



Juvenile Justice Day Services

INTRODUCTION

Juvenile Justice Day Services provide structured, non-residential services and supervision to youth involved with the juvenile justice system. Youth are typically required to report to the program on a daily basis, for a specified length of time. Services may be provided: (1) when youth are adjudicated delinquent and ordered to attend the program; (2) as aftercare following participation in a more intensive residential program; (3) as an alternative to secure detention; and/or (4) as diversion from more formal involvement in the juvenile justice system.

Note: *Some agencies provide less intensive day programs (for example, reporting centers) that are not designed to include service planning. These agencies have the option to complete only: PA-JJD 1, 3, 4, 5, 6, 8, 9, 11, and 12.*

When an agency providing PA-JJD offers treatment for youth with mental health or substance use conditions, the agency should also complete COA's standards for Services for Mental Health and/or Substance Use Disorders (PA-MHSU).

The agency's services will be reviewed and matched with the most appropriate Service Standard, regardless of the population served. When an agency operates a program where the service population includes, but is not limited to, youth involved with the juvenile justice system, it may be more appropriate to complete another Service Standard, such as Day Treatment Services (PA-DTX) or Out-of-School Time Services (PA-OST).

Note: *Please see [PA-JJD Reference List](#) for a list of resources that informed the development of these standards.*

Table of Evidence

Self-Study Evidence

- Provide an overview of the different programs being accredited under this section. The overview should describe:
 - a. the program's service philosophy and approach to delivering services;
 - b. eligibility criteria;
 - c. any unique or special services provided to specific populations; and
 - d. major funding streams.
- If elements of the service (e.g., assessments) are provided by contract with outside programs or through participation in a formal, coordinated service delivery system, provide a list that identifies the

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providers and the service components for which they are responsible. Do not include services provided by referral.

- Provide any other information you would like the peer review team to know about these programs.
- A demographic profile of persons and families served by the programs being reviewed under this service section with percentages representing the following:
 - a. racial and ethnic characteristics;
 - b. gender/gender identity;
 - c. age;
 - d. major religious groups; and
 - e. major language groups
- As applicable, a list of groups or classes including, for each group or class:
 - a. the type of activity/group;
 - b. whether the activity/group is short-term or ongoing;
 - c. how often the activity/group is offered;
 - d. the average number of participants per session of the activity/group, in the last month; and
 - e. the total number of participants in the activity/group, in the last month
- A list of any programs that were opened, merged with other programs or services, or closed
- A list or description of program outcomes and outputs being measured

On-Site Evidence

No On-Site Evidence

On-Site Activities

No On-Site Activities

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PA-JJD 1: Engagement and Assessment

The agency contacts youth promptly, and conducts assessments that identify risks, needs, and strengths and are the basis for service planning and delivery.

Interpretation: *COA recognizes that youth may be screened and assessed elsewhere before they are referred to the agency. However, the agency can still take steps to further evaluate youth after referral. At minimum, the agency should review the results of previous assessments to ensure they meet COA's standards, and conduct additional assessments if those done previously are insufficient.*

Table of Evidence

Self-Study Evidence

- Screening and intake procedures
- Assessment procedures
- Assessment tool and/or criteria

On-Site Evidence

No On-Site Evidence

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served
- Review case records

PA-JJD 1.01

To promote safety and support timely initiation of services, the agency responds to referrals by:

- a. contacting youth promptly, within specified timeframes;
- b. gathering personal and identifying information;
- c. screening youth to identify emergency health needs and safety concerns, such as imminent danger or risk of future harm; and
- d. determining whether youth are appropriate for the program

Interpretation: *When youth are deemed inappropriate the agency should transfer them to more appropriate programs, or advocate for transfer with*

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the court or another relevant party with jurisdiction over youth. Agencies required by contract to accept all referrals may not be able to advocate for transfer, and should make every effort to ensure youth are referred to them only when services and supervision provided are a good match for youth, as referenced in PA-JJD 4.01.

When another party (such as the court) determines the date youth are to report to the program, it may not be relevant for the agency to contact youth. However, the agency should follow up if youth do not report as scheduled, and should still evaluate youths' appropriateness.

PA-JJD 1.02

Comprehensive assessments are conducted in a standardized manner, and identify:

- a. youths' problems and needs;
- b. youths' strengths and assets; and
- c. risks youth pose to the community.

Interpretation: *Relevant areas to consider include a youth's social skills and behavior, physical and mental health, substance use, family, education, and vocation. Special attention should be paid to any concerns identified in previous screenings and assessments.*

When possible, assessments should be based on multiple sources of information, including youth interviews, observations of youths' behavior, interviews with family members and previous service providers, and case records. Agencies that do not have the resources to comprehensively assess all youth in all relevant areas, for example, mental health, may conduct systematic service need screenings to determine when youth are in need of more in-depth assessments.

When a program is designed to provide less-intensive day services, it may be appropriate to complete a more minimal assessment.

Interpretation: *The Assessment Matrix - Private, Public, Canadian, Network determines which level of assessment is required for COA's Service Sections. The assessment elements of the Matrix can be tailored according to the needs of specific individuals or service design.*

PA-JJD 1.03

Personnel who conduct assessments are qualified by relevant training, skill,

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and experience, and can recognize youth with special needs.

PA-JJD 1.04

When youth are in need of further evaluation, the agency promptly provides or arranges for specialized assessments.

PA-JJD 1.05

Assessments are conducted in a responsive manner that includes attention to age, developmental level, gender, language, culture, race, ethnicity, religion, geographic location, sexual orientation, and trauma history.

PA-JJD 1.06

Assessments are conducted within specified timeframes and are updated periodically.

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PA-JJD 2: Service Planning and Monitoring

Youth participate in the development and ongoing review of service plans that are the basis for delivery of appropriate services, support, and supervision.

Interpretation: *When services are provided as aftercare that follows another more intensive program, "service plans" may actually be "transition" or "reentry" plans developed before youth were released from their previous placements. However, the agency is still expected to partner with personnel at those previous placements to facilitate effective planning and ensure that the standards are implemented.*

NA *The agency provides less-intensive day services.*

Table of Evidence

Self-Study Evidence

- Service planning and monitoring procedures

On-Site Evidence

- Documentation of case review

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served and their families
- Review case records

PA-JJD 2.01

A service plan is developed in a timely manner, and expedited service planning is available when urgent risks or needs are identified.

PA-JJD 2.02

Youth and relevant personnel are involved in developing service plans.

Interpretation: *Relevant personnel can include personnel from other organizations and agencies. For example, agencies providing aftercare services should partner with staff at the youth's previous placement to*

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develop an appropriate plan, as referenced in the Interpretation to PA-JJD 2. Regardless of personnel involved, service planning should be conducted so that youth retain as much personal responsibility as possible and appropriate, and the agency should follow applicable state laws or regulations requiring involvement or consent of youths' legal guardians.

PA-JJD 2.03

During service planning the agency explains:

- a. the range of services available;
- b. how the agency can support the achievement of desired outcomes;
- c. how youth and their progress will be monitored;
- d. any special rules, terms, or conditions, including conditions ordered by the court;
- e. benefits to be gained if the plan is fulfilled; and
- f. possible consequences of noncompliance.

Related: PA-CR 1.01

Interpretation: *Relevant terms or conditions can include, but are not limited to: mandated program attendance, school attendance, curfews, and drug testing.*

PA-JJD 2.04

The comprehensive service plan is based on the assessment and includes:

- a. desired goals and outcomes, and timeframes for achieving them;
- b. services and supports to be provided, and by whom;
- c. any unmet service and support needs;
- d. level of supervision needed, including any outside contacts required; and
- e. the signature of the youth and a parent or legal guardian.

Related: PA-BSM 2.06

Interpretation: *Like assessments, service plans should be responsive to the age, developmental level, gender, language, culture, religion, race, ethnicity, sexual orientation, and trauma history of youth, as well as to the characteristics of, and resources available in, the communities in which they reside.*

Although COA recognizes that engaging parents or legal guardians can be difficult, agencies should still strive to involve them to the extent possible

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and appropriate, and must follow any applicable laws or regulations requiring their involvement. See PA-JJD 5 for further information and guidance regarding family participation.

Note: *Behavior support and management strategies and interventions should be addressed a behavior support plan that may be part of the service plan, as referenced in PA-BSM 2.06.*

PA-JJD 2.05

Family members are involved in service planning and case conferences, and advised of ongoing progress.

Note: *See the Interpretation to PA-JJD 2.04.*

PA-JJD 2.06

Personnel and youth regularly review progress toward achievement of goals, and sign revisions to goals and plans.

PA-JJD 2.07

A worker and a supervisor, or a team of relevant personnel, review the case quarterly to assess:

- a. service plan implementation;
- b. progress toward achieving service goals and desired outcomes;
- c. the continuing appropriateness of service goals and timeframes; and
- d. the level of supervision needed.

Interpretation: *Timeframes for review can be adjusted depending upon youths' risks and needs, and the anticipated duration of service. Experienced workers may conduct reviews of their own cases. In such cases, their supervisors should review a sample of their evaluations.*

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PA-JJD 3: Service Philosophy, Modalities, and Interventions

The program's service philosophy:

- a. sets forth a logical approach for how the services, support, and supervision provided will meet the needs of youth while protecting the safety of their families, the community, their peers at the program, and personnel;
- b. guides the development and implementation of program activities and services based on the best available evidence of effectiveness; and
- c. outlines the service modalities and interventions that personnel may employ.

Interpretation: *A program model or logic model can be a useful tool to help staff think systematically about how the program can make a measureable difference by drawing a clear connection between the service population's needs, available resources, program activities and interventions, program outputs, and desired outcomes.*

Table of Evidence

Self-Study Evidence

- Include service philosophy in the Narrative
- Policies for prohibited interventions
- Procedures for use of non-traditional or unconventional practices
- Table of contents of training curricula

On-Site Evidence

- Documentation of training

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served
- Review case records

PA-JJD 3.01

The program is guided by a philosophy that provides a logical basis for the services, support, and supervision delivered, based on goals and the best

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available evidence of effectiveness.

Interpretation: *Agencies are expected to demonstrate that their service philosophy includes a commitment to rehabilitation.*

(FP) PA-JJD 3.02

If the agency permits the use of service modalities and interventions it defines as non-traditional or unconventional, it:

- a. explains any benefits, risks, side effects, and alternatives to the youth or a legal guardian;
- b. ensures that personnel receive sufficient training, and/or certification when it is available; and
- c. monitors the use and effectiveness of such interventions.

Related: PA-RPM 2.03

Interpretation: *Examples of non-traditional and unconventional service modalities or interventions include, but are not limited to: hypnosis, acupuncture, and modalities or interventions that involve physical contact, such as massage therapy.*

NA *The agency does not permit non-traditional or unconventional modalities or interventions.*

(FP) PA-JJD 3.03

Agency policy prohibits:

- a. corporal punishment;
- b. the use of aversive stimuli;
- c. interventions that involve withholding nutrition or hydration, or that inflict physical or psychological pain;
- d. the use of demeaning, shaming, or degrading language or activities;
- e. unnecessarily punitive restrictions;
- f. forced physical exercise to eliminate behaviors;
- g. unwarranted use of invasive procedures or activities as a disciplinary action;
- h. punitive work assignments;
- i. punishment by peers; and
- j. group punishment or discipline for individual behavior.

Related: PA-BSM 2.03

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(FP) PA-JJD 3.04

An intervention is discontinued immediately if it produces adverse side effects or is deemed unacceptable according to prevailing professional standards.

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PA-JJD 4: Collaboration and Coordination

Collaboration and coordination increase the ability of the agency, community, and system as a whole to supervise and support youth, and promote their chances of living successfully in the community.

Interpretation: *This core concept standard is intended to address the range of organizations and agencies likely to serve or encounter youth who are or may become involved with the juvenile justice system. Relevant organizations, agencies, and other parties to consider include: juvenile court personnel, including judges; probation; parole; law enforcement; prosecution and defense attorneys; representatives of state agencies responsible for juvenile justice services and detention; child welfare agencies; schools; mental health care providers; substance use treatment providers; medical and health care providers; and community organizations, including parks and recreation services, libraries, cultural institutions, businesses, and faith-based institutions.*

Research Note: *Literature emphasizes that youth often have inter-related needs, and suggests that there should be a high level of coordination among organizations and agencies serving youth involved with the justice system. Much of this literature describes initiatives that must be championed and implemented on a large scale, such as developing integrated information sharing systems, adopting cross-system assessment instruments, or creating county-wide interagency teams. However, it also reveals smaller steps individual agencies can take to promote coordination and collaboration.*

Note: *Collaboration by nature involves other organizations and agencies, and COA recognizes that there are obvious limits as to how much an individual agency can do. However, agencies are still expected to take steps to encourage the collaboration and coordination that can help promote positive outcomes for youth.*

Table of Evidence

Self-Study Evidence

- A description of the agency's collaboration and coordination efforts
- Procedures for collaborating with relevant organizations, agencies, and other parties
- Confidentiality procedures

On-Site Evidence

- List of community programs and services and information on how to

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access them

- Evidence of collaboration with relevant organizations, agencies, and other parties, including agreements with any cooperating providers

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served
- Review case records

PA-JJD 4.01

The agency collaborates with relevant parties, such as the court, to encourage placement of youth into programs that address their risks and needs in the least restrictive environment necessary.

PA-JJD 4.02

The agency:

- a. maintains a comprehensive, up-to-date list of community programs and services, and information on how to access them; and
- b. advocates for additional services and supports when existing resources are lacking or inaccessible.

PA-JJD 4.03

The agency collaborates with other organizations and agencies to:

- a. arrange for the delivery of needed services the agency does not provide; and
- b. promote a comprehensive, coordinated approach to serving youth.

Related: PA-CR 2

Interpretation: *This can include organizations and agencies involved with youth both during and prior to their placement at the agency, and relevant court or legal personnel. As referenced in CR 2, when information will be shared with other organizations and agencies, youth should be informed of any limits on confidentiality before they disclose information. This may be*

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especially important when the agency serves youth prior to adjudication, and youth might reveal self-incriminating information that could potentially be used against them in legal proceedings.

PA-JJD 4.04

The agency reaches out to community resources and partners to:

- a. provide education about youths' strengths and needs;
- b. identify opportunities for youth to become involved with or contribute to the community, when possible and appropriate; and
- c. recruit volunteers.

Interpretation: *Relevant community resources and partners may include, but are not limited to: other youth-serving providers, schools, libraries, parks and recreation services, cultural institutions, local businesses, and faith-based institutions.*

PA-JJD 4.05

The agency promotes a more comprehensive understanding of the different organizations, agencies, and systems serving youth by:

- a. educating its personnel about other systems working with the youth they serve; and
- b. educating other organizations and agencies about the juvenile justice system, or advocating for cross training.

PA-JJD 4.06

The agency facilitates appropriate collaboration and coordination by identifying laws, regulations, and other requirements governing information sharing and confidentiality, and:

- a. developing procedures and agreements consistent with these requirements; and
- b. training personnel to share information in accordance with the procedures.

Related: PA-CR 2

Interpretation: *When possible, this should include procedures and/or agreements designed to protect youth from self-incrimination. As referenced*

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in PA-JJD 4.03, this may be especially important when agencies serve youth prior to adjudication.

Research Note: *Relevant laws, regulations, and other requirements may include federal, state, and local statutes, ordinances, resolutions, regulations, court orders, and legal opinions. These requirements can vary from place to place, and literature acknowledges that issues related to confidentiality and information sharing are complicated. However, it also emphasizes that there are ways to appropriately share information within the legal limitations that exist, and suggests that one of the greatest obstacles to information sharing may be that people do not always understand what they are and are not permitted to share. Accordingly, this literature points to the importance of understanding relevant requirements, and developing procedures and agreements for sharing information appropriately.*

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PA-JJD 5: Family Involvement and Services

The agency partners with families to help them provide youth with appropriate and consistent support and supervision.

Interpretation: *COA recognizes that involving families can be difficult. However, agencies should still strive to involve families to the extent possible, unless family contact is contraindicated. If family contact is contraindicated and the youth resides with someone other than a family member, it may be appropriate to involve that person instead.*

Note: *"Family" can be defined broadly, as referenced in the Glossary.*

Table of Evidence

Self-Study Evidence

- A description of family involvement
- Procedures for involving youth's families

On-Site Evidence

No On-Site Evidence

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served and their families
- Review case records

PA-JJD 5.01

Families are involved in assessment, service delivery, and planning for transition and aftercare.

Interpretation: *Family members should also be involved in service planning and case conferences, as addressed in PA-JJD 2.05.*

PA-JJD 5.02

The agency encourages family involvement by:

- a. including family members in scheduling decisions;
- b. allowing participation through teleconferencing;

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- c. assisting with transportation and childcare, as needed and to the extent possible;
- d. helping personnel develop and maintain positive relationships with family members; and
- e. providing an environment conducive to family activities.

Interpretation: *Personnel should demonstrate: (a) sensitivity to the willingness of the family to be engaged; (b) respect for family members' autonomy and confidentiality; (c) a non-threatening manner; (d) flexibility; and (e) persistence.*

PA-JJD 5.03

To strengthen the family's ability to support and supervise youth, the agency helps family members:

- a. meet any unmet service needs;
- b. maintain and strengthen family relationships;
- c. prevent, manage, and resolve family conflicts; and
- d. identify strengths that can help them meet future challenges.

Interpretation: *The agency may help the family by, for example, providing family counseling, or linking family members with needed community resources. Although family members may receive services at the agency, it may also be appropriate to provide or arrange for the delivery of services in the home or elsewhere in the community.*

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PA-JJD 6: Developing Life Skills and Connections

Youth are engaged in programming and activities that help them build skills, explore interests, experience a sense of self-efficacy and belonging, and contribute to the community.

Research Note: *Some research suggests that cognitive behavioral interventions and interpersonal skills training are promising ways to address youths' risks and needs and help them develop competencies that can help them succeed.*

Table of Evidence

Self-Study Evidence

- A description of services

On-Site Evidence

- Program curricula

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served
- Review case records

PA-JJD 6.01

Youth are helped to develop social skills needed to:

- a. solve problems, resolve conflicts, and make decisions;
- b. control impulses and manage anger; and
- c. interact appropriately with others.

PA-JJD 6.02

Youth are helped to understand the impact of past actions and behaviors, and taught how to make responsible, pro-social decisions in the future.

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PA-JJD 6.03

Personnel model pro-social behavior and attitudes in daily interactions, and youth are expected and encouraged to do the same.

PA-JJD 6.04

Youth have opportunities to practice and demonstrate their skills outside the facility, when possible and appropriate.

Interpretation: *Relevant opportunities to practice and demonstrate skills may include community service projects or vocational placements. As referenced in PA-JJD 4.04, it may be appropriate to collaborate with others to identify meaningful ways for youth to contribute to the community.*

Research Note: *Literature emphasizes that there is more to competency development than skills training, and notes that youth also need opportunities to use skills in productive, valued activities.*

PA-JJD 6.05

Youth are helped to develop age-appropriate skills they can use in daily life in their homes and communities.

Interpretation: *Relevant skills may include, but are not limited to: identifying networks of support; time management; accessing and using community resources; pursuing educational and occupational opportunities; household management; budgeting and money management; and accessing available financial assistance.*

PA-JJD 6.06

To promote their ability to maintain better health practices, youth receive appropriate support and education regarding:

- a. proper nutrition and exercise;
- b. personal hygiene;
- c. substance use prevention;
- d. sexual development;
- e. prevention and treatment of diseases, including sexually transmitted diseases; and
- f. pregnancy prevention and responsible parenting.

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PA-JJD 6.07

Pregnant and parenting youth are helped to develop skills and knowledge related to:

- a. basic caregiving routines;
- b. child growth and development;
- c. meeting children's health and emotional needs;
- d. environmental safety and injury prevention;
- e. parent-child interactions and bonding;
- f. age-appropriate behavioral expectations and appropriate discipline; and
- g. pregnancy planning and the spacing of children.

NA *The agency does not serve pregnant or parenting youth.*

PA-JJD 6.08

Youth have opportunities to participate in activities appropriate to their needs, skills, and interests, including:

- a. sports and athletic activities;
- b. cultural enrichment activities;
- c. academic enrichment and support activities; and
- d. social activities.

(FP) PA-JJD 6.09

The agency evaluates youth for their ability to participate in recreational activities, and obtains written, signed permission slips from their parents or legal guardians stating that youth are physically capable of participating in sports and athletic activities.

Interpretation: *If youth participate in strenuous athletic activities, or if their parents or legal guardians are not reachable, it may also be appropriate to obtain a medical records release or a signed document from a qualified medical professional stating that youth are physically capable of participating.*

PA-JJD 6.10

Youth are helped to cultivate positive connections outside the program by identifying:

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- a. pro-social recreational and leisure time activities; and
- b. sources of pro-social support, such as mentors, community members, peers, siblings, or other family members.

Research Note: *Literature emphasizes the importance of developing pro-social community bonds and relationships.*

Note: *Involvement in the activities described in PA-JJD 6.04 can also facilitate the development of positive community connections.*

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PA-JJD 7: Education Services

Comprehensive, coordinated education services help youth catch up in school and advance to the highest possible level of academic achievement.

NA *The agency provides services in the after-school or evening hours, only.*

Table of Evidence

Self-Study Evidence

- A description of services
- Procedures for developing educational plans
- Procedures for enrolling participants in local school, if applicable

On-Site Evidence

- Procedures for coordinating with local school district, if applicable

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served
- Review case records

PA-JJD 7.01

Each youth is:

- a. provided with an education plan that is integrated with the service plan;
and
- b. enrolled in an appropriate educational program.

Research Note: *Research suggests that many youth involved with the juvenile justice system are in need of special education services and highlights the importance of: (1) identifying when youth are eligible for special education, as referenced in PA-JJD 1.02; (2) developing individualized education programs (IEPs) that meet their needs; and (3) arranging for the delivery of special education services.*

PA-JJD 7.02

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The educational program incorporates effective instructional practices, quality curriculum design, and educational tools for diverse learning needs.

PA-JJD 7.03

The educational program is approved, certified, accredited, registered, or operated by or in conjunction with the local school district.

PA-JJD 7.04

The educational program complies with all state and local requirements regarding:

- a. the number of hours students spend in school per day;
- b. the qualifications of educational personnel; and
- c. the ratio of students to educational personnel.

PA-JJD 7.05

Program personnel routinely and frequently communicate and collaborate with educational personnel.

PA-JJD 7.06

The agency provides or arranges, as needed:

- a. tutoring;
- b. preparation for a high school equivalency diploma; and
- c. college preparation.

Purpose

Juvenile Justice Day Services promote public safety and reduce the need for out-of-home placements by allowing youth to reside in their communities while they address problems and develop the attitudes and skills needed to make responsible choices, avoid negative behaviors, and become productive, connected, and law-abiding members of their communities.



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PA-JJD 8: Service Environment and Culture

The service environment and culture support personal growth, rehabilitation, and positive behavior.

Table of Evidence

Self-Study Evidence

- A description of services

On-Site Evidence

- Program rules and expectations
- Program schedule

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served
- Review case records
- Observe site

(FP) PA-JJD 8.01

Program rules and expectations are:

- a. clearly conveyed to youth and personnel; and
- b. enforced in a fair and consistent manner.

PA-JJD 8.02

The agency maintains a supportive culture that encourages positive, respectful, and cooperative interactions and relationships between:

- a. youth and personnel; and
- b. youth and their peers.

Related: PA-BSM 2.02

Interpretation: *Personnel should also strive to anticipate, manage, and reduce the incidence of bullying and other unsafe, negative, or anti-social*

Purpose

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peer interactions.

Note: *The training and activities addressed in PA-JJD 6 should support the development of the positive, pro-social culture described in this standard.*

PA-JJD 8.03

The program setting is welcoming and supportive, and program space, materials, and services are appropriate for and sensitive to youths' age, developmental level, language, gender, culture, race, ethnicity, religion, sexual orientation, and past experiences of trauma.

PA-JJD 8.04

The agency maintains an accurate and readily-accessible schedule of services, and youth spend their time engaged in meaningful programming and activities.

PA-JJD 8.05

Youth receive nutritious snacks or meals, as appropriate to the time of day they attend the program.

Purpose

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Juvenile Justice Day Services

PA-JJD 9: Maintaining Safety and Security

The agency maintains a safe, secure environment where youth, personnel, and community members are protected from harm.

Note: *PA-ASE and PA-BSM address additional practices that contribute to safety and security.*

Table of Evidence

Self-Study Evidence

- Procedures for maintaining safety and security, including procedures for conducting searches
- Youth/staff ratios

On-Site Evidence

- Youth/staff ratios and coverage schedules for the past year

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served
- Review case records
- Observe site

(FP) PA-JJD 9.01

The agency provides sufficient supervision to ensure the safety of youth, personnel, and the community, and additional personnel are available in case of emergency.

Interpretation: *Personnel-to-youth ratios should be based on youths' risks and needs. Higher ratios may be advisable during field trips away from the program site, as referenced in PA-JJD 9.05.*

(FP) PA-JJD 9.02

To promote the safety and security of youth, the facility, and the community, the agency:

- a. regulates entry into and exit from the facility;

Purpose

Juvenile Justice Day Services promote public safety and reduce the need for out-of-home placements by allowing youth to reside in their communities while they address problems and develop the attitudes and skills needed to make responsible choices, avoid negative behaviors, and become productive, connected, and law-abiding members of their communities.



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- b. monitors youths' attendance; and
- c. follows up when youth are unexpectedly absent.

(FP) PA-JJD 9.03

When it is necessary to search youth or their property, trained personnel do so according to procedures that:

- a. are consistent with applicable state and federal law;
- b. define when there is reasonable cause to conduct a search;
- c. minimize the invasiveness of the search;
- d. respect youths' dignity; and
- e. establish a process and timetable for administrative review.

Interpretation: *Agencies should conduct more invasive searches only when there is reason to do so, and demonstrate that these searches are:*

(1) conducted by qualified staff, and (2) accompanied by an increased level of administrative review.

(FP) PA-JJD 9.04

Weapons are prohibited within the facility, and armed law enforcement officers are required to check weapons in a secure area.

Interpretation: *If agency policy allows armed law enforcement officers to enter the agency's facilities, the agency should explain: (1) under what circumstances this practice is permitted (e.g., in emergency situations), and (2) how safety is ensured while the armed officers are on site.*

(FP) PA-JJD 9.05

When youth have opportunities to participate in activities away from the program site, the agency:

- a. defines when youth are eligible for the opportunity;
- b. evaluates youth for eligibility and appropriateness; and
- c. provides or arranges for sufficient support and supervision.

PA-JJD 9.06

Purpose

Juvenile Justice Day Services promote public safety and reduce the need for out-of-home placements by allowing youth to reside in their communities while they address problems and develop the attitudes and skills needed to make responsible choices, avoid negative behaviors, and become productive, connected, and law-abiding members of their communities.



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The agency appropriately and consistently documents, reviews, and reports incidents of youth noncompliance.

Interpretation: *The agency should follow any applicable policies, procedures or other rules for reporting infractions such as unexcused absences to the court or other party with jurisdiction over youth.*

Purpose

Juvenile Justice Day Services promote public safety and reduce the need for out-of-home placements by allowing youth to reside in their communities while they address problems and develop the attitudes and skills needed to make responsible choices, avoid negative behaviors, and become productive, connected, and law-abiding members of their communities.



Juvenile Justice Day Services

PA-JJD 10: Planning for Transition and Aftercare

The agency and youth work together to prepare for transition and plan how to live responsibly in the community after completing the program.

Interpretation: *Although "Planning for Transition and Aftercare" is a specific core concept standard, it is important to note that transition preparation should not actually be an entirely separate practice. In contrast, the services provided throughout program involvement should be designed to help youth avoid lives of crime and become productive members of their communities.*

NA *The agency provides less-intensive day services.*

Table of Evidence

Self-Study Evidence

- Transition planning procedures

On-Site Evidence

No On-Site Evidence

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served
- Review case records

PA-JJD 10.01

Aftercare plans are developed sufficiently in advance of case closing to ensure an orderly transition.

PA-JJD 10.02

Youth, their family members, and relevant personnel are involved in developing plans for transition and aftercare.

Interpretation: *Relevant personnel can include personnel from outside organizations and agencies. If another party, such as an aftercare case manager, is primarily responsible for providing aftercare, he or she should*

Purpose

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be involved in the planning process as soon as possible and may play a role in implementing the practices noted in this section. However, the agency is still expected to partner with that party to facilitate effective planning and ensure that the standards are implemented.

PA-JJD 10.03

Individualized aftercare plans identify resources, supports, and services that can address risks and needs, and help youth live responsibly in their communities.

Interpretation: *Services may include: (1) resources currently being utilized; and (2) potential resources for the future. Like assessments and service plans, aftercare plans should be responsive to the age, developmental level, gender, language, culture, religion, race, ethnicity, and sexual orientation of youth, as well as to the characteristics of the communities in which youth reside.*

PA-JJD 10.04

The agency takes the initiative to contact resources, services, and supports specified in the aftercare plan to:

- a. ensure that youth are admitted to appropriate programs;
- b. prepare any new service providers for youths' arrival; and
- c. build positive connections to support youth.

Purpose

Juvenile Justice Day Services promote public safety and reduce the need for out-of-home placements by allowing youth to reside in their communities while they address problems and develop the attitudes and skills needed to make responsible choices, avoid negative behaviors, and become productive, connected, and law-abiding members of their communities.



Juvenile Justice Day Services

PA-JJD 11: Case Closing and Follow-Up

Case closing is an orderly process, and follow-up assistance helps youth avoid future delinquency.

Table of Evidence

Self-Study Evidence

- Case closing and follow-up procedures

On-Site Evidence

No On-Site Evidence

On-Site Activities

- Interview:
 - a. Program director
 - b. Relevant personnel
 - c. Youth served
- Review case records

PA-JJD 11.01

A written summary of the case record is provided to the court or another party with jurisdiction over the youth, and includes an assessment of:

- a. any unmet needs;
- b. the degree to which goals were or were not achieved; and
- c. reasons for success or failure.

PA-JJD 11.02

Upon case closing, the agency notifies any collaborating service providers.

PA-JJD 11.03

The agency follows up with youth to monitor progress and ensure they access needed services and supports.

Interpretation: *As noted in PA-JJD 10.02, another party, such as an*

Purpose

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aftercare case manager, may have primary responsibility for providing follow-up services. When this is the case the agency may implement this standard by demonstrating that the other party conducts appropriate follow-up.

PA-JJD 11.04

As a continuing resource for information, crisis management, and support, the agency provides each youth with contact information for the agency or the aftercare provider, as appropriate.

Purpose

Juvenile Justice Day Services promote public safety and reduce the need for out-of-home placements by allowing youth to reside in their communities while they address problems and develop the attitudes and skills needed to make responsible choices, avoid negative behaviors, and become productive, connected, and law-abiding members of their communities.



Juvenile Justice Day Services

PA-JJD 12: Personnel

Personnel have the training, skills, and experience needed to help youth overcome problems and become productive, connected, and law-abiding citizens.

Table of Evidence

Self-Study Evidence

- Program staffing chart that includes lines of supervision
- List of program personnel that includes:
 - a. name;
 - b. title;
 - c. degree held and/or other credentials;
 - d. FTE or volunteer;
 - e. length of service at the agency;
 - f. time in current position
- Table of contents of training curricula
- Procedures and criteria used to assign and evaluate workloads

On-Site Evidence

- Documentation of training
- Training curricula
- Job descriptions
- Documentation of workload assessment

On-Site Activities

- Interview:
 - a. Supervisors
 - b. Personnel
- Review personnel files
- Verify employment of or contract with professionals providing specialized services, if applicable

PA-JJD 12.01

Personnel are competent in:

- a. understanding youth development;
- b. communicating respectfully and effectively with youth;
- c. understanding youths' rights and responsibilities;

Purpose

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- d. assessing risks and safety;
- e. recognizing and responding to needs, including needs related to health, mental health, and substance use;
- f. conflict management, crisis intervention, and de-escalation techniques;
- g. appropriate disciplinary techniques;
- h. providing services in a culturally competent manner that considers gender, race, ethnicity, sexual orientation, developmental level, disability, and other relevant characteristics; and
- i. collaborating with other providers.

Related: PA-BSM 3, PA-BSM 4

Interpretation: *Competence can be demonstrated through a combination of education, training, and experience.*

PA-JJD 12.02

Personnel providing youth care and supervision are qualified by at least:

- a. two years of college in a social or human service field; or
- b. a high school degree or equivalent and at least two years' experience working with youth.

PA-JJD 12.03

Case managers are qualified by:

- a. an advanced degree in a social or human service field; or
- b. a bachelor's degree in a social or human service field and experience working with youth.

PA-JJD 12.04

Qualified professionals and specialists provide any needed services related to:

- a. mental health;
- b. substance use;
- c. medicine and dentistry;
- d. nursing; and
- e. education.

Purpose

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NA *The program is not designed to provide or coordinate these services.*

PA-JJD 12.05

A team approach is used to ensure a comprehensive, integrated approach to service delivery and supervision.

Interpretation: *While PA-JJD 4 addresses coordination with personnel at other organizations and agencies, this standard is intended to encourage appropriate communication and coordination among the agency's personnel.*

PA-JJD 12.06

Employee workloads support the achievement of positive outcomes for youth, are regularly reviewed, and are based on an assessment of the following:

- a. the qualifications, competencies, and experience of personnel, including the level of supervision needed;
- b. case complexity and status, including the intensity of youths' risks and needs;
- c. the work and time required to accomplish assigned tasks, including those associated with individual caseloads and other job responsibilities;
- d. whether services are provided by multiple professionals or team members; and
- e. service volume.

PA-JJD 12.07

Supervisors are qualified by:

- a. an advanced degree in a social or human service field; or
- b. a bachelor's degree in a social or human service field and at least two years' experience working with youth.

Purpose

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