

**OFFICE OF CONTINUOUS IMPROVEMENT
GEORGIA DEPARTMENT OF JUVENILE JUSTICE**

EDUCATION

Educational services for youth participating in juvenile justice programs are vital to the success of the youth. The Department of Juvenile Justice should provide youth with a broad educational program that is most suited to their individual needs and abilities. A juvenile justice education program should provide the following comprehensive range of options:

- Literacy and other functional skills for students with cognitive, behavioral, and/or learning problems;
- Academic courses associated with Carnegie units credits for students who may return to community schools or who may earn a diploma while at the program;
- General Equivalency Diploma (GED) preparation, testing and attainment for students not likely to return to community schools; and
- Pre-vocational and vocational education related to student interests and meaningful employment opportunities in the community.

A well-rounded educational program for youth development that includes these services will afford them opportunities for improvement.

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Length of School Year, School Day and Instructional Time (Core)

3.01 The Written policy, procedure and practice document that the length of the school year, school day and instructional time are in accordance with Georgia law and the requirements of the Georgia Board of Education (GBOE).

- According to the system calendar, the length of the school year for students is a minimum of 220 days, and high school graduation is scheduled at the end of each semester or as needed;
- Instructional time for any grade 1-12 is not less than a daily average of 5.5 hours (330 minutes); and
- Every student in grades 9-12 is scheduled for a minimum of five class periods for each day enrolled unless allowable exemptions apply. An exemption waiver may be necessary from the Department of Education (DOE).

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review school calendar and school schedule;
- Review individual student schedules;
- Review IEPs for student service segments;
- Observe operation of the educational program; and
- Review student transcripts.

Reference: DJJ Policy 13.1, DJJ School District
DJJ Policy 13.2, School Attendance
SBOE 160-4-2-.16, 160-5-1-.01 and 160-5-1-.02
SACS 6.3 and 9.4
OCGA 20-2-151, 20-2-160 and 20-2-168

Reviewer's Notes:

Compliance Ratings

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**Non-Compliance
Compliance**

Educational Funding

3.02 The facility administrator and Director of the Office of Education ensure that funding is appropriate to achieve identified goals and student outcomes. Students are provided the required texts and other instructional materials needed to meet course objectives.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Interview the facility administrator, school administrators, support services personnel and special education staff;
- Observe the operations of the educational settings and the interactions of staff with students; and
- Review documents such as the budget, fiscal records, class curricula, receiving reports and purchase orders for education material and equipment.

Reference: ACA 3-JDF-5C-03
CEA 9 through 12
SACS 3.17, 3.18 and 5.11
OCGA 20-2-182

Reviewer's Notes:

Compliance Ratings

**Non-Compliance
Compliance**

School Enrollment

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3.03 Written policy, procedure and practice require that all school-age youth attend school, in accordance with Georgia law and the GBOE.

- All youth between the ages of seven and 16 are enrolled in school;
- All youth are enrolled in the school program within 72 hours of admission, excluding weekends and holidays;
- Youth who attend General Equivalency Diploma (GED) classes meet the qualifications for admission into the GED course of study. DOE does not recognize Pre-GED and GED studies as academic programs of study; and
- During school hours, all youth attend one of the following programs: the academic program, GED studies or job/occupational training program.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Interview students;
- Interview educational staff;
- Review school attendance records and compare with admission dates; and
- Review class schedules.

Reference: DJJ Policy 13.1, DJJ School District
DJJ Policy 13.2, School Attendance
CEA 56 and 60
SBOE 160-5-1-.10
OCGA 20-2-150, 20-2-690 and 20-2-690.1

Reviewer's Notes:

Performance Ratings

Unsatisfactory

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Satisfactory
Commendable
Excellent

Classroom and Administrative Space

3.04 The facility has classroom and administrative space that allows for classes to be conducted simultaneously without one class interfering with the other and provides for individual teacher planning periods in areas not occupied by students.

- Classrooms used for students with exceptionalities are a minimum of 350 square feet, or have 38 square feet per student and are free from distractions.

Reviewer Guidelines: It is essential that the educational component of the program be provided in a location with space so that each student's ability to learn is optimized. Classroom overcrowding must be avoided. Teachers and other school personnel should have administrative and storage spaces so that the teaching environment contributes to the success of the educational program.

To determine the rating, the reviewer will:

- Observe administrative space;
- Observe whether classrooms are free of auditory and visual obstruction;
- Observe number of students in regular and special education classes to determine whether there are sufficient desks, chairs, unencumbered space, etc. for the number of youth in the room on any given day; and
- Interview teachers regarding daily class sizes.

Reference: ACA 3-JDF-2E-05 and 3-JTS-2E-04
CEA 68
SBOE 160-4-7-.11
SACS 3.15, 3.16 and 3.22 through 3.24

Reviewer's Notes:

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Compliance Ratings

**Non-Compliance
Compliance**

Instructor Requirements

3.05 All instructors meet minimum criteria for licensure developed by the Professional Standards Commission (PSC). All instructors employed by the system hold current licenses or are provided the minimum clock-hours of job-related training.

- All instructors possess the minimum of a high school diploma or a GED;**
- Instructors that are employed and assigned to reduce class size remain in the classroom to maintain the numbers allowed by the GBOE.**
- Aides and paraprofessionals have a minimum of 10 clock hours of job-related training within the first 30 school days of employment; and**
- All instructors receive, at a minimum, a total of 50 clock hours of job-related training within the first year of employment. If instructors are employed to support media center services, 10 of the required 50 clock hours of training are specific to the media center and its routine.**

Reviewer Guidelines: An instructor is defined as a person with less professional training who takes no independent actions and has no decision-making authority but performs routine tasks assigned by personnel with higher certification.

To determine the rating, the reviewer will:

- Review certificate documentation of employment clock hours;
- Interview paraprofessionals and teacher aides;
- Review training records; and
- Review personnel files.

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References: ACA 3-JTS-5D-12
CEA 24
SBOE 160-5-1-.22
SACS 3.11
PSC 505-2-.19
OCGA 20-2-204 and 20-2-215

Reviewer's Notes:

Compliance Ratings

**Non-Compliance
Compliance**

Teacher Certification

3.06 Written policy, procedure and practice document that all professional personnel employed at a long-term YDC hold valid Georgia certificates and work in the field of the certification. All professional personnel employed at an RYDC or short-term YDC hold a valid Georgia certificate.

Reviewer Guidelines: YDC instructional personnel shall have a college major (at least 24 semester hours) or certificate in their assigned field for the major portion of the school day. YDC instructional personnel may teach for less than a major portion of the school day a subject in which they have earned at least 12 semester hours of credit.

To determine the rating, the reviewer will:

- Review certificates; and
- Review teacher class schedules and master schedule.

Reference: DJJ Policy 13.1, DJJ School District
ACA 3-JTS-5D-12
CEA 23 and 24
SBOE 160-4-7-.11 and 160-5-1-.22
SACS 3.6 and 3.7
PSC 505-2-.09, 505-2-.10, 505-2-.17 and 505-2-.50

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OCGA 20-2-200 through 203 and 20-2-989.1

Reviewer's Notes:

Compliance Ratings

**Non-Compliance
Compliance**

Training

- 3.07** Written policy, procedure and practice require that opportunities are provided for all school officials and personnel to continue professional development throughout their careers.
- Educational programs are provided to teachers and all other education employees on HIV infection and other communicable diseases, including transmission, risk reduction and universal precautions for handling blood and body fluids;
 - Annual updates regarding identifying and reporting suspected child abuse and neglect are provided for veteran employees;
 - A comprehensive staff development plan is submitted to and approved by the DOE; and
 - Staff development activities are implemented according to the approved comprehensive staff development plan.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review staff training plan;
- Review training records; and
- Review attendance at mandated in-service training (minimum of 4 days according to school calendar).

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Reference: DJJ Policy 13.1, DJJ School District
ACA 3-JDF-1D-01 and 3-JTS-1D-01
CEA 27 through 29
SBOE 160-1-3-.03 and 160-3-3-.04
SACS 3.14, 4.2 and 5.10
OCGA 20-2-182, 20-2-210, 20-2-230, 20-2-232 and 20-2-281

Reviewer's Notes:

Performance Ratings

Unsatisfactory
Satisfactory
Commendable
Excellent

Substitute Teachers

- 3.08** Written policy, procedure and practice document that qualified substitute teachers are provided for teachers who are absent.
- At a minimum, each substitute teacher holds a high school diploma or GED certificate;
 - Each facility employs the most qualified substitute teachers from a ranked list of categories established by the Professional Standards Commission;
 - Each teacher absent from one to 45 days is replaced by a qualified substitute teacher from the approved list;
 - Any classroom teacher vacancy for 46 or more consecutive days in a school year is filled with a certified in-field teacher, except in situations where longer periods of time are allowed by state or federal law;
 - School leadership personnel and the facility administrator ensure that instructional leadership and classroom management is maintained by the substitute to ensure minimal interruption of student progress;

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- All substitute teachers receive appropriate substitute teacher or paraprofessional training as required by the Professional Standards Commission; and
- All substitutes on the list are approved by the facility administrator and the Office of Education.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review substitute teacher list, personnel records, sign in logs, and staff training records;
- Interview substitute teachers; and
- Interview facility administrator, lead teacher, principal and students to validate practice.

Reference: DJJ Policy 13.1, DJJ School District
CEA 23
SBOE 160-5-1-.05
SACS 3.12
PSC 505-2-.18
OCGA 20-2-216

Reviewer's Notes:

Compliance Ratings

Non-Compliance
Compliance

Career Education

3.09 Opportunities are provided for all students to master competencies related to career education and development. The curriculum provides students the following opportunities:

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- To learn in school and work settings how interests, aptitudes and abilities are related to work and educational alternatives;
- To understand the relationship between learning acquired in school and needed learning in the workplace;
- To develop a work ethic and an appreciation for the dignity of all work;
- To understand the economical concept of becoming a producer and contributor to society; and
- To develop a personalized career-learning framework which will enable students to make the transition from school to career, or from school to continual education, to compete in a world economy and to engage in life-long learning.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review lesson plans;
- Observe classes; and
- Interview students and educational staff.

Reference: ACA 3-JTS-5D-03, 5D-06 and 5D-07
CEA 56 and 57
SBOE 160-4-8-.08
SACS 4.1 and 5.8
OCGA 20-2-151

Reviewer's Notes:

Performance Ratings

- Unsatisfactory
- Satisfactory
- Commendable
- Excellent

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Georgia Performance Standards (GPS)

3.10 Written policy, procedure and practice document that all classroom instruction is based upon the Georgia Performance Standards as outlined in the DJJ Curriculum and as required by Georgia law.

- Each student in first through eighth grade receives a minimum of 30 clock hours of health education instruction annually;
- Each student in first through eighth grade receives a minimum of 60 clock hours of physical education instruction annually;
- Courses are coded according to the GBOE numbering system;
- A quarter - or semester-long course of study is offered in any grade 9-12 in the background, history and development of the federal and state governments, supplemented in each high school by a study of the local county and municipal governments;
- A year-long course of study is offered in Georgia history, Georgia constitution and Georgia state government;
- A course of study is offered in local and municipal governments during the eighth grade year;
- A year long course of study is offered in the history of the United States, the United States Constitution and in the study of American institutions and ideals in any grade 9-12;
- A course of study is offered at least annually to students in grades 9-12 about the dangers involved in consuming alcohol and certain other drugs in connection with the operation of a motor vehicle (ADAP);
- Instruction concerning alcohol, tobacco and other drug use is taught every year in grades 1-12;
- A course of study is offered in sex education for all grade levels where health is a required subject;
- A course of study is offered in HIV prevention for any grade level(s) designated by the Department of Juvenile Justice Office of Education (DJJOE), but recommended for grades 6-12; and
- The following basic skills are included in all subject areas: reading, writing, speaking, viewing, listening, mathematics and computer technology.

Reviewer Guidelines: To determine the rating, the reviewer will:

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- Review master schedule;
- Review student transcripts;
- Review student schedules;
- Review teacher schedules;
- Interview students and educational staff;
- Review lesson plans; and
- Observe classes.

Reference: DJJ Policy 13.1, DJJ School District
ACA 3-JDF-5C-01, 3-JTS-5D-01 and 5D-06
CEA 50 through 52 and 62 through 65
SBOE 160-1-3-.03, 160-4-2-.01, 160-4-2-.03, 160-4-2-.06, 160-4-2-.12,
160-4-2-.30, 160-4-2-.36 and 160-4-2-.46
SACS 5.1 through 5.9, 5.12 through 5.17, 6.6 and 6.7
OCGA 20-2-140, 20-2-142 through 144, 20-2-151 and 20-2-282

Reviewer's Notes:

Performance Ratings

Unsatisfactory
Satisfactory
Commendable
Excellent

Graduation Requirements

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3.11 The school provides the required elective curriculum offerings necessary to support the high school diploma with accompanying endorsements, in accordance with departmental guidelines.

Reviewer Guidelines: As part of a successful program of educational assessment and re-entry planning, teachers must be knowledgeable of criteria for choices each student may have, including high school graduation.

To determine the rating, the reviewer will:

- Review master schedule;
- Review student transcripts;
- Review student activities;
- Review teacher schedules;
- Interview students and educational staff regarding course offerings for students on track for graduation;
- Review lesson plans; and
- Observe classes.

Reference: ACA 3-JTS-5D-11
CEA 56, 59 and 70
SBOE 160-4-2-.06, 160-4-2-.36 and 160-4-2-.46
OCGA 20-2-140, 20-2-142, 20-2-151 and 20-2-151.2

Reviewer's Notes:

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Compliance Ratings

Non-Compliance
Compliance

Grading System

3.12 The passing score is implemented. The minimum passing grade for all courses taught in grades four through twelve is 70.

- Numerical grades are recorded in all courses for which credit is given;
- If letter grades are given in grades 4-8, the method of equating letter grades to the numerical passing score of 70 has been approved by the principal; and
- The following numerical scale should apply:

70-73	D
74-79	C
80-89	B
90-100	A

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review student records;
- Review teacher grade books; and
- Review student transcripts.

Reference: CEA 54
SBOE 160-4-2-.13

Reviewer's Notes:

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Compliance Ratings

**Non-Compliance
Compliance**

Related Services

3.13 Appropriate related services are offered as outlined in the student's IEP (psychological services, speech therapy, hearing/vision services, school social work, counseling, vocational/rehabilitation counseling services, etc.). Appropriate instructional material/equipment is provided for exceptional students.

Reviewer Guidelines: To determine the rating the reviewer will:

- Review IEPs for related service needs;
- Review provider log to ensure that services have been delivered at the required frequency within one week of admission; if not, verify that compensatory services are being delivered;
- Review professional fee paid voucher to ensure related services are being provided; and
- Review qualifications of related services providers.

Reference: ACA 3-JDF-5C-01, 3-JTS-5D-01, 5D-08 and 5D-13
CEA 70 and 71
SBOE 160-4-2-.06, 160-4-2-.30, 160-4-2-.36, 160-4-2-.46, 160-4-7-.01
through .14 and 160-5-1-.22
OCGA 20-2-142, 20-2-152 and 20-2-281

Reviewer's Notes:

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Compliance Rating

**Non-Compliance
Compliance**

Library Services

3.14 A school-level media committee is established to recommend and evaluate school-wide goals for library media programs on an annual basis. Operational and scheduling procedures ensure flexible accessibility to and use of the library media center and staff throughout each school day. The library book collection contains a minimum of 10 books per student as required by the DJJOE. A new school has at least four library books per student, per year until the basic book collection is reached. Library books are current and in good condition.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Check media committee minutes;
- Observe library/media center;
- Review library materials;
- Observe library books for condition and dates;
- Tour housing units and note whether youth are permitted to have reading materials in their rooms
- Interview educational staff and students regarding the availability of and access to materials;
- Review purchase orders, fiscal records and other documentation for acquisition of materials; and
- Interview the facility and school administrator's support services personnel and teachers.

Reference: ACA 3-JDF-5D-01 through 03, 3-JTS-5D-02 and 5E-01 through 06
CEA 68
SBOE 160-4-4-.01
SACS 7.1, 7.4, 7.9 and 7.10
OCGA 20-2-167 and 20-2-184

Reviewer's Notes:

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Performance Ratings

Unsatisfactory
Satisfactory
Commendable
Excellent

Special Education Procedures

3.15 An appropriate special education program is provided for each identified student with disabilities.

- Previously recognized exceptional students are identified through record review and transcript requests;**
- Surrogate parents are provided when a parent is unknown or cannot be located, or the student is a ward of the state;**
- A list of trained surrogate parents is maintained by the lead teacher or by the on-site principal;**
- Modifications are implemented for exceptional students who have been mainstreamed into regular education classes per the Individualized Educational Program (IEP); and**
- Exceptional students participate in all state mandated assessments as per the IEP and each special education student's file contains a Worksheet for Assessment Decision Making.**

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review contact logs for transcript requests, phone verifications of IEPs from other schools and parent contacts for IEP notification;**
- Check percentage of exceptional students in total population;**
- Review surrogate parent list;**
- Interview all educational staff for indications of their knowledge of modifications that are necessary for exceptional students; and**
- Review results of state mandated assessments for special education students.**

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Reference: ACA 3-JDF-5C-01, 3-JTS-5D-08 and 5D-13
CEA 70 and 71
SBOE 160-4-2-.06, 160-4-2-.30, 160-4-2-.36, 160-4-2-.46, and
160-4-7-.01 through .14
SACS 5.9, 5.13 and 5.14
OCGA 20-2-142, 20-2-150 through 152, and 30-7-1 through 4

Reviewer's Notes:

Compliance Rating

Non-Compliance
Compliance

IEP Development and Procedures

3.16 An appropriate IEP is developed to meet the needs of each individual student.

- Due process notification/parental rights are provided to parents;
- Eligibility is developed if necessary;
- IEPs are developed according to a due process checklist;
- The IEP team includes parent(s), special education teacher, at least one regular education teacher, student, a designated person to interpret psychological information (can be special education teacher with knowledge of text interpretation) and other members (counselors, JCOs, facility administrators, and health care staff if student is on psychotropic medication, etc.) as necessary;
- Appropriate goals and objectives are developed based on strengths and weaknesses related to education and not social skills;
- Transition plans are developed by the age of 14 for academic diploma planning and at the age of 16 for transitioning into post secondary options;

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- Appropriate service segments are included in the IEP and progress is reported to parents at the same frequency as regular education students; and
- IEPs are reviewed annually and reviews are conducted to assess eligibility every three years.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review due process notification records and due process checklist;
- Verify the number of occurrences of parent involvement in the IEP process;
- Review a sample of the schedules of special education students to verify that students are receiving the proper number of special education segments as required by the IEP.
- Review IEPs for completeness and accuracy; and
- Review lesson plans.

Reference: ACA 3-JDF-5C-01, 3-JTS-5D-08 and 5D-13
CEA 70 and 71
SBOE 160-4-2-.06, 160-4-2-.30, 160-4-2-.36, 160-4-2-.46 and
160-4-7-.01 through .14
OCGA 20-2-142, 20-2-150 through 152 and 30-7-1 through 4

Reviewer's Notes:

Compliance Rating

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Non-Compliance
Compliance

Student Support Teams

3.17 Written policy, procedure and practice require a student support team (SST) that develops instructional services for students experiencing problems of an academic, social or behavioral nature and serves as a resource for teachers and other educators in the delivery of these services.

- Exceptional students are identified through SST procedures;
- Regular education students are served by the SST process, which includes the following required components:
 - Identified committee members;
 - Documented activities; and
 - Identified procedural steps;
- Each school includes these steps in the SST process:
 - Identification of needs;
 - Assessment, if necessary;
 - Educational Plan;
 - Implementation;
 - Follow-up and support;
 - Continuous monitoring and evaluation; and
- SST meetings are held a minimum of twice per month or as needed.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review SST logs;
- Review SST plans and meeting minutes;
- Interview students and educational staff; and
- Review lesson plans.

Reference: DJJ Policy 13.5, Right to Education
ACA 3-JDF-5C-01, 3-JTS-5D-01, 5D-08 and 5D-13
CEA 46, 47, 49, 70 and 71
SBOE 160-4-2-.32 and 160-4-7-.02
SACS 4.1 and 4.4

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Reviewer's Notes:

Performance Ratings

- Unsatisfactory
- Satisfactory
- Commendable
- Excellent

State Mandated Tests

3.18 The state assessment program is conducted according to schedules and procedures established by the DJJJOE and DOE. State-mandated tests are administered according to the Guidelines prescribed by the DJJJOE and DOE, such as: Stanford 9, California Test of Basic Skills (CTBS) and Georgia High School Graduation Test (GHS GT).

Reviewer Guidelines: To determine the rating the reviewer will:

- Review school calendar; and
- Interview lead teacher and/or principal.

Reference: ACA 3-JTS-5D-05 and 5D-11
CEA 47, 56, 59 and 70
SBOE 160-3-1-.07
SACS 8.1 and 8.2
OCGA 20-2-281

Reviewer's Notes:

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Compliance Ratings

**Non-Compliance
Compliance**

Score Reports

3.19 Written policy, procedure and practice require that school personnel provide copies of individual score reports to students and parents/guardians. Individual assessment scores are made a part of each student’s official permanent record to provide accessibility for appropriate school personnel and for schools to which students may transfer.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review student transcripts; and
- Interview students and educational staff.

Reference: DJJ Policy 13.3, Education Program Services
CEA 54
SBOE 160-3-1-.07
OCGA 20-2-281

Reviewer’s Notes:

Performance Ratings

**Unsatisfactory
Satisfactory**

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Commendable
Excellent

Vocational Education (Long Term YDCs Only)

3.20 High School students have access to a minimum number and level of vocational education opportunities at long-term facilities.

- Every high school student has access to an available vocational program, three of which may be concentrated in one vocational program area, if appropriate; and
- Programs, services, and activities applicable to middle and high schools are implemented according to the State Approved Plan for Vocational Education.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review master schedule;
- Interview educational staff and students;
- Observe classes; and
- Review approved plan for Vocational Education.

Reference: ACA 3-JTS-5D-03 and 5D-06
CEA 56
SBOE 160-4-2-.06, 160-4-2-.30, 160-4-2-.36, 160-4-2-.46, 160-4-3-.02
and 160-4-3-.06 through .08
OCGA 20-2-151

Reviewer's Notes:

Performance Ratings

Unsatisfactory
Satisfactory

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Commendable
Excellent

Health and Safety Activities

3.21 The rules and regulations relating to the health, safety and activities of students are implemented, in accordance with Georgia law and the GBOE.

- All students have current certificates of immunization on file in the school except for those in exempted categories;
- Every student, teacher and visitor participating or observing in certain laboratories, shops and other courses, wears an eye-protective device furnished by the school when in close proximity to hazardous materials or machines;
- All students who enter Georgia public schools for the first time have eye, ear and dental examination certificates on file in the school;
- All first-time students have a nutritional screening;
- Students in at least two grades in the 10- to 15-year age ranges are screened for scoliosis annually;
- Qualified students enrolled in the school are apprised of their right to register and to vote in elections; they are also apprised of any obligation to register with the Selective Service System;
- In schools using lasers, the laser equipment is registered with the Georgia Department of Human Resources (DHR) and is used according to DHR rules and regulations;
- At the beginning of the school day, in each classroom, a brief period of quiet reflection is conducted by the teacher in charge;
- School administrators or designee have informed teachers of students assigned to their classes that are convicted of or adjudicated to have committed a felony offense; and
- When any alleged criminal action by a student occurs, a school official reports the incident to the facility administrator, who contacts the appropriate DJJ personnel and/or law enforcement agency.

Reviewer Guidelines: To determine the rating, the reviewer will:

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- Interview health care staff regarding their role and interactions with school personnel;
- Review student education records; and
- Interview students, and educational and health care staff to validate practice;

Reference: DJJ Policy 13.1, DJJ School District
ACA 3-JTS-5D-02
CEA 68
SBOE 160-4-3-.10
SACS 4.6
OCGA 20-2-310, 20-2-751.2, 20-2-756, 20-2-770 through 772,
20-2-1050, 20-2-1184 and 20-9-1

Reviewer's Notes:

Performance Ratings

- Unsatisfactory
- Satisfactory
- Commendable
- Excellent

Educational Services

- 3.22** Written policy, procedure and practice require a plan for providing programs and services to meet the guidance, counseling, testing, social services, psychological and career development needs of students.
- The guidance counselor or education personnel interviews each new student to review educational history;
 - The guidance counselor or education personnel contacts previous schools to obtain educational records within 72 hours of admission;

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- Upon receipt of previous school records, the guidance counselor or education personnel documents the following on official DJJ transcripts:
 - Previous school(s) and locations;
 - Previous grade placement;
 - Courses taken at previous schools;
 - Grades earned at previous schools;
 - Credits earned at previous schools;
 - Norm referenced achievement tests scores; and
 - Vaccination/immunization record.

- The guidance counselor or education personnel ensures that an official transcript is completed for each student upon release;

- Each student receives a copy of his/her transcript at the time of release unless released from court or is not in the facility at the time of release (YDC only); and

- One copy of the transcript is sent to the student's Juvenile Probation/Parole Service (JPPS) worker's regional office within two working days after release (YDC only).

Reviewer Guidelines: To determine the rating, the reviewer will:

- Interview students, educational administrators and any other staff members who may be involved with the students' transition plans;

- Observe processing of admissions and releases; and

- Review educational and treatment plans.

Reference: DJJ Policy 13.3, Education Program Services
ACA 3-JDF-5C-01, 3-JTS-5D-02 and 5D-04 & 05
CEA 46, 49 and 55
SBOE 160-4-8-.01
SACS 4.1

Reviewer's Notes:

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Performance Ratings

Unsatisfactory
Satisfactory
Commendable
Excellent

Student Records

3.23 Written policy, procedure and practice document a student record pertaining to each student with a permanent identification number, either a Social Security number or a school-assigned identification number incorporated into the record.

- All records for an individual student are sent within 10 calendar days after receiving a written request from another school to which the student has transferred;
- Upon request, both custodial parents and non-custodial parents are allowed to inspect and review educational records relating to his or her own child unless a court order has specifically removed the right of the non-custodial parent to this information or has terminated parental rights;
- Student records are requested with 72 hours, or 24 hours if indication of special education needs. Records are re-requested every five days or until received;
- Exceptional student records are kept separate from regular education records;
- The principal posts a list of who has access to special education records;
- Appropriate authorization to release exceptional student records to a third party is obtained;
- Parents/guardians are notified when exceptional student records are released; and
- Exceptional student records are maintained in a confidential manner.

Reviewer Guidelines: In order to properly assess a student's level of educational functioning, it is essential that all records of the student's past performance be obtained and reviewed.

To determine the rating, the reviewer will:

- Review student transcripts;

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- Review student records;
- Interview educational staff;
- Review educational tracking log;
- Review admissions log;
- Interview parents, where indicated, regarding release of records; and
- Observe posting of list indicating who has access to special education records.

Reference: DJJ Policy 13.3, Education Program Services
ACA 3-JDF-1E-01, 1E-08, 3-JTS-1E-01 and 1E-07
CEA 53 through 55
SBOE 160-4-7-.12 and 160-5-1-.14
SACS 4.5
OCGA 20-2-150, 20-2-670, 20-2-671, 20-2-720 and 20-2-2041
34 CFR 300.561(a)(3)

Reviewer's Notes:

Performance Ratings

- Unsatisfactory
- Satisfactory
- Commendable
- Excellent

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3.24 Written policy, procedure and practice provide for education personnel according to ratios established by the DOE.

- A continuum of services is provided to meet the needs of the students;**
- Special education teachers are allocated at a ratio of one teacher to 12 students, based on a projected 40% special education student population; and**
- The regular education teacher positions are allocated on a ratio of one teacher to 15 students, based on a projected 60% regular student population.**

Reviewer Guidelines: Staffing requirements of 1:15 (regular education) and 1:12 (special education) do not mean that class sizes must remain at that level. It is recommended that regular education class sizes not exceed 15:1 but it is not a standards violation. Special education class sizes must meet the IDEA requirements of the students handicapping condition.

To determine the rating, the reviewer will:

- Review attendance rosters/roll books to determine the average number of students in the room over the past 30 days; compare to available space desks, etc.;
- Use population lists to determine the facility population for the past 30 days;
- Review master schedule;
- Review individual student schedules;
- Interview educational staff and students;
- Observe operations of the educational program.

Reference: DJJ Policy 13.1, DJJ School District
ACA 3-JDF-5C-01, 3-JTS-5D-01, 5D-08 and 5D-13
CEA 30 through 32
SBOE 160-4-7-.11 and 160-5-1-.22
SACS 3.13
OCGA 20-2-152 and 20-2-167

Reviewer's Notes:

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Compliance Ratings

Non-Compliance
Compliance

High School Advisement (Long Term YDCs Only)

3.25 Written policy, procedure and practice require a system of high school advisement for all long-term YDC students.

- School personnel inform students of the following:
 - High school curricular options;
 - High school graduation requirements; and
 - The relationship of individual career objectives to their high school program;
- Beginning no later than the ninth grade, annual advisement sessions are provided to students to review progress and offer alternatives in meeting graduation requirements and career objectives;
- By April 1 of each school year or prior to enrollment in an eligible institution, general information about the post-secondary program is provided to all eligible students;
- Information about post-secondary options is provided for any interested student and his/her parent(s) or guardian(s); and
- Prior to entering a post-secondary institution, the parent(s) or guardian(s) and the student who elects to participate in a post-secondary option have signed a form stating they have received appropriate information and that they understand responsibilities and possible consequences.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review records;
- Interview educational staff and students to validate practice;

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- Review educational assessments;
- Observe classes; and
- Review documents to determine if instructional delivery is based on educational assessments and addressing the needs of the student.

Reference: DJJ Policy 13.3, Education Program Services
ACA 3-JTS-5D-04
CEA 69
SBOE 160-4-2-.06, 160-4-2-.30 160-4-2-.34, 160-4-2-.36, 160-4-2-.46
and 160-4-8-.09
SACS 4.1
OCGA 20-6-161.1

Reviewer's Notes:

Performance Ratings

Unsatisfactory
Satisfactory
Commendable
Excellent

Test of Adult Basic Education (TABE) Testing

- 3.26** Written policy, procedure and practice document that each youth admitted to a DJJ program is administered the Test of Adult Basic Education (TABE), in accordance with DJJJOE guidelines.
- Within 72 hours of admission to an RYDC, each student is given the math and reading sections of the TABE Survey, Form 7/8, if not previously TABE-tested within the past six months;
 - Within 72 hours of admission to a short-term YDC or community corrections school, each student is given the TABE Survey, Form 7/8, if not previously TABE-tested within the past 12 months;

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- Within 72 hours of admission to a long-term YDC, each student is given the TABE Full Battery, if not previously TABE-tested within the past 12 months; and
- Within 72 hours of admission to the diagnostic and assessment services program, each student is given the TABE Full Battery, if not previously TABE-tested within the past 12 months.

Reviewer Guidelines: In juvenile justice education programs, instructional delivery addresses the functional and assessment needs of each student as related to that student’s reentry back to the community school, or the next educational placement.

To determine the rating, the reviewer will:

- Interview students, educational administrators and those staff members who deliver educational services;
- Observe instructional delivery being implemented and class assignment that addresses student needs as related to educational assessment tests;
- Review documents to determine if instructional delivery is based on educational assessments and is addressing the needs of students;
- Review DJJ school calendar test dates; and
- Review test results.

Reference: DJJ Policy 13.3, Education Program Services
ACA 3-JTS-5D-05
CEA 46 and 49
SACS 8.1 and 8.2

Reviewer’s Notes:

Performance Ratings

Unsatisfactory

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Satisfactory
Commendable
Excellent

Class Exclusion

3.27 Written policy, procedure and practice document that students excluded from class, placed in disciplinary isolation, detention or any other program established for behavior management receive instruction on a daily basis for 330 minutes even though they are in a restricted program. Youth will receive at least two visits per day by education staff while in disciplinary isolation or detention. Education staff will deliver, explain and monitor lessons provided to youth in disciplinary isolation, class exclusion and detention.

- Students in disciplinary detention, which includes room restriction, placement in detention, closed programs, special management units (SMUs) intensive therapeutic programs (ITP) and any other program established for behavior management, receive instruction on a daily basis for 330 minutes, even though they are in a restricted program; and
- If special education students are in disciplinary room restriction, closed programs or alternative group settings, the academic program outlined in the IEP is followed. If a special education student is exhibiting behavior problems in the classroom, the behavior interventions outlined in the IEP are followed.

Reviewer Guidelines: Students shall only be removed from class when their behavior is a threat to themselves or others or when their behavior continues to be a significant disruption to the education process.

To determine the rating the reviewer will:

- Interview students to determine practice;
- Interview education staff and direct care staff to determine practice;
- Review Class Exclusion form;
- Review logbooks;
- Tour housing units and identify all students who are on the unit during school hours. Determine if a teacher has been to visit them that day, if work was left and if it was comparable to work they were doing in the classroom;
- Shadow the teacher who goes to the housing units to observe how he/she handles various situations (e.g., student refusal, student sleeping, student in unit who is not on list). Verify observed practices by interviewing JCOs;

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- Identify any youth who is observed doing work detail during school hours, and identify who authorized the activity; and

- Observe the movement of youth in and out of the classrooms and the AEPM program to determine if correct procedures are being followed, or if youth are being sent to their rooms without attending AEPM first.

Reference: DJJ Policy 13.3, Disciplinary Exclusion from School
ACA 3-JTS-5D-03
CEA 72 through 74

Reviewer's Notes:

Performance Ratings

- Unsatisfactory
- Satisfactory
- Commendable
- Excellent

504 Committee

- 3.28 Written policy, procedure and practice provide for an operational and active 504 Committee, with a designated coordinator, responsible for the identification, evaluation and servicing of students.
- The committee consists of a minimum of two professional educators;

 - Information pertinent to student eligibility for evaluation for a 504 Accommodation Plan is shared amongst health care, educational, security, case management and treatment staff; and

 - The committee develops 504 Accommodation Plans for all eligible students, in accordance with the Rehabilitation Act of 1973.

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Reviewer Guidelines: To determine the rating, the reviewer will:

- Review 504 plans for appropriate accommodation planning for eligible students;
- Review committee members for a cross-section of appropriate staff and appointed educational chairperson; and
- Interview staff concerning the sharing of appropriate information for the creation and implementation of the 504.

Reference: DJJ Policy 13.5, Right to Education
ACA 3-JTS-5D-02 and 5D-04 & 05
CEA 70 and 71
SBOE 160-4-8-.01
SACS 4.1 and 4.4
29 USC Section 794

Reviewer's Notes:

Performance Ratings

- Unsatisfactory
- Satisfactory
- Commendable
- Excellent

Educational Internal Quality Assurance Program

3.29 Written policy, procedure and practice document an internal quality assurance program at each DJJ institution that is coordinated by the Office of Education.

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- The systematic review process determines the quality and consistency of educational services provided and ensures that educational services are provided according to established policies; and
- Each internal quality assurance review is documented and a copy is provided to the facility administrator and the Office of Education.

Reviewer Guidelines: To determine the rating, the reviewer will:

- Review facility procedures on internal quality assurance;
- Review DJJ education quarterly report documentation; and
- If discrepancies are noted between the internal program review and the peer review findings, meet with involved parties to identify the source of the discrepancies and collaborate on developing corrective action(s).

Reference: DJJ Policy 13.1, DJJ School District
ACA 3-JDF-5C-04 and 3-JTS-5D-14
CEA 76 and 78
SACS 2.13 and 8.2

Reviewer's Notes:

Performance Ratings

- Unsatisfactory
- Satisfactory
- Commendable
- Excellent