

Baltimore City Detention Center



Juvenile Services Unit **PROGRAM MANUAL**

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Juvenile Program Manual

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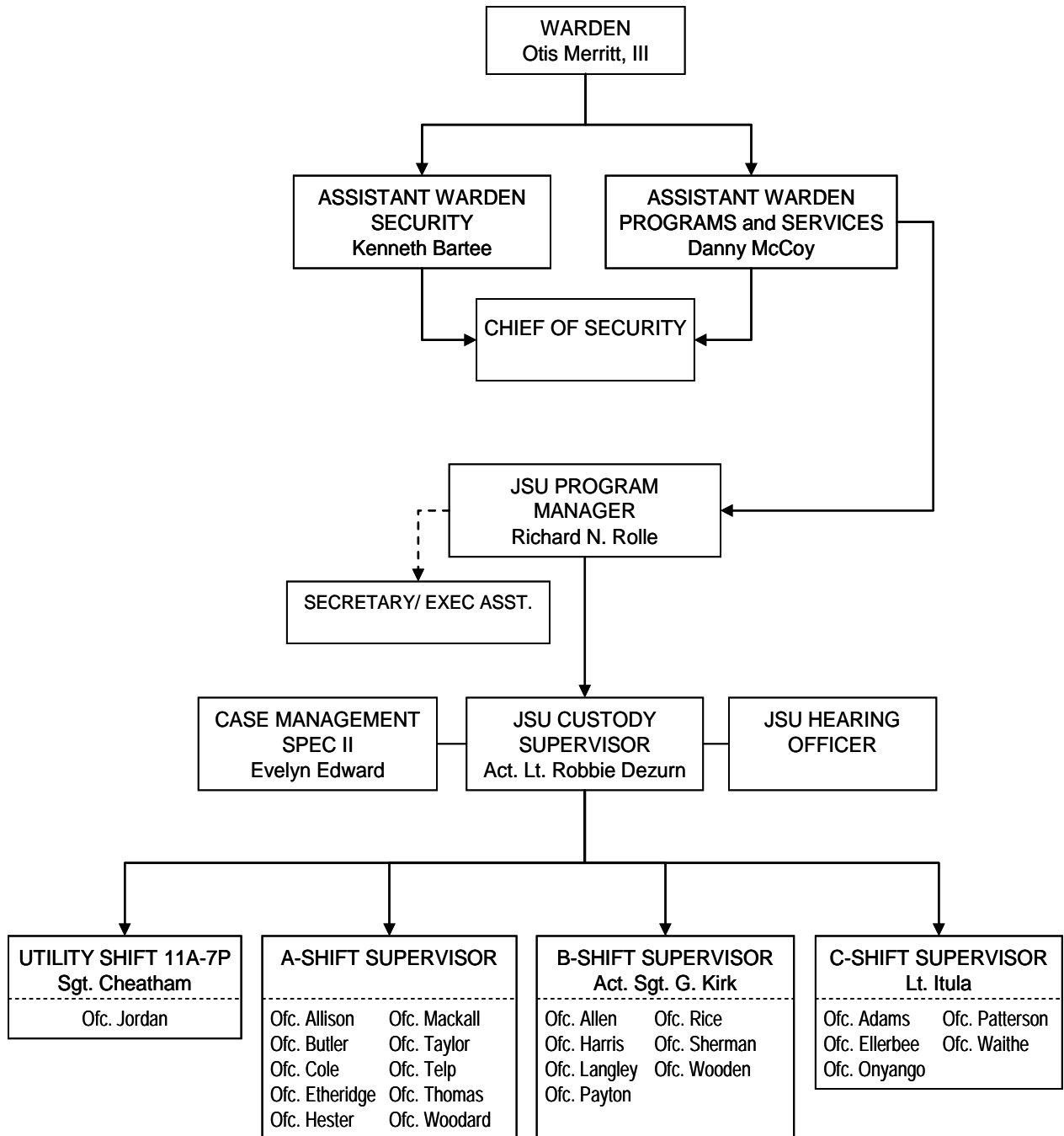
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Organizational Chart

1 NOTIONS

BCDC JUVENILE SERVICES

Organizational Chart



Program Design

SECTION 2

Division of Pretrial Detention and Services
Baltimore City Detention Center

Juvenile Services Unit Program Design



The Department of Public Safety & Correctional Services under grant #430565 sponsors this project. All opinions are those of the authors and do not reflect the opinion of the sponsoring agency. All questions should be directed to the Bureau of Governmental Research at (301) 403-4403 or at www.bgr.umd.edu.

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Juvenile Service Program Unit

Division of Pretrial Detention and Services

Introduction

The Division of Pretrial Detention and Services, Baltimore City Detention Center (BCDC) located in Baltimore, Maryland is an adult facility that houses approximately 115 juvenile detainees (male and female) at any given time. The juvenile population is housed in a specialized unit, and their ages range between 14 and 17. They have been charged as adults for serious criminal offenses. As a result of the increasing number of incarcerated juveniles, the Department of Public Safety and Correctional Services, Division of Pretrial Detention and Services has planned to expand its capacity by building a 200-bed facility for juvenile detainees. As part of this initiative, the Department of Public Safety and Correctional Services contracted with the Bureau of Government Research at the University of Maryland, College Park to assist the BCDC staff with the development and implementation of a highly structured program that effectively deals with the myriad of issues juvenile offenders face today.

The program design is a coordinated effort between BCDC and the Eager Street Academy of the Baltimore City Public School Systems, which provides a daily structured schedule during the period of the individuals' detention, which lasts on average of six months. The program is designed to facilitate global lifestyle changes such as the elimination of antisocial activity, improved pro-social attitudes and values, and total abstinence from all substances (Rahav, 1994; De Leon, 1986). Learning to make choices, changing behavior, meeting challenges and committing to change are some guidelines within the model by which juveniles learn to believe in their own capacities to empower themselves. In this setting, the juveniles learn how to conform to the conduct of upper level role models (offenders exhibiting pro-social behaviors) and staff, eventually leading to the juvenile's ability to make their own commitment to pro-social behavior. In exchange, the unit offers powerful, healthy relationships and the support of the extended family, staff and community, all of which promote the internalization of the pro-social values (Rahav, 1991).

This program manual establishes formal and standardized operating procedures for all juveniles detained at BCDC and for the staff that monitor them. It incorporates the program mission statement, a description of the roles of the staff; a program strategy the staff used to promote pro-social behavior (which included communication strategies and a phase scheme structure) and provides detailed descriptions of the program tools (which includes the graduated sanction and incentive structure, behavioral contract, as well as the risk needs screening instrument). Further, the manual delineates milestones that each juvenile must achieve in order to advance through this procedure.

Mission Statement

The juvenile Unit within Division of Pretrial Detention and Services will facilitate pro-social behavior in a safe and secure environment. Based on a rehabilitative therapeutic model, staff will employ techniques to enhance the quality of life of the juveniles and their chances of success. The principles of this model are incorporated into practice by encouraging and fostering self-awareness, improving communication and promoting the pro-social values consistent with those of society.

Program Staff

Program Manager

The program manager is responsible for the daily oversight and implementation of the program, and serves as the conduit of the program for all partners such as the administration of the Division of Pretrial Detention and Services and the Baltimore City Public School System, and community-based organizations. The program manager is responsible for preparing and submitting program updates to all of the various partners, which ensures that all stakeholders are informed of any and all program procedural changes. The program manager works closely with the Eager Street School administrators to ensure the program's mission and goals are met. Additionally, the program manager is in charge of the development, implementation and supervision of special projects and program enhancements. These special projects and enhancements include, but are not limited to, coordinating with community based organizations to address aftercare/discharge planning in the areas of family, substance abuse, educational and vocational services, mental and physical health care, and parenting. The program manager is responsible for the oversight of all personnel matters for program staff assigned to the unit, and program data collection and analysis.

Principal and Administrative Staff

The principal and the assistant principal of the Baltimore City Public School System, Eager Street Academy work closely with the program manager to keep the staff informed of the educational plans including expected goals to be achieved by all juveniles participating in the program, and share all pertinent information regarding the juveniles' progress and compliance, and recommend intervention while in school.

Baltimore City Public School Staff (teachers, social worker, and psychologist)

The teachers work to reinforce program goals in the classroom by addressing all behaviors immediately, and inform the staffs of any special circumstances or needs that arise concerning the juveniles' progress and compliance while attending school. The teachers make recommendations to the principal and administrative staff regarding juveniles' progress and compliance.

Social Worker/Case Manager DELETE

The social worker, or designee, is responsible for administering the Risk/Needs Screening to all juvenile detainees. Based on the results of the screening, the social worker is responsible for recommending services and appropriate intervention for the juveniles, and helps the case manager with the coordination of services while the juvenile is in detention and when they are ready to be released to the community or transferred to prison. The social worker makes recommendations regarding phase advancements, sanctions and incentives, and aftercare/discharge planning. The social worker plays an active role in all juvenile compliance reviews such as the Interdisciplinary Sanction Team, the Eager Street Academy team meetings and program unit meetings. The social worker assists the case manager with data entry of the juveniles' compliance and progress information. Additionally, the social worker is integral in the coordination and facilitation of the case conference for the juveniles. In the social workers absence where necessary the case manager or psychology associate will take up the necessary duties.

Psychologist

The psychologist is responsible for conducting assessments and evaluations of the juveniles. The purpose of the evaluation is to determine if the juvenile is in need of crisis intervention, medial or mental health care. The psychologist also develops treatment plans for crisis intervention. The psychologist coordinates services with other staff members, such as the case manager and social worker in order to provide treatment and track juveniles.

Case Manager

The program structure supports a system by which the case manager is the program information hub, and works with all parties involved with the juvenile. The case manager facilitates the program orientation meeting for all newly admitted juveniles, and provides ongoing services for the juveniles. This includes assisting the social worker with obtaining in-custody services and discharge planning, and providing assistance to the manager with community based organization events. The case manager is also an active participant in compliance monitoring and progress meetings. The case manager is responsible for ensuring all pertinent forms are current and filed in each juvenile's folder, and tracks compliance and progress information, which included sanctions and incentives, and phase advancements in the management information system. The juvenile unit is also staffed with a case manager from The Department of Juvenile Services. This case manager tracks those residents who are housed in our custody but who are also of concern to the juvenile system. The case manager communicates on a daily basis with DJS and updates the Automated Statewide System Information Support Tool,(ASSIST) with current information and alerts all necessary parties of any changes in the residents status.

Correctional Supervisor (LT.)

The correctional supervisor is responsible for the daily oversight of the juvenile unit through the coordination of program activities, and management of security

issues. The correctional supervisor is also responsible for ensuring that correctional officers are properly trained on the program's policy and procedures.

Correctional Officers/Change Agents

The correctional officers/change agents are responsible for the care and safety of the juveniles as they provide daily supervision over all activities. They serve as the front line, and have the unique opportunity to interact with the juveniles by setting an example as role models to promote pro-social behavior. The primary focus of the correctional officers/change agents is to ensure that each juvenile detained is in a safe, secure, and clean environment, while influencing behaviors through each interaction. Specific skills and strategies to improve the juveniles' communication and problem-solving skills will be employed.

Community-Based Organizations

Representatives from community-based organizations work closely with the program manager to provide onsite programs for the juvenile, such as seminars on parenting, substance abuse prevention and education, health care issues including smoking cessation, and HIV/AIDS or other sexually transmitted diseases. The various organizations include:

Community Law In Action, Inc. ("CLIA") provides an after-school self-advocacy workshop and weekend arts program to youth detained on L-section throughout the year. CLIA's self-advocacy workshop teaches approximately 25 youth about the legal system and gives them skills to advocate for themselves in every day situations. CLIA's weekend arts program gives the youth the opportunity and skills to express themselves through visual arts and to share with the community their thoughts, hopes and life. This three to four month program brings the arts to approximately 20 youth at a time while they are detained.

Hand in Hand consists of a partnership between The Rose Street Community Center, Alternative Directions, and surrounding colleges and universities, working within the Baltimore City Detention Center (BCDC) to provide mental health and case management services to all male youth charged as adults, housed within BCDC. Graduate students in the fields of Social Work and Psychology complete their field placements in BCDC providing these resources, under the guidance of a supervising social worker and receiving credit in return for their services. Hand in Hand's goal is to ensure that each one of these juvenile males receives mental health and case management services pre and post trial, to provide re-entry, case management, and resource connections while at BCDC and when released back into the community.

Men of God/Men of Honor Ministries, their mission is to reach out to every young man, and adult male, who is contributing to society in a negative way by being involved in a cycle of crime and violence. We reach out to them through the word of God as the foundation of our ministry. We focus specifically on those who are in the streets and in the prison system. We target males who are considered the outcasts in our society. Their mission is to train, equip, teach, and

assist these men in transforming their lives. Their goal is to help them become respected citizens of the United States of America.

Juvenile Diversion Program (Boy Scout's of America), the mission is to improve a youth's self-image, social skills, and attitude about the legal system, and aims to teach the youth better methods of communication. The goal is to reduce the rates of youth being rearrested. This program will allow us to impact approximately 10-15 youth weekly. Focus is on 11 different merit badges- Citizenship in the Community, Family Life, Law, Communication, Crime Prevention, First Aid, Personal Management, Personal Fitness, American Business, Entrepreneurship and Public Health.

Intake Phase DELETE

It has been noted that once a juvenile has initial processing within the M-section intake unit in about 3-5 days all necessary tests and documentation, Risk Needs, Gang Assessment, are completed. This enables the juvenile to be transferred to the general population and prepared for the education and phase programming.

It has also been noted that such a quick turnaround while being efficient from a correctional standpoint can be a nightmare as far as juvenile safety. The juvenile is met with a myriad of unknowns in both legal and personal issues. He or she is furthermore now introduced with other juveniles from different areas that may not only be a threat with other juveniles from different areas that may not only be a threat by their own natural predatory nature, but who may be a threat because of present or past criminal history or gang affiliation.

The “fresh off the block kids” are not used to such a restrictive correctional environment. They soon try to rebel at those who are in the best position to help. Staff is then hindered from being able to provide full service assistance and guidance because they are forced into an enforcement mode.

This pre-phase is probably the most important part of training given because all other programs and services could not begin until the kid is “broken in.” Several techniques and procedures that have been identified by staff are currently being used to facilitate this process.

These procedures involve no physical contact between the staff and the juveniles. They do contain some tried and true nearly military style accountability techniques that hold all pre-phase juveniles to the same standard while also identifying the troublemakers. Thus letting the less aggressive juveniles be aware that staff is monitoring all negative behaviors. This allows the juveniles with problems to feel safe to inform staff about the problem on the unit. This process shall be called molding.

During molding juveniles are taught to move in mass and not to linger even if encouraged by peers. Peers are forced to at times encourage improper behavior because group privileges can be withheld. While on higher phases individual progress equals group progress, during molding group progress builds individual progress. Instead of an initial forced classroom environment a more laid back dayroom environment is introduced as some diagnostic testing is given. This locked dayroom environment brings out the trouble makers but keeps unnecessary fights from occurring within the school. It also lets staff identify leaders and followers within this subgroup. Molding also allows staff to compare observations through meeting with psychology and social work staff. It will identify early on who will need extra help or encouragement throughout their stay.

Molding techniques DELETE

Group announcement: All directions are given to the group as a whole; they are loud and clear. Juveniles who are slow to catch on are identified and challenged on the spot to see if they are in defiant mode or just not paying attention.

Perceived denial of privileges: All juveniles are convinced that they will receive nothing until total group compliance is met. The thought of loosing out on everything is much more effective than the actual denial of any key privileges taken from the group. The change agent assigned lets the group know that everything you are allowed must go through me first.

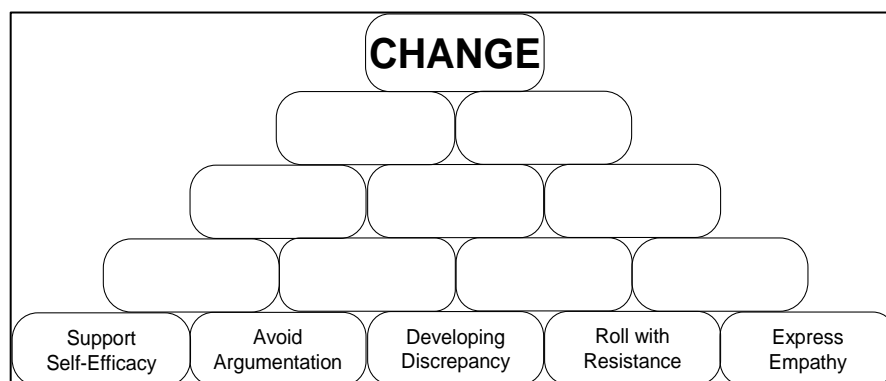
At times the juvenile may try to go to a superior officer to get satisfaction but he is not to be entertained by anyone except the change agent assigned. This prevents him from pitting authority figures against each other the same way children do with different family members at home.

Group Encouragement: At the completion of a few successful activities the change agent assigned praises the group in front of supervisors as they appear or to the officer assigned to the higher phases comparing how well behaved this new group is.

This is much like a proud parent would be if the juvenile was at home.

Part 1: Program Strategies

Figure 1: Foundation of Behavioral Change



Strategy for Improved Communication

Effective Communication is a key element to successfully engaging and managing any offender population, including juveniles. Juveniles in need of behavior modification often do not respond positively to authority figures, or because someone “says so.” Staff must learn communication strategies that promote pro-social behavior by providing routine feedback of any progress made by the juvenile. Motivational Interviewing (MI) is the precise strategy that provides staff with these skills. Recent research has shown MI to be a highly successful method to elicit information and assist resistant, ambivalent (conflicting views about a situation) people with behavioral change.

Specifically, the foundation for behavioral change is the use of effective communication techniques. In order to affect change, this process needs to allow for information to be shared between juveniles and staff. Key strategies of MI include:

- *Develop Discrepancy:* Pointing out inconsistencies in what a juvenile says he/she wants and what he/she does. The purpose of this skill is to assist the juvenile in reconciling conflict between what they desire and how they are currently acting.
- *Roll with Resistance:* Resistance is a common side effect of any change in behavior. In fact, staff should expect to encounter some level of resistance when they attempt to affect change among juvenile offenders. MI stresses that when staff encounters resistance they need to work through it or roll with it, not engage the offenders in any unproductive arguments or confrontations. The ability to roll with resistance decreases an offender’s level of defensiveness, and helps them overcome any ambivalence they may feel.
- *Avoid Argumentation:* MI urges staff to avoid arguments that can destroy rapport with juveniles, and to identify when particular issues might be better address in a different manner. Arguments directly increase levels of defensiveness and decrease the flow of information between staff and juvenile.
- *Express Empathy:* Understanding what an offender says should be the one major duty of any correctional staff. It is essential to staff to understand what offenders say and to express to them that his level of understanding exists; this is called

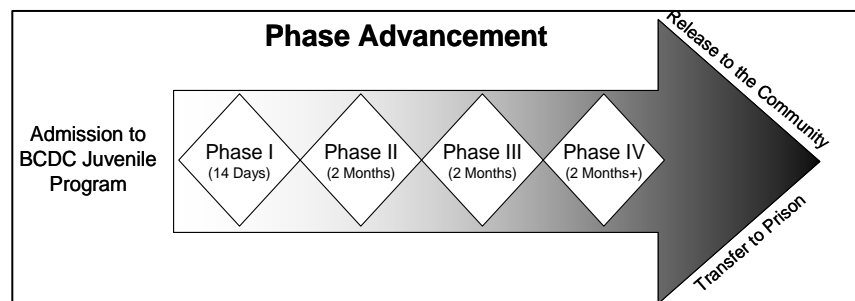
empathizing. Staff needs to take care that they do not sympathize with offenders; after all, they cannot feel what an offender feels. However, they can understand and communicate to the juveniles by actively listening to their problems and concerns.

- *Support Self-Efficacy:* Self-Efficacy is situational based self-confidence. The belief that someone can accomplish a particular goal is essential towards success and staff is responsible for fostering this belief in offenders in order to achieve better outcomes.

It is critical that all interactions between staff and juveniles not be loose conversations that may not lead toward a specific goal. How the information is presented, determines how much juveniles and staff learn from each part of the process and, in turn, how much behavioral change occurs. The way by which staff conducts themselves, and more importantly everything that is said by staff communicates to the juveniles what constitutes acceptable and pro-social behavior. Social Learning Theory states that people often need to see behaviors demonstrated before they can learn them. Staff is required to model and reinforce pro-social and acceptable behavior at every given opportunity.

Motivational Interviewing techniques are useful throughout the juveniles' stay at BCDC, helping engage the juveniles in the process of behavioral change, and providing critical feedback to reinforce progress further along in the change process. This helps juveniles learn to "analyze" their own behavior and figure out on their own how to advance their behavioral change. This can occur only if the emphasis of all interactions is on building rapport with juveniles to empower the juvenile to change his/her own behavior while allowing them to understand that staff serves as their allies in the quest for change.

Figure 2: Phase Advancement



Description of Phase Structure

The program design is structured into four phases (See Appendix A). Each phase includes responsibilities and rewards that are designed to modify behavior. Movement (positive) through each stage is dependent on increased skills and improved attitude and behaviors. This model encourages behavior change through learning, role modeling and structural consistency. It addresses the needs of juvenile holistically and within the framework of healing from debilitating life experience. All juveniles have the opportunity to submit phase advancement applications seven days prior to the date they are scheduled for advancement (See Appendix B). The Interdisciplinary Team reviews applications and

are ultimately responsible for determining whether a juvenile is ready for advancement to the next phase of the program (See Exhibit 3).

Phase 1: Choice (14 Days)

Focus: The focus of this phase is encouraging the juvenile's **choice** to work towards developing a foundation for pro-social behavior. This phase is designed to orient and assist juveniles with the transition from life in the community to life while incarcerated. Specific objectives are for juveniles to learn the rules of the unit, the program structure, and the community resources within the unit that are available to them such as schools, seminars, group activities, and job functions. Additionally, juveniles will be required to sign a behavioral contract, designed to serve as an agreement between staff and juveniles.

Emphasis: In this phase the emphasis is on the orientation of juveniles and how to conform to the structure, which is strictly enforced by both staff and upper peers (other juveniles who are farther along in the program). Juveniles are thoroughly indoctrinated into the unit's philosophy, which welcomes all, regardless of ethnic, religious or racial background, who seek to develop pro-social behavior to lead productive lifestyles. Juveniles are offered the opportunity to participate in group sessions with other juveniles beginning in Phase I in the hopes of beginning to address some of their presenting issues.

Intake and Orientation: The intake process is instrumental in ensuring that each new arrival is protected. New arrivals on the juvenile unit are housed in the "Intake and Orientation" housing for three (3) to five(5) days so that they can be screened using the Risk/Needs Screening Instrument, monitored, classified, and introduced to the concepts of the modified therapeutic community. The three day (minimum) that the juvenile spends in the "Intake and Orientation" portion of Phase I are applied to the fourteen-day minimum stay in this particular phase.

Screening Instrument: A risk and needs screening will be administered to each juvenile in this phase. This tool provided information that alerts staff to the potential for the following: mental and behavioral problems such as alcohol/drug use, anger and irritability, depression-anxious mood, somatic (physical) complaints, suicide ideation, thought disturbance, and traumatic experiences.

Psychosocial Assessment: A psychosocial assessment using the CANS-JJ instrument will be completed for all juveniles in this phase following the three-day "Intake and Orientation" period. The information gathered assists staff to identify problematic areas with the following: psychological, legal, alcohol and drug use, educational and employment status, family history, and medical and mental health status.

Medical and Mental Health Services: When entering the central booking process, each juvenile receives a preliminary medical and mental health screening. The results of this screening will determine if there is a need for immediate intervention. If immediate medical or mental health intervention is required and the juvenile is detained, a comprehensive medical review is conducted and mental health evaluation is performed. Based on the results of these examinations determines if the juvenile is in need of

ongoing care from either the medical department and/or the mental health department. A representative from these various departments informs program staff of the need for ongoing care.

Job Function (Novice): While in Phase I, the juveniles do not have any job functions per se. The novice's job function is to acquire basic sanitation skills, such as making up their bed, maintaining personal hygiene, and beginning to conform to the structure of the program.

Requirement for Advancement: Juveniles must demonstrate satisfactorily his/her ability to perform the task and responsibility of the job function to a staff member and program supervisor. Juveniles are required to participate in individual sessions, community meetings, groups, life skills seminars, and orientation phase classes. The activities integrate didactic, participatory and peer led techniques. Juveniles are given a handbook that outlines the program structure and the rules of the unit, which delineates expectations of their behavior. Juveniles move to Phase II when they demonstrate an ability to understand and willingness to follow directions by participating in school, completing homework assignments, reporting on time for activities and improving physical appearance. Juveniles are required to submit a complete *Request for Advancement to Phase II Questionnaire* with a statement of why they believe they are ready for advancement to then next phase.

Phase II: Change (Two Months)

Focus: The focus of this phase is to stabilize the juveniles in school and in the program structure while helping the juveniles confront underlying issues surrounding problematic behavior, and **change** those behaviors. In this phase, juveniles build confidence, are taught trust, and accountability.

Emphasis: In this phase the emphasis is on educational and vocational pursuits. Based on information obtained in the assessment, the strengths or limitations faced by each juvenile in both literacy and cognitive functioning are addressed on an individual basis. Specific objectives include progress in their education, identification of community supports, re-connecting with family (if applicable or necessary), and progress in identified areas of need such as anger management, low self-control and overall behavioral issues. Juveniles also begin to develop leadership qualities and adopt a positive attitude. As with the other phases the day is filled with attendance in school, groups, seminars and meeting.

Job Function (Novice): The *Peer Mentors* is responsible for teaching novices (juveniles in Phase I) how to obtain entitlement such as accessing commissary, case management request forms, visitation schedules and receiving packages. The *Journey Person* is also responsible for reinforcing program rules.

Requirements for Advancement: To advance to Phase III, juveniles are required to demonstrate significant change in their behavior as measured by a decrease in infractions

within the unit and/or in school. In addition, a commitment on behalf of the juveniles to continue to follow direction by participating in school, completing homework assignment and reporting on time for activities is required for advancement consideration. Juveniles are required to submit a complete *Request for Advancement to Phase III Questionnaire* with statement of why they believe they are ready for advancement to the next phase. Also a completed employment application supplied by the program will accompany the questionnaire.

Phase III: Challenge (Two Months)

Focus: The focus of this phase is to promote continued challenge towards self-sufficiency while being responsible to the community. An example includes juveniles' engaging in role modeling pro-social behavior within the structure by increased change in appearance i.e., clothing and hair are neat and presentable.

Emphasis: In this phase the emphasis continues to be on education, stressing the importance of identifying and accessing services in the juveniles' community that promotes pro-social behavior. Specific objectives include achieving goals for education, community supports, and re-connection with family and marked progress in overall behavioral issues. Attendance and participation in school, groups, seminars and meetings is also required.

Job Function (Squad Leader): A squad leader is responsible for encouraging the program's rules; such as reminding their peers not to speak in program space, ensuring dress is appropriate, and to assist with the count off before and after each inmate facility movement, to ensure that his/her peers are lined up accordingly. While in Phase III the juveniles may also be able to complete sanitation tasks, and serve meals which both required the juveniles to leave their cells.

Requirements for Advancement: To advance to Phase IV, juveniles are required to demonstrate that they have met the challenge to change any identified behaviors. Behavioral change is marked by increased responsibility within the program structure and serving as a role model to juveniles in lower phases. Juveniles are required to submit a completed *Request for Advancement to Phase IV Questionnaire* with a statement of why they believe they are ready for advancement to the next phase. In addition, the juvenile is required to provide an outline of the community activities they will be involved in once released from detention or a plan for how they will integrate pro-social behavior while serving any additional period of incarceration.

Phase IV: Commitment (Two Months or more)

Focus: The focus of this phase is to promote the juveniles' commitment to pro-social behavior. By taking a leadership role, juveniles can learn by experience and succeed while still receiving the support of the environmental milieu.

Emphasis: During this phase an emphasis is on juveniles becoming more independent while maintaining responsibility in the program as leaders through modeling pro-social behavior to juveniles in lower phases. Examples include exemplary attendance and participating in school, adhering to program structure rules, and coordination and participation in unit activities. Juveniles in this phase serve as facilitators in group and are involved in orientating newly admitted juveniles into the unit.

Job Function (Staff assistant): The job function for juveniles in Phase IV is very similar to the job function of juveniles in Phase III. Juveniles in Phase IV are responsible for enforcing the program's rules (i.e., making sure juveniles are dressed appropriately, and following the rules of the program) while also having additional responsibilities specifically for Phase IV juveniles. Some of the additional responsibilities of Phase IV juveniles include: participating in case conferences (to discuss the progress of other juveniles), assisting with the development and facilitation of groups, mentoring juveniles in lower phases, assisting staff with clerical duties, and assuming a leadership role with job assignments. With these additional responsibilities and job functions, staff assistants in Phase IV are afforded extra privileges including wearing their own clothes, picking their cell mates, etc.

Requirements for Advancement: To advance to the Transition Stage of the program, juveniles are required to meet all phase requirements and demonstrate pro-social behavior as measured by having no infractions within the unit and/or in school and are a role model to lower level peers. To advance to this phase, juveniles will be required to continue to follow direction by participating in school, completing homework assignments and reporting on time for all activities. Juveniles are required to submit a completed *Request for Advancement to Transitional Phase Questionnaire* with a statement of why they believe they are ready for advancement to this final phase of the program.

Transition Stage: Connect

There are inherent challenges when attempting to provide aftercare services for juveniles with pretrial status. One of the greatest challenges facing the program staff is not knowing where the juveniles will be sent following their detainment: back to the community or to an adult correctional facility. The solution for the BCDC Juvenile Service Program was to target goals of offenders that were attainable for the juveniles including: focusing on a strength-based plan for after the pretrial period, establishing connections with available community resources, and continuing mentoring services for the juveniles if/when they return to the community.

Focus: The Transition Stage is for juveniles who have achieved successful movement throughout the program phase structure and who have demonstrated that they have integrated pro-social behavior. The focus on this stage is for the juveniles to practice pro-social behavior skills that prepare them for either re-entry into the community, transfer to the Division of Juvenile Services institution or transfer to general population in an adult prison facility.

The focus of this stage is for the juveniles to demonstrate pro-social concepts that they learned moving through the program phases. This is demonstrated by the juveniles' ability to understand the underlying issues surrounding problematic behaviors, and is able to **connect** pro-social responses to the negative behaviors. In this stage, juveniles are able to show that they are confident, trustworthy, accountable and responsible.

Emphasis: In this stage the emphasis is on assisting the juveniles to identify obstacles and challenges they may encounter as they transition to other environments. Juveniles will participate in programs that are designed to help them identify target behavior that lead them to criminal behavior. In this stage, program staff will teach juveniles to identify the triggers that lead them to respond by negative behavior and assist them to formulate individualized plans that help them to respond by relying on the positive coping mechanisms learned throughout the program. In this stage, juveniles will have an opportunity to practice newly acquired skills through role playing activities and through their job function on the unit.

Job Function: In this stage of the program, juveniles will have the opportunity to apply for a job function through a job application process for which they will receive compensation. In this stage, juveniles continue to be role models to all lower level peers particular for those juveniles currently in phase four. Juveniles in this stage will help phase four juveniles achieve successful movement throughout the program structure by facilitating upper peer support groups.

Transitional Planning

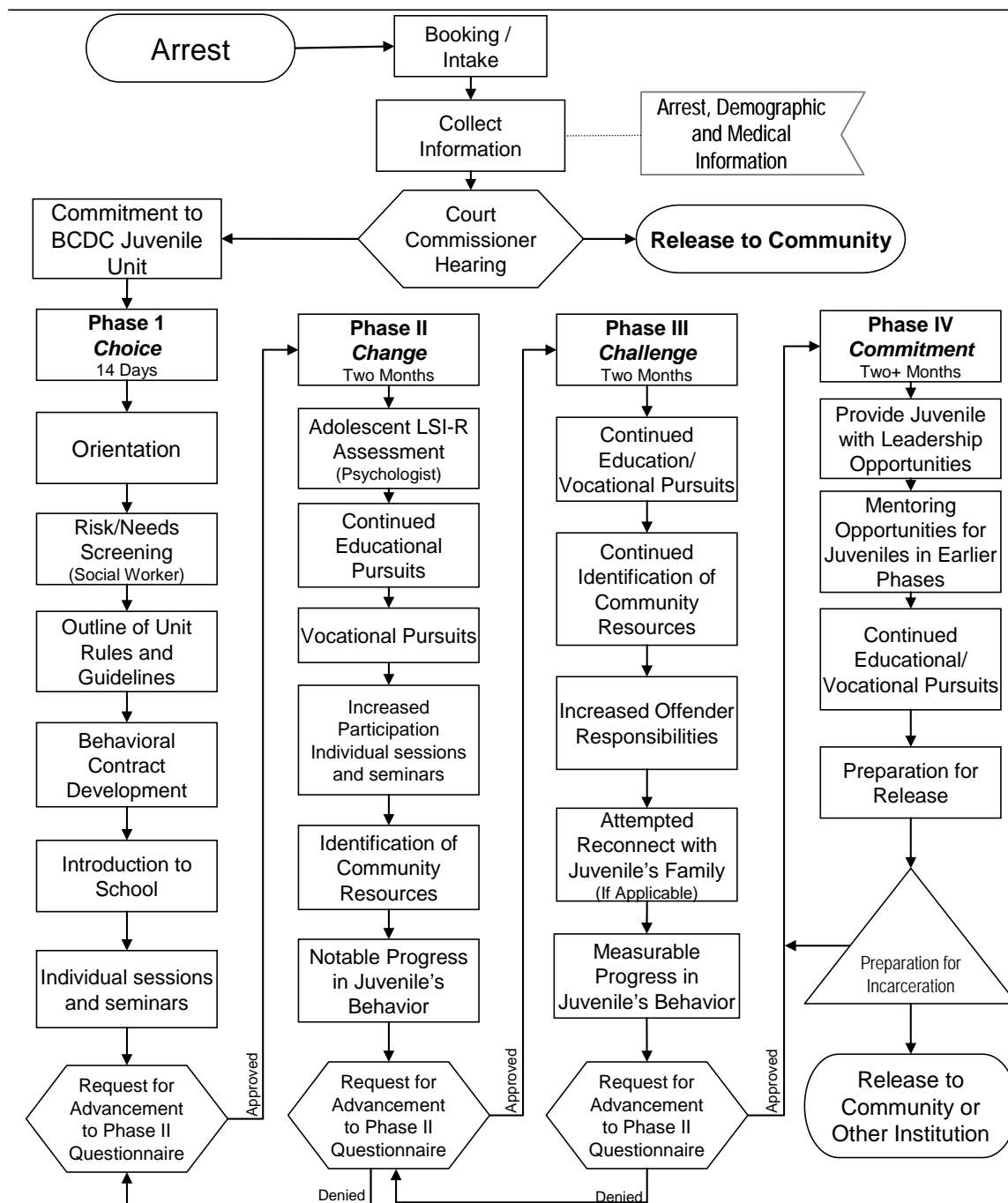
Transitional planning prepares juveniles for re-entry into the community, transfer to the prison system upon a sentence of further incarceration or waived down to Department of Juvenile Services. The program manager, social worker and case manager target support systems in the community or within the prison system needed for the juveniles' successful re-entry to their communities or transition to the prison system. Support systems would include, but not limited to school, family, and physical and mental health care. Strategies used include the following:

- Create linkages and partnerships with community and correctional resources and social networks;
- Coordinate with community-based programs and programs within the correctional system immediately upon the juveniles entry into detention;
- Develop new resources and support in the community and in the correctional system; and
- Attend community events.

To make appropriate referrals and effectively plan for the juveniles' discharge from detention, the interdisciplinary team work together to identify the area of need and coordinate with the appropriate partners. Since it is unpredictable when a juvenile will be released from detention, *it is important that the plan for aftercare is formulated at the beginning; during Phase 1 of the program and thus planning continues during each subsequent phase.*

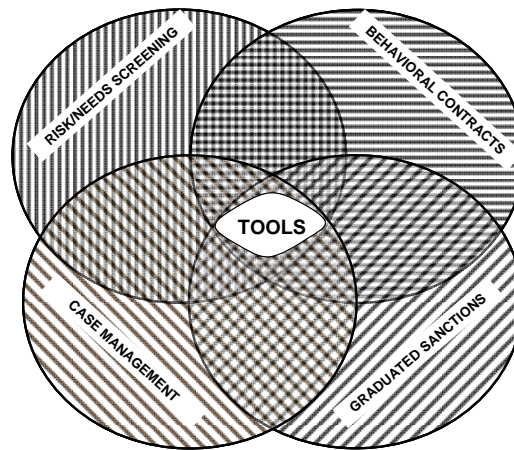
Figure 3: Organizational Phase Scheme

Organizational Phase Scheme



Part 2: Program Tools

Figure 4: Program Tools



Risk and Needs Screening Instrument

The *Risk Needs Screening Instrument* administered at BCDC is an essential tool that assists staff in identifying juveniles' propensity to engage in high-risk behaviors and/or identify areas of need (See Appendix C). When decisions about juveniles are made in an informal and unsystematic manner by personnel functioning with broad discretionary powers and limited procedural guidance, the result is often invalid and inconsistent judgments that produce inappropriate and inequitable decisions (Hodge & Andrews, 1996). Therefore, the standardized process whereby all juveniles are screened using the instrument, results in appropriate intervention, and thus, juveniles are effectively managed through the program structure.

The instrument is administered quickly, offering brief questions that required short responses, and is easily scored. For example, if an asterisk (*) is placed by specific domain, it indicates a point of concern, and if an "R" is placed by a particular domain, it indicates the need for further intervention. Armed with the results of the screening, the social worker formulates a recommendation plan, which in turn provides the staff with the necessary information to develop appropriate intervention plans for the juveniles.

The following are guidelines for practice:

- The social worker or designee assigned to the program completes the Risk and Needs Screening within 72 hours of entry into the program.
- No screening occurs in the cells. Screening will be conducted in an area as to ensure confidentiality.
- As part of the screening process, the social worker or designee coordinates with the educator to gather the following information: prior delinquency record, prior clinical assessments that are available in the juvenile's record at school, attendance records, medical and psychiatric records, birth certificates, social security card and picture identification.

- During the screening, the social worker or designee is trained to identify issues that may occur that required immediate attention by the system such as:
 - Reported physical or sexual abuse
 - Suicide threats
 - Violent or aggressive behavior
 - HIV related concerns
 - Withdrawal or acute intoxication

The following sets forth practice guidelines for using the screening results to make effective intervention decisions:

- Screening information should be shared among staff and viewed together as an integrated system to choose the appropriate level of interventions.
- The case manager assigned to the program should have an in-depth knowledge of available services and the intensity of any particular service option within the correctional system and in the community.
- Screening is an ongoing process. Decisions about interventions, while in custody and plans for placement in the community should be based on the juveniles' progress and changes in her/his environment.

Child & Adolescent Needs and Strengths Children and Youth at Risk of Delinquency (CANS-JJ) Identifying a juvenile's needs and strengths is critical for every juvenile involved in the juvenile services program. The *Risk and Needs Screening Instrument* serves as a triage for potential issues that every juvenile may or may not face, while the *CANS-JJ* tool serves to further identify specific areas where the juvenile has needs or has strengths.

The CANS-JJ measures several areas including: functional status, criminal and delinquent behavior, substance abuse complications, other child risk behaviors, mental health needs, child safety, family/caregivers needs and strengths and strengths. Each of these areas contains several individual questions where juveniles are rated between zero and three, where zero means "no need for action" and three means "the need for immediate or intensive action". In a modified therapeutic community such as this, it is essential that staff do not focus solely on risks, but rather identified on the strengths and build upon those when applicable.

The following are guidelines for practice:

- All juveniles will be assessed using the CANS-JJ prior to their advancement to Phase II.
- All assessments will be conducted by the social worker or designee.
- No assessments will occur in the juvenile's cells. Assessments will take place in an area to assure confidentiality.

The following sets forth practice guidelines for using the screening results to make effective intervention decisions:

- Screening information should be shared among staff and viewed together as an integrated system to choose the appropriate level of intervention.
- The case manager assigned to the program should have an in-depth knowledge of available services and the intensity of any particular service option within the correctional system and in the community.

Behavioral Contracts

Behavioral contracts are an effective program tool used by staff to monitor compliance and hold juveniles accountable and responsible for their behavior (See Appendix D). The contract provides a clear outline of behavioral expectations, and defines goals that are to be achieved by the juveniles while in the program. Responsibilities outlined in the behavioral contract are one of the key elements for staff to monitor. Behavioral contracts inform juveniles of their duties, while simultaneously holding the accountable for their own behaviors. Behavioral contracts should not only notify juveniles of their responsibilities, but should provide a time frame for achieving specific goals.

Additionally, behavioral contracts define consequences for noncompliance and rewards for compliance. This teaches juveniles to look beyond their actions at the consequences of their behavior. This information provides juveniles with a moment of pause, knowing that their negative actions will lead to graduated restrictions. This may then cause the juvenile to reconsider engaging in non-compliance behaviors.

Juveniles need to be informed of every aspect of the contract to ensure that they do not fail to comply because they did not understand certain requirements in their behavioral contract. This eliminates the opportunity for juveniles to claim that they did not know the rules of the program. Behavioral contracts help staff increase the responsibility levels in juveniles in the program phases.

Once the contents of the behavioral contract are explained, they then serve as an agreement between staff and juveniles. Both parties have their duties identified and each party knows the responsibilities of the other. It is important that staff go over the behavioral contract with the juveniles during the orientation meeting to eliminate any ambiguity.

Case Management

The social worker and case manager work together to develop a plan that incorporates the results of the screening. The plan incorporates the following information:

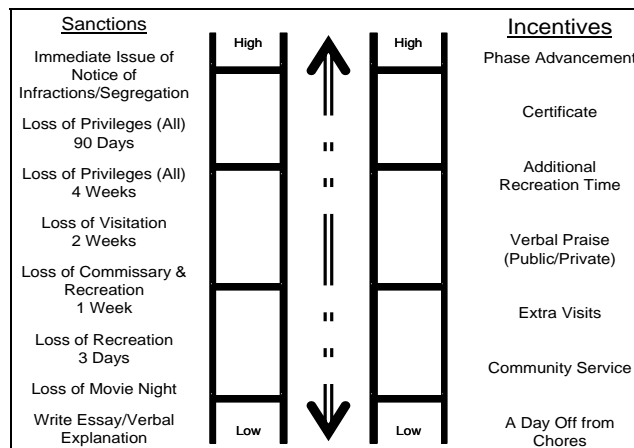
- Targeted problems of the juveniles and the family, including substance abuse use and psychosocial, medical, and possible psychiatric disorders.
- Identified goals that help juveniles recognize their needs.
- Timeframes for achieving short and long term goals.
- Recognized areas of progress and achievement, and behaviors that are in the need of improvement.
- Sanctions and incentives.

- Identified barriers.

The following tasks are performed:

- Consultation with all staff to ensure juveniles' ongoing compliance and progress with the requirements stipulated in the plan.
- Formulation of individualized plans to reflect the following:
 - Culture/gender-specific services
 - Co-occurring disorders
 - Family and home life issues
 - Medical concerns
 - Educational levels
 - Frequency and length of substance use
- Develop strategies to address barriers to community-based or correctional programs upon release from detention such as
 - Transportation problems
 - Accessing documentation e.g., birth certificates, social security cards, picture identification
 - Non-participation of parent or guardian in juveniles' life
 - Payment of services
 - Motivational issues on behalf of the juvenile

Figure 5: Graduated Sanctions and Incentives



A Graduate Structure

The staff is defined as Change Agents, case managers, educators, social workers, and psychologists and serve as the authority figures for juveniles who in many cases are bereft of any authority figures. As a result of their frequent interactions, juveniles develop a strong rapport with the staff on the program that works as a team.

The greatest incentive and sanction at the staff's disposal may be approval or disapproval. Through ongoing positive interactions, juveniles develop a relationship with the staff, as they become the authority figure for these juveniles. It is important for the staff to speak

directly to the juveniles, asking about their progress, encouraging them to try harder, and applauding their accomplishments, while also reminding them of the obligation to comply with the expectations while being detained at the Baltimore City Detention Center. These interactions will assist in the juvenile's transition be it from detention to community or detention to prison. Many juveniles discuss their efforts to reunite with their children and other family members. It is recommended that the staff acknowledges any improvements that result in any positive behavioral change, and commends the diligent effort of all juveniles showing progress towards meeting the program's requirements.

The staff assigned to the program has the added benefit of responding to behaviors by administering sanctions and incentives immediately. The act of imposing sanctions and giving rewards or incentives to juveniles is an integral part of changing behaviors. Social Learning Theory suggests that in order for someone to effectively change a behavior they need to have four positive reinforcements for every negative reinforcement. While in many instances giving a verbal reprimand or having the juvenile mop the bathroom floor may be the force they need to change behavior. Once the juvenile demonstrates good behavior, positive reward must immediately follow to sustain change. However, a chronically non-compliant juvenile needs responses to behavior to be consistent and graduated. Conversely, giving incentives to juveniles for meeting their goals motivates them to remain compliant and change behavior.

The more certain, immediate, predictable and proportionate responses are, the more impact they will have on juvenile behavior. The opposite is true as well: violations that go undetected or unpunished, and sanctions that are delayed, arbitrary, or overly harsh will dilute the impact of supervision on behavior and recidivism. Therefore, to ensure that the juveniles' compliance is reviewed regularly, and appropriate and consistent interventions are imposed, staff participates in meetings held at the Eager Street Academy and at the Juvenile Unit.

Sanctions: It is recommended that sanctions be graduated starting off with lighter punishments such as a verbal reprimand by staff, or increasing the level of chores before graduating in severity to moving the juvenile back to the beginning of their phase, or taking away all privileges. The graduated structure lets juveniles have several chances, an integral part of the change process (See Appendix E).

Staff may use a wide variety of sanctions. For minor infractions, a reprimand may be an appropriate response. If behaviors continue, increasing requirements such as loss of commissary or other privileges may be suitable. These are effective tools, which reinforce the importance of the juvenile conforming to rules and ultimately learning how to be accountable for their behavior. For example, a juvenile who does not complete homework assignments or participates in program activities will lose set privileges. As the behavior continues, more privileges will be taken away from the juvenile. Community service within the program is an alternative sanction for minor infractions. This is a useful intervention to teach juveniles to give back to their community.

Hearing Officer: For Level 1 infractions, the most serious infractions, the juvenile is immediately segregated. Within 24 hours of the completion of the investigation and reporting of the resident rule violation and the disciplinary hearing report, the residents are required to appear before the Division's hearing officer. A representative of the program (the officer who wrote the ticket and observed the incident) will be present whenever possible along with the hearing officer and juvenile. During the segregation time, it is important that the staff meet regularly with the juveniles to assist them in recognizing and acknowledging their reasons for engaging in the non-compliant behavior, and encouraging them to use the time to reflect on ways they can change their behavior – an important step in the process of change. Juveniles who are segregated will receive academics according to the Eager Street Academy's protocol under the guidelines of Baltimore City Public School Systems. Segregation time can range from a few days to several weeks, depending on the circumstances and severity of the infraction.

Interdisciplinary Sanction Team: An Interdisciplinary Sanction Team is comprised of staff members assigned to the program and may consist of the social worker, case manager, educator and a correctional staff member. The role of this team is to immediately intervene on Level 2 and Level 3 infractions. The school administrator, school social worker, and officers at the school immediately report sanctions for Level 2 and Level 3 infractions that occur during school hours. To ensure that sanctions are delivered in a swift, certain and real manner, the Interdisciplinary Sanction Team will meet several times a week.

Peer Review Board: Another useful intervention for responding to behavior is the Peer Review Board. The Peer Review Board is designed to respond to minor infractions categorized as Level 4. Given that juveniles want to be accepted by their peers, this system promotes pro-social behavior. Juveniles in good standing have an opportunity to hold their peers accountable for minor infractions, and simultaneously are role models for good behavior. The members of the board can impose sanctions as outlined in the programs sanction schedule. These sanctions can range from the writing of an essay to loss of participation in all program incentive activities. Since the members of the Peer Review rotate, this process serves as an incentive for all juveniles on the program. A program staff person monitors the Peer Review board process and is present at all sessions.

Incentives: Research indicates that rewards for progress are more important than sanctions in shaping behavior and the process of change. Positive reinforcements have staying power while punishments are easily forgotten, especially once the threat of them is lifted.

A simple and powerful incentive is extra time out of their cell, for lights on, and extra time allocated for recreation. Juvenile's privileges (e.g., extra time out of their cell) will increase as they illustrate that they continue their progress of change in the program. An effective incentive is to have small gifts given, such as small medallions or tokens to be used to purchase commissary items. For many juveniles, getting verbal praise and acknowledgement is a very effective incentive. Community service in the program is

another effective incentive with youthful juveniles who have never held jobs before. Getting them involved in the community builds their self-esteem and for many it is the first exposure to the responsibilities and satisfaction of employment.

As illustrated, there are a wide variety of incentives to encourage juveniles on the road to change. However, the greatest incentive is gaining the approval of an authority figure. For many juveniles, this would be the first time a person in a position of authority has expressed support and encouragement. For individual's whose lives are often a resume of failure – broken homes, failed out of school, inability to gain employment, poverty – an encouraging word from someone as important as a correctional employee is an entirely new and life changing experience. The words may seem trite, but are greatly appreciated by the struggling juveniles.

Quality Interaction Form

Purpose

The Quality Interaction Form (QIF) is a tool designed to measure the staff members' rapport and communication skills with the juveniles, and understanding of the program structure, its components, and the application of the programmatic concepts and theories into practice. Measuring progress in these areas is essential when implementing any structured program such as the BCDC's Juvenile Unit Program. Feedback provided from the QIF gives supervisors the opportunity to evaluate the effectiveness of the programs' components, and the staff's ability to perform these tasks in their designated roles within the structure of the program. The results of the QIF guide modifications to practice and existing program policies.

Process

The QIF is a three-step process. The first step consists of the program staff supervisor, as part of their normal activities, observing the rapport between the staff member and juvenile. This method is designed to focus on the most critical part of the change process – communication and rapport building. Through this process, the supervisor observes each staff member performing his or her tasks within the program structure. In order to effectively evaluate each staff members' performance within each program component, the supervisor completes a questionnaire. (See Appendix F1) This questionnaire is designed for the supervisor to use as an evaluation guide.

The second step of the approach consists of each staff member completing a questionnaire designed for them to evaluate their own individual performance as a change agent within the program structure and how they are fulfilling their job duties within the structure (See Appendix F). The third step consists of the supervisor meeting with each staff member individually to review both questionnaires. The purpose of this process is to have the supervisor and staff member review the questionnaires together to evaluate the progress of the staff member's with their communication skills, rapport building with the juvenile, the effectiveness of the program components and the staff member's ability

to apply the concepts and theories into practice. The goal of this process is for each staff member with their supervisor evaluate how well they are performing within this newly designed structure, make recommendations for modifications in practice and identify areas of additional training. Through this process, if there are major discrepancies between the supervisor's view and the staff members' view that cannot be resolved through discussion, a third party will be asked to observe the staff member and complete a QIF. It is recommended that the third-party is the Juvenile Services Program Manager.

Function

The QIF measures 12 of the program components and areas that staff members have agreed are important for the successful implementation of the program. The following are the categories that are measured:

- *Rapport*
- *Rule*
- *Enforcement*
- *Consistency/fairness*
- *Sanctions/rewards*
- *Ability*

Each item within the categories is rated on a scale of one to five; one being low and five being high. The QIF is administered to each staff member on a quarterly basis to effectively track growth and progress of all employees assigned to the program.

Tracking System for Compliance and Progress

Statewide Maryland Automated Record Tracking system (SMART)

Tracking information on each juvenile is an essential component of the juvenile services unit. To that end, the Statewide Maryland Automated Records Tracking System was created and is to be implemented at BCDC to assist in tracking all pertinent information. Compliance and progress information is entered and retrieved in Statewide Maryland Automated Record Tracking or SMART system. This easy to use web-based tracking system is designed for the staff to monitor current program status in the following areas:

- Phase Advancement
- Sanctions
- Incentives
- Risk and Needs Screening Information
- CANS-JJ Assessment Information
- History of referrals and admissions to community-based programs (e.g. substance abuse, mental health, and family, educational and vocational)
- Information with other staff and service providers
- Compliance and progress
- Juvenile Demographics

Ongoing Professional Training

Training Topics

To ensure staff members receive current information that is evidenced based best practice, training will continue in the following topics areas:

- Standardized screening and assessment instruments: analyze and interpret results
- Change in diagnostic criteria for substance use disorders(e.g., DMS-IV criteria)
- New substance use disorder treatment approaches specific to adolescents and their families
- Communication strategies: Motivational Interviewing
- Sexual and physical abuse
- Family dynamics and family therapy
- Adolescent growth and development
- Gender issues, including gender and sexual identities (e.g., gay, lesbian, transgender)
- Mental health problems
- Awareness of different cultural and ethnic values
- Recreational and pro-social activities
- Psychopharmacology
- Group dynamics and group therapy
- Suicidal behavior
- Grief and loss
- Referral and community resources
- Management of oppositional and violent behaviors
- Cognitive impairments
- Legal matters
- Treatment planning and documentation
- HIV/AIDS
- Other health matters
- Gangs
- Drug dealing

Graduated Sanctions/ Incentives Scheme**Level I Infractions/Sanctions**

Infraction	Program Imposed Sanction	Action
<ul style="list-style-type: none"> ➤ Fighting or Threats of Violence ➤ Possession of CDS or Any Type of Intoxicant ➤ Stealing, Theft or Possession of Stolen Property ➤ Instigating or Inciting Disorder ➤ Blatant Destruction of State Property ➤ Strong Arming ➤ Possession of Any Weapon (or item that could be used as a weapon) ➤ Engaging in Any and All Sexual Activity (Consensual or Non-consensual) ➤ **Attempted Escape ➤ Possession of Escape Paraphernalia ➤ **Assault on Staff ➤ Assault on a Juvenile (when the victim is the non-aggressor) ➤ **Handling and Throwing of Feces and Urine 	<ul style="list-style-type: none"> ✓ Immediate Issue of Notice of Infraction and Segregation 	<ul style="list-style-type: none"> ✓ Number of Days of Segregation to be Determined by Hearing Officer ✓ Loss of Current Phase: At Hearing Officer's Discretion <p><i>** Starred offenses may not follow the sanction schedule, and may require maximum segregation time for first offenses.</i></p>

Level II Sanctions

Infraction	Program Imposed Sanction	Action
<p>The following infractions will immediately result in a Program Imposed Sanction:</p> <ul style="list-style-type: none"> ➤ Refusal/Failure to Participate in School Activities ➤ Failure to Participate in Program Activities ➤ Failure to follow the Chain of Command ➤ Gambling or in Possession of Gambling Paraphernalia ➤ Disrespectful or Dishonest Behavior ➤ Writing, Drawing, Marking / Graffiti on the Walls ➤ Disobeying Direct Orders 	<p>1st Occurrence: Loss of the recreation and commissary privileges for 1 Week</p> <p>2nd Occurrence: Loss of all privileges noted above and visitation for 2 Weeks</p> <p>3rd Occurrence: Loss of all privileges noted above 4 Weeks</p> <p>4th Occurrence: Loss of all privileges noted above for 90 Days/3Mons.</p> <p><i>Note:</i> The school principal imposes sanctions for infractions that occur during school hours. If behaviors continue while in school, response will be Suspension from School. Staff to make determination of length of time.</p> <p>Persistent or chronic behavioral infractions may be a symptom of a larger problem, i.e., mental health issues.</p>	<p>At Every Sanction:</p> <ul style="list-style-type: none"> ✓ Return to Beginning of Phase ✓ Loss of Work Assignment ✓ Banned from Incentive Activities on the Program

Level III Sanctions

Infraction	Program Imposed Sanction	Action
<p>The following infractions will immediately result in a Program Imposed Sanction:</p> <ul style="list-style-type: none"> ➤ Failure to Maintain Personal Hygiene and Cleanliness ➤ Failure to Maintain Living Quarters ➤ Failure to Adhere to “Quiet Time” ➤ Use of Foul, Profane and Abusive Language ➤ Littering ➤ Horse Playing ➤ Unnecessary Feedback/Talking Back ➤ Being in an Area Without Permission i.e. someone else’s cell ➤ Talking in class after multiple verbal warnings ➤ Not paying attention in class after multiple verbal warnings 	<p>1st Occurrence: Loss of Recreation Privileges for 3 Days</p> <p>2nd Occurrence: Loss of Recreation Privileges Days and Commissary for 2 Weeks</p> <p>3rd Occurrence: Loss of Recreation Privileges and Commissary for 4 Weeks</p> <p><i>Note:</i> The school principal imposes sanctions for infractions that occur during school hours. If behaviors continue while in school, response will be Suspension from School. Staff to make determination of length of time.</p> <p>Persistent or chronic behavioral infractions may be a symptom of a larger problem, i.e., mental health issues.</p>	<p>At Every Sanction:</p> <ul style="list-style-type: none"> ✓ Return to Beginning of Phase ✓ Loss of Work Assignment ✓ Band from Incentive Activities on the Program

Level IV Sanctions

Infraction	Program Imposed Sanction	Action
<p>Three of the following infractions within a 30 Day period will result in the 1st Sanction and one infraction thereafter will result in subsequent sanctions:</p> <ul style="list-style-type: none"> ➤ Talking in Program ➤ Not Paying Attention in Program ➤ Failing to Turn in Assignments and to Participate in Class ➤ Reporting to Class Without Required Materials ➤ Resting Head on Desk for Extended Period of Time ➤ Failing to Make Bed and/or Keeping Cell According to Specification ➤ Patterns of Lateness 	<p>1st Occurrence: Write an Essay or give a Verbal Explanation of how to improve behavior</p> <p>2nd Occurrence: Loss of Movie Night for One Week</p> <p>3rd Occurrence: Loss of Movie Night and Loss of Headphone Privileges for One Week</p> <p>4th Occurrence: Loss of Involvement in all Program Incentive Activities and Restricted to Cell during Program Activities Times and Submit Essay (Written or Verbal)</p>	<p>At Every Sanction: ✓ Peer Review</p>

The following is the graduated structure of incentives for the program:

Level I Incentives

Behavior	Program Incentive	Action
➤ Attend and Participate in all Program Activities and Services	Certificate of Good Attendance or Good Behavior Phase Advancement	✓ Presented with a Certificate in Public Forum to Acknowledge Behavior
➤ Meet all Requirements in the Phase to Advance	Choose Cell Mate in Your Current Phase Writing Journal	✓ Phase Advancement
➤ No Infractions within 30 Days	One Contact Visit Community Service	

Level II Incentives

Behavior	Program Incentive	Action
➤ Maintain Good Grades in School	A Day Off from Chores Movie Night with Peers	✓ Verbal Praise in Public for Achievement
➤ Attend and Participate in School	Pizza Night with Peers Extra Visits	
➤ Attend and Participate in all Program Activities	Extra Recreation Time Picture Taken	

Level III Incentives

Behavior	Program Incentive	Action
➤ Keeping a Clean Cell	Extra Time out of Cell	✓ Praise for Positive Reinforcement for Good Behavior and Setting an Example
➤ Completing all Home Work Assignments and Work Detail	Extra Time for Lights On Extra Recreation Time	
➤ Being a Good Team Leader/ Peer	Receive Tokens to be Used to Purchase Commissary Items Receive Medallion	

**Note: It is not necessary for all verbal praise to be used in public settings. Affirmations can and should be used whenever the juvenile expresses any pro-social behavior.*

Standard Operating Procedure (SOP)

NOTES

3

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TITLE: Case Conferences

OBJECTIVE:

To provide a comprehensive approach to addressing individual needs of the juveniles.

PROGRAM STRATEGY:

The case conference participants are a multi-disciplinary team which collectively identify and address the needs of selected individuals placed in the BCDC Juvenile Program.

At minimum, participants should include the juvenile, case manager, correctional officer representative, correctional officer supervisor, adjustment hearing officer, program manager, social worker, and school personnel. Those to be considered on an individual basis for participation in the conference forum would be parent, attorney, psychologist, clergy, or other community-based individuals that may be available to advocate on the youth's behalf.

Case conferences are held for the following youth:

- Incorrigible youth for which an individualized intervention plan must be developed
- Youth who have submitted request for phase advancement, and must have their performance reviewed and evaluated
- Youth identified by staff as in need of individualized treatment / transition plans due to high risk behaviors and/or limited support structures
- Juveniles who have exceeded program expectations and therefore, warrant recognition

STAFFING:

Officer, Supervisor, Case Manager, Program Manager, Education Personnel

PROCEDURES:

A Planning

1. Case Manager confers with unit staff and develops list of recommended juveniles.
2. Three days prior to scheduled case conferences case manager forwards the names to education department's administrative staff.
3. Education staff provides names recommended by teachers and other school personnel.
4. Collectively the case manager and school administrator develop conclusive list of names in order of priority.

5. Program Manager, unit case manager, and school staff respectively gather documentation and verbal reports on each juvenile in preparation for upcoming conferences.

B Meeting

1. Prior to juvenile entering room, participants briefly review juvenile's history, address purpose of conference, and discuss current issues.
2. Juvenile enters meeting and is introduced to participants.
3. Review purpose of meeting and current status (i.e. phase level, existing plans, interventions being utilized, etc.).
4. Collectively the group converses regarding juvenile's individual strengths
5. If applicable, discuss existing concerns
6. A viable and agreed upon plan is developed.

NOTES:

The Juvenile Program Manager, or designee, is responsible for planning and facilitation of the case conferences. The conferences are held once weekly or as needed.

TITLE: Daily Schedule

OBJECTIVE:

To provide consistency in programming through daily structure and routine.

PROGRAM STRATEGY:

Many juveniles in the program lack self-regulation skills and require an increased level of support and supervision. Daily routine provides juveniles with structure and ensures that program activities are consistent.

STAFFING:

Program Supervisors

PROCEDURES:

1. Program staff shall refer and adhere to daily schedules as designed for each specific phase.
2. Program supervisors may alter content and timing of activities when deemed appropriate.
3. When activities divert from the prescribed schedule highest ranking supervisor shall notify the Program Manager in writing:
 - a. List of activity or activities scheduled
 - b. Description of replacement activity
 - c. Justification for schedule modification
 - d. Outcome report
4. Treatment and Program calendar of events to be created monthly by Program Manager and posted on each section.

NOTES:

Reference phase schedules

DAILY SCHEDULE (Monday –Friday)

5:30 – 6:30 A.M Conduct Rounds Breakfast and Clean Up Hygiene Prepare Court Transports	3:00 – 4:00 P.M. B - Shift Change Conduct Rounds Phase II Showers
6:30 – 7:00 A.M C - Shift Administrative Functions (All juveniles locked in)	4:00 – 6:00 P.M <u>Treatment Programs</u> (Refer to Monthly Calendar of Events) Dinner Clean Up
7:00 – 8:00 A.M. A - Shift Change Conduct Rounds Sanitation Prep for Cell Inspections	6:00 – 8:00 P.M. <u>Programs and Activities</u> (Refer to Monthly Calendar of Events)
8:00 – 8:45 A.M Cell Inspections Line Up in Program Space Security Checks Transport to school	8:00 – 9:00 P.M. Study Time in cells Phases III/IV Showers Sanitation Clean Showers
8:45 – 12:50 P.M <u>Education Program</u>	9:00 – 9:30 P.M. Security Checks (All Juveniles Locked In)
1:00 – 1:30 P.M Lunch	10:30 –11:00 P.M. B – Shift Administrative Functions Conduct Rounds
1:30 – 2:30 P.M <u>Recreation</u> Phase I – Day Room Activities <i>and</i> Showers Phase II – Gym or Courtyard Phases III / IV – Gym or Courtyard	11:00 –11:30 P.M C-Shift Change Conduct Rounds (All juveniles to remain locked in until 5:30 A.M.)
2:30 – 3:00 P.M. A - Shift Administrative Functions Conduct Rounds (All juveniles locked in)	

NOTES:

- Daily court transports to be placed in W day room no later than 6:30 am.
- No visitors shall enter unit when preparing juveniles for mass movement.
- Saturday and Sunday schedules determined by OIC.
- Commissary orders taken on Mondays and items distributed on FRIDAYS.
- Secondary activities such as dispersing mail, documentation, and phone calls shall not interfere with the daily schedule.
- Participation in recreational activities contingent upon positive behavior. If participation is denied the *Sanction* protocol must be followed.
- Other departments such as Medical, Psychology, Education, and Public Defender may visit unit to interview juveniles – *ALL EFFORTS MUST BE MADE TO ACCOMMODATE.*

TITLE: Disciplinary Procedures

OBJECTIVE:

To provide program protocol for the disciplinary process as it pertains to Level 1 infractions.

PROGRAM STRATEGY:

The program structure was established utilizing rules to govern individual behaviors. When a rule infraction occurs the juvenile must be confronted and dealt with accordingly. Rules are divided into four levels / categories with Level 1 being the most serious, to level 4 which is the least serious. Each rule violation warrants a specific sanction depending upon the level of infraction, as well as the individual's infraction history.

Juveniles charged with a Level 1 violation must be immediately isolated from the program's general population and placed on segregation pending a formal disciplinary adjustment hearing. The hearing is conducted by the Juvenile Program Manager or designated staff who adheres to the sanction Matrix designed solely for the juvenile population.

STAFFING:

Program Staff, School Personnel

PROCEDURES:

1. Staff member observes juvenile displaying a Level 1 infraction.
2. Juvenile is immediately placed on Administrative Segregation.
3. Staff member completes Notice of Inmate Rule Violation and Disciplinary Hearing.
4. Staff member forwards form to unit supervisor for review and signature.
5. Yellow copy is served to juvenile within 24 hours of date and time indicated on form.
6. White and pink copies then forwarded to the Juvenile Program Director.
7. Once all preliminary reviews have concluded the case is placed on a docket for the formal hearing by the Juvenile Program Director or designee.
8. Completed form is placed in base file upon completion of hearing.
9. Formal hearings are held Monday through Friday if necessary.
10. Rule violations other than Level 1 shall be addressed using the Juvenile Program Sanction Form and process.

NOTES:

Staff member is defined as individual possessing identification issued by the Division of Pretrial and Detention Services for purpose of employment or volunteer services, to include permanent, contractual, and temporary positions. Reference program Adjustment History Sentencing Matrix, Sanction SOP, and DPSCSD 105-1 for additional information.

TITLE: Juvenile Grievance Procedure

OBJECTIVE: To provide a formal complaint system specifically for the resolution of those grievances or help request filed by juveniles.

PROGRAM STRATEGY: To resolve issues related to residents by both formally and informally.

STAFFING:

Program Director, Case Manager, Program staff.

PROCEDURES:

If you wish to file a grievance or make an informal resolution request, you must complete the following steps:

Step 1: Obtain a Grievance Form or Help Request Form from one of the housing units.

Step 2; Complete the Grievance Form/ Help Request Form.

Step 3: Place the completed form in the locked box labeled Grievance/Help Request located on each section.

NOTES: Reference- PDSD 180-2, PDSD 180-3.

TITLE: Documentation

OBJECTIVE:

To provide accuracy and consistency with documentation of services provided.

PROGRAM STRATEGY:

When program services are provided to juveniles those actions must be adequately recorded and filed. Listed below are forms not used elsewhere within the DPDS, but are utilized by BCDC Juvenile Program staff:

STAFFING:

All Change Agents

PROCEDURES:

B Behavioral Contracts

1. Used as an effective program tool by staff to monitor compliance and hold juveniles accountable for their behaviors.
2. Utilized as intervention at any point during program stay, but primarily effective when a juvenile is transferring from the Secure Population to Phase I.
3. Original shall be placed in base file and a copy provided to the juvenile.

C Contact Notes

1. Completed in narrative format outlining events that occurred during individual encounters with a juvenile, or to record other pertinent information when appropriate.
2. Form shall be placed in base file.

D Case Conference Form

1. Individual form records purpose of conference, participants, juvenile strengths, behavioral concerns, plan of action (with due dates when appropriate), and persons responsible for further interventions.
2. Conference facilitator is responsible for completion of form.
3. Completed form shall be placed in base file.

E Daily Report

1. Completed daily by an officer on C shift indicating population totals and new arrivals.
2. Report shall be forwarded to supervisor prior to completing daily tour of duty.
3. OIC shall forward a copy of report to education administrative office on a daily basis.

F Demographic Form

1. Completed by intake officer during intake process.
2. Completed form placed with intake packet and forwarded to case manager.

G Gang Assessment

1. Used by trained personnel during intake process to record body markings, statements by juvenile pertaining to gang involvement, and other information deemed important by interviewer.
2. Interviewer shall initial and date intake checklist verifying completion of gang assessment.
3. Gang assessment form shall be placed in base file.

H Group Activity Form

1. Utilized by facilitators of recreation, therapeutic, and program group activities.
2. Completed at conclusion of group session documenting group title, location, date / time, facilitators, group participants, and synopsis of session.
3. Form shall be filed accordingly in Program Group Binder.
4. Special Management Phase group activities shall be documented on forms and contained in a separate binder located on M section.

I Incentive Form

1. Recognition of positive behaviors and distribution of incentives must be properly recorded utilizing the Positive Behavioral Incentive Form.
2. Protocol shall be followed as outlined in Incentive standard operating procedure.
3. Form shall be placed in base file.

J Intake Checklist

1. Used to record staff activities during intake and orientation period.
2. All activities shall be initialed and dated accordingly verifying completion of task.
3. Intake Checklist form shall be placed in file and monitored by case manager to ensure adequate screening and provision of services.

K Intake Form

1. Completed by juvenile immediately upon juvenile's arrival to unit.
2. Intake officer then collects and reviews form with juvenile.

3. Form shall be placed with remainder of intake paperwork for placement in base file.

L Monthly List

1. Developed by the case manager, this list contains names of juveniles scheduled to turn 18 years of age during the upcoming month.
2. List created and posted in case management office, social work office, and administrative office.

M Phase Advancement Application

1. Submitted by juveniles when requesting to graduate into next phase.
2. Completed applications are forwarded to the social worker for weekly compilation.
3. Multidisciplinary team conducts weekly review of applications.
4. Application shall be placed in base file.

N Risk and Needs Screenings

1. An essential tool that assists social worker in identifying juveniles' propensity to engage in high-risk behaviors, identify areas of need, and assess current support systems.
2. Screenings are placed in respective base files for review by staff when needed.

O Sanctions

1. Observations of anti-social behaviors and distribution of sanctions must be properly recorded utilizing the Juvenile Program Sanction Form.
2. Protocol shall be followed as outlined in Sanction standard operating procedure.
3. Form shall be placed in base file.

P Service Requests

1. All juvenile requests for services (i.e. phone calls, new shoes, haircut, welfare bag, etc.) must be written and submitted to staff via drop box in program space, handed to staff, or by directly placing under door of staff member.
2. Designated staff member shall respond to request in writing or in person as dictated by need.
3. All services rendered shall be documented and placed in base file.

NOTES:

In regards to documentation it is recommended that staff adhere to the statement “If it’s not written, then it didn’t happen.” In order to receive credit for work that is done and protected against potential allegations in the future----DOCUMENT EVERYTHING!

TITLE: Education

OBJECTIVE:

To provide educational services to the juvenile population.

PROGRAM STRATEGY:

Located within BCDC is Baltimore City Public High School #370, also referred to as Eager Street Academy. Education is a primary component of the program and every juvenile is afforded the opportunity to receive coursework and actively engage in the learning process. School personnel and program staff collaboratively strive to ensure that quality educational services are provided to each juvenile.

During the intake and orientation period each juvenile is enrolled in Eager Street Academy. This period allows education staff to obtain records from community based schools, administer tests to determine appropriate grade level, and to complete psycho-educational assessments as needed prior to the student being placed in an educational setting.

All academic credits earned at the Eager Street Academy are transferable and juveniles returning to community based public high schools upon release from detention essentially “take their credits with them.” Counseling, GED preparatory classes, special education services, tutoring, as well as many other programs and services are provided by Eager Street Academy.

STAFFING:

Principal, Teachers, Administrative Staff, School Social Worker, School Psychologist, Administrative Assistants, Community Liaison

PROCEDURES:

A Enrollment

1. A copy of the Front Gate Report, which contains the names of new arrivals, shall be forwarded to the school’s administrative office each school day.
2. School staff facilitate enrollment in the Eager Street Academy during the Intake and Orientation process.
3. After Intake Checklist is completed juvenile is transferred to appropriate housing unit where formalized education services will be provided.

B Classroom Instruction

1. Juveniles housed in Phases I – IV shall be escorted, when scheduled, to the school classrooms for instruction.
2. Previous academic performance and current needs dictate to which classes juveniles are assigned.

3. All program standard operating procedures apply to school setting.

C Special Confinement

1. Juveniles housed on Protective Custody and Segregation remain assigned to respective teachers despite lack of attendance in classroom setting.
2. Juveniles on maximum Security receive coursework in their cells, delivered by an education administrative assistant, minimum of three times per week.
3. Juveniles housed in Protective Custody receive classroom instruction from school staff, when scheduled, in the multipurpose room located on M-Section.

TITLE: Treatment Program

OBJECTIVE:

To ensure that therapeutic services are provided to the juvenile population.

PROGRAM STRATEGY:

Therapeutic group work is an essential component of the BCDC Juvenile Services Program. This intervention modality promotes increased self-awareness, understanding patterns of impulsivity, and using expressive techniques in a healthy manner. Recognized as effective in working with those in correctional settings, any topic area may be applied to the seven step format. Juvenile Program security and civilian staff trained in group work may facilitate sessions under the guidance of the Program manager.

STAFFING:

Case Manager, Outside Agencies

PROCEDURES:

1. Group sessions will be facilitated according to weekly schedule.
2. *Group Activity Form* is to be completed by facilitator at conclusion of group session documenting group title, location, date / time, facilitators, group participants, and synopsis of session.
3. Development of new sessions shall be documented and presented to the Program Manager for consultation.
4. Interested parties shall present session content, required materials, targeted audience, intended goals, and scheduling logistics.
5. All approved session outlines shall be placed in the Juvenile Services Program Group Binder for further usage.

NOTES:

Two sessions per week with *Special Management Phase*. Minimum one session per week with each Phase in general population.

TITLE: **Housing**

OBJECTIVE:

To provide program housing in accordance to phase placement.

PROGRAM STRATEGY:

The program design is structured into four phases. Each phase includes responsibilities and rewards that are designed to modify behavior. Progressive movement through each stage is dependent on increased skills, as well as improved attitude and behaviors.

Housing juveniles in similar stages of development promotes continued positive pro-social behaviors for those in higher phases, and facilitates appropriate interventions by staff when working with groups of juveniles.

All housing transfer requests must be approved by a Sergeant, Lieutenant, or Program Manager prior to moving juveniles from their respective housing units. Juveniles are often strategically assigned to cells for various reasons and therefore require appropriate review before new assignments can be made. Housing structure is listed below:

- Intake / Orientation.... *East Top - M*
Staff closely monitor and evaluate each new arrival for a *minimum* of 3 business days.
- Phase I “Choice”...L- Section
Minimum of 14 days, in which focus is on learning about BCDC, program structure, and participation in school.
- Phase II “Change”....L- Section
Focus of this stage is on education, participating in groups, improving existing behavior problems, and developing leadership skills. Minimum of 30 days.
- Phase III “Challenge”....L-Section
Focus is on meeting individual goals, demonstrating leadership, assisting staff with various tasks. Minimum of 2 months.
- Phase IV “Commitment”...L-Section
The focus of this stage is on developing skills to be independent while also being responsible in the program. May be assigned to organize unit activities and help facilitate group meetings.
- Secure Housing....M-Section
Located on M section, this phase houses juveniles unwilling to comply with program rules and must therefore be kept separate from general population.

- Protective Custody...M-Section
Removed from general population in order to maintain safety.
- Segregation...M-Section
Includes Disciplinary and Administrative, as well as maximum Security..

STAFFING:

Case Manager, Lieutenant, Program Manager.

PROCEDURES:

1. Housing Transfer Request Form is completed by staff and forwarded to supervisor (OIC or Program Manager).
2. Discard form if request is rejected by supervisor.
3. If request for transfer is approved supervisor shall review juvenile's file in attempt to discover factors which may influence cell assignment.
4. Supervisor shall document new cell assignment and provide signature on form.
5. Housing Transfer Request Form is to be forwarded to BCDC Traffic Office.

NOTES:

All Administrative Segregation housing assignment transfers shall be approved by the Juvenile Program Manager or designee.

TITLE: Incentives

OBJECTIVE:

To reward juveniles when pro-social behavior is displayed.

PROGRAM STRATEGY:

Central to the BCDC Juvenile Program is a graduated schedule of incentives and sanctions. This means that as a juvenile's positive behavior improves, that juvenile will be rewarded with greater and more substantial incentives. Rewards for progress are more important than sanctions in shaping behavior and promoting the process of positive change.

There are 3 categories for types of incentives:

- **Level I** incentives require a juvenile to display behaviors that will be the most challenging to achieve, such as remaining infraction free for 30 days, and will result in the greatest rewards.
- **Level II** incentives require consistency, such as maintaining good grades in school and a continued willingness to participate in all program activities.
- **Level III** incentives are for those behaviors that can be adopted quickly, such as keeping a clean cell, and will offer smaller rewards.

STAFFING:

Staff Members Juvenile Program security and civilian staff are expected to monitor the behaviors of juveniles and provide incentives when deemed appropriate.

The Juvenile Program Manager, or designee, is responsible for reviewing submitted incentive forms, individual incentive history, incentive matrix, and recommendation of incentive to be given.

PROCEDURES:

1. Staff member observes juvenile displaying pro-social behavior.
2. Staff member documents behavior on *Positive Behavioral Incentive Form (PBIF)* and informs juvenile that incentive will be received.
3. Staff member submits *PBIF* to the Juvenile Program Manager.
4. Upon receipt of *PBIF* Program Manager reviews juvenile's incentive history and matrix.
5. Program Manager or designee will record recommended incentive on *PBIF* and return form to initial staff member.

6. Program Manager or designee and staff member collectively review recommended incentive and make arrangements for incentive to be distributed.
7. Staff member then provides juvenile with incentive.

NOTES:

During the Program Managers absence assigned duties will be assumed by the Designee or Case Manager.

TITLE: Intake and Orientation

OBJECTIVE:

To adequately classify, assess and orient juveniles prior to placing in general population.

PROGRAM STRATEGY:

The intake process is instrumental in ensuring that each new arrival is protected. Juveniles are housed individually in the “Intake and Orientation” housing area for a minimum of (3) business days so that each juvenile can be properly classified, screened and monitored prior to entrance into the general population. Measures are taken to accommodate those with special needs.

Intake is followed by program orientation which consists of an introduction to the modified therapeutic community concepts, program structure, expectations, opportunities, and available services. Officers and civilian staff alike play integral roles in accomplishing this task.

STAFFING:

Case Manager, Intake Officers

PROCEDURES:

A. Arrival

1. All new arrivals on juvenile unit shall be transported immediately to Post #58 (M – Section).
2. Officer assigned to Post #58 receives documentation from transportation officer.
3. After conducting search of juvenile and property, officer then distributes uniform, linen, and toiletries to juvenile.
4. Juvenile is assigned to a single cell on the designated *Intake and Orientation* housing area, located on M-Section.
5. Juvenile name, SID, and cell number is to be recorded on section roster.
6. Documentation received upon juvenile’s arrival shall be placed in Juvenile Program Administrative Office, located on M Section.

B. Intake

1. Intake- Case Manager is responsible for facilitating the formalized intake process that includes initial interview, completion of *Intake Sheet*, *Demographic Profile*, and allowing new arrival to make a phone call.
2. Classification- Case Manger is also responsible for assigning appropriate security level.

3. Screening- Program Manager or designee is qualified to complete the *Risk and Needs Screening*, which is concluded with practical notation outlining individual needs and treatment recommendations when appropriate.
4. Medical- Personnel will triage and evaluate juvenile during this period, generally within 24 hours of arrival.
5. Gang Assessment- STG interview and survey are to be completed solely by security or civilian staff trained specifically in the area of juvenile gang involvement.
6. Education- School personnel will meet with each new arrival as part of the Eager Street Academy enrollment process if there is cause for extended stay on the intake session. Those reasons include medical, disciplinary etc...

C. Orientation

1. Juvenile handbooks are distributed with explanation of program.
2. Staff reviews behavioral expectations as outlined in handbook.
3. Basic health education provided by staff.
4. Peer instructed lesson on proper cell organization provided by Phase IV juvenile(s).

NOTES:

- Case Manager is responsible for facilitation of intake and orientation process.
- Upon completion of Intake and Orientation Checklist OIC may authorize transfer to Phase I housing area.

TITLE: Intake and Orientation Process

Arrival

- Receiving officer obtains checklist, records juvenile's name, ID# and assigns to a ***single cell*** on the intake/orientation tier.
- Cell number is recorded by officer on Intake Master List posted above desk stationed at Post #57.
- Checklist then forwarded to the case management office so that an individual file can be developed.
- File to include: checklist, face sheet, intake form, BCBIC info, Probable Cause Statement, STG Assessment form, Risk and Needs Screening, any additional information which may be pertinent.

Process

- Intake Case Manager is responsible for facilitating the formalized intake process which includes completion of Intake form, demographic profile, allowing new arrival to make a phone call, and distribution of uniform, toiletries, etc.
- Screening Program Manager or designee is qualified to complete the Risk and Needs Screening, which is concluded with practical notation outlining individual needs and treatment recommendations when appropriate.
- Gang Assessment STG questionnaire is to be completed by staff trained specifically in the area of juvenile gang involvement.

NOTE: Upon completion of above items, juvenile may qualify for double cell.

- Classification Case Manager is also responsible for assigning appropriately security level.
- Orientation Consists of distributing juvenile handbook with explanation of program, review of behavioral expectations, and basic health education.
- Bail Review Hearing which typically occurs on the first business day following initial detainment at BCDC.
- Education School staff will meet with each new arrival as part of the Eager Street Academy enrollment process.

NOTE: Juvenile is now eligible for transfer to Phase I housing area.

Description of Intake Components

- HOUSING

The current strategic plan calls for utilization of the upper west tier on L section to be used for containing new arrivals. Juveniles are housed individually in the "orientation housing section" for a minimum of three (3) business days, so that

each youth can be properly screened and monitored prior to entrance into the general population. Measures are taken to accommodate those with special needs.

- CLASSIFICATION

The case manager is responsible for interviewing juvenile, completing intake documentation, development of individual base files, and adherence to institutional policies regarding the classification process. Each juvenile is permitted to make a phone call, receive uniform, obtain personal hygiene products, and is oriented to program expectations.

- MEDICAL

During this period medical personnel will evaluate youth.

Note: Juveniles generally visit the clinic within 24 hours of arrival.

- PSYCHOLOGY

Psychology personnel have the opportunity to meet with each juvenile during the orientation stage in order to complete psychological assessments and conduct medication evaluations if needed. The BCDC psychologist routinely visits the unit to complete evaluations and provide crisis intervention. Due to space limitations and program scheduling, the ideal setting for interviews is not always available. Therefore, juveniles must routinely be transported to the psychology department, located in BCDC's south building.

- EDUCATION

Eager Street Academy personnel will introduce juveniles to the school's expectations and rules. Juveniles were previously sent to the school upon arrival to the unit.

Note: The intake period allows education staff to obtain records from community based schools, administer tests to determine appropriate grade level, and to complete psycho-educational assessments as needed prior to the student being placed in an educational setting. However, juveniles will continue to be enrolled immediately upon arrival to unit.

- GANG ASSESSMENT

Properly trained Correctional Officers, or designee(s), will be responsible for screening each juvenile to identify involvement with security threat groups (STG). This process will include (at minimum) completion of a questionnaire, extensive interview, documentation of tattoos and other body markings.

Note: This process has traditionally been informal, and documentation has been inadequate. Solidification of this process will assist in determining housing assignments, as well as individual treatment plans.

- PROGRAM ORIENTATION

Program orientation consists of an introduction to the cognitive-behavioral program concepts, structure, expectations, opportunities, and available services. A brief health education component has also been added to the orientation process. Officers and civilian staff alike play integral roles in accomplishing this task. Note: Prior to 3.27.06 the orientation provided to the juveniles was not immediate, nor was it comprehensive. Most importantly, adequate documentation was lacking.

- DOCUMENTATION

With exception of psychological and medical records, all other documentation is placed in the base file. It should be noted that the intake, classification, and orientation model will be continuously monitored and enhanced as needed.

When new intakes arrive on unit, Offender *Statement of Probable Cause* documents should be printed, reviewed, and filed prior to starting the screening process.

Tracking

The Case Manager is responsible for monitoring the intake progress of each new arrival. A chart outlining the current status of each juvenile is kept in the case manager's office and updated daily.

With approval of Director, or designee, new arrivals may be permitted to work during school hours.

TITLE: Phase Advancement

OBJECTIVE:

To promote positive behavior through increased responsibilities and rewards.

PROGRAM STRATEGY:

The program structure contains four phases. Each phase has responsibilities and rewards designed to modify behavior and promote positive development. Promotion to a higher phase permits an individual to receive additional opportunities for personal growth through increased freedom, additional assignments, and receipt of greater tangible rewards. It is the responsibility of the juvenile to initiate the phase advancement process by asking staff for a phase advancement application. Phase advancement requests are reviewed weekly by an interdisciplinary team.

The phases are as follows:

- Phase I “Choice”...L-Section
Minimum of 14 days, in which focus is on learning about BCDC, program structure, and participation in school.
- Phase II “Change”...L-Section
Focus of this stage is on education, participating in groups, improving existing behavior problems, and developing leadership skills. Minimum of 30 days.
- Phase III “Challenge”...L-Section
Focus is on meeting individual goals, demonstrating leadership, assisting staff with various tasks. Minimum of 2 months.
- Phase IV “Commitment”...L-Section
The focus of this stage is on developing skills to be independent while also being responsible in the program. May be assigned to organize unit activities and help facilitate group meetings.

STAFFING:

Case Manager, Officer, Program Manager, Program Supervisor, Education Personnel

PROCEDURES:

1. Juvenile must ask a program staff member for a blank Phase Advancement Request Form.
2. Staff member retrieves blank form from desk located at post #57, post #58, school post, case management office, social work office, or program administrative office.
3. Staff member provides juvenile with blank Phase Advancement Request Form.

4. Juvenile completes the form and forwards to program social worker or designee.
5. Social worker, or designee, compiles applications, reviews, and prepares for weekly interdisciplinary case conferences.
6. Interdisciplinary team either:
 - Meets with juvenile for case conference to determine outcome of application request, or
 - Reviews application as team renders decision
7. If phase advancement is approved, Housing Transfer Request Form is completed by social worker or designee.
8. If phase advancement is denied, juvenile is notified in writing of decision and behavioral areas in need of improvement.

NOTES:

Reference *Case Conferences*, *Special Management Phase*, and *Housing* standard operating procedures.

TITLE: Programs

Art Expressions

Drawing, Crafts, Drama Club,

Book Club

Education Groups

Life skills, Health, AOD, Hygiene, Nutrition

Guest Speakers

Health Department, YO, OPD

Recreation

Structured, Large Muscle vs. Passive, Tournaments, Entertainment (movies, games, computer, bingo, etc.)

Religious Services

Therapeutic Groups

Cognitive Restructuring, Anger Management, Decisions, Thinking For Change

Tutors

*Complete Group Activity Form upon completion of every session

TITLE: Recreation

OBJECTIVE:

To provide large muscle exercise and activities.

PROGRAM STRATEGY:

Recreation is an effective intervention when structured and organized. Juveniles require continuous physical exertion in order to develop physically, emotionally, and mentally. Participation in large muscle exercise and passive recreational activities promotes teamwork, self-expression, listening skills, and reduces stress.

Phase I (newer residents) are permitted to recreate on the unit in both the east and west dayrooms initially upon moving into the general population of the unit. This phase may periodically earn a group incentive (outside recreation, extended dayroom) as a result of positive pro-social behavior. Introducing juveniles to the various privileges of the higher phases increases the likelihood of continued success as individuals strive to receive additional rewards.

Phases II – IV routinely participate in recreational activities (up to six times per week) as a larger group and with access to equipment and resources not available to Phase I. From a security standpoint this contains the least problematic juveniles on the unit and allow staff to facilitate structured events with minimal complications.

STAFFING:

Correctional Officers, Supervisor(s), Utility Crew

PROCEDURES:

A Phase I

1. Recreational activities are routinely scheduled in the juvenile unit's east and west day rooms.
2. Residents of this phase, under the direct supervision of security staff, are permitted to shower during recreation.
3. Staff shall adhere to the recreation calendar of events when facilitating recreation.

B Phase II, III, IV & Secure Housing.

1. Recreational activities are routinely scheduled in the BCDC gym or yard.
2. Juveniles are permitted to use the telephones located in the gym during recreation.

NOTES:

Minimum of two officers shall supervise Phase I recreation activities, with a minimum of 3 officers supervising the higher phases. Reference *Daily Schedule SOP*.

TITLE: Rules for JSU Housing

1. Program participants will attend and satisfactorily complete all scheduled activities.
2. Juveniles will not be permitted to enter the cells of other residents.
3. Juveniles will keep their cells in an orderly and sanitary fashion.
4. Juveniles will be fully dressed when exiting their cells, which includes shoes on, shirts tucked in and pants pulled up to the waist.
5. Screaming, running, or any other loud and disorderly behavior will not be allowed in the housing unit.
6. Participants will not engage in stealing, gambling, use of profanity, possess contraband, or make threats of violence.
7. Juveniles are only permitted on tier to which they are assigned.
8. Officer posts and items shall not be tampered with.
9. Juveniles will not attach any items such as pictures, post cards, letters, posters, etc. to cell walls.
10. Juveniles will not deface walls, tamper with, or destroy State property in any manner.
11. All housing equipment such as telephones, recreation equipment, televisions, showers etc. will be used only during established hours and only with the permission of the unit officer.

NOTE:

Any inappropriate, disruptive, or noncompliant behavior as determined by treatment, educational, or security staff will result in sanction or other progressive disciplinary action.

TITLE: Sanctions

OBJECTIVE:

To confront and deter juveniles when anti-social behaviors are displayed.

PROGRAM STRATEGY:

Central to the BCDC Juvenile Program is a graduated schedule of incentives and sanctions. Juvenile Program security and civilian staff are expected to monitor the behaviors of juveniles and provide sanctions when deemed appropriate.

Punitive in nature, sanctions are established consequences that juveniles receive according to negative behaviors. Level I sanctions are reserved for the most serious behaviors and result in immediate and serious punishment. Level IV sanctions are for less serious rules violations.

There are 4 categories for types of sanctions:

- **Level I** behaviors require immediate segregation from the general population pending disciplinary hearing before the Juvenile Program Hearing Officer.
- **Level II** behaviors will result in immediate staff intervention, completion of sanction form, and referral to the Interdisciplinary Sanction Team.
- **Level III** behaviors warrant verbal reprimand and completion of sanction form.
- **Level IV** sanctions are for less serious rule violations such as failing to keep cell according to specification.

STAFFING:

All Program Staff

PROCEDURES:

1. Staff member observes juvenile displaying anti-social behavior.
2. Staff member documents behavior on Juvenile Program Sanction Form (JPSF) and informs juvenile that incentive will be received.
3. Staff member submits JPSF Juvenile Program Hearing Officer.
4. Upon receipt of JPSF Program Director or designee reviews juvenile's sanction history and matrix.
5. Program Director or designee will record recommended sanction on JPSF and return form to initial staff member.

6. Program Director or designee and staff member collectively review recommended sanction and make arrangements for sanction to be distributed.
7. Staff member then provides juvenile with sanction.

NOTES:

All Level I infractions require *Notice of Inmate Rule Violation and Disciplinary Hearing*.

During the Program Directors absence assigned duties will be assumed by the designee.

TITLE: Safe Cells

OBJECTIVE:

To provide a clear protocol for utilization of safe cells.

PROGRAM STRATEGY:

When a juvenile indicates he is suicidal or presents an imminent danger to others, placement in a safe cell may occur. All threats are to be taken seriously and require adequate communication with licensed mental health professionals. Juvenile Program staff are mandated to follow proper procedure in order to ensure the safety of staff and residents.

STAFFING:

Program Staff, Juvenile Program Manager, Psychology, Medical

PROCEDURES:

- A. Prior to placement in a safe cell the following actions must occur:
 - 1. Psychology shall be notified immediately (x 4060) by unit staff during business hours (8-4pm).
 - 2. During non-business hours immediately contact IMHU (x 4076).
 - 3. Transport juvenile to Post 47 clinic for medical clearance.
 - 4. Upon medical clearance juvenile shall be escorted to IMHU awaiting order for special status per directive 100-23.
 - 5. Notify Juvenile Program Manager.
 - 6. If safe cell is to be utilized, Juvenile Program Manager shall contact Shift Commander requesting additional officer for safe cell supervision.
 - 7. Upon completion of mental health evaluation juvenile shall be transported to safe cell.
 - 8. Juvenile shall be placed in suicide smock, provided with mattress, and secured in safe cell.
 - 9. All personal property shall be labeled and secured in property locker pending release from safe cell.
- B. While on safe cell status the following must occur:
 - 1. Juvenile shall remain in safe cell at all times unless authorized by OIC to receive shower, visit attorney, or participate in medical/mental health evaluations.
 - 2. Juvenile is permitted to possess smock and mattress only, unless otherwise directed by medical / mental health personnel.

3. During showers juvenile:
 - a. May be out of handcuffs when secured in shower area
 - b. May be permitted to use soap, washcloth, and towel
 - c. Shall be directly supervised at all times
 4. Designated mental health personnel shall evaluate the juvenile within 24 hours of placement, with review every subsequent 24 hours juvenile remains on safe cell status.
 5. IMHU nurse shall assess the individual a minimum of one time per day shift, and minimum of one time per evening shift, for visual observation assessment.
 6. Designated security staff shall conduct “eyes on” observation of juvenile every 15 minutes and log accordingly on observation log.
 7. Juvenile shall receive bag meals unless dietary needs mandate alternative as directed by physician’s written order.
 8. If necessary, emergency medications shall be administered:
 - a. In the IMHU
 - b. Per the psychiatrist
 - c. Juvenile shall remain in IMHU for the following hour
 - d. Medical staff shall observe during that time
 - e. In regards to aftercare staff shall adhere to *Emergency Medication Procedure* policy, 124-560, 130-300, CCCS 02.1
- C. For removal from safe cell status the following must occur:
1. Approval to remove from safe cell status may only occur after face to face evaluation by designated licensed mental health clinician, as stated in *DPSCS Suicide Prevention Activities Manual*.
 2. Designated clinician shall evaluate juvenile one business day following release from safe cell with appropriate follow up to occur as needed.

NOTES:

- Medical / Mental Health chart shall remain in IMHU during safe cell placement.
- Staff shall adhere to *DPSCS Use of Force Manual 05-2005* and *Post Order Number 110-1-31 Special Confinement Unit* at all times.

- Juvenile Program Manager, or designee, shall be contacted immediately if staffing concerns or other problems arise.
- Documentation to be maintained according to institutional and departmental policies.
- Definitions
 - a. “**Shall**” means that the individual has the duty and responsibility to perform an action in the manner indicated.
 - b. “**May**” means there is an option to either do or not do the action.
 - c. “**May not**” or “**shall not**” is an absolute prohibition and the individual has responsibility to not take an action as indicated.

TITLE: Staff Training

OBJECTIVE:

To ensure that all program staff is properly trained to work with male and female juvenile populations.

PROGRAM STRATEGY:

The BCDC Juvenile Services Program (JSPU) is founded on a rehabilitative therapeutic model in which staff employs techniques designed to enhance each juvenile's quality of life, as well as improve their chances for success. Training curriculum and facilitation is developed in collaboration with the University of Maryland's Institute for Governmental Services and Research (UMD/IGSR).

The principles of this model are incorporated into practice by encouraging and fostering self-awareness, improving communication, and promoting pro-social values consistent with mainstream society. In order for staff to be adequately equipped with the necessary skills to effectively work with juveniles, a diverse and comprehensive approach to training must be applied for continuous professional development. Training topics include, but are not limited to youth development, motivational interviewing, abuse, gangs, addiction, and review of various program components.

All staff shall participate in training upon initial assignment to JSPU and attend, at minimum, quarterly training sessions on topics pertaining to juveniles. Programmatic training is to be completed in addition to training mandated by the Division of Pretrial and Detention Services (DPDS).

STAFFING:

Change Agents, Case Manager, School Personnel, Program Manager, Contractual Employees

PROCEDURES:

1. Orientation is provided to all new staff assigned to JSPU and shall be coordinated by the Program Manager or designee.
 - a. Initial training is to consist of OTJ with experienced change agent.
 - b. SOP Review
 - c. Provision of Program Manual
2. Continuing Education
 - a. To occur quarterly
 - b. In conjunction with UMD
 - c. Required for continued assignment to unit

3. DPDS Mandated Training
 - a. Uniformed staff to receive minimum 18 hours annually
 - b. DPDS Training Department to monitor training needs
 - c. DPDS Training Department to coordinate and facilitate required sessions on topics such as CPR/First Aid, Emergency Operations Planning, PREA, Use of Force, Fire Safety, Interpersonal Communication

TITLE: Transitional Planning

OBJECTIVE:

Provide a continuum of care for juvenile offenders.

PROGRAM STRATEGY:

There are inherent challenges when attempting to provide aftercare services for juveniles with pretrial status. The solution for BCDC Juvenile Program was to enter into a Memorandum of Understanding with The Family League of Baltimore and Community Law in Action, a mentoring program, in an effort to improve transition planning and bridge the gap in service delivery. The Family League of Baltimore match mentors with juveniles who share experiences and talents similar to their own and begin working with the juveniles prior to trial. Participation by juvenile is not mandated, but rather voluntary.

Targeted goals include:

- Assessing the strengths, interests, capacities, needs, and challenges of the juvenile.
- Establish a working relationship with the juvenile by providing support and guidance while detained.
- Identify available community resources that best meet the needs of the juvenile and family.
- Continue mentoring services when juvenile returns to community.

STAFFING: Mentors, Case Manager, *Family League of Baltimore* Coordinator
CLIA-coordinator

PROCEDURES:

1. Juvenile is identified as needing an individualized transition plan due to limited support structures. Referrals are also made when a juvenile reaches Phase IV.
2. Social worker, or designee, meets with juvenile and offers to assist with aftercare by referring to mentoring program.
3. If juvenile agrees, social worker completes referral form and submits to Youth on the Horizon.
4. Youth on the Horizon conducts assessment during initial visit and assigns mentor.
5. Mentor begins aftercare service delivery prior to release by collaboratively working with juvenile, family, and program staff.

NOTES:

Mentors visit juveniles weekly when housed at BCDC, and continue to do so upon return to the community. Services cease if juvenile requests that services be terminated or is sentenced to the Division of Correction.

SOP - Special Confinement

3A

SECTION

SOP – SPECIAL CONFINEMENT
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TITLE: **Special Confinement Unit**

OBJECTIVE:

PROGRAM STRATEGY:

The Juvenile Program Special Confinement Unit (SCU), located on M-Section, consists of the *Intake/Orientation* housing area, *Protective Custody*, *Disciplinary* and *Maximum Security*. In order to ensure safety and program effectiveness it is imperative that each component of the SCU be kept separate from one another at all times.

All attempts are made to provide program services to the special confinement population directly on the section. Strict adherence to Post Order Number 110-1-31 is required.

All housing transfer requests must be approved by the Juvenile Program Director or designee prior to moving juveniles from their respective housing units. Juveniles are often strategically assigned to cells for various reasons and therefore require appropriate review before new assignments can be made. Special Confinement Unit housing structure is listed below:

- Intake / Orientation*West Top*
Staff closely monitor and evaluate each new arrival for a *minimum* of 3 business days.
- Protective Custody*West Bottom*
Juvenile is removed from general population in order to maintain safety.
- Segregation*East Top*
Population includes Disciplinary and Administrative.
- Maximum Security.....*East Bottom*
These phases contain juveniles unwilling to comply with program rules and are therefore, housed separately from general population based on adjustment and reclassification.

STAFFING:

PROCEDURES:

- **Change Agent** A corrections professional specifically trained to bring about behavioral changes in juveniles.
- **Meals** Officers shall supervise the distribution food trays and gathering of trash following each meal. At no time should any juvenile feed others unsupervised.

Standard Operating Procedures
Special Confinement

- **Multipurpose Dayroom** Located on SCU East is utilized for educational services, therapeutic groups, recreation, and meeting space for Officers, Psychology, and Public Defender.
- **Operations** In order to facilitate daily programming OIC is authorized to provide guidance and direction to correctional officers assigned to SCU.
- * **Recreation - A utility crew has been formulated to provide daily recreation supervision to those residents on SCU.** Recreation takes place in the yard or gym at least three times weekly for the Protective Custody residents. Maximum security residents are recreated in the day room (one at a time for security purposes) Three times per week on Mon., Wed. and Fri. with Sunday being reserved for visits.
- **Reviews** Conducted individually with staff on a weekly basis to discuss progress.
- **Sanitation** Each juvenile is responsible for their own cell. At no time should any juvenile clean the tier, shower, or section except under the DIRECT supervision of OIC.
- **Security** SCU grille #58 is to remain locked at all times. Juveniles interacting with those housed on L-Section are strictly prohibited.
- **Service Requests** All requests for services must be written and submitted to administrative office located on SCU / M- Section.
- **Supervision** Juveniles should never walk the other tiers of the SCU. If caught out of bounds juvenile should be returned to cell and sanctioned.
- **Telephone** Usage times and rules determined by OIC.

TITLE: Maximum Security

OBJECTIVE:

To provide programmatic services for juveniles that have displayed continued disruptive behavior in general population.

PROGRAM STRATEGY:

The Maximum Security Designation has been created to minimize the reliance upon segregation. Rather than simply segregate these youth and abandon further attempts to intervene, this designation was implemented to target the most oppositional and aggressive juvenile. For those who have demonstrated a repeated inability or unwillingness to comply with program expectations, they receive program services in a more restrictive, structured environment with intensive supervision. All program rules apply to this population.

Individuals in the Maximum Security Designation have shown a resistance to programming and may have a propensity towards violence. Many have mental health issues, cognitive deficits, or struggle with physical limitations. It should also be noted that many, although not all, juveniles in this phase are alleged gang members.

Increased emphasis is placed on participation in cognitive-behavioral activities, such as therapeutic groups. As residents are housed separately from general population for an indefinite period, individual progress is monitored and documented accordingly so that opportunities are created for a return to Phase I.

STAFFING:

SCU Officers, Program Manager

PROCEDURES:

1. Placement on Maximum Security must be authorized by Program Director or designee.
2. Individual base file shall be transported to special confinement unit at time of arrival and forwarded to Program Director or designee.
3. Juveniles may be housed 2 per cell when beds are limited.
4. Each juvenile is expected to adhere to special management daily schedule.
5. Failure to abide by rules and regulations results in sanctions.
6. Positive behaviors shall be documented on incentive form and forwarded to Program Director or designee.
7. Individual progress reviews will be conducted weekly and, when appropriate, will involve participation of juvenile.
8. Transitional planning begins when *Special Confinement Team* determines juvenile has met phase expectations and is prepared for transfer to Phase I.
9. Prior to Phase I transfer juvenile meets with staff for review of progress, strengths, weakness, development of treatment plan if needed, and signing of behavioral contract.

Standard Operating Procedures
Special Confinement

10. *Transfer of Housing Assignment Form* shall be approved by Program Director or designee.
11. Juvenile is transported to new housing unit and file is returned to case management office.

Appendices

SECTION

4

SOP – SPECIAL CONFINEMENT

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Appendix A: Behavioral Contract

Baltimore City Detention Center
Juvenile Services Program
Behavioral Contract

I, _____, acknowledge that failure to abide by established guidelines for expected behaviors resulted in my placement within the Special Confinement Housing Unit. Therefore, I may not have been afforded the opportunity to benefit from family visits, receive commissary, participate in group activities, attend school in an open classroom setting, or receive other privileges earned by my peers in general population.

By signing this contract I agree to transfer out of the Special Confinement Unit with the understanding that I adhere to the following conditions:

1. Follow Program rules and regulations at all times.
2. Demonstrate proper hygiene while keeping my living area neat and clean at all times.
3. Always be courteous to staff and peers.
4. Participate in all school sponsored activities, including daily classes.
5. Complete all work detail and school assignments in a timely manner.
6. Wear identification wristband on my left wrist at all times when outside of my cell.
7. Wear shirt tucked in pants whenever I leave my cell.
8. Refrain from damaging state property, to include state issued clothing.
9. I will not manufacture or possess a weapon of any kind.
10. I will not create, transport, or display any gang paraphernalia.

Failure to abide by these rules will result in the following sanctions:

1st Violation: _____

2nd Violation _____

3rd Violation _____

If any violation results in a Notice of Infraction (ticket) then juvenile will be subjected to a hearing and handled according to Program and Department Guidelines. Agreements may be reviewed and modified at anytime by authorized personnel.

Print Name _____

Signature _____

Witness _____

Date _____

Appendix B: Daily Report

Juvenile Unit Daily Report

Date: _____ Officer: _____ Time: _____ A.M.
P.M.

“L” and “M” Section

Counts

New Intake(s) _____ General Population _____ Court: _____ Total: _____
Segregation: _____ Protective Custody: _____ Court: _____ Total: _____
E Section: _____ F Section: _____ IMHU: _____ Other: _____
Outside Hospital/Location: _____ Another Jurisdiction: _____

Court and Bail Releases

Resident's Name: _____ Resident's Name: _____
ID# _____ ID# _____
Charge(s): _____ Charge(s): _____
Bail Amount: _____ Bail Amount: _____

Resident's Name: _____ Resident's Name: _____
ID# _____ ID# _____
Charge(s): _____ Charge(s): _____
Bail Amount: _____ Bail Amount: _____

Sentencing Information

Resident's Name: _____ Resident's Name: _____
ID# _____ ID# _____
Charge(s): _____ Charge(s): _____
Length of Sentence: _____ Length of Sentence: _____

Resident's Name: _____ Resident's Name: _____
ID# _____ ID# _____
Charge(s): _____ Charge(s): _____
Length of Sentence: _____ Length of Sentence: _____

WDC

Counts

New Intake(s) _____ General Population _____ Court: _____ Total: _____
Segregation: _____ Protective Custody: _____ Court: _____ Total: _____
IMHU: _____ Outside Hospital/Location: _____
Another Jurisdiction: _____ Other: _____

Bail Releases

Resident's Name: _____ Resident's Name: _____
ID# _____ ID# _____
Charge(s): _____ Charge(s): _____
Bail Amount: _____ Bail Amount: _____

Resident's Name: _____ Resident's Name: _____
ID# _____ ID# _____
Charge(s): _____ Charge(s): _____

Bail Amount: _____ Bail Amount: _____

Sentencing Information

Resident's Name: _____ Resident's Name: _____
ID# _____ ID# _____
Charge(s): _____ Charge(s): _____
Length of Sentence: _____ Length of Sentence: _____

Resident's Name: _____ Resident's Name: _____
ID# _____ ID# _____
Charge(s): _____ Charge(s): _____
Length of Sentence: _____ Length of Sentence: _____

Maintenance Concerns

1. _____
2. _____
3. _____
4. _____
5. _____

Incident Reports/ Disciplinary Action

Person(s) Involved by name and ID#	Type of Incident
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____

Additional Information

1. _____
2. _____
3. _____
4. _____

Appendix C: Juvenile Demographic Profile

Juvenile Demographic Profile

*Fill this form out when the juvenile arrives on the unit.
Make sure that all fields are completed thoroughly.*

******KEEP ALL FORMS FOR EACH JUVENILE TOGETHER AND IN THEIR
RESPECTIVE FOLDERS******

Identifiers

Name (Last, First, M.): _____

Alias: _____

Date of Birth (MM/DD/YYYY): ____ / ____ / ____

Social Security Number: ____ / ____ / ____

BCDC Identification Number: _____

Collateral Contact Information

Collateral Contact Name: _____

Relationship to juvenile: _____

Telephone Number: (h) _____

(w) _____

Home Address: _____

Demographics

Race (Choose One):

☐ White

☐ Black/African American

☐ Asian or Pacific Islander

☐ Alaskan or American Indian

☐ Hispanic

☐ Other

Ethnicity (i.e., Puerto Rican, Japanese, etc.): _____

Education (Highest Grade Completed K=Kindergarten, 1 = First grade, 2 = Second grade, etc.): _____

Employment Status in 6 months prior to arrest:

- | | |
|---|---|
| <input type="checkbox"/> Employed Full-Time | <input type="checkbox"/> Employed Part-Time |
| <input type="checkbox"/> Unemployed | <input type="checkbox"/> Student |
| <input type="checkbox"/> Unknown | |

Special Needs:

- | | |
|---|--|
| <input type="checkbox"/> Developmentally Disabled | <input type="checkbox"/> Illiterate |
| <input type="checkbox"/> Moderate/Sever Medical | <input type="checkbox"/> Visual Impairment |
| Problems | |
| <input type="checkbox"/> Other | <input type="checkbox"/> Unknown |

Primary Language:

- | | |
|----------------------------------|--|
| <input type="checkbox"/> English | <input type="checkbox"/> Other (specify) _____ |
|----------------------------------|--|

History

Current Charge: _____

Number of Prior Arrests (approximate): _____

Has the Juvenile Ever Been Detained at BCDC Prior to
This Current Detainment (Y/N)? _____

Date Arrested (MM/DD/YYYY): ____ / ____ / ____

Appendix D: Gang Assessment

BCDC JUVENILE PROGRAM
Questionnaire

NAME _____ SID _____
Cell # _____ DATE _____

NOTE: Pay particular attention to non-verbal responses

- How old are you? _____
- Where do you live? (Address) _____

- What area is that? _____
- Who do you live with? _____
- How many people do you live with? _____
- Do you go to school? _____
 - If yes, what school? _____
 - If no, what school and why did you drop out? _____

- Do you have a role model or someone to look up to? _____
- Who? _____

- Do you hang out in the streets? _____
- Who do you hang out with? _____
- How many people do you hang out with? _____
- Are you all real tight? _____
- What do you and your friends do on a regular basis? (What activities)

- What kind of name do you and your friends go by? _____

- Do you consider yourself a clique, posse, or organization, or gang? _____

- How do you represent yourself or recognize another member? _____

- Do you have any tattoos? (Note and take pictures at end of interview.) _____

- What are your charges? _____

- Did anyone else get locked up with you on these charges? _____

- Do you have any enemies in the jail? _____

- Do you have any other information about yourself that you would like to share with me at this time? _____

- Do you have any questions for me? _____

Interviewer Signature / Date

Appendix E: Group Activity Form

BALTIMORE CITY DETENTION CENTER
JUVENILE SERVICES PROGRAM
Group Activity Form

1. Description: _____
2. Date / Time: _____
3. Location: _____
4. Facilitator: _____

PARTICIPANTS:

NOTES:

Appendix F: Incentives Form

Incentives:

Complete this form throughout the juvenile's detainment. Every time a juvenile exhibits a positive behavior, and they are rewarded, make sure that all fields are completed thoroughly.

Juvenile's Name (Last, First): _____

Juvenile's ID Number: _____

Positive Behaviors: *(List Behavior and the date it occurred)*

Positive Behavior

Date

_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____

Incentive Delivered

Date

_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____

Incentives (continued):

Positive Behaviors: *(List Behavior and the date it occurred)*

Positive Behavior

Date

_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____

Incentive Delivered

Date

_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____
_____	____ / ____ / ____

Appendix F1: Quality Interaction Form (QIF)

QUALITY INTERACTION FORM
Supervisors

Staff Name: _____ Date: _____

Rapport

1	The staff member takes an active role in addressing and fostering the realistic long and short-term goals of the juveniles.										
	LOW	1		2		3		4		5	HIGH
2	The staff member ensures that juveniles are comfortable enough to discuss with them any problems that may arise.										
	LOW	1		2		3		4		5	HIGH
3	The staff member avoids the use of foul language while on the unit and does not do anything to disrespect the juveniles on the unit.										
	LOW	1		2		3		4		5	HIGH

Rule Enforcement

4	The staff member ensures that the four-phase program structure is being adhered to as determined by the scheduled movement of juveniles through the phases.										
	LOW	1		2		3		4		5	HIGH
5	The staff member ensures that the juveniles are aware and understand the rules of the program.										
	LOW	1		2		3		4		5	HIGH

Consistency / Fairness

6	The staff member treats all of the juveniles equally and shows no favoritism.										
	LOW	1		2		3		4		5	HIGH
7	The staff member makes sure that juveniles are being treated in a consistent manner across all shifts and if discrepancies arise, the staff member notifies his/her supervisor.										
	LOW	1		2		3		4		5	HIGH
8	The staff member makes sure that every juvenile receives the proper and necessary interventions.										
	LOW	1		2		3		4		5	HIGH

Sanctions / Rewards

9	The staff member follows the guidelines in terms of sanctioning the juveniles and using behavior contracts appropriately.										
	LOW	1		2		3		4		5	HIGH
10	The staff member follows the guidelines in terms of providing incentives for juveniles.										
	LOW	1		2		3		4		5	HIGH

Ability

11	The staff member feels comfortable with his/her ability to complete their new tasks under this initiative.										
	LOW	1		2		3		4		5	HIGH
12	The staff member feels comfortable with his/her ability to make positive changes in juveniles' lives.										
	LOW	1		2		3		4		5	HIGH

TOTAL		+		+		+		+		HIGH	
-------	--	---	--	---	--	---	--	---	--	------	--

QUALITY INTERACTION FORM
Staff

Staff Name: _____ Date: _____

Rapport

1	I take an active role in addressing and fostering the realistic long and short-term goals of the juveniles.										
	LOW	1		2		3		4		5	HIGH
2	I ensure that juveniles are comfortable enough to discuss with them any problems that may arise.										
	LOW	1		2		3		4		5	HIGH
3	I avoid the use of foul language while on the unit and do not do anything to disrespect the juveniles on the unit.										
	LOW	1		2		3		4		5	HIGH

Rule Enforcement

4	I ensure that the four-phase program structure is being adhered to as determined by the scheduled movement of juveniles through the phases.										
	LOW	1		2		3		4		5	HIGH
5	I ensure that the juveniles are aware and understand the rules of the program.										
	LOW	1		2		3		4		5	HIGH

Consistency / Fairness

6	I treat all of the juveniles equally and show no favoritism.										
	LOW	1		2		3		4		5	HIGH
7	I make sure that juveniles are being treated in a consistent manner across all shifts and if discrepancies arise, I notify his/her supervisor.										
	LOW	1		2		3		4		5	HIGH
8	I make sure that every juvenile receives the proper and necessary interventions.										
	LOW	1		2		3		4		5	HIGH

Sanctions / Rewards

9	I follow the guidelines in terms of sanctioning the juveniles and using behavior contracts appropriately.										
	LOW	1		2		3		4		5	HIGH
10	I follow the guidelines in terms of providing incentives for juveniles.										
	LOW	1		2		3		4		5	HIGH

Ability

11	I feel comfortable with his/her ability to complete their new tasks under this initiative.										
	LOW	1		2		3		4		5	HIGH
12	I feel comfortable with his/her ability to make positive changes in juveniles' lives.										
	LOW	1		2		3		4		5	HIGH

TOTAL		+		+		+		+		HIGH	
-------	--	---	--	---	--	---	--	---	--	------	--

Appendix G: Intake Checklist

BCDC JUVENILE PROGRAM
Intake and Orientation

CHECKLIST

NAME _____ SID _____
Bed # (Single Cell ONLY) _____ DATE _____

Intake Date Completed _____ Initials _____
____ Intake Form
____ Juvenile Phone Call
____ Distribution of uniform, toiletries, etc.
____ Demographic Profile

RISK and NEEDS SCREENING Date Interviewed _____ Initials _____
____ Summary completed
____ Copy placed in file
Notes: _____

Gang Assessment Date Completed _____ Initials _____
____ Body and clothing indicators documented
____ Questionnaire completed
Notes: _____

***** Upon completion of above items, juvenile may qualify for double cell*****

Classification Date Completed _____ Initials _____
____ Assigned Security Level
____ Created Individual File

Orientation Date Completed _____ Initials _____
____ Provided Juvenile Handbook
____ Program Overview
____ Review cell expectations
____ Personal hygiene education

Education Date Completed _____ Verified by _____

*****Juvenile is now eligible for transfer to Phase I housing area*****

Bail Review Date Completed _____ Initials _____

Medical Date Completed _____ Contact Note in File (Circle) Y or N

Appendix H: Intake Form

**JUVENILE SERVICES HOUSING UNIT
INTAKE SHEET**

Date: _____

Name: _____ Alias: _____ ID#: _____

DOB: _____ Address: _____

What other date(s) of birth have you given? _____

Name of Contact Person: _____

How are you related? _____

Address of Contact Person: _____

Telephone #: _____ Is there a block on the phone? _____

In the event this person is not available, can anyone else be contacted? ☐ Yes ☐ No

Name: _____ How are you related? _____

Address: _____

Telephone #: _____ Is there a block on the phone? _____

Do you have foster parents? ☐ Yes ☐ No If yes, provide names and contact information:

Do you have any relatives on the unit? ☐ Yes ☐ No If yes, who? _____

Do you have any children? ☐ Yes ☐ No If yes, how many? _____ Ages? _____

Do you take prescription medication? ☐ Yes ☐ No

List them: _____

What are you charged with? _____

What is your bail amount? _____

Do you have a probation officer? ☐ Yes ☐ No

If yes, provide name and contact information: _____

Do you have a social worker? ☐ Yes ☐ No

If yes, provide name and contact information: _____

Have you ever attended school at BCDC? _____

What is the last grade you completed? _____

Were you attending school before being arrested? _____

Have you ever been employed? ☐ Yes ☐ No If yes, where? _____

Do you have any special needs at this time? _____

Appendix I: Juvenile Job Application

APPLICATION FOR WORK ASSIGNMENT

Date: _____

Name: _____ ID#: _____

Current Phase: _____ Next Court Hearing: _____

Position: _____

References: _____

Prior Work Experience:

Additional information you would like us to know:

Appendix K: Application for Phase Advancement

BCDC Juvenile Unit

Application for Phase Advancement

Name: _____ Current Phase _____

Date: _____

Number of Days at BCDC: _____

1) Was the Risk/Needs Screening Instrument completed and discussed with you by a staff member? ☐ **Yes** ☐ **No**

2) Have you met the following goals?

a. Maintained a clean and orderly cell? ☐ **Yes** ☐ **No**

b. Remained free of infractions in school ☐ **Yes** ☐ **No**

c. Remained free of infractions on the unit? ☐ **Yes** ☐ **No**

d. Showed the respect to others? ☐ **Yes** ☐ **No**

3) If you answered “No” to any of the previous questions, please detail why the goal was not achieved. Indicate in your statement what sanction(s) you received, and what you learned from the experience:

4) What goals do you hope to accomplish during the next phase of the juvenile program? What goals are you currently working towards?

-
-
- 5) Why do you feel that you are currently ready to be advanced to the next phase of the program?

Appendix L: Phase Advancement Response Form

BCDC Juvenile Unit
PHASE ADVANCEMENT
Response Form

Name: _____

Cell #: _____

Date: _____

ID#: _____

The Juvenile Unit Team has denied your phase advancement request for the following reason(s):

1. Have not been on current phase long enough

2. Will have case conferencing scheduled

3. Behavior does not meet phase advancement criteria.
Explain:

4. Other: _____

Appendix M: Protective Custody Review Form

Division of Pretrial Detention & Services

REVIEW REPORT

☐BCBIC ☐MDC ☐WDC ☒JUVENILE

RESIDENT NAME: _____

ID#: _____

Date of Placement _____ Location: _____

☐ **Administrative Segregation:** Review every 7 days for the first 2 months; at least every 30 days thereafter.

☐ **Disciplinary Segregation:** Review at least every 30 days.

☒ **Protective Custody:** Review every 7 days for the first 2 months and at least every 30 days thereafter.

REVIEW REPORT

This review is for the period ____ days / ____ months from the date of placement on segregation.

Review Team:

Reviewer's Recommendation regarding assignment to segregation:

1. _____	Dept. _____	<input type="checkbox"/> REMOVE	<input type="checkbox"/> KEEP	Date: _____
2. _____	Dept. _____	<input type="checkbox"/> REMOVE	<input type="checkbox"/> KEEP	Date: _____
3. _____	Dept. _____	<input type="checkbox"/> REMOVE	<input type="checkbox"/> KEEP	Date: _____

Comments: _____

WARDEN'S DECISION: ☐REMOVE ☐KEEP

Comments: _____

Signature

Date

Appendix O: Risk and Needs Screening Instrument

RISK AND NEEDS SCREENING INSTRUMENT

START time for this part (the Screen) of interview: _____ am/pm

Ask Juvenile:

		No	Yes
1	Where did you live before you were incarcerated (check one)? <div style="text-align: center;"> Family's home Home of relatives Friend's home Foster-care home Group home/shelter Other (Where?) _____ </div>		
2	Do you or any family members have any health or medical problems that limit your ability to care for him/her? IF YES: 5a. Explain: _____		
3	Are there any other family or home problems that may be related to some of your problems? IF YES: 6a. Explain: _____		
4	In the last year, have you been regularly involved in any organized activity at school or in the community? <i>[READ: for example, church groups, athletic teams, school clubs]</i>		
5	Have you been employed at least two months during the last year?		

Education															NO		Action	
6	Are you currently attending either public or private school, or being home schooled?																	
IF NOT ATTENDING SCHOOL (If NO to #9):	6a-1. Why not (Check One)?																	
	Dropped out of school																	R
	Expelled from school																	R
	Unable to attend due to medical problem: (Describe) _____																	*
	Graduated *****If YES, skip to Question #18*****																	
	Earned a GED *****If YES, skip to Question #18*****																	
IF ATTENDING SCHOOL (If YES to #9):	6a-2. [Ask only if not known]: Are you currently working on your GED?																	
	6a-3. What was the last grade you completed?	K	1	2	3	4	5	6	7	8	9	10	11	12				
	6b-1. Which one of the following best describes how you did in school in the past 4 weeks? Would you say you were... (check one)																	
	Excellent student																	
	Good student																	
	Average student																	
Below average student														*				
	6b-2. What grade are you in?	K	1	2	3	4	5	6	7	8	9	10	11	12				
7	What is the name and number (if known) of the school you most recently attended before incarceration? PS# _____ NAME of school: _____																	
8	In the last 3 months that you attended school, how often were you usually absent? Would you say... [Read responses] (check one)																	
	1 day a month or less																	
	More than 1 day a month																	*
	1 day a week																	*
9	How many different schools have you attended this year? (#) _____																	
10	Have you ever repeated a grade or been held back in school?																*	
	IF YES:	K	1	2	3	4	5	6	7	8	9	10	11	12			*	
	13a. Which grade(s) did you repeat?	*Circle the star in the action column ONLY if more than one grade was repeated																
11	Have you ever been referred to or received special education services (Is there an Individual Educational Plan, IEP, 504 Plan)? (IF YES, skip to Q 16)																*	
12	Are you receiving special education services now?																	
13	Do you need any additional educational support now?																R	
14	Have you ever been suspended or kicked out of school temporarily for a day or more?																*	
Education-Total # of * on this page																		
Education- Check if there are ANY Rs indicated on this page																		

		NO	YES	Action
Physical Health				
15	How is your health in general? Would you say.... (check one)			
	Excellent			
	Very Good			
	Good			
	Fair			*
	Poor			*
16	(For AGE 10 and older): Are you sexually active?			*
17	(For AGE 10 and older): Do you have any children?			*
18	Do you have any health or medical problems? IF YES: 24a. What are they? _____ 24b. What medications do you take if any? 1. _____ 2. _____ 3. _____ 4. _____ 5. _____			*
19	Has someone <u>ever</u> forced you to do something sexual that you didn't want to? IF YES: 27a. Ask if this is a current problem and address it if it is.			*
20	Are you covered by health insurance?			
21	Do you need health care now?			R
Physical Health-Total # of * on this page				
Physical Health- Check if there are ANY Rs indicated on this page				

JSU Program Manual
Appendices

		NO	YES	Action
Mental Health				
<i>In the last 3 months...</i>				
22	..have you had an adult outside your home you could depend on when you needed help?			
23	..have you had a lot of bad thoughts or dreams about something bad that happened to you?			
24	..have you lost your temper easily or had a "short fuse?"			*
25	..have you worried about anything a lot of the time?			*
26	..have you hurt or broken something on purpose, just because you were mad?			*
27	..have you felt sad or blue a lot of the time?			*
28	..have you ever gone for days without sleeping?			*
29	..have your friends got arrested or done things that are illegal like stealing things, robbing someone, or selling drugs?			*
30	..have you run away from home for more than 24 hours, when your caregiver(s) did not know where you were?			*
31	Have any of your family members been in jail or prison or placed on probation in the last 3 years?			*
<i>Have you ever in your life...</i>				
32	Have you <u>ever</u> seriously thought about killing yourself?			*
	IF YES 32b. Are you <u>currently</u> thinking of killing yourself?			R
33	..physically attacked someone so that the person was really hurt?			*
	IF YES: Have you done with 3 or more times in your life?			*
34	..set something on fire just for fun?			*
35	..hurt an animal just for fun?			*
36	Has someone you are close to died in the last year? IF YES: 52a. Who was that? _____			*
37	Have you ever received medication for mental health reasons or for hyperactivity or attention problems?			*
38	Have you been hospitalized for a psychiatric or behavior problem?			*
39	Have any of your caregivers been treated or hospitalized for mental health problems? IF YES: 54a. Describe: _____			*
40	Are you receiving counseling or mental health services now? If YES skip to question 58			*
41	Have you ever received or been told he/she needed mental health services?			*
42	Do you need additional mental health treatment services now?			R
Mental Health Total # of * on this page				
Substance Abuse- Check if there are ANY Rs indicated on this page				

		NO	YES	Action
Substance Abuse				
43	Do you smoke cigarettes, cigars, or use tobacco?			*
44	Have you ever used alcohol or other drugs? Would you say... <i>[Read responses]</i> (check one)			
	Never			
	Use less than once a week			
	Use more than once a week			R
45	Do you feel that you have a drinking or drug problem now?			R
46	Have you ever gotten in trouble when you've been high or drinking? (For example: trouble in school, arrested, fights, etc.)			*
47	Have any of your caregivers been treated or hospitalized for substance abuse problems? IF YES: 64a. Explain: _____			*
48	Have you ever received or been told to get help from drug abuse or alcohol treatment?			
49	Before your arrest, were you receiving drug abuse or alcohol treatment?			
50	Do you need (additional) drug abuse or alcohol treatment services now?			R
Substance Abuse-Total # of * on this page				
Substance Abuse- Check if there are ANY Rs indicated on this page				

END time for this part (the Screen) of interview: _____ am/pm

Appendix P: Sanctions Form

Juvenile Program Sanctions Form

Name: _____ SID: _____

Time of event: _____ a.m./p.m. Date of event: _____

Infraction Level: 1 2 3 4 Location: _____

Juvenile's current phase: _____

{Narrative} _____

Recommended Sanction(s): _____

(Juvenile Signature) (Date)

(Reporter's signature and Date) (Custody Supervisor's Signature and Date)

Appendix Q: Service Request

**Juvenile Services Unit
REQUEST FORM**

I, _____ ID# _____ am requesting the
following information/services:

STAFF;'S RESPONSE

Staff Signature and Date

Juvenile Justice Handbook

SECTION

5



Juvenile Handbook

Guidelines and Program Information

I

Important Names and Numbers:

My Attorney:

Name _____

Phone # _____

My Case Manager:

Name _____

My Social Worker:

Name _____

Family / Friends:

Name _____

Phone # _____

Name _____

Phone # _____

Name _____

Phone # _____

Your address to receive mail while at BCDC:

Your Name

Your Identification Number

Baltimore City Detention Center

401 E. Eager Street

Baltimore, Maryland 21202

Except for legal mail, all other mail will be opened. If someone is sending you a money order, the money order must have your identification number on it. Otherwise, it will be returned to the sender. Further, you cannot receive stamps and envelopes from incoming mail.

When your money order is received in the mail, it takes 3 to 5 days to process.

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For more information, questions or to provide
comments, please contact:

Mr. Richard N. Rolle
Juvenile Services Program Manager

410-209-2044/2045

Juvenile Services Program Unit
Baltimore City Detention Center
401 E. Eager Street
Baltimore, Maryland 21202

Welcome to the Baltimore City Detention Center Juvenile Services Program Unit

This handbook is designed to:

- ? Answer questions
 - ? Address concerns
 - ? Provide information about BCDC and the Juvenile Services Program
-

As a resident in the Baltimore City Detention Center (BCDC), you are required to follow the program and to follow the plan developed for you by your case manager. This handbook will explain what is expected of you. It will also provide general program information.

During Orientation your Case Manager will answer questions and explain anything in this handbook that you do not understand!

What is BCDC?

BCDC is a pretrial detention facility that houses both adults and juveniles. You will be residing in the Juvenile Unit which is for detainees from 14 to 17 years of age. There are two sections of the Juvenile Unit. There is the “L” section for the General Population, and there is the “M” section reserved for juveniles placed in Protective Custody, Segregation, Maximum Security, and New Intakes.

The staff in the Juvenile Services Program Unit is here to help you develop important skills to improve your chances for success and to maintain a safe and secure environment. You will attend school in BCDC and will have the chance to use library services, participate in recreational activities, attend religious services, and receive life skills training and guidance from the program team.

Getting With the Program What’s In It for Me?

What do I have to do?

Residents in the Juvenile Services Unit Program of BCDC are required to sign a behavioral contract. This contract outlines the basic rules and structure of the BCDC Juvenile Program. The Juvenile Program is divided into 4 Phases. At each Phase, you will be given more responsibilities *and* more rewards. Movement through each stage requires you to show improvements in your skill development, attitude, and behavior.

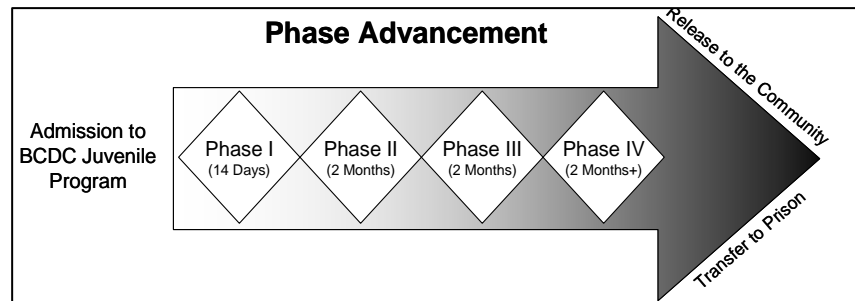
How long will I stay in BCDC?

You will leave BCDC in one of four ways. You may turn 18 while residing here and will be transferred to the Adult Detention Facility. Also, the Judge may release you back into the community, sentence you to prison, or you can be waived down to the Department of Juvenile Services.

The Four Phases of the BCDC Juvenile Program

The BCDC Juvenile Program is divided into four (4) phases. At each phase you will be rewarded for positive improvements in your behavior and for taking on new responsibilities. At the same time if you do not show improvements and advance, you will lose privileges.

Each phase lasts a certain number of days. *Seven (7) days before the end of each phase*, you need to submit an application to move to the next phase. If you are not accepted for the next phase, you will stay in the current phase until you make progress to be moved to the next phase.



Phases of BCDC Juvenile Services Program Unit

Phase I: Choice (*14 Days*)

The *focus* of this stage is for you to learn about BCDC; the program structure, and the community resources that are available to you such as school, seminars, group activities, and employment. Staff and upper peers (juveniles) who are further along in the program than you will enforce the rules.

During this period, you can only have 1 visit by a personal guest, 1 telephone call, and only cosmetics can be ordered from the Commissary. Further, you are not allowed to work during Phase I.

What is expected of you to advance to Phase II?

- ✓ Perform basic sanitation skills such as making your bed and maintaining personal hygiene;
- ✓ Wear your uniform, belt and shirt tucked in your pants;
- ✓ Participate in school (including doing homework assignments), community meetings, groups, life skills seminars, and orientation phase classes;
- ✓ Follow the rules; and
- ✓ Turn in completed form (*Request for Advancement to Phase II Questionnaire*) with a written statement about why you believe you are ready to advance to Phase II.

Phases of BCDC Juvenile Services Program Unit

Phase II: Change (2 Months)

The *focus* of this stage is on education, job development and on improving any behavior problems. BCDC will help you identify community resources that you may need.

Another focus of Phase II is on developing leadership skills. One leadership role you will have is the job of *Journey Person*. This job requires you to teach the juveniles in Phase 1 about using the Commissary, filing *Case Management Request* forms, the schedule and procedures for receiving visitors and receiving packages.

What is expected of you to advance to Phase III?

- ✓ Continue with the requirements that you successfully met for Phase I.
- ✓ Show that you have made significant improvements in your behavior by having less infractions within the unit and/or in school.
- ✓ Report on time for activities
- ✓ Turn in completed form *Request for Advancement to Phase III Questionnaire*
 - Write a written statement about why you believe you are ready to advance to Phase III and submit an employment application.

Phases of BCDC Juvenile Services Program Unit

Phase III: Challenge (2 Months)

The *focus* of this stage is on meeting your goals and on improving your development in education, leadership, and behavior. Attendance and participation in school, groups, seminars and meetings is necessary for positive development.

As part of your leadership development, you will have the job of *Team Leader*. You will be responsible for enforcing the program rules with juveniles in Phase I and Phase II, such as reminding them not to speak in program space and making sure they follow the rules of the dress code. You will also assist the officers in the count off before and after each juvenile unit movement by making sure the juveniles are lined up by height and by class.

What is expected of you to advance to Phase IV?

- ✓ To continue with the requirements that you successfully met for Phase I, II and Phase III
- ✓ To show that you have met the challenge to change problem behaviors
- ✓ To take on more responsibility in the program structure
- ✓ To serve as a role model to juveniles in Phase I, II and Phase III
- ✓ Turn in completed form (*Request for Advancement to Phase IV Questionnaire*) with a written statement about why you believe you are ready to advance to Phase IV.

Phases of BCDC Juvenile Services Program Unit

- Write a written outline of community activities that you will be involved in once released from detention or a plan for how you will integrate positive behavior into a future time of incarceration

Phase IV: Commitment *(2 Months)*

The *focus* of this stage is on you developing skills to be independent while also being responsible in the program. You will demonstrate these skills by excellent attendance and participation in school, following the program rules, participating and organizing unit activities, and serving as a facilitator in group meetings.

As part of your leadership development, you will have the job of *Mentor*. You will help newly admitted juveniles become orientated to the BCDC program. You will help juveniles in Phases I, II, and III with educational requirements. This may involve helping them with homework assignments and projects. A mentor must also understand and be able to explain the overall scope of the jobs from Phases I, II, and III.

What is expected of you to advance to Transition Stage?

- ✓ To continue with the requirements that you successfully met for Phase I, Phase II, and Phase III.
- ✓ To show that your good behavior is continuing by having no infractions within the unit and/or in school.

Phases of BCDC Juvenile Services Program Unit

- ✓ To show that you are continuing to follow directions by participating in school, completing homework assignments, and reporting on time for all activities
- ✓ Turn in completed form (*Request for Advancement to Transitional Stage Questionnaire*) with a written statement about why you believe you are ready to advance to Transitional Stage: Connect

Transitional Stage: *Connect*

The focus of this stage is on practicing the skills you have learned, in preparation for either re-entry into the community, transfer to the Division of Juvenile Services institution, or transfer to the general population in an adult prison facility. You will have the chance to practice your skills through role-playing and job related activities. These situations will allow you to show that you are confident, trustworthy, accountable, and responsible.

Another focus of this stage is to help you learn to identify behaviors, environments, and individuals that are ‘triggers’ for criminal behaviors. Once you identify situation ‘triggers,’ you will learn how to respond with positive behaviors using role-playing exercises.

As a result of your success with the job functions in Phases I through IV, during the Transitional Stage you can work in a job and you will get paid. You must apply for the job. Additionally, you will continue to work as a role model for juveniles in Phases I through IV.

Phases of BCDC Juvenile Services Program Unit

In particular, you will help juveniles successfully move through Phase IV by mentoring them in peer support groups.

Because the Transitional Stage is the final stage of the program, you may stay in this phase until you are released to the community or sentenced to an additional term of incarceration.

Incentives and Sanctions

Central to the BCDC Juvenile Program is a graduated schedule of incentives and sanctions. This means that as your positive behavior improves, you will be rewarded with greater and more substantial incentives. Also, if your behavior is in violation with the rules guiding the Juvenile Services Program Unit and BCDC, there will be sanctions. Less serious violations will be addressed with less serious sanctions, while more serious violations will result in more serious sanctions.

Incentives

There are 3 categories for types of incentives: Level I, Level II, and Level III. Level I incentives require you to display behaviors that will be the most challenging to achieve and result in the greatest rewards for you. Level III incentives are for those behaviors that you can adopt quickly and will offer smaller rewards. The following table offers the behaviors and incentives for each of the levels.

Level I Incentives

Behavior	Program Incentive	Action
<ul style="list-style-type: none"> ➤ Attend and Participate in all Program Activities and Services ➤ Meet all Requirements in the Phase to Advance ➤ No Infractions within 30 Days 	<ul style="list-style-type: none"> ✓ Certificate of Good Attendance or Good Behavior ✓ Phase Advancement ✓ Choose Cell Mate in Your Current Phase ✓ Writing Journal ✓ One Contact Visit ✓ Community Service 	<ul style="list-style-type: none"> ✓ Presented with a Certificate in Public Forum to Acknowledge Behavior ✓ Phase Advancement

Level II Incentives

Behavior	Program Incentive	Action
➤ Maintain Good Grades in School	✓ A Day Off from Chores	✓ Verbal Praise in Public for Achievement
➤ Attend and Participate in School	✓ Movie Night with Peers	
➤ Attend and Participate in all Program Activities	✓ Pizza Night with Peers	
	✓ Extra Visits	
	✓ Extra Recreation Time	
	✓ Picture Taken	

Level III Incentives

Behavior	Program Incentive	Action
➤ Keeping a Clean Cell	✓ Extra Time out of Cell	✓ Praise for Positive Reinforcement for Good Behavior and Setting an Example
➤ Completing all Home Work Assignments and Work Detail	✓ Extra Time for Lights On	
	✓ Extra Recreation Time	
➤ Being a Good Team Leader/ Peer	✓ Receive Tokens to be Used to Purchase Commissary Items	
	✓ Receive Medallion	

Sanctions

There are 4 categories for types of sanctions: Level I, Level II, Level III, and Level IV. Level I sanctions are reserved for the most serious rule violations and result in immediate and serious punishments. Level IV sanctions are for less serious rule violations.

There are additional considerations depending on the level of your offense.

- ✓ **LEVEL I Rule Violation:** If you are suspected of committing a Level I rule violation, you will be immediately segregated and taken out of the general population, and placed on Administrative Segregation pending adjustment hearing.
- ✓ **LEVEL II – III Rule Violation:** You will be referred to the Interdisciplinary Sanction Team, which is made up of members of the program team, and they will decide what sanction is appropriate for your behavior. If the behavior occurs during school hours, the school principal will immediately issue a sanction.
- ✓ **LEVEL IV Rule Violation:** You will appear before a Peer Review Board composed of other juveniles detained at BCDC, with a program staff member present as a monitor. The Peer Review Board will decide what sanction to impose on you.

The following tables offer the range of sanctions that are handed out as consequences for different negative behaviors.

Level I Sanctions

Behavior	Program Imposed Sanction	Action
<ul style="list-style-type: none"> ➤ Fighting or Threats of Violence ➤ Possession of CDS or Any Type of Intoxicant ➤ Stealing, Theft or Possession of Stolen Property ➤ Instigating or Inciting Disorder ➤ Blatant Destruction of State Property ➤ Strong Arming ➤ Possession of Any Weapon (or item that could be used as a weapon) ➤ Engaging in Any and All Sexual Activity (Consensual or Non-consensual) ➤ **Attempted Escape ➤ Possession of Escape Paraphernalia ➤ **Assault on Staff ➤ Assault on a Juvenile (when the victim is the non-aggressor) ➤ **Handling and Throwing of Feces and Urine 	<p>✓ Immediate Issue of Notice of Infraction and Segregation</p> <p>1st Occurrence: 7 – 14 days</p> <p>2nd Occurrence: 15 – 21 days</p> <p>3rd Occurrence: 22 – 30 days Require meeting w/ program team to review behavior.</p> <p>4th Occurrence: 31 – 60 days ✓ Require Meeting w/ program team to review continued program participation</p>	<p>✓ Number of Days of Segregation to be Determined by Hearing Officer</p> <p>✓ Loss of Current Phase: At Hearing Officer's Discretion</p> <p><i>** Starred offenses may not follow the sanction schedule, and may require maximum segregation time for first offenses.</i></p>

Level II Sanctions

Behavior	Program Imposed Sanction	Action
<p>The following infractions will immediately result in a Program Imposed Sanction:</p> <ul style="list-style-type: none"> ➤ Refusal/Failure to Participate in School Activities ➤ Failure to Participate in Program Activities ➤ Failure to follow the Chain of Command ➤ Gambling or in Possession of Gambling Paraphernalia ➤ Disrespectful or Dishonest Behavior ➤ Writing, Drawing, Marking / Graffiti on the Walls ➤ Disobeying Direct Orders 	<p>1st Occurrence: Loss of the recreation and commissary privileges for 1 Week</p> <p>2nd Occurrence: Loss of all privileges noted above and visitation for 2 Weeks</p> <p>3rd Occurrence: Loss of all privileges noted above 4 Weeks</p> <p>4th Occurrence: Loss of all privileges noted above for 90 Days/3Mons.</p> <p>Note: The school principal imposes sanctions for infractions that occur during school hours. If behavior continues while in school, response will be suspension from school. Staff can and will make determination of length of time.</p> <p>Persistent or chronic behavioral infractions may be a symptom of a larger problem, i.e., mental health issues.</p>	<p>At Every Sanction:</p> <ul style="list-style-type: none"> ✓ Return to Beginning of Phase ✓ Loss of Work Assignment ✓ Banned from Incentive Activities on the Program

Level III Sanctions

Behavior	Program Imposed Sanction	Action
<p>The following infractions will immediately result in a Program Imposed Sanction:</p> <ul style="list-style-type: none"> ➤ Failure to Maintain Personal Hygiene and Cleanliness ➤ Failure to Maintain Living Quarters ➤ Failure to Adhere to “Quiet Time” ➤ Use of Foul, Profane and Abusive Language ➤ Littering ➤ Horse Playing ➤ Unnecessary Feedback/Talking Back ➤ Being in an Area Without Permission i.e. someone else’s cell ➤ Talking in class after multiple verbal warnings ➤ Not paying attention in class after multiple verbal warnings 	<p>1st Occurrence: Loss of Recreation Privileges for 3 Days</p> <p>2nd Occurrence: Loss of Recreation Privileges Days and Commissary for 2 Weeks</p> <p>3rd Occurrence: Loss of Recreation Privileges and Commissary for 4 Weeks</p> <p>Note: The school principal imposes sanctions for infractions that occur during school hours. If behaviors continue while in school, response will be Suspension from School. Staff to make determination of length of time.</p> <p>Persistent or chronic behavioral infractions may be a symptom of a larger problem, i.e., mental health issues.</p>	<p>At Every Sanction:</p> <ul style="list-style-type: none"> ✓ Return to Beginning of Phase ✓ Loss of Work Assignment ✓ Band from Incentive Activities on the Program

Level IV Sanctions

Behavior	Program Imposed Sanction	Action
<p>Three of the following infractions within a 30 Day period will result in the 1st Sanction and one infraction thereafter will result in subsequent sanctions:</p> <ul style="list-style-type: none"> ➤ Talking in Program ➤ Not Paying Attention in Program ➤ Failing to Turn in Assignments and to Participate in Class ➤ Reporting to Class Without Required Materials ➤ Resting Head on Desk for Extended Period of Time ➤ Failing to Make Bed and/or Keeping Cell According to Specification ➤ Patterns of Lateness 	<p>1st Occurrence: Write an Essay or give a Verbal Explanation of how to improve behavior</p> <p>2nd Occurrence: Loss of Movie Night for One Week</p> <p>3rd Occurrence: Loss of Movie Night and Loss of Headphone Privileges for One Week</p> <p>4th Occurrence: Loss of Involvement in all Program Incentive Activities and Restricted to Cell during Program Activities Times and Submit Essay (Written or Verbal)</p>	<p>At Every Sanction: ✓ Peer Review</p>

Juvenile Grievance Procedure

It is the policy of DPDS that juvenile residents remanded to the custody of the Division shall have access to a formal grievance process. Individual grievances may be filed to address allegations of unfair treatment, mistreatment, abuse, neglect, inappropriate use of force, staff misconduct, or other contentious issues. If you wish to file a grievance, you must complete the following steps:

STEP 1: Obtain a Grievance Form from one of the housing units.

STEP 2: Complete the Grievance Form.

STEP 3: Place the completed form in the locked box labeled “Grievances.” located on each section.

YOU MUST SUBMIT A COMPLETED GRIEVANCE FORM WITHIN 15 DAYS OF THE DATE OF THE INCIDENT OR WITHIN 15 DAYS OF THE DATE WHEN YOU GAINED KNOWLEDGE OF THE INCIDENT.

Informal Resolution Procedure










The informal resolution procedure provides a means of resolving an institutionally related complaint by submitting a **HELP REQUEST FORM** to an Administrator who will log, categorize, and ultimately investigate the complaint. Juvenile residents will be notified of the outcome within 10 working days, excluding Saturdays, Sundays, and Holidays.

Your Education and Recreation

The Eager Street Academy of the Baltimore City Public School System

The Eager Street Academy is located on the grounds of BCDC. You will be required to attend classes Monday through Friday, 8:30 a.m. to 2:15 p.m., in order to make progress toward your high school diploma. Further, positive behavior and development at the Eager Street Academy/School #320 is necessary for advancement in the IV Phases of the Juvenile Services Program of BCDC.

Every day before classes, you will do the following:

-  Properly make your bed;
-  Sweep and mop your cell;
-  Make sure your wristband is on your left arm;
-  Make sure your shirt is tucked in and your pants and belt are visible;
-  Stay quiet in the program space;
-  Stand beside a partner in program space;
-  Make sure you have paper, pencils, and other school supplies;
-  Make sure you are in compliance with rules and regulations of the school;
-  Participate in a count off before moving anywhere.



Library Services

On most Tuesdays and Thursdays at the end of the school day a satellite library will be brought to the unit for your use from 2:30-3:30. During this time, you can request legal information and read magazines and books.

If you would like to borrow any materials, you must sign a Borrower's Responsibility form. By signing the form, you agree to return all books in good condition and to pay replacement costs for lost or damaged books. During your first visit, you may borrow one paperback book. After you return this book, you will be able to borrow 2 books at a time.

Library privileges can be revoked if you misbehave during library time or fail to return borrowed books.

Recreation

You will have the opportunity to play sports and participate in other recreational activities. The staff will organize various activities several times during the year.

Health, Housekeeping, and Personal Hygiene

Developing positive health habits is essential for your success in BCDC.

Health

BCDC Health Services include:

- ✓ When you are admitted to BCDC, you will receive a medical evaluation to determine any medical conditions and medical history
- ✓ If you become sick during your time at BCDC, you can get a sick call form from the officer. Fill it out and place it in the sick call box. Do not give it to the officer.

Housekeeping

BCDC expects you to maintain the sanitation of your living area by doing the following:

- ✓ Clean your cell including the bars and bottom of the bars, toilet, floor, sink, lights, and walls. *Inspections are conducted daily.*
- ✓ Make your bed. All beds must be made, bins must be placed under the bed, and shoes should be neatly stored.
- ✓ Follow any specific housekeeping instructions given to you by the correctional officers.

Personal Hygiene

BCDC requires that you do the following for good personal hygiene:

- ✓ Shower regularly
- ✓ Brush your teeth daily
- ✓ Use deodorant
- ✓ Wash your clothing weekly
- ✓ Comb, brush, and wash your hair daily. Please refer to the Juvenile Bulletin Board for dates and times. For the juveniles in “L” and “M” sections, the hair-cutting schedule is:
 - Sundays & Mondays** – *Special Housing*
 - Tuesdays & Wednesdays** – *G-Pop*
 - Thursdays & Fridays** – *G-Pop*
 - Saturdays** - *None*

***Good Personal Hygiene is
Important for You to Make
Progress in BCDC***

What Do I Wear?

*“State” Issued Clothing of Pants,
Shirt, Jumpsuit, Belt and Tennis
Shoes -- All Civilian Clothing will
be Packaged and Stored*

Guidelines for your attire:

- Neatly tuck shirt into pants;
- Wear your belt daily;
- No excessive undergarments such as shorts or pants;
- Juveniles on “M” section can only wear jumpsuits;
- No intentional soiling, marking, tearing, destroying, or altering of issued clothing;
- No wearing pants below waist; and
- Maintain a neat appearance at all times

If You are Going to Court:

- You can have one set of civilian clothes
- Court clothing can be brought to you one day before the scheduled court date between 6:00 p.m. and 8:00 p.m., Sunday through Thursday.
- Black, blue, brown, white and gray clothing are not permitted in the facility.
- After court, your civilian clothing will be stored if you are housed on the segregation unit.

*You can have the following
personal items:*

3 undershirts

3 pairs of underwear

3pairs of socks

2 sets of long underwear

What Items Can I Have?

No ‘Outside’ Personal Property

When you are admitted to BCDC, you are required to turn over personal property, including keys, credit cards, money, and any other items for reasons of safety, security and order. You will have 30 days from the date of your arrest to send out your personal property by mail, or to have someone pick up your items. Property that stays unclaimed after 30 days will be disposed.

If someone is coming to BCDC to pick up your personal property, they need to report to the Inmate Property Room sometime between 10:00 a.m. and 2:00 p.m., Mondays through Fridays (excluding State holidays). Your property can only be released to the authorized designee as listed on the property receipt. The person must have valid identification. The address is:

Baltimore City Detention Center
Jail Industries Building
531 E. Madison Street
Baltimore, Maryland 21202
(Graves Street Entrance)

If you choose to have your property mailed, the money to pay for this will be taken out of your BCDC account.

Items from the Commissary

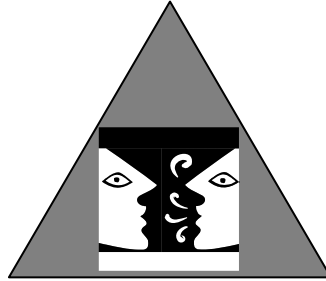
You can purchase personal items from the Commissary.

The section Officer will give commissary order forms to you. Please refer to the Juvenile Bulletin Board for further instructions. Normally, you will be able to order items weekly.

If you have less than \$3.95 in your account, you can receive a Welfare Bag. You can order this kit using the Commissary order form. You can only have 2 Welfare Bags per month. It contains 6 pieces of writing paper, 5 stamped envelopes, 1 pencil, 1 deodorant, 1 toothbrush, 1 tube of toothpaste, and 1 comb.

Mistake with Your Commissary Order?

- 1. Notify the Section Officer that a mistake has been made with your commissary order.*
- 2. Present the commissary order form along with the receipt.*
- 3. Give all of the commissary back to the officer.*
- 4. Fill out an "Inmate Statement" form, sign it, and give it to the Section Officer for processing.*



Outside Contact

In addition to mail, you can have contact with people outside of BCDC through the telephone and visits.

A telephone schedule will be provided.

Telephone

After meals, showers, and daily sanitation you may place *collect* telephone calls from the Juvenile Unit.

- ✓ You *cannot* contact the Court through these collect phone calls.
- ✓ You may schedule a time to use the phone in the case manager's office if your family has a block on their phone or if your family lives out of town by completing a request form.
- ✓ You will not be able to use the telephone on a daily basis.

U.S. Mail

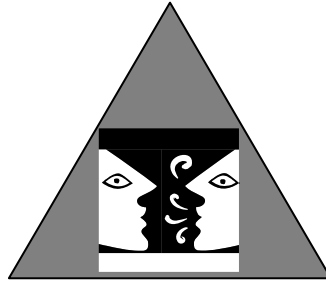
Mail is delivered to the Juvenile Unit, Monday through Friday. Upon receiving legal mail, the officer will bring the mail to you and verify your name and identification number on the envelope. Your mail is opened by the Section Officer for inspection, but is not read. You will sign and date a document acknowledging receipt of legal mail, and the officer will also sign and date the document.

Visits

You can have face-to-face contact with your attorney, clergy/minister, or personal guests, but only during certain times.

- ✓ *Attorney visits:* Tuesdays - Saturdays from 9:00 a.m. and 6:00 p.m.
- ✓ *Clergy visits:* You must schedule an appointment, and the Director of Religious Services must approve the visit.
- ✓ *Personal Guests visits:* The times for these visits are different depending on your status. Please refer to the Juvenile Bulletin Board for scheduled times and days.

***YOU MUST WEAR YOUR
WRISTBAND ON YOUR LEFT
WRIST AT ALL TIMES, INCLUDING
WHEN YOU RECEIVE VISITORS.***



Visiting Regulations

Your visitors must obey the following rules:

- ✓ If you have multiple visitors:
 - they must enter together
 - there can be no more than 3 people (2 adults + 1 minor or 1 adult + 2 minors)
- ✓ If you have a visitor under the age of 18:
 - they must come with an adult, unless the warden or an authority appointed by the warden gives you permission
 - they cannot visit on school days during school hours unless they are part of a family counseling session with you.
- ✓ If your visitor is an ex-inmate, former employee or ex-volunteer at BCDC:
 - You must submit a *written* request for their visit
 - The warden must approve of your request with a *written* approval
- ✓ All visitors must present valid identification in order to enter the facility. *Social Security cards are not a form of identification.*
- ✓ Before going to a visit, your bed must be made
- ✓ Your visitors must be dressed appropriately, or they will NOT be allowed into BCDC. Examples of inappropriate clothing include:
 - See-through clothing
 - Mini or Micro-mini skirts, shorts
 - Backless shirts, tank tops, sleeveless shirts, shirts above the belly
 - Jogging suits when there is no shirt under the jacket
 - Spandex tights, short or long, unless worn under a long dress

- ✓ Your visitors must be orderly. If they act up, they will not be allowed into BCDC.
- ✓ If your visitor is clearly intoxicated or on drugs, they will not be allowed into BCDC.
- ✓ Your visitors might be searched for drugs and other contraband.
 - If any of your visitors are found with drugs or other contraband, they will be banned from visiting BCDC and criminal charges may be filed.
- ✓ BCDC officers may refuse or end a visit, if they believe that the visit threatens security, safety, or is in violation of BCDC rules and regulations.

***VISITATION WITH PERSONAL
GUESTS IS A PRIVILEGE. YOUR
BEHAVIOR DETERMINES HOW
OFTEN YOU GET THIS PRIVILEGE***

Notes & Questions

My thoughts, notes and important names, numbers
and appointments to remember:

[illegible]