



**Fort Bend County Alternative School (FBCAS)
Juvenile Justice Alternative Education Program (JJAEP)**

3409 Avenue F
Rosenberg, Texas 77471

School hours: 7:45 am – 4:00 pm

Fort Bend County Probation Staff:	LCISD Instructional Staff:
Steven Reprogle, Director (832) 471-2531	Dr. Melissa Smith, Special Sites Administrator (832) 223-0953
Nina Giannini, Admin. Assistant (832) 471-2533	Rebecca Schultz, Special Sites Assist. Principal (832) 223-0907
Travis Stryk, Probation Officer (832) 471-2535	Ms. Nelly SanMartin, Special Sites Counselor (832) 223-0952
Kim Cedillo, Site Supervisor (832) 471-2539 Joe Esparza, Assistant Site Supervisor (832) 471-2536	Lorena Torres, Special Sites Admin. Assistant (832) 223-0956 (w) - (832) 223-0951 (fax)
Teachers: Daphne Colbert, Donna Savage, & David Meyer Paraprofessional: Lenette Smith	

The JJAEP is a state mandated alternative school program operating under authority of the Juvenile Board. Its students are expelled and referred by the county’s school districts as well as referred by the Juvenile Courts. The program is a cooperative effort of both the Fort Bend and Lamar Consolidated Independent school districts with the Fort Bend Juvenile Probation Department.

The program strives to give students an opportunity to change undesirable behaviors within a modified therapeutic community setting. The therapeutic community is highly a highly structured program that begins at 7:45 a.m. and concludes at 4:00 p.m. daily. Students and staff alike are considered members of the community that strives to provide a positive, safe culture for behavior change. This culture is developed through a system of expectations, rewards, community meetings and activities, and through group counseling.

The goals of the therapeutic community include the development of student leaders to provide peer guidance and healthy social interaction, behavioral change through accountability and provision of positive alternatives to negative behavior, identifying and avoiding thinking errors, and engage in the healthy lifestyle of “Right Living”, to name a few. Staff project a more positive image in managing non-compliant behavior through verbal interaction and the provision of learning experiences that are directly related to the unacceptable behavior displayed. Whenever possible and appropriate, student peers are employed to help struggling students realize the benefit of compliant behavior. While staff are always the rational authority of the community, these measures are directed at reducing the adversarial relationship between staff and students. Students enter the program on orientation status and progress through phases I through III by demonstrating their improved skills and abilities in such areas as increasing self-awareness, developing positive work habits, accepting responsibility for negative behavior, displaying responsible concern for others by constructively confronting other community members, putting forth the effort to pass all classes, among displaying other skill sets of healthy behavior. Most if not all problems in the community are constructively managed by the community. All students are held accountable to be healthy community members and are rewarded accordingly.

Web page: <https://tinyurl.com/yxp5at65>

For additional information, please contact:
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