school week
- **Basic Job Requirements**
  - Teaches one specific course each instructional period to entire group of students
  - Substitute teachers provided when absent
  - Contract includes a few evening work schedules for parent conferences
  - Additional pay for extra duties (coaching, mentoring)



As you can see, there are some significant differences between the teachers at IDJC schools and those working at public schools. The list you see is not a comprehensive list of the differences between IDJC teachers and public school teachers. (Refer to Slide) These differences are many of the reasons IDJC has difficulty recruiting and retaining qualified teaching staff. We have an especially hard time in retaining staff at our Nampa school as there are a lot more teaching opportunities in this area.

However, there would not be a need for teachers without students. Our students are a challenging population with significant needs. Today I have brought the principal from the Nampa school, Mr. Joe Weber, to tell you more about the students, staff, and correctional school environment.



- Coverage issues without having substitutes, which results in teachers covering other classes during their planning period. With the intensive amount of training required of staff, especially in the first year, this can result in a lot of coverage needs.
- Acting out students/students on suicide levels impact the classroom significantly. Dealing with significant acting out behaviors on a daily basis results in a lot of stress for the education staff.
- Students are at a variety of different levels and subjects in any given class period. In addition, approximately 47% of our students have a special education learning plan.
- Many students enter our custody with a reading and/or math level significantly below their same age peers.
- Instructors teach multiple subjects, often in the same class period. This is due to students being grouped by housing units and not by age/grade level.
- Access to the Internet and hands-on activities, such as science labs, is very limited due to the nature of the facility.
- It is difficult to retain qualified instructors and instruction assistants due to pay being considerably less than public school.
- It is difficult for teachers to attend recertification courses because they are in school year round. Teachers in traditional schools can often take these classes during the summer.

## Positive Youth Outcomes

- 1,065 credits earned in the first 6 months of this school year
- 61% of eligible juveniles received a High School Diploma or a GED
- Over 80% increases in reading and math skills

42 College Courses	26 High School Diplomas	47 GEDs
29 OSHA Certificates	23 Food Handler Certificates	3 Student Contest Winners

In spite of our challenges, we have positive youth outcomes at our schools. (Refer to Slide)\*

Student contest winners consist of two initiatives sponsored by the Center for Educational Excellence in Alternative Settings (CEEAS). Poetry Contest, and Technology Contest.

Another initiative named, Start from Scratch, Sponsored by CEEAS and MIT provided a national Tech Camp which brought teachers, principals, and students together to build animated videos. *Start from Scratch* exposed students to coding and empowered them to create personal, animated stories around the themes of restorative justice, technical quality, originality, and creativity. MIT provided the judges for this contest. In the area of **Restorative Justice, Cord from St. Anthony, ID- Teacher-Marci Jackson** announced as winner of the 2014 Start From Scratch Programming contest winner for the [Restorative Justice](#) division.

The **Creativity** division winner was **Alex from St. Anthony, ID Teacher-Marci Jackson**  
*"The project was an eye opening experience. Writing the letter to my younger self and looking back, I saw how much I have grown in just a few years. I hope this project helped others as much as it helped me."*-A.M.

**Recipient Remark:**

*"The project made me realize how my life could have been and I learned a lot about myself. I am now interested in a computer programming career. Scratch was so easy to use and designed so well that I taught myself a lot of cool things. I feel so smart after using this*

*product."*-C.D.

**Sending Some Love—Recorded Books for the Holidays**

*Sending Some Love*, our book recording project, gives young people who are locked up an opportunity to share, express themselves, and combat their feelings of loneliness and isolation during the holiday season. Participants are recorded as they read a holiday book aloud. Then, they send the recording to a young child—maybe their own child, a younger sibling at home, or a child at a nearby daycare center. This is accomplished under the supervision of a teacher.

# Questions

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