

# GEORGIA DEPARTMENT OF JUVENILE JUSTICE



## Juvenile Correctional Officer On-The-Job Training Checklist and Manual

Name: \_\_\_\_\_

Start Date: \_\_\_\_\_ Facility: \_\_\_\_\_

## Introduction

Welcome to the Georgia Department of Juvenile Justice (DJJ) and to the Facilities On-the-Job Training Manual for Juvenile Correctional Officers. The purpose of this manual is to assist with the delivery of basic, juvenile correctional officer skill sets and to prepare new officers for Basic Juvenile Correctional Officer Training (BJCOT).

During your On-Job-Training period, you will be expected to receive:

- a. 8 hours of training with your facility's human relations personnel representative
- b. 8 hours of classroom instruction with your Facility Based Trainer (FBT) or Field Training Officer (FTO).
- c. 10 Online training modules
- d. 8 hours of First Aid and CPR Training.
- e. A minimum of 32 hours shadowing a Field Training Officer on a variety of post assignments; such as a dormitory, control room, educational hallway, dining hall, visitation, clinic, recreation, etc.

While obtaining the 32 hours of training alongside a Field Training Officer, you will be introduced to a structured learning procedure. This process will begin with the Field Training Officer reviewing specific policies with you, followed by them demonstrating the skills that go along with the specified policies. As you become familiar with the skills, you will explain the steps to take while the veteran juvenile correctional officer performs the task. Eventually, you will begin practicing and demonstrating numerous skill sets while the Field Training Officer observes and provides you feedback on your performance.

There are a total of forty (40) specific skills that you will have the opportunity to practice. Each step of the process will be documented using the individual modules provided in this manual. You are expected to successfully complete each of the forty (40) skill modules.

You are expected to have your assigned Field Training Officer (FTO) initial and document your On-Job-Training hours on the OJT Checklist. In order to successfully complete OJT, you must obtain the following number of hours working on the specified posts:

- |                               |          |
|-------------------------------|----------|
| a. Dormitory                  | 16 hours |
| b. School Education Area      | 4 hours  |
| c. Recreational Area          | 2 hours  |
| d. Control Room               | 2 hours  |
| e. Dining Hall/Kitchen        | 1 hour   |
| f. Clinic/Medical             | 1 hour   |
| g. Visitation Area            | 1 hour   |
| h. Intake Area                | 1 hour   |
| i. Perimeter Security/Utility | 1 hour   |
| j. Additional                 | 3 hours  |

**The OJT Checklist should be completed within the first 64 working hours after an employee's hire or transfer date.**

Please refer to the table of contents for a listing of topics covered in this handbook.

**Upon completing the forty (40) skill sets and obtaining a minimum of 32 hours of OJT on the specified post assignments, the following steps must be completed to finalize the OJT program:**

1. The facility's On-Site Training Coordinator or Field Based Trainer (FBT) will review your OJT packet for successful completion.
2. You and the FBT or Field Training Officer Coordinator will sign Section IV, page 10, certifying completion of the program.
3. The FBT or Field Training Officer Coordinator will scan Section IV of the manual and forward to the DJJ Academy.
4. The FBT will register you for the next Basic Juvenile Correctional Officer Training (BJCOT) Course.

**Upon completion of the 240 hour Basic Juvenile Correctional Officer Training (BJCOT) Course at the Department of Juvenile Justice Academy in Forsyth, Ga., you will return to your facility and will complete an additional minimum of 80 hours of On-Job-Training with an assigned Field Training Officer.**

1. During this period of post BJCOT OJT, you will be evaluated on your ability to correctly perform all the duties of a Juvenile Correctional Officer which you obtained during BJCOT.
2. As you demonstrate your ability to correctly perform your duties and responsibilities, your assigned Field Training Officer will complete a final sign-off on your performance which will then authorize you to work without the direct oversight of a FTO.

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## Security Staff On-The-Job Training Checklist

<b>Employee:</b>	<b>Employee ID:</b>
<b>Title:</b>	<b>First Day of Employment:</b>
<b>FTO Coordinator:</b>	<b>FTO:</b>
<b>Date OJT Begins:</b>	<b>Date OJT is Completed:</b>

### SECTION I: Meeting with a Human Resources/Personnel representative who will discuss the following:

Topic	Date Completed	Employee's Initials	Reviewer's Initials	FTO Coordinator Signature
Employee Benefits				
Performance Planning and Appraisal Instruments				
Employee Accountability and Discipline				
Employee Grievance Procedures				
Time Records, KRONOS, Work Hours, Leave and Holidays				
Using State Vehicles				
Call In Procedures				
Use of Tobacco Products and Drug Free Public Workforce				
ID Badge Issue				
Workman's Compensation				
Insurance Coverage				
Direct Deposit and Pay Schedule				
Political Activity				
Other Employment				

**SECTION II: Instruction with the Facility Training Coordinator or Field Training Officer who will discuss the following:**

<b>Topic</b>	<b>Date Completed</b>	<b>Employee's Initials</b>	<b>Reviewer's Initials</b>	<b>FTO Coordinator Signature</b>
<b>DJJ Mission Statement</b>				
<b>DJJ Vision Statement</b>				
<b>DJJ Core Values</b>				
<b>Code of Conduct and Ethical Standards</b>				
<b>Dress Code for Uniformed Staff</b>				
<b>Wearing of the Uniform</b>				
<b>Americans with Disabilities Act</b>				
<b>Key Control</b>				
<b>Tool Control</b>				
<b>Chemical Control and Right to Know Act</b>				
<b>Infectious Disease Control</b>				
<b>Case Records</b>				
<b>Bullying</b>				
<b>Prison Rape Elimination Act</b>				

**SECTION III: Completion of the DJJ Online components with Facility Training  
Coordinator or Field Training Officer**

<b>Topic</b>	<b>Date Completed</b>	<b>Employee's Initials</b>	<b>Reviewer's Initials</b>	<b>FTO Coordinator Signature</b>
<b>HIPPA Information Security Agreement Online Training</b>				
<b>Anti-Bullying – Anti Harassment Online Training</b>				
<b>DJJ Harassment Policy Online Training</b>				
<b>Managing Communication Requests Online Training</b>				
<b>Customer Service Online Training</b>				
<b>Documentation Standards Online Training</b>				
<b>Prison Rape Elimination Act Online Training</b>				
<b>Special Incident Report Codes Online Training</b>				
<b>Globally Harmonized System Online Training</b>				
<b>Security On The Job Online Training</b>				

**SECTION IV: The following form will be used to document the hours that are worked on the required posts assignments:**

POST ASSIGNMENT (Review/Sign Post Orders)	DATE	TIME IN	TIME OUT	TOTAL HOURS	CADET'S INITIALS	FTO's INITIALS
Control Room						
Control Room						
Control Room						
Control Room						

Control Room	Hours Required = 2	Hours Obtained = _____
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POST ASSIGNMENT (Review/Sign Post Orders)	DATE	TIME IN	TIME OUT	TOTAL HOURS	CADET'S INITIALS	FTO's INITIALS
Perimeter Security/Utility						
Perimeter Security/Utility						
Perimeter Security/Utility						
Perimeter Security/Utility						

Perimeter Security/Utility	Hours Required = 1	Hours Obtained = _____
----------------------------	--------------------	------------------------

POST ASSIGNMENT (Review/Sign Post Orders)	DATE	TIME IN	TIME OUT	TOTAL HOURS	CADET'S INITIALS	FTO's INITIALS
Intake Area						
Intake Area						

Intake Area	Hours Required = 1	Hours Obtained = _____
-------------	--------------------	------------------------

POST ASSIGNMENT (Review/Sign Post Orders)	DATE	TIME IN	TIME OUT	TOTAL HOURS	CADET'S INITIALS	FTO's INITIALS
Clinic/Medical Area						
Clinic/Medical Area						
Clinic/Medical Area						

Clinic/Medical Area	Hours Required = 1	Hours Obtained = _____
---------------------	--------------------	------------------------

POST ASSIGNMENT (Review/Sign Post Orders)	DATE	TIME IN	TIME OUT	TOTAL HOURS	CADET'S INITIALS	FTO's INITIALS
Dining Hall/Kitchen Area						
Dining Hall/Kitchen Area						
Dining Hall/Kitchen Area						
Dining Hall/Kitchen Area						
Dining Hall/Kitchen Area						
Dining Hall/Kitchen Area						

Dining Hall/Kitchen	Hours Required = 1	Hours Obtained = ____
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POST ASSIGNMENT (Review/Sign Post Orders)	DATE	TIME IN	TIME OUT	TOTAL HOURS	CADET'S INITIALS	FTO's INITIALS
Recreational Area -Inside						
Recreational Area -Inside						
Recreational Area -Inside						
Recreational Area -Outside						
Recreational Area -Outside						
Recreational Area -Outside						

Recreational Area	Hours Required = 2	Hours Obtained = ____
-------------------	--------------------	-----------------------

POST ASSIGNMENT (Review/Sign Post Orders)	DATE	TIME IN	TIME OUT	TOTAL HOURS	CADET'S INITIALS	FTO's INITIALS
School/Educational Area						
School/Educational Area						
School/Educational Area						
School/Educational Area						
School/Educational Area						
School/Educational Area						

School/Education Area	Hours Required = 4	Hours Obtained = ____
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## SECTION V: Certification of Completion of On-The-Job Training

### EMPLOYEE:

- I have received orientation instruction from my Human Resources representative and have had the opportunity to ask questions and discuss any areas of concern.
- I have received orientation instruction from my Training Coordinator and/or Field Training Officer and have had the opportunity to ask questions and discuss any areas of concern.
- I have completed the POST application and attested the document.
- I have received \_\_\_\_\_ hours of On-The-Job Training under the direction of my Field Training Officer while working the required post assignments. While receiving On-The-Job Training, I have had the opportunity to ask questions and discuss any areas of concern. I have also received coaching through both daily and weekly progress reviews with my Field Training Officer.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### FIELD TRAINING OFFICER:

- I have provided \_\_\_\_\_ hours of On-The-Job Training to this employee. I have provided opportunities for this employee to ask questions and discuss areas of concern. I coached this employee daily and at the end of the training cycle. During these coaching sessions, skill and knowledge based competencies were discussed to identify strengths and areas of needed improvement.

Field Training Officer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### FTO Coordinator:

- This employee was provided orientation instruction by a Facility Human Resources/Personnel Representative and the Facility Training Coordinator/Field Training Officer Coordinator. This employee was also provided \_\_\_\_\_ hours of On-The-Job Training by a Field Training Officer. During the course of the orientation process and On-the-Job Training, this employee has participated in coaching sessions with his/her Field Training Officer and me to identify strengths and areas of needed improvement.

This employee successfully completed On-The-Job Training and has met the requirements to attend Facility Pre-Service during the next available class.

FTO Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### HR SITE MANAGER:

- The employee's POST application has been attested and electronically forwarded to POST.

HR Site Manager Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### FACILITY TRAINING COORDINATOR:

- The employee has successfully completed American Heart Association First Aid/CPR/AED Training and all required new employee online training.

Facility Training Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

## Georgia Department of Juvenile Justice

### FTO Module 1 Performance Checklist

**Module Title:** Key Control

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the trainee will be able to issue, handle and receive keys following the correct procedures.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy, 8.12 – Key Control, Review Local Operating Procedure (LOP).
2. When receiving a key ring, inventory the key ring to ensure that it has the number of keys indicated, and no keys appear to be damaged.
3. Incorporate this as part of the daily unit security device inspection.
4. Issue keys to staff members in exchange for chits only.
5. Use proper procedures for obtaining keys from a person on post.
6. Carry keys securely fastened on your person or in a pocket. Never set keys down on a desk or table. Secure the keys and then continue on with what you are doing.
7. Pass keys hand to hand. Do not toss or throw keys.
8. Do not force keys that are not working properly or attempt to repair keys that are damaged.
9. Do not allow any unauthorized person to handle or use your keys.
10. Check condition of keys (cracked, bent, etc.), check ring to make sure it is secure (no cracks and ring weld is secure no keys should be able to be added or removed from the ring), check the tag, the last number indicates the number of keys that should be on the ring – count the keys and verify that they are all accounted for.
11. Report all damaged or lost keys immediately. A verbal and written report of any lost or misplaced keys or key rings will be made to the shift supervisor.
12. Cadet will explain the correct key control procedures.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above cadet concerning this task on,  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 2 Performance Checklist

**Module Title: Control of Hazardous Materials**

**Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to explain their understanding of maintaining chemical control within the facility along with the Right to Know Act.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 7.31, Control of Hazardous Materials.
2. Cadet will explain the Right to Know Act:  
Right to Know Act states that you have a right to know about the hazards you are exposed to in the workplace. The law requires that your employer make you aware of the hazards and provide you with the information you need to work safely. Under the federal Occupational Safety and Health Administration, Hazard Communication Standard, your employer must develop a comprehensive program to inform you of hazards you may encounter in the work place and also provide you with training in the use and handling of products containing hazardous chemicals.
3. Cadet will explain the three types of hazardous materials, which are: Flammable and combustible substances, Toxic substances, and Caustic substances.
4. Cadet will explain what a Material Safety Data Sheet is, what it is used for, and the items each MSDS contains.
5. Cadet will explain how and where hazardous materials are stored.
6. Cadet will explain and demonstrate how chemicals used in the routine cleaning of the facility are stored, inventoried, and used. To include, but not limited to: bleach, floor stripper, floor wax, window cleaner, disinfectant, etc.
7. Cadet will explain where and how flammable materials are stored.
8. Cadet will explain and demonstrate the youth supervision process when using hazardous materials.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 3 Performance Checklist

**Module Title: Tool Control**

**Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to explain their understanding of maintaining tool control within the facility.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 7.30, Tool Control. Review Local Operating Procedures (LOP).
2. Cadet will explain how tools are received, inventoried and stored.
3. Cadet will explain the security procedures in which work area supervisors maintain and account for all tools/culinary equipment/medical equipment in their work areas.
4. Cadet will explain the check in/out systems for tools, medical equipment and culinary equipment.
5. Cadet will explain the procedures for maintaining tool control for outside workers or personnel, including contract workers, who bring tools into the facility.
6. Cadet will explain how tools are checked in and out through the use of the chits, shadow boards, and log entries.
7. Cadet will explain the tool control procedures for youth vocational classes.
8. Cadet will explain the procedures to be taken in the event that a tool becomes missing or lost.
9. Cadet will explain the procedures to be taken in the event a tool is damaged.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above cadet concerning this task on, \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 4 Performance Checklist

**Module Title: Prison Rape Elimination Act (PREA)**      **Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**      **FTO:** \_\_\_\_\_

<p><b>PERFORMANCE OBJECTIVE:</b> After discussion, cadet will be able to successfully explain the requirements and expectations of the Prison Rape Elimination Act and will also complete the online PREA components.</p>		<b>Cadet Reads/Reviews Task Documents</b>		<b>FTO Explains</b>		<b>Cadet Explains</b>		<b>Cadet Explains and Demonstrates</b>		<b>Cadet Practices</b>		<b>Cadet Completes PREA Online Component with at least 80% accuracy.</b>
<p><b>STEPS:</b></p> <ol style="list-style-type: none"> <li>1. At a minimum, cadets will successfully complete all eight (8) online PREA components with a passing score of at least 80%.</li> <li>2. Cadet will be able to explain how to fulfill their responsibilities under agency sexual abuse and sexual harassment prevention, detection, reporting, and response policies and procedures;</li> <li>3. Cadet will be able to explain the resident's right to be free from sexual abuse and sexual harassment;</li> <li>4. Cadet will be able to explain the rights of residents and employees to be free from retaliation for reporting sexual abuse and sexual harassment;</li> <li>5. Cadet will be able to explain the dynamics of sexual abuse and sexual harassment in juvenile facilities;</li> <li>6. Cadet will be able to explain the common reactions and respond to signs of threatened and actual sexual abuse and how to distinguish between consensual sexual contact and sexual abuse between residents;</li> <li>7. Cadet will be able to explain how to avoid inappropriate relationships with residents and the consequences of inappropriate relationships as it relates to Agency Policy, Georgia Law and PREA;</li> <li>8. Cadet will be able to explain how to communicate effectively and professionally with residents, including lesbian, gay, bisexual, transgender, intersex, or gender nonconforming resident; and</li> <li>9. Cadet will be able to explain how to comply with relevant laws related to mandatory reporting of sexual abuse to outside authorities.</li> </ol>												
<p><b>I certify that proficiency was demonstrated by the above cadet concerning this task on,</b>                  _____ (date)</p> <p><b>X</b> _____ <b>FTO</b></p> <p><b>X</b> _____ <b>Cadet</b></p>												

## Georgia Department of Juvenile Justice

### FTO Module 5 Performance Checklist

**Module Title:** Post Assignments

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate an understanding of the definition of a Post Assignment, along with having the opportunity to work a minimum of the Post Assignments identified below:

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.1 – Security Management. Review Local Operating Procedure (LOP).
2. Post: A place or function to which a security staff member is assigned to ensure a safe, secure and orderly environment.
3. Staff will be required to read and sign the Post Orders prior to the first assignment to a post.
4. Cadets will explain and demonstrate the specific duties of the post assignment:
  - a. Identify the name of the post
  - b. Identify the location and parameters of the post
  - c. Explain when the post is manned
  - d. Identify the number of staff assigned to the post
  - e. Identify the detailed description of duties for the post
  - f. Identify any needed equipment for the post
  - g. Identify when the post may be de-activated and by whom
  - h. Sign the Post Orders for the post
  - i. Perform all the duties associated with the post
5. At a minimum, new cadets will have an opportunity to work the following Post Assignments:
  - a. Control Room (s)
  - b. Housing Unit/Dormitory
  - c. Multi-purpose room
  - d. Recreation (inside and outside)
  - e. School
  - f. Kitchen/dining area
  - g. Medical/clinic
  - h. Visitation
  - i. Detention
  - j. Perimeter
  - k. Facility entrance area (if it is different than the Main Control Room)

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above cadet concerning this task on, \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 6 Performance Checklist

**Module Title: Post Orders**

**Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate an understanding of (a) the definition of Post Orders, (b) what is contained within a Post Order, and (c) Post Order procedures.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.1 – Security Management.
2. Post Orders: A written set of instructions, requirements, and guidelines for security staff to follow to ensure the effective operation of an assigned post to promote the safety and security of the facility, youth and staff.
3. Security staff should be encouraged to ask any questions they have about the post order before assuming the post.
4. Post Orders will be established for the following: Control Room(s) Admissions and release; Housing units; Multi-purpose room; Recreation; Transportation (outside of the facility); Laundry; School; Alternative Education Program Module (AEPM); Kitchen/dining area; Medical clinic; Visitation; Detention; Facility entrance areas (security entrances with security staff); Hospital and off-property appointments; and Off-property activities; Security supervisors; Shift supervisors; Assistant shift supervisors; Senior official in charge; and Special duty/ (e.g., tool control, key control, etc.).
5. Post Orders will include: Name of the facility; Name of the post, including location and parameters; Date of the post order; When the post is manned; Number of staff assigned to the post; Detailed description of duties, including any needed equipment; When the post may be de-activated and by whom; Director’s signature and date, indicating approval of the post order; Last review date and next scheduled review date; and Staff signature sheet.
6. Each post will have a current post order at or near the post. The post orders shall be secured in a manner that youth will not have access, but they are available to staff.
7. Staff will be required to sign the post order prior to the first assignment to a post, and then at least annually or when there is any revision to the post order.
8. Post orders will be revised as needed and reviewed at least annually.
9. Cadet will read all assigned post orders for each post they are assigned and be able to explain the guidelines associated with each post.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 7 Performance Checklist

**Module Title: Control Room Procedures**

**Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to explain the function, role and responsibilities of a control room operator.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.10, Control Room.
2. Cadet will be able to explain the purpose and function of both a Central Control Room and a Secondary Control Room.
3. Cadet will be able to explain how access to a control room is restricted and controlled to maintain safety and security.
4. Cadet will be able to explain and demonstrate the steps taken by a control room operator to monitor alarms, motion detectors, emergency lighting systems, telephone and radio communications, intercoms and other activities and systems that support the safety and security of the facility, such as but not limited to key control, restraint distribution and communication equipment distribution.
5. Cadet will be able to explain and demonstrate the use of the control room log book to document actions, interactions, incidents, activities, directives, etc.
6. Cadet will be able to explain and demonstrate how to inventory and account for all assigned equipment and/or items, and the working condition of such. (Emergency equipment, key board, communication equipment, etc.).
7. Cadet will be able to explain and demonstrate how to report any missing and/or not functioning equipment.
8. Cadet will be able to explain how the control room serves as the primary point of initial contact in the event of a critical incident or emergency.
9. Cadet will be able to explain how the control room operator will render necessary immediate assistance and will notify other facility staff as required by the nature of the incident and local procedures.
10. Cadet will be able to explain how the central control room may serve as a perimeter and traffic control point.
11. Cadet will be able to explain how copies of all emergency plans, security policies and procedures, and post orders are located, maintained and used in the central control room.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 8 Performance Checklist

**Module Title:** Fire Emergency

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the trainee will be able to identify, explain, and demonstrate the steps to take in the event of a fire.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.40 – Emergency Management.
2. Notify control of the emergency via radio or telephone  
  
Notification will include:
  - a. Exact location of smoke/fire.
  - b. Size and type of fire.
  - c. Suppression system activated.
  - d. Immediate evacuation needed or not.
  - e. If the fire can be suppressed with equipment on hand.
  - f. Personnel and equipment needed prior to shift supervisor responding.
  - g. Safe avenues of approach for responding staff.
3. Extinguish fire with suppression equipment if possible.
4. Begin evacuating juveniles to the designated area in an orderly fashion. This will be done using the primary or secondary evacuation routes.
5. Continuously update control of the situation over the radio/phone.
6. Establish crime scene boundaries if the situation warrants.
7. Cadet will be able to list the steps to be taken in the event of a fire.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above cadet concerning this task on, \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 9 Performance Checklist

**Module Title:** First Aid Kits

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, the cadet will be able to demonstrate an understanding of where first aid kits are located, the contents found within first aid kits and the steps to take when using first aid kits.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.40, Emergency Management (Attachment C – First Aid Kits).
2. At a minimum, cadet will be able to explain where first aid kits are located throughout the facility.
3. At a minimum, cadet will be able to identify the contents found in a first aid kit.
4. Cadet will be able to explain the steps to take when using the contents within a first aid kit.
5. Cadet will be able to identify the location of the AED.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above cadet concerning this task on, \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 10 Performance Checklist

**Module Title:** Evacuation Procedures

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the trainee will know the proper procedures for evacuating a living unit or work area.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.40 – Emergency Management.
2. In the event of a fire, smoke or other life or death situations, on site staff are authorized to evacuate the immediate area to save lives. Time and circumstances permitting, on site staff should contact the shift commander for authorization.
3. Cadet will explain what situations would justify evacuation of a living unit or area.
4. Cadet will show where to locate the evacuation plan.
5. Cadet will demonstrate the primary evacuation route and the secondary evacuation route.
6. Cadet will explain where the evacuated offenders will be escorted to.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above cadet concerning this task on, \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 11 Performance Checklist

**Module Title: Perimeter Security**

**Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to correctly conduct a perimeter check of the facility.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.11, Perimeter Security and Control. Also Local Operating Policy (LOP)
2. Cadet will be able to explain the definitions of both Guard Line and Perimeter.
3. Cadet will be able to explain and demonstrate how to conduct a security patrol of the perimeter at least twice per shift within one hour of assuming the shift and before the on-coming shift arrives.
4. Cadet will be able to explain and demonstrate how to document perimeter patrols via Detex/Guard Plus buttons mounted at various intervals along the perimeter.
5. Cadet will be able to explain and demonstrate specific areas which will be checked during each perimeter patrol to include:
  - a. Conduct a security inspection of all inside fences, gates, buildings; Checking gates to ensure they are locked and secured; Looking for damage to the fence (e.g. rust, holes, trees on the fence, etc.); erosion of soil under the fence; contraband along the fence line; loose ties/clamps at the bottom of the fence; security lighting; and any concern which may compromise the safety and security of the facility.
6. Cadet will explain and demonstrate how to report and document any found security issues to the control room and shift supervisor.
7. Cadet will explain and demonstrate how to initiate a work order for any found security issues.
8. Cadet will explain and demonstrate the procedure for the inspection of vehicles entering and exiting the facility perimeter.
9. Cadet will explain and demonstrate how vehicles entering and leaving the gate will be logged in and out. Name of driver and passengers, vehicle license number, and purpose of visit will be included.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 12 Performance Checklist

**Module Title:** Razor Wire Extraction Procedures

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, the cadet will be able to demonstrate an understanding of where the razor wire extraction kit is maintained; the contents of the kit and the steps to take in the event a youth is found in the razor wire.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.40, Emergency Management (Plan J – Razor Wire Extraction).
2. At a minimum, cadet will be able to explain where the razor wire extraction kit is located within the facility.
3. At a minimum, cadet will be able to identify the contents found in a razor wire extraction kit: Long Handle Bolt Cutters; Fence Gloves (Ex. Heavy duty work gloves); First Aid Kit; Bed sheet (For use as covering, ground sheet, stretcher, etc.); Latex Gloves, minimum 4 pairs; Surgical mask with face shield (Ex. Tecnol’s Fluid Shield Mask); Blanket minimum 2 (For warmth, treat shock, elevate wounds, etc.); Three (3) Ladders, minimum 10 foot; Bag to contain supplies
4. Cadet will be able to explain the steps to take when using the contents within a razor wire extraction kit:
  - a. Tell youth to stop moving as much as possible to reduce additional injury
  - b. Notify Control Rm. Operator
  - c. Control Room Officer notifies the Sr. Staff on Duty and Health Care Staff
  - d. Control Room Officer ceases all unnecessary radio, phone and foot traffic
  - e. Control Room Officer begins notification procedures (blue sheet for duty hours and yellow sheet for non-duty hours)
  - f. Health Care Staff goes to scene - prepares to give first aid
  - g. Senior Staff on Duty goes to scene, with Razor Wire Extraction Kit
  - h. Senior Staff on Duty directs staff in efforts to remove youth from razor wire
  - i. Health Care Staff Provide first aid
  - j. Senior Staff on Duty prepares to transport youth to emergency room for further treatment as needed
  - k. Maintenance repairs any damage to fence, razor wire, etc.
  - l. Emergency Plan Coordinator replenishes and replace Razor Wire Extraction Kit
  - m. Complete Special Incident Report within 2 hours or by the end of the shift
  - n. Facility Director conducts critical incident stress de-briefing for all involved staff and youth

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 13 Performance Checklist

**Module Title:** Intake Procedures

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to explain the components of the facility intake process.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 17.1, Admission to a Secure Facility. Review the Post Orders and Local Operating Procedures (LOP).
2. Upon a youth's arrival at the facility, designated staff will confirm legal authority for detention of the youth by reviewing available documents and verifying the identity of the youth.
3. Youth who exhibit obvious pain/bleeding or other symptom requiring emergency care, withdrawal symptoms, disoriented, incoherent, or difficulty breathing must receive medical clearance from a physician, hospital emergency room, or emergency medical service (EMS-911) prior to admission.
4. Newly admitted youth will be immediately added to the facility's master count.
5. All youth will be frisk searched and searched with a metal detector immediately upon arrival.
6. All youth will then be strip-searched by a same-sex Juvenile Correctional Officer (JCO) in an area that provides privacy. This search should occur in the intake area. If no intake area is available, the youth will be escorted to the shower for the strip search.
7. Admitted youth will be provided a shower.
8. The youth's personal property will be collected, inventoried, documented and stored.
9. Youth will be issued standard items including clothing, linens, and personal hygiene articles.
10. Trained staff member(s) will conduct an intake interview on the day of arrival to complete standardized admission documents. Staff will explain the procedures being undertaken at each step in the admissions process.
11. Staff will observe and assess the youth for any immediate problems requiring intervention and provide or arrange for any needed care.
12. Trained staff will complete the Medical, Mental Health and Educational Intake Screening DJJ 11.1.
13. Trained staff will complete the Custody Assessment Instrument and the Housing Assessment DJJ 17.3.
14. Within two hours of arrival, the youth will be afforded two telephone calls to his/her family members, legal guardians or attorney.
15. All youth will be photographed upon admission using a web-based camera.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 14 Performance Checklist

**Module Title:** Youth Visitation

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate understanding youth visitation procedures.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 15.5, Youth Visitation. Review Post Orders and Local Operating Procedure (LOP).
2. Visitation may be temporarily limited due to overriding security considerations.
3. All DJJ facilities will develop written procedures that govern visitation to include the routine visiting days and times. Each facility will develop procedures for temporarily denying visitation that include the causes for the cancellation or denial of a visit and procedures for appealing a decision to cancel or deny visitation.
4. Only visitors whose names are on an approved list will be provided access to a DJJ facility. Youth may receive up to 5 visitors at one time. The facility may limit the number of visitors a youth has at one time subject to space limitations and supervision concerns.
5. Each YDC will offer 3 hours of visitation on Saturdays and Sundays. Each RYDC will offer at least one hour of visitation twice per week. At least one of the visitation periods must be on Saturday or Sunday.
6. Excluding pre-hearing confinement, youth in confinement will be eligible to receive visitors unless there is a compelling risk to the safety of other youth, staff, or visitors or to the security of the facility.
7. Regular visitation is not a privilege that can be restricted for disciplinary reasons.
8. Youth may receive visits with their clergy, government officials, counselors, and workers who are assigned to supervise or to deliver services to them in the community.
9. All visitors will be required to sign the Visitor Log / Visitor Consent to Search Form upon entry and exit. Any visitors refusing to sign the consent will be denied visitation.
10. Visitors will be provided a means of identification that will be worn conspicuously for the duration of the visit.
11. Visitors will be required to pass through metal detectors and, if necessary, to be subjected to further search by hand-held detectors, B.O.S.S. Chair, or pat-down searches. Visitors' personal effects will be searched prior to entry into the visitation areas.
12. Visitors 16 years of age or older will be required to show a picture ID.
13. A parent or legal guardian will accompany children under the age of 18, although the facility Director or designee may grant exceptions.
14. The visiting area will permit communication, including the opportunity for acceptable levels of physical contact. When necessary for security reasons, noncontact visitation may be provided in facilities that are designed with this type capability.
15. A denial of visitation will be made when staff has reason to believe that the safety and security of the youth, staff, general public, or the facility may be in jeopardy.
16. Youth will not be required to visit with individuals that they do not wish to see.
17. Visitors will not be allowed to bring food, drinks; baby strollers, carriers, slings or diaper bags to visitation. Allowed only to bring maximum of \$10.00 in coins in a clear bag.
18. Cadet will demonstrate an understanding of the visitation procedures.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

**X** \_\_\_\_\_ **FTO**

**X** \_\_\_\_\_ **Cadet**

## Georgia Department of Juvenile Justice

### FTO Module 15 Performance Checklist

**Module Title:** Radio Procedures

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the trainee will be able to operate a 2-way radio by sending and receiving transmissions.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.14, Radio Communication. Review Post Orders and Local Operating Procedure (LOP).
2. A copy of the FCC license will be posted at the location of the base station (Control Room).
3. Cadet will obtain a call sign and list of call signs of those you would need to contact by radio.
4. Ensure the radio is loud enough to hear; turn the radio off then back on, a beep will sound to indicate it is on and then adjust the volume.
5. Ensure no one is talking on the radio, so you do not “walk” over their transmission.
6. Depress the button on the radio, use your call sign to reach another party: (E.g. E2 to Control)  
When the party answers, relay the needed information using the approved 10-Codes.
7. Radio messages should be transmitted in a calm, matter-of-fact manner. All calls to and from field units will be brief and to the point.
8. All transmissions will be made in a normal and audible tone of voice. Loud and sarcastic language will not be used. Staff should speak slowly and distinctly in an evenly modulated tone of voice and avoid display of emotion, such as nervousness, excitement, loss of temper, impatience.
9. Control room operator will announce the base station number and conduct radio checks every 30 minutes to ensure that all radios are operational. These checks will be documented in the logbook.
10. Radio calls of a personal nature will not be permitted. Personal information will not be given out on the radio.
11. Cadet will demonstrate using the hand held two way radio using DJJ approved 10 Codes and facility call signs under the direction of the field training officer.
12. Read the approved listing of DJJ 10-Codes

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 16 Performance Checklist

**Module Title:** DJJ Approved 10-Codes

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate proper use of 10-Codes during radio communications.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.14, Radio Communications.
2. Cadet will become familiar with the DJJ Approved 10-Codes that are used during radio communications. The approved 10-Codes are:
  - 10-1 Unable to Copy (Change Location)
  - 10-2 Signal Good
  - 10-3 Stop Transmitting
  - 10-4 OK - Acknowledgement
  - 10-5 Relay
  - 10-6 Busy (Out of car at \_\_\_)
  - 10-7 Out of Service
  - 10-8 In Service
  - 10-9 Repeat
  - 10-10 Fight in progress
  - 10-12 Standby
  - 10-18 Quickly
  - 10-19 Return to \_\_\_
  - 10-20 Location
  - 10-21 Call by Phone
  - 10-22 Disregard
  - 10-23 Arrived at Scene/Location
  - 10-24 Assignment Complete
  - 10-25 Report in Person
  - 10-26 Detaining subject, expedite
  - 10-30 Unnecessary use of radio
  - 10-33 Emergency
  - 10-34 Riot (give location)
  - 10-36 Correct Time
  - 10-37 Investigate suspicious person/vehicle
  - 10-39 Resume / Normal Traffic
  - 10-41 Beginning tour of duty
  - 10-42 Ending tour of duty
  - 10-44 Suicide or attempt
  - 10-52 Ambulance needed
  - 10-59 Transport/Escort
  - 10-70 Fire
  - 10-74 Negative
  - 10-76 En route to \_\_\_
  - 10-77 ETA (estimated time of arrival)
  - 10-78 Need Assistance
  - 10-81 Give location & status (hourly)
  - 10-84 Special Detail (meal break)
  - 10-89 Bomb Threat
  - 10-95 Subject in Custody
  - 10-97 Check Signal
  - 10-98 Escape / Escape in Progress

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

**X** \_\_\_\_\_ **FTO**

**X** \_\_\_\_\_ **Cadet**

## Georgia Department of Juvenile Justice

### FTO Module 17 Performance Checklist

**Module Title:** Logbook Entries

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the trainee will be able to accurately document in the unit logbook 6 times without error.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.3 – Logbooks.
2. Cadet identifies the unit logbook and acknowledges the fact that it is a legal document.
3. Cadet identifies where the log book is maintained.
4. Cadet identifies the documented information that is placed within a log book including, but not limited to the following:
  - a. Counts;
  - b. Incidents and other events that are out of the ordinary;
  - c. Occurrences such as recreation periods, emergency drills;
  - d. Equipment failure (work orders will also be submitted);
  - e. Signing in and out of staff assigned to the post; and
  - f. Duties accomplished while on post (inventories, inspections, investigations, etc.).
  - g. Any changes to a youth’s level of observation.
5. All entries in the logbook will be written in a legible manner, signed, dated, and timed; then draw a horizontal line to fill the remaining space before adding a signature at the end.
6. Each entry will start on a new line so that no lines will be left blank in the logbook.
7. Logbook entries will never be erased, “whited” out, or marked out making the original entry unreadable.
8. Entries made in error will be lined out by a single line, dated, and signed “corrected by \_\_\_\_\_”
9. Cadet will successfully document in the unit log book

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above cadet concerning this task on,  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 18 Performance Checklist

**Module Title:** Unit Inspection

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to complete a check of the unit and document all discrepancies following the steps outlined below.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.20, Room Checks. Review Local Operating Procedures (LOP).
2. Unit checks must be completed daily on every shift. Unit checks are a visual and physical inspection of each housing unit.
3. Push on all doors to ensure they are secure. Physically check the doorknobs and locks to ensure they haven't been tampered with.
4. Check all pipe chase doors to ensure they are secure.
5. Visually inspect each cell. Pay close attention to windows, frames, and the cell wall around window frames for any signs of tampering.
6. Check all locking devices. Inspect them for proper operation, signs of tampering, and loose or missing fasteners.
7. If the unit has a control room it will be checked by the control room officer. This check will include a check of all windows, window frames, doors, locks, locking panels and emergency equipment (fire extinguisher, first aid kit, AED, safety scissors, etc.)
8. Inspect all lighting fixtures to ensure they are functioning.
9. Inspect all water fixtures to ensure they are functioning.
10. Ensure that the heating/cooling system is working.
11. Check to ensure that you are able to visually look into each juvenile's cell and that there is no type of covering on any window that restricts visual observation.
12. Check that the Detex/Guard Plus monitoring system is working.
13. Check to ensure that documentation items (log book, self-help request forms, special incident reports, disciplinary reports, grievance forms, witness statements, etc.) are in adequate supply.
14. Check to ensure that all assigned cleaning supplies (chemicals, brooms, mops, mop buckets, etc.) is inventoried, accounted for, in good working order and secured.
15. Once the unit inspection is complete, it must be documented in the unit log book. Log entries must include the following information:
  - a. Time of completion
  - b. Who completed the inspection
  - c. Listing of any discrepancies found
  - d. Annotate "no discrepancies noted" if no problems are found.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

**X** \_\_\_\_\_ **FTO**

**X** \_\_\_\_\_ **Cadet**

## Georgia Department of Juvenile Justice

### FTO Module 19 Performance Checklist

**Module Title: Room Checks and Monitoring System Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to explain and demonstrate the correct procedures for conducting room checks and using the Detex Electronic Monitoring System.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.20, Room Checks. Review Local Operating Procedure (LOP).
2. Cadet will be able to explain routine observation, special observation, close observation and one to one observation to include the time frames. (Routine Observation – 30 minutes, Special – 15 minutes, Close and One on One - constant observation with documentation every 15 minutes)
3. Cadet will be able to explain special situation monitoring requirements along with their time frames. Such as: Disciplinary Isolation/Confinement Status – 15 minutes, Medical Isolation – 15 minutes, etc.)
4. Cadet will be able to explain and demonstrate the use of the electronic monitoring system (detex) to include:
  - a. Irregular Room Checks – will be conducted when the youth are in the room.
  - b. Each JCO will have his/her own personal data button, which will be used to identify the JCO performing the tour. This data button will be issued to the JCO as part of their equipment. The JCO will be responsible for reporting to work with the data button.
  - c. During each room check, the JCO performing the check will look into each room to assess the safety of each youth. The JCO will ensure the youth is in the room and that the door is locked and secured, and that there are no other youth in the room. The JCO will take any needed action(s) and press a behavior data button with the data acquisition unit indicating what action the youth is demonstrating before moving to the next room.
  - d. During each security check of doors and gates, the exterior doors will be checked by the JCO performing the monitoring tour. The JCO will push against the door to ensure that it is secure before scanning the station.
  - e. Any discrepancies will be reported to the shift supervisor /ADO and a Special Incident Report will be completed by the end of the shift.
5. Cadet will explain and demonstrate the use of a Room Observation Form in the event that the electronic monitoring system is not working.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 20 Performance Checklist

**Module Titles: Video Cameras**

**Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to explain and demonstrate the correct procedures for storing, maintaining and using video cameras.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.15, Video Cameras.
2. Cadet will explain when video cameras will be used to record incidents.
3. Cadet will explain the correct procedures for storing the video camera.
4. Cadet will explain and demonstrate how to correctly maintain the video camera to include:
  - a. Setting the video camera's date and time functions
  - b. Checking and replacing batteries
  - c. Inserting and removing video tapes
  - d. Turning the video camera on and off
  - e. Using the record function
5. Cadet will explain the correct procedures for reporting a damaged or missing video camera.
6. Cadet will explain and demonstrate the correct procedures to follow when special situations are present during the use of a video camera. Such as but not limited to:
  - a. Staff using a video camera to document an incident will make every effort to ensure that the entire incident is accurately recorded, without gaps in the time or sequence of events. The incident will be filmed until the youth is safe and secure (i.e., in the room or under control).
  - b. If the date and time function of the video camera are not correct, the staff member filming the incident will verbally announce the date and time. Immediately after filming the incident, staff operating the video camera will set the correct date and time.
  - c. After starting the recording, the staff member will identify the youth and staff being filmed by name, if known.
  - d. When the staff member filming an incident feels that his/her assistance is needed in controlling the incident, he/she will leave the video camera recording, put the video camera down, and assist the other staff or youth.
  - e. When youth are nude during an incident, every effort will be made to cover the youth, or to videotape with respect for the youth's dignity.
  - f. Youth will not be videotaped while being examined or evaluated by medical or mental health staff.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 21 Performance Checklist

**Module Title:** Control of Youth Movement

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate control of youth during both individual and group youth movement.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.21, Counts and Control of Youth Movement. Review Local Operating Procedure (LOP).
2. All room/cell doors that can be locked from the outside of the door will remain locked at all times, whether the youth is in the room or not.
3. When room checks are conducted, the staff will ensure that the door is locked and that each youth is in his/her assigned room and is safe.
4. All youth must remain in their assigned room. Staff will never allow youth to enter a room to which they are not assigned. (The only exception will when another youth's room is used for disciplinary confinement or in other circumstances as approved by the Director.)
5. All doors to restricted or controlled areas will remain locked at all times.
6. All doors and gates that provide direct exit to the outside of the facility or outside of the perimeter of the facility will remain locked at all times.
7. Staff will be able to account for the authorized whereabouts of each youth at all times.
8. Security staff will be primarily responsible for youth traffic control. However, all staff will understand and adhere to traffic control and movement procedures.
9. Group movement of youth will be accomplished in an orderly fashion and under staff supervision. Accountability of the authorized whereabouts of each youth will be maintained as a component of movement.
10. During group movement, security staff will position themselves in a position that allows for control and observation of the entire group.
11. Staff will ensure that youth are not engaged in behavior that is disruptive to the overall safety and security of the facility. In this regard, staff must be vigilant for assaultive behavior, the passing of

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 22 Performance Checklist

**Module Title: Headcount Procedures**

**Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate an understanding of how official, informal, and emergency head counts are conducted.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.21, Counts and Control of Youth Movement. Review Local Operating Procedures (LOP).
2. At a minimum, cadet will be able to explain and demonstrate the proper time frames and steps for conducting an official head count.
3. At a minimum, cadet will be able to explain and demonstrate the proper time frames and steps for conducting an informal head count.
4. Cadet will be able to explain the steps for conducting an emergency head count and when it is necessary to do so.
5. Cadet will demonstrate the steps for documenting head counts in a log book and on a count slip.
6. Cadet will explain the steps to take in the event of a discrepancy during a head count.
7. Cadet will conduct official and informal head counts in conjunction with their Field Training Officer and compare their results.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above cadet concerning this task on, \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 23 Performance Checklist

**Module Title:** Youth Disciplinary Process

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, the cadet will be able to explain and demonstrate the youth disciplinary process.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 16.5, Disciplinary Reports and Hearings. Review Local Operating Procedures (LOP).
2. Cadet will explain and demonstrate the informal resolution process.
  - a. Whenever possible, staff will attempt to resolve behaviors of concern without the filing of a formal disciplinary report.
  - b. Youth will be held accountable through the behavior management system, which is designed to promote the development of self-control and to teach and encourage positive behavior and interaction with others.
  - c. Nuisance behaviors should be dealt with informally with counseling and the use of the behavior management system. As a last resort, the disciplinary process may be used.
  - d. The disciplinary process may be initiated if a youth is unresponsive to an informal resolution, continues the behavior after repeated correction, or the seriousness of the infraction warrants a formal report.
3. Cadet will explain and demonstrate an understanding of different rule violations and how they can be found on the rule violation grid.
4. Cadet will explain and demonstrate an understanding of how to correctly complete a disciplinary report.
5. Cadet will explain the youth's right to due process along with the time frames that must be followed within the disciplinary process.
6. Cadet will observe explain the Disciplinary Hearing Process.
7. Cadet will explain the different types of disciplinary sanctions that can be imposed if a youth is found guilty.
8. Cadet will explain the Youth's Appeal Process.
9. If a situation presents itself, the cadet will complete a disciplinary report on a youth under the direction of the Field Training Officer.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 24 Performance Checklist

**Module Title: Mandated Reporter Law**

**Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, the cadet will be able to explain their legal obligation as a mandated reporter to report all allegations of abuse.

**STEPS:**

1. At a minimum, cadets will read and be able to explain the Georgia Mandated Reporter Law -GA. CODE ANN. § 19-7-5 (2010). Which states:
  - a. The purpose of this Code section is to provide for the protection of children whose health and welfare are adversely affected and further threatened by the conduct of those responsible for their care and protection. It is intended that the mandatory reporting of such cases will cause the protective services of the state to be brought to bear on the situation in an effort to prevent further abuses, to protect and enhance the welfare of these children, and to preserve family life wherever possible. This Code section shall be liberally construed so as to carry out the purposes thereof.
  - b. As used in this Code section, the term: Abused means subjected to child abuse. Child means any person under 18 years of age.
  - c. Child abuse means:
    - i. Physical injury or death inflicted upon a child by a parent or caretaker thereof by other than accidental means; provided, however, physical forms of discipline may be used as long as there is no physical injury to the child.
    - ii. Neglect or exploitation of a child by a parent or caretaker thereof
    - iii. Sexual abuse of a child
    - iv. Sexual exploitation of a child.
  - d. The following persons having reasonable cause to believe that a child has been abused shall report or cause reports of that abuse to be made as provided in this Code section: Physicians licensed to practice medicine, interns, or residents; Hospital or medical personnel; Dentists; Licensed psychologists and persons participating in internships to obtain licensing; Podiatrists; Registered professional nurses or licensed practical nurses; Professional counselors, social workers, or marriage and family therapists; School teachers; School administrators; School guidance counselors, visiting teachers, school social workers, or school psychologists; Child welfare agency personnel; Child-counseling personnel; Child service organization personnel; or Law Enforcement personnel.
  - e. Any person or official required by law as a mandated reporter who knowingly and willfully fails to report a suspected case of child abuse shall be guilty of a misdemeanor.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 25 Performance Checklist

**Module Title:** Reporting Child Abuse

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the trainee will be able to explain the required steps to take in the event they have a reasonable cause to believe a youth has been neglected or abused, physically or sexually.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.5, Special Incidents and Child Abuse Reporting in Secure Facilities.
2. Youth admitted to an owned, operated or contracted Regional Youth Detention Center (RYDC) or Youth Development Campus (YDC) will be provided an orientation that includes basic directions for reporting abuse, sexual abuse/exploitation, neglect, youth on youth sexual act and youth on youth abusive sexual contact and assurance that the youth will be protected against retaliation for reporting.
3. Any employee or volunteer/intern of an owned, operated or contracted facility, program or office who has reasonable cause to believe that a child has been neglected or abused, physically or sexually, must immediately report the suspicion verbally to his/her immediate supervisor and complete a Special Incident Report in accordance with this policy. Any employee or volunteer/intern suspecting that a youth has been the victim of sexual abuse by another youth must immediately report the suspicion verbally to his/her immediate supervisor and complete a Special Incident Report in accordance with this policy.
4. The facility Director will be responsible for reporting allegations of child abuse, sexual abuse/exploitation, neglect, youth on youth sexual act, and youth on youth abusive sexual contact of youth under the age of 18 to the local Department of Family and Children's Services within 72 hours of the incident occurring or being reported.
5. Allegations of child abuse, sexual abuse/exploitation, neglect, youth on youth sexual act, or youth on youth abusive sexual contact of youth over the age of 18 will be reported to the Office of Internal Investigations. The local Department of Family and Children's Services will not be contacted.
6. The Office of Internal Investigations will conduct an investigation into all allegations of child abuse, sexual abuse/exploitation, neglect, and youth on youth sexual acts that occurred on DJJ property. (DJJ staff will not conduct investigations regarding child abuse, sexual abuse/exploitation, or neglect alleged to have occurred in a youth's home; however, a referral to the local Department of Family and Children's Services will be made.)
7. Field Based Investigators (FBI) are prohibited from investigating any allegations involving DJJ youth that involve child abuse, sexual abuse, sexual exploitation or neglect. This statement applies regardless of the SIR Code assigned.
8. Cadet will be able to explain when and the steps to take when reporting child abuse.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**

\_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 26 Performance Checklist

**Module Title:** Documenting SIRs

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the trainee will be able to document an incident that occurred by completing an SIR.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.5, Special Incidents and Child Abuse Reporting in Secure Facilities. Review Local Operating Procedures (LOP).
2. Cadet will identify the various attachments of a Special Incident Report (SIR).
3. Cadet will identify what type of situation would require the completion of a (SIR) based on the policy.
4. Verbally notify the shift supervisor of the incident and advise him/her that a SIR is forthcoming.
5. Staff member will record the supervisor's name and the time of notification on SIR.
6. Identify where blank copies of a Special Incident Report are maintained.
7. Gather specific information related to the report. Use report format; Introduction (who, what, when & where), Body (how, why) End (action taken).
8. Write in chronological order.
9. Use first person and active verbs. (E.g. "I saw youth....")
10. Use short paragraphs and headings which help the reader focus on the purpose.
11. Have all juveniles and staff that witnessed the incident complete witness statements.
12. Proof read your document. Have another staff members read the report, if appropriate, to see if it makes sense to them. Sign and date your document.
13. Complete all SIR's before going off shift.
14. Forward original copies and applicable video tape to the Shift Supervisor.
15. Cadet will complete a "sample" Special Incident Report on a situation determined by their FTO for evaluation purposes only.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 27 Performance Checklist

**Module Title: Secondary Strategies**

**Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate the ability to assist in the supervision of youth through the use of secondary strategy skills.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.30 – Physical Intervention Continuum.
2. Staff will ensure that their interactions with youth are positive, even when addressing minor misbehaviors. Behavior management techniques will be used to address minor misbehavior. This will be accomplished by utilizing the following types of skills: Attending, Attuning, Meeting and greeting, Maintaining a positive affect, Identifying the youth’s strengths, Modeling appropriate behavior, Using appropriate humor, Being friendly, Celebrating achievements, Giving positive acknowledgement, Being aware of events, Making random positive connections, Teaching acceptable behavior, Recognizing normal behavior, Positively correcting behavior, and Using differential reinforcement.
3. Staff will assume a calm and controlled posture and demeanor.
4. For minor misbehavior, staff will use the following non-verbal steps of (a) Planned Ignoring: Ignore nuisance behaviors and attention-seeking negative behaviors (other than self-harm behaviors and behavior causing harm to others) (b) Affect: Staff presence (c) Signals: Give non-verbal cues to communicate the expected behavior (d) Proximity Prompt: Move closer to the youth and (e) Touch Prompt: Give a slight pat on the shoulder or upper arm to send a reassuring message or to alert the youth of a poor choice. (Staff must be aware of a youth’s history prior to using touch. The youth may respond negatively to touch.)
5. Staff will use para-verbal techniques to control their volume, tone and rate of speech. Staff will speak calmly and evenly.
6. Staff will use active listening to understand the youth and show interest in the youth. Ways to show active listening include head nods, paraphrasing, reflecting a feeling, eye contact, etc.
7. Staff will use verbal intervention techniques which include Paraphrasing, Perception checking, Behavior description, Open ended prompts, Reflecting feelings, Summarizing, Directly appealing, Benign confrontation, Setting clear expectations, Positive problem solving, Redirection, Positive correction, Limit setting and Reminding of the consequence(s)
8. Cadet will practice secondary strategy skills while interacting with the youth.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

**X** \_\_\_\_\_ **FTO**

**X** \_\_\_\_\_ **Cadet**

## Georgia Department of Juvenile Justice

### FTO Module 28 Performance Checklist

**Module Title:** Use of Force Continuum

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, the trainee will be able to explain physical intervention procedures as they relate to both trained and untrained staff.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.30 – Physical Intervention Continuum.
2. Untrained staff should only physically intervene in a life-threatening event when no other trained staff is available to respond or in non-life threatening events when the trained staff requires that level of assistance. Untrained staff will use the minimum level of intervention necessary to safely manage the situation.
3. Physical intervention techniques will be used as taught by the Office of Training.
4. In secure facilities, in all instances where time permits and video cameras are available, the use of physical intervention techniques and other incidents involving youth will be recorded.
5. The least restrictive alternative will serve as the guideline to the response(s) authorized by DJJ to manage acting-out behavior.
6. Staff will use the appropriate strategies necessary to manage acting-out youth.
7. Inappropriate use of physical intervention is specifically prohibited.
8. Physical intervention techniques are not intended, and shall never be used as a means of punishment.
9. The safety of the youth shall be the staff's primary concern. Physical intervention is always a last resort.
10. The use of physical intervention will be permitted in the following circumstances: Defense of self; Protection of youth, staff, or others; In secure facilities, prevention of substantial damage to property when that damage could legitimately cause a safety hazard; In secure facilities, escape prevention; and In secure facilities, enforcement of lawful orders and directives, upon supervisor approval when other lesser intervention techniques have failed.
11. Cadet will become familiar with the PIT Continuum: Levels 1 - 6. (Youth's level of aggression determines staff's authorized level of response)
12. Youth will receive a medical examination following any incident with a potential for injury within 2 hours if medical personnel are on site, but always within 12 hours. In emergency situations with no medical personnel present, the youth will be taken off campus for emergency medical care.
13. Youth involved in a physical intervention will be evaluated by a behavioral health staff immediately following the incident if on site, but always within 72 hours.
14. The Director or Administrative Duty Officer will be verbally notified immediately when any physical intervention is used.
15. SIRs and Witness statements will be completed according to policy.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

**X** \_\_\_\_\_ **FTO**

**X** \_\_\_\_\_ **Cadet**

## Georgia Department of Juvenile Justice

### FTO Module 29 Performance Checklist

**Module Title:** Youth Personal Hygiene

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate understanding of youth rights as it relates to personal hygiene, clothing, bedding and linens.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 15.8 Personal Hygiene, Clothing, Bedding and Linen Supplies. Review Local Operating Procedures (LOP).
2. Each secure facility will have a written schedule for showers and personal hygiene.
3. Youth will have access to showers, toilets, and wash basins.
4. Youth will be given the opportunity to shower at least daily. The water temperature in showers will be between 100°F and 120°F at the showerhead.
5. Personal hygiene articles and supplies will be made available to youth to include, at a minimum: • Soap and shampoo; • Toothbrush and toothpaste; • Culturally sensitive hair maintenance items (e.g., hair grease); • Comb or brush; • Non-aerosol deodorant; • Body lotion; • Toilet paper; and • Feminine hygiene items for females.
6. The facility Director will establish procedures for youth to have the opportunity to shave under staff supervision.
7. Youth will be issued clean towels and washcloths at least 3 times per week.
8. Each youth will be provided at least 3 complete sets of clean clothing each week. Clothing will be provided more frequently, as needed, after strenuous activity (e.g., P.E. or recreation).
9. Each youth will be provided clean socks and underwear daily.
10. Special and, when appropriate, protective clothing and equipment will be issued to youth assigned to food service (i.e., hairnets, aprons, etc.), maintenance (i.e. gloves, goggles, etc.), and other special work assignments.
11. Each youth will be issued one mattress and one pillow, or one mattress/pillow combination. Mattresses and pillows must be encased in a non-porous, fire retardant material. Mattresses and pillows will be disinfected before being issued to a new youth. Mattresses and pillows with tears and rips will be discarded.
12. Youth will receive clean linen at least weekly to include: • Two sheets; • One pillowcase (for pillows separate from the mattress); and • Sufficient blankets to provide comfort under existing temperature controls.
13. Blankets will be exchanged and cleaned at least 2 times per month.
14. Blankets, sheets, pillows, pillowcases and mattresses will be kept in good condition. Items beyond repair or good use will be discarded.
15. Cadet will demonstrate understanding of conducting youth showers in accordance with policy and post orders.
16. Cadet will demonstrate understanding of issuing and accounting for youth personal hygiene items in accordance with policy and post orders.
17. Cadet will demonstrate understanding of issuing, accounting for and laundering youth clothing, bedding and blankets in accordance with policy and post orders.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

**X** \_\_\_\_\_ **FTO**

**X** \_\_\_\_\_ **Cadet**

## Georgia Department of Juvenile Justice

### FTO Module 30 Performance Checklist

**Module Title:** Youth Property and State Issue Items      **Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability      **FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate understanding of items and property that are authorized and unauthorized for youth possession.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 15.8, Youth Property and State Issued items. Review Local Operating Procedures (LOP).
2. Personal property that will be authorized for possession at each secure facilities includes:
  - Religious literature (one Bible, Koran, or other book of faith);
  - An approved religious item essential to the practice of your faith (subject to approval);
  - Legal materials (subject to space limitations);
  - Personal health aid approved by medical department (i.e. , prescription glasses );
  - Five personal letters;
  - Five family photos (no Polaroid);
  - One magazine or other periodical; and
  - Student Handbook.
3. YDCs and RYDCs will issue the following standard items to youth:
  - Clean towels and washcloths (at least 3 times per week);
  - 3 complete sets of clean clothing per week;
  - 1 pair of shoes;
  - 1 pair of shower shoes;
  - Clean socks and underwear (daily);
  - Special clothing and equipment for work assignments, as applicable;
  - One mattress and one pillow, or one mattress/pillow combination;
  - Two sheets (exchanged at least weekly);
  - One pillowcase for pillows separate from the mattress (exchanged at least weekly);
  - Sufficient blankets to provide comfort during existing temperature controls (exchanged at least twice monthly);
  - Soap and shampoo;
  - Toothbrush and toothpaste;
  - Culturally sensitive hair maintenance items (e.g., hair grease);
  - Comb or brush;
  - Non-aerosol deodorant;
  - Body lotion;
  - Toilet paper; and
  - Feminine hygiene items for females.
4. Other items may be issued to youth and will be authorized for possession by youth to include, but not be limited to:
  - One library book; and
  - One school book (textbook).
5. Items issued to youth do not become the personal property of the youth. Issued items continue to be state property even after issuance.
6. A youth may possess state issued items only in the authorized quantities.
7. Youth will not waste or destroy issued items.
8. Certain items will be forbidden in Department facilities. Possession of these items or giving these items to a youth may result in criminal prosecution. These items include, but are not limited to:
  - Illegal drugs;
  - Weapons (i.e., firearms, explosives, knives, or other items that could be used as weapons);
  - Alcoholic beverages;
  - Cellular telephones/devices and accessories (chargers, batteries, etc.);
  - Prescription drugs;
  - Pornography, obscene material, and literature promoting violence or insurrection;
  - Stolen property;
  - Cash and other financial instruments;
  - Cigarettes, lighters, and matches;
  - Unauthorized keys; and
  - Flammable or combustible liquids, toxic materials, and poisons.
9. Cadet will be able to identify items and property that are authorized and unauthorized for youth possession through discussion and room/area searches.
10. Cadet will assist with the issuing of State issue items while working a dormitory.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

**X** \_\_\_\_\_ **FTO**

**X** \_\_\_\_\_ **Cadet**

## Georgia Department of Juvenile Justice

### FTO Module 31 Performance Checklist

**Module Title:** Access to Mail Procedures

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate understanding of the youth mail procedures.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 15.6, Access to Mail. Review Local Operating Procedures (LOP).
2. Youth will not handle mail. The amount of mail a youth may receive or send will be unlimited, except when there is clear and convincing evidence to justify a specific limitation. Youth will be limited to 5 personal letters kept in the room.
3. The Department will provide postage for the mailing of up to 2 postcards/letters per week for each youth, when requested, excluding legal correspondence. Youth will not be allowed to possess stamps. Each facility will ensure unlimited access to postage stamps or a stamping service, beyond the 2 stamps per week provided by the facility. Youth will be responsible for the cost of additional postage. The Department will, when requested, provide sufficient postage to mail a youth's legal correspondence. There is no postage limitation for legal correspondence.
4. Mail will be delivered once per day Monday through Friday, excluding state and national holidays. **Cadet will assist in the delivery of mail on the dormitory.**
5. Incoming letters and packages will be opened and inspected for contraband before delivery to the youth. If no contraband is found, letters and packages will be immediately delivered to the youth. Contraband items or any unauthorized item will be withheld and processed
6. The youth will be fully informed when incoming mail is withheld in part or in full.
7. Mail received from someone at another correctional facility will be returned to the sender. Youth will not be given mail sent from a youth previously detained at the facility.
8. Mail will be collected and sent out once per day Monday through Friday, excluding state and national holidays. **Cadet will assist with the collection of mail on a dormitory.**
9. All outgoing mail, excluding confidential correspondence and sensitive correspondence, will be on a postcard that is 6 inches long and 4 inches high.
10. Youth will not be allowed to send any type of mail or other communication to victims and/or their family members, upon the victim's request.
11. The mail handler will check all outgoing correspondence to ensure that youth are not attempting to communicate with the victim and/or their family members.
12. Letters will not be routinely read. However, when the mail handler or the senior staff member on duty has determined that a threat to the safety and security of the facility, other youth, staff, victim(s), or the general public exists, a youth's correspondence will be read in the presence of the youth and may be withheld, censored or rejected at that time, as determined by the staff person who has read the letter.
13. The facility Director may authorize the reading of specified correspondence outside of the presence of the youth if doing so facilitates an investigation involving violation of law, the safety and security of youth, staff, the facility, victim(s), or members of the public.
14. In YDC's, money received in the mail will be posted to the youth's Resident Youth Trust Account. In RYDC's, money received in the mail will be returned to the sender along with the Mail Items Rejection Form.
15. After removal of contraband or rejected items or material, the youth will be given any remaining acceptable items, letter, or materials, if this is possible.
16. If contraband found constitutes a violation of law, the entire package or letter will be secured, a chain of custody maintained, and local law enforcement authorities immediately notified.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**

\_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 32 Performance Checklist

**Module Title:** Youth Telephone Procedures

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate understanding of the youth telephone procedures.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 15.7, Access to Telephones. Review Local Operating Procedures (LOP).
2. During a stay in a DJJ facility, a youth may make local or collect long distance calls to his/her parents/legal guardians during established hours and in accordance with facility/program procedures that safeguard the security of the facility/program. The youth will be allowed a minimum of five minutes for each telephone call. During a stay in a DJJ facility, a youth may receive calls from his/her guardian during established hours and in accordance with facility/program procedures that safeguard the security of the facility/program. The youth will be allowed a minimum of five minutes for each telephone call.
3. If the youth's guardian cannot be reached by a collect call, and the youth does not receive a call from the guardian, a minimum of one five minute call per week will be placed at the expense of the facility/program.
4. Youth in disciplinary confinement will still be afforded the opportunity to make or receive at least one phone call per week, except in circumstances when it would present a security risk. Any denial of the phone call will be clearly documented on the telephone log.
5. Regular phone calls are a right that may not be revoked. (Phone calls earned as part of the behavior management system may be curtailed for disciplinary reasons.)
6. Additional calls may be earned as a part of the facility/program's positive behavior management program.
7. Youth may receive calls from community case managers, social workers, law enforcement officials, probation officers, and legal representatives at any time, unless the youth is currently in disciplinary confinement.
8. When the caller is unknown to staff, calls from individuals will be screened for authenticity. Youth will not be allowed to talk with a caller unless the identity of the caller has been confirmed.
9. A youth may call his/her legal representative on an agency phone at any reasonable time and as often as the legal representative agrees is necessary and will accept charges for the long distance calls. The calls will allow for a reasonable amount of privacy and duration. Either the legal representative or the youth may request such calls.
10. All phone calls (both outgoing and incoming) will be documented on the telephone log
11. Cadet will demonstrate understanding of youth telephone procedures by assisting with the conducting of youth telephones on a dormitory. (To include placement of the telephone calls and documentation on the telephone log)

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**

\_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 33 Performance Checklist

**Module Title:** Responsibilities of Youth

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate understanding of the responsibilities of youth.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 15.1, Basic Rights and Responsibilities of Youth.
2. All youth in DJJ facilities and residential programs, will have the following basic responsibilities:
  - To obey all federal and state laws at all times; • To respect peers and staff by obeying all legal and reasonable staff requests; • To refrain from bullying and harassment through the use of verbal abuse, ethnic slurs, slander, and/or obscene gestures; • To follow the rules, procedures, schedules, and directions of staff while in the facility/program. Youth shall treat staff members and other youth with respect and shall not engage in activity that is designed to be disruptive to the living environment; • To clean and maintain their living quarters and other general areas of the facility. Youth are expected not to damage public or privately owned property located within the facility; • To ask for mental health, medical and dental care when needed; • To maintain his/her clothes, body, and hair in a manner consistent with the facility requirements for safety, security, identification, and hygiene; • To refrain from infringing upon the rights of other youth and/or staff; • To obey all orders of the court, to remain in placement and to participate fully, to the best of their ability, to achieve the goals identified in the Service Plan; • To promote the physical safety, sexual integrity, and personal security of others through the use of self-discipline; • To personally refrain from and discourage others from possessing or transmitting any kind of weapon or object which could be used as a weapon; • To personally refrain from and discourage others from possessing, using, buying, selling, or otherwise providing or having alcohol, tobacco, narcotics, or other illegal drugs, or from abusing any other substance as an intoxicant or stimulant; and • To practice and encourage honesty in all interactions.
3. Cadet will demonstrate the correct steps to take when a youth fails to meet their basic responsibilities. (Verbal Direction, Disciplinary Reports, Special Incident Reports, Point Card Deduction, Notification Procedures, etc.)

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**

\_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 34 Performance Checklist

**Module Title:** Rights of Youth

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate understanding of the rights of youth.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 15.1, Basic Rights and Responsibilities of Youth.
2. All youth in DJJ facilities and residential programs will have the following basic rights:
  - To be free of unlawful discrimination because of race, religion, color, sex, age, national origin, or disability, pregnancy, childbirth, or related medical conditions;
  - To be free of harassment because of race, religion, color, sex, gender, sexual orientation, age, national origin, or disability, pregnancy, childbirth, or related medical conditions;
  - To be free from bullying;
  - To send and receive mail
  - To make and receive telephone calls
  - To receive visitors
  - To have contact with attorneys and other authorized legal representatives
  - Freedom in personal grooming and dress, except when it would conflict with facility requirements for safety, security, identification, or hygiene;
  - To file a grievance
  - To be treated respectfully, impartially and fairly and to be addressed by name in a dignified, conversational form;
  - To be informed of the rules, procedures and schedules of the facility within 24 hours of admission
  - Not to be subjected to corporal punishment, harassment, mental, verbal, or physical abuse, personal injury, disease, intimidation, property damage, threats, harm, assault, humiliation or interference with the normal bodily functions of eating, sleeping or bathroom functions by any person;
  - To practice his/her faith and to participate in religious services and religious counseling on a voluntary basis
  - To vote (by absentee ballot) if 18 years of age or older;
  - To review his/her case record while in a facility residential placement;
  - To freedom of expression, as long as it does not interfere with the rights of others or the safety and security of the facility/program;
  - To due process in disciplinary proceedings;
  - To equal access to programs and services in co-correctional facilities or equivalent services among different facilities; and
  - To maintain his/her physical, mental and emotional health by exercising on a daily basis.
3. Cadet will be able to identify the steps to be followed in the event that they become aware of another staff and/or youth violates a youth's rights. (Notification procedures, completion of SIRs, DRs, Grievances, etc.)

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

**X** \_\_\_\_\_ **FTO**

**X** \_\_\_\_\_ **Cadet**

## Georgia Department of Juvenile Justice

### FTO Module 35 Performance Checklist

**Module Title: Searches and Control of Contraband**      **Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**      **FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate an understanding of how searches are conducted and how contraband is controlled.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.22, Searches and Contraband Control. Review Local Operating Procedures (LOP).
2. At a minimum, new cadets will be able to identify what items are considered contraband and are not allowed to be in a youth's possession.
3. At a minimum, cadets will be able to identify what items are not permitted to enter a DJJ Facility.
4. Cadets will observe (if same sex), the procedures for conducting a strip search.
5. Cadets will observe the procedures for conducting a pat-frisk search.
6. Cadets will observe the procedures for conducting a vehicle search.
7. Cadets will observe and demonstrate the procedures for conducting an area search in the following areas:
  - a. Youth's room
  - b. Dormitory day room/common area
  - c. Dining Hall/Kitchen area
  - d. Visitation area
  - e. School/classroom
  - f. Recreation (inside and outside)
8. Cadets will observe, demonstrate and explain the steps to be taken following a search to include:
  - a. Documenting in the post log book
  - b. Documenting on an SIR for illegal contraband
  - c. Notification procedures
  - d. The chain of custody for illegal contraband
  - e. The destruction/removal process for nuisance contraband
  - f. Documenting the search in a report format describing the contraband and stating when and where it was found.
9. Cadet will be advised that they will not conduct strip searches and pat frisk searches until successful completion of BJCOT as per policy.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

**Georgia Department of Juvenile Justice**  
**FTO Module 36 Performance Checklist**

**Module Title: Major Group Disturbance/Riot**

**Cadet:** \_\_\_\_\_

**Competencies: Results Orientation and Accountability**

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the trainee will know what is expected when an emergency occurs and respond appropriately.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.40 – Emergency Management. Review Local Operating Procedures (LOP).
2. Officer explains that a major group disturbance is a situation that the on-site officer determines the efforts to isolate, contain and control the situation needs to be at the highest level of response due to the severity of the situation.
3. Notify control of the emergency via telephone or radio. Notification will include your location.
  - a. Description of incident.
  - b. Number of juveniles involved.
  - c. Weapons involved.
  - d. Safe avenues of approach for responding staff.
  - e. Number of staff needed to respond and safely control the situation.
4. Secure, isolate and contain the affected area.
5. Take steps to provide for the safety for non-involved youth, involved youth, staff and others.
6. Continuously update control of the situation over the radio/phone.
7. Establish crime scene boundaries if the situation warrants.
8. Cadet will successfully explain the steps to take in the event of a group disturbance/riot in the following locations:
  - a. Dormitory
  - b. Dining Hall
  - c. Education
  - d. Recreation
  - e. Visitation

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

**Georgia Department of Juvenile Justice**  
**FTO Module 37 Performance Checklist**

**Module Title: Positive Behavioral Interventions and Supports** Cadet: \_\_\_\_\_

**Competencies: Results Orientation and Accountability** FTO: \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate understanding of the youth behavior management system. (Positive Behavioral Interventions and Supports)

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Facility LOP 18.6, Positive Behavioral Intervention and Support and the attached program description. Review Local Operating Procedures (LOP).
2. The Department of Juvenile Justice secure facilities shall hold youth accountable for their behaviors through a system of positive behavior interventions and supports that provide
  - (1) A common set of expectations for youth behavior expressed in positive terms,
  - (2) Instructional procedures for teaching, modeling and reinforcing positive behavior and interventions
  - (3) Supports for youth who engage in problem behavior.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

I certify that proficiency was demonstrated by the above cadet concerning this task on,

\_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 38 Performance Checklist

**Module Title:** Youth Grievance Procedures

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate understanding of the youth grievance procedures.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 15.2, Grievance Process. Review Local Operating Procedures (LOP).
2. Each facility will have locked boxes for the collection of grievances at designated sites easily accessible by youth without staff assistance.
3. Youth shall not receive any form of reprisal for exercising their right to file a grievance. Grievances will be considered confidential. Only those staff necessary to resolve a grievance will be made aware of its contents.
4. A copy of each written grievance that is filed at the facility will be given to the grieving youth, and the original will be maintained in a permanent file.
5. Youth may resolve differences by discussing them informally with staff; however, this is not required. Staff shall be available to youth to listen to their concerns and take appropriate action to immediately resolve issues whenever possible. Youth shall not receive any form of reprisal for exercising their right to express a complaint.
6. Grievance forms shall be available on each living unit and common areas in a box accessible to youth without staff assistance.
7. Youth will have unimpeded access to grievance forms and/or writing materials and may write out a complaint at any reasonable time. If it is believed that a youth may harm him/herself or others with the writing implement, staff shall not give the youth a pen or pencil.
8. Staff members shall provide assistance to youth when it is believed that a youth will be unable to adequately complete the grievance form.
9. The youth should return the completed grievance form to the designated grievance box. The Grievance Officer will retrieve grievances from the box or boxes at least daily during regular business hours.
10. Upon receipt of a grievance form or a written statement, the Grievance Officer assigned to resolve the grievance will read the complaint and, within 8 hours of retrieving the grievance from the box, attempt to bring resolution to the issue.
11. The Grievance Officer will prepare a written response to grievances as soon as possible, but always within 72 hours of receipt of the grievance.
12. The Grievance Officer will conduct a formal hearing if the circumstances of the grievance indicate that a hearing is necessary. If it is determined that a hearing is necessary, the youth may bring a staff member, another youth, or any other person of his/her choosing to serve as his/her representative and/or to assist the youth at the review hearing.
13. If the decision is in favor of the grievant, the Grievance Officer will take the necessary action to rectify the situation.
14. If the youth is not satisfied with the decision of the Grievance Officer, he/she may request further review of the grievance.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

**X** \_\_\_\_\_ **FTO**

**X** \_\_\_\_\_ **Cadet**

## Georgia Department of Juvenile Justice

### FTO Module 39 Performance Checklist

**Module Title:** Transporting Youth

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, demonstration, and practice, the cadet will be able to demonstrate an understanding of how youth are transported off to off campus appointments and other facilities.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.23, Transportation of Youth.
2. At a minimum, cadet will be able to explain the vehicle safety and security procedures to be implemented prior to and during the transportation of youth.
3. At a minimum, cadet will be able to explain the security procedures that must be followed during the transportation of youth.
4. Cadet will be able to explain the procedures for transferring and tracking a youth's records during transportation.
5. Cadet will be able to explain the procedures for transporting a youth's personal property during transportation.
6. Cadet will explain the responsibilities that a sending facility has to ensure are complete prior to the transportation of a youth. Such as:
  - a. Health care staff of at least the level of a Registered Nurse will be required to medically clear all youth for transport. If any youth being transported has an infectious or communicable disease, the health care staff will notify the transporting officer (including those not employed by the Department) using the Notification of an Infectious Disease Form The transporting officer will be responsible for taking the necessary precautions outlined on the form.
  - b. The transporting officer will be notified of any youth on special or close observation.
  - c. All youth to be transported will: Have completed personal hygiene; Wear DJJ-issued uniform that is appropriate for the weather; Wear an ID bracelet that includes the youth's name, race, sex and date of birth and is written using a permanent marker or computer generated; Have been searched; Have been fed the appropriate meal; Receive scheduled medication; Have taken a restroom break; and Have been provided a packed lunch as necessary, taking into consideration any special dietary needs.
  - d. Once searched, the youth will not be allowed to leave the processing area or come into contact with other youth.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**  
 \_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

### FTO Module 40 Performance Checklist

**Module Title:** Youth Restraint Procedures

**Cadet:** \_\_\_\_\_

**Competencies:** Results Orientation and Accountability

**FTO:** \_\_\_\_\_

**PERFORMANCE OBJECTIVE:** After explanation, the trainee will be able to explain youth restraint procedures.

**STEPS:**

1. At a minimum, cadets will read and be able to explain DJJ Policy 8.31 – Restraint of Youth.
2. Youth Restraint Procedures will be used as taught by the Office of Training.
3. Mechanical restraint devices will be routinely used for transport purposes.
4. The use of mechanical restraint devices will be for safety intervention purposes only when absolutely necessary, and never as a form of intimidation, retaliation, punishment, or as a substitute for staff supervision. A “cooling off” period may be used as a lesser alternative to the use of mechanical restraint devices.
5. Youth will be restrained only for the time necessary to gain control or to arrive at a final destination.
6. Only approved mechanical restraint devices will be used to restrain youth.
7. Mechanical restraint devices will not be routinely used to escort or otherwise control compliant youth.
8. Mechanical restraint devices may be used for escort purposes only as a last resort effort to ensure the safety of the youth or others.
9. The use of mechanical restraint devices to escort a compliant youth must be an intervention specified in a Special Management Plan that has been signed by the facility Psychiatrist or Psychologist.
10. Any youth who is mechanically restrained will be under the constant visual observation of a staff member who has the physical possession of the key.
11. During the time of restraint, the youth will be offered fluids every 2 hours, meals during regular meal times, and a bed pan/urinal at least every 2 hours.
12. Youth will never be handcuffed or attached to any stationary object, except with the use of an approved restraint chair or bed restraints.
13. When a youth is physically or mechanically restrained, the head must be able to rotate freely, the airway must be unobstructed at all times, and the lungs must not be restricted by excessive pressure on the back.
14. All restrained youth will be removed from the general population and public view to prevent embarrassment or ridicule.
15. Security restraints may be used only when: A youth is physically uncontrollable and constitutes a serious and imminent danger to self or others; A youth is causing or threatening to cause physical harm or substantial property damage that puts in jeopardy the safe operation of the facility; An escape attempt is imminent or in progress; or Transporting a youth.
16. Whenever possible, the approval of the supervisor on duty will be obtained prior to the use of a security restraint.

Cadet Reads/Reviews Task Documents	FTO Explains & Demonstrates	Cadet Explains as FTO Demonstrates	Cadet Explains and Demonstrates	Cadet Practices	Cadet Performs Successfully (Proficiency Test Completed)

**I certify that proficiency was demonstrated by the above cadet concerning this task on,**

\_\_\_\_\_ (date)

X \_\_\_\_\_ FTO

X \_\_\_\_\_ Cadet

## Georgia Department of Juvenile Justice

## Juvenile Correctional Officer

## Field Training Officer Daily Progress Report (Day \_\_)

1. Name of Cadet	2. Facility	3. Report Date										
<b>4. Post Assignment(s)</b>  a. _____ From _____ (AM/PM) to _____ (AM/PM) b. _____ From _____ (AM/PM) to _____ (AM/PM) c. _____ From _____ (AM/PM) to _____ (AM/PM) d. _____ From _____ (AM/PM) to _____ (AM/PM)												
COMPETENCIES		RATING AND COMMENT										
<b>5. Juvenile Supervision:</b> a. Demonstrates ability to manage juveniles fairly b. Demonstrates knowledge of juvenile rights and privileges c. Uses good non-verbal, para-verbal, verbal and active listening skills d. Applies rules fairly and equally e. Demonstrates a professional presence f. Demonstrates appropriate and professional relationship building skills g. Uses a balanced approach in holding juveniles accountable for their actions	<table border="1" data-bbox="824 772 1429 873"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="824 915 980 949"><b>Comment:</b></p>		Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior								
<b>6. Safety Skills:</b> a. Follows proper procedures in managing juveniles b. Demonstrates the ability to foresee dangerous/crisis situations c. Is alert to dangerous situations while maintaining a proper position of visual observation and advantage d. Is proactive rather than reactive e. Maintains a constant awareness of juvenile and staff safety	<table border="1" data-bbox="824 1209 1429 1310"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="824 1352 980 1386"><b>Comment:</b></p>		Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior								
<b>7. Customer Service:</b> a. Demonstrates customer service in all interactions with juveniles, staff and others b. Shows proper concern for other's problems c. Exhibits tact and diplomacy regarding situations within the facility d. Uses good customer service when	<table border="1" data-bbox="824 1587 1429 1688"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="824 1730 980 1764"><b>Comment:</b></p>		Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior								

using the telephone											
<b>8. Accountability:</b> <ol style="list-style-type: none"> <li>Takes responsibility for their actions</li> <li>Accepts constructive criticism</li> <li>Recognizes areas of needed improvement</li> <li>Strives for improvement</li> <li>Reports to work on time</li> <li>Uses time wisely</li> </ol>	<table border="1" data-bbox="824 268 1427 369"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<b>9. Results Orientation:</b> <ol style="list-style-type: none"> <li>Learns from their mistakes</li> <li>Asks for clarification when they do not understand</li> <li>Asks appropriate job related questions to further their knowledge</li> <li>Able to provide a self-assessment on their progress</li> <li>Consistently complies with policies, procedures, directives and standards</li> <li>Works towards achieving obtainable goals</li> </ol>	<table border="1" data-bbox="824 575 1427 676"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<b>10. Judgment and Decision Making:</b> <ol style="list-style-type: none"> <li>Uses good judgment</li> <li>Able and prepared to manage a crisis situation</li> <li>Demonstrates proper procedures and responds with calmness and composure</li> <li>Demonstrates good decision making skills</li> <li>Demonstrates a high level of integrity</li> </ol>	<table border="1" data-bbox="824 984 1427 1085"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<b>11. Teamwork and Cooperation</b> <ol style="list-style-type: none"> <li>Fosters a commitment to other's success by supporting co-workers and their supervisors</li> <li>Responds well to supervision</li> <li>Treats others with dignity and respect</li> <li>Values the opinions of others</li> <li>Works towards common goals</li> </ol>	<table border="1" data-bbox="824 1327 1427 1428"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<b>12. Initiative:</b> <ol style="list-style-type: none"> <li>Proactively identifies ways to contribute to the Department's goals, Mission and Vision</li> <li>Achieves results without needing reminders from others</li> <li>Identifies and takes action to address problems and opportunities</li> </ol>	<table border="1" data-bbox="824 1633 1427 1734"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							

<p><b>13. Professional Development:</b></p> <p>a. Demonstrates a commitment to professional development by proactively seeking opportunities to develop new capabilities, skills, and knowledge</p> <p>b. Acquires the skills needed to continually enhance his/her contribution to the Department and to his/her profession as a juvenile correctional officer</p>	<table border="1" data-bbox="824 233 1435 338"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>14. Documentation Skills:</b></p> <p>a. Able to express oneself</p> <p>b. Uses proper grammar and punctuation</p> <p>c. Documentation is accurate, neat and complete</p> <p>d. Uses proper departmental forms</p> <p>e. Uses the Five WH (who, what, when, where, why and how)</p> <p>f. Submits reports in a timely manner</p>	<table border="1" data-bbox="824 611 1435 716"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>15. Appearance:</b></p> <p>a. Uniform is neat, clean and worn correctly</p> <p>b. Dress code policy is followed (hair, finger nails, jewelry, tee shirt color, sock length and color, black shoes/boots, etc.)</p> <p>c. Demonstrates personal cleanliness</p> <p>d. Reports to duty with proper equipment and items? (Black/blue pen, pocket note pad, watch, chits, ID card, detex strip, etc.)</p>	<table border="1" data-bbox="824 953 1435 1058"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>FTO Signature:</b></p>	<p><b>Cadet Signature:</b></p>	<p><b>Date:</b></p>									

## Georgia Department of Juvenile Justice

## Juvenile Correctional Officer

## Field Training Officer Daily Progress Report (Day \_\_)

16. Name of Cadet	17. Facility	18. Report Date												
<b>19. Post Assignment(s)</b>  e. _____ From _____ (AM/PM) to _____ (AM/PM) f. _____ From _____ (AM/PM) to _____ (AM/PM) g. _____ From _____ (AM/PM) to _____ (AM/PM) h. _____ From _____ (AM/PM) to _____ (AM/PM)														
<b>COMPETENCIES</b>		<b>RATING AND COMMENT</b>												
<b>20. Juvenile Supervision:</b> h. Demonstrates ability to manage juveniles fairly i. Demonstrates knowledge of juvenile rights and privileges j. Uses good non-verbal, para-verbal, verbal and active listening skills k. Applies rules fairly and equally l. Demonstrates a professional presence m. Demonstrates appropriate and professional relationship building skills n. Uses a balanced approach in holding juveniles accountable for their actions		<table border="1" data-bbox="824 840 1429 940"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <b>Comment:</b>			Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior										
<b>21. Safety Skills:</b> f. Follows proper procedures in managing juveniles g. Demonstrates the ability to foresee dangerous/crisis situations h. Is alert to dangerous situations while maintaining a proper position of visual observation and advantage i. Is proactive rather than reactive j. Maintains a constant awareness of juvenile and staff safety		<table border="1" data-bbox="824 1281 1429 1381"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <b>Comment:</b>			Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior										
<b>22. Customer Service:</b> e. Demonstrates customer service in all interactions with juveniles, staff and others f. Shows proper concern for other's problems g. Exhibits tact and diplomacy regarding		<table border="1" data-bbox="824 1659 1429 1759"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <b>Comment:</b>			Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior										

<p>situations within the facility</p> <p>h. Uses good customer service when using the telephone</p>											
<p><b>23. Accountability:</b></p> <p>g. Takes responsibility for their actions</p> <p>h. Accepts constructive criticism</p> <p>i. Recognizes areas of needed improvement</p> <p>j. Strives for improvement</p> <p>k. Reports to work on time</p> <p>l. Uses time wisely</p>	<table border="1" data-bbox="824 340 1427 443"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>24. Results Orientation:</b></p> <p>g. Learns from their mistakes</p> <p>h. Asks for clarification when they do not understand</p> <p>i. Asks appropriate job related questions to further their knowledge</p> <p>j. Able to provide a self-assessment on their progress</p> <p>k. Consistently complies with policies, procedures, directives and standards</p> <p>l. Works towards achieving obtainable goals</p>	<table border="1" data-bbox="824 651 1427 753"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>25. Judgment and Decision Making:</b></p> <p>f. Uses good judgment</p> <p>g. Able and prepared to manage a crisis situation</p> <p>h. Demonstrates proper procedures and responds with calmness and composure</p> <p>i. Demonstrates good decision making skills</p> <p>j. Demonstrates a high level of integrity</p>	<table border="1" data-bbox="824 1060 1427 1163"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>26. Teamwork and Cooperation</b></p> <p>f. Fosters a commitment to other's success by supporting co-workers and their supervisors</p> <p>g. Responds well to supervision</p> <p>h. Treats others with dignity and respect</p> <p>i. Values the opinions of others</p> <p>j. Works towards common goals</p>	<table border="1" data-bbox="824 1402 1427 1505"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>27. Initiative:</b></p> <p>d. Proactively identifies ways to contribute to the Department's goals, Mission and Vision</p> <p>e. Achieves results without needing reminders from others</p>	<table border="1" data-bbox="824 1711 1427 1814"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							

f. Identifies and takes action to address problems and opportunities															
<b>28. Professional Development:</b> c. Demonstrates a commitment to professional development by proactively seeking opportunities to develop new capabilities, skills, and knowledge d. Acquires the skills needed to continually enhance his/her contribution to the Department and to his/her profession as a juvenile correctional officer	<table border="1" data-bbox="824 302 1424 405"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior											
<b>29. Documentation Skills:</b> g. Able to express oneself h. Uses proper grammar and punctuation i. Documentation is accurate, neat and complete j. Uses proper departmental forms k. Uses the Five WH (who, what, when, where, why and how) l. Submits reports in a timely manner	<table border="1" data-bbox="824 676 1424 779"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior											
<b>30. Appearance:</b> e. Uniform is neat, clean and worn correctly f. Dress code policy is followed (hair, finger nails, jewelry, tee shirt color, sock length and color, black shoes/boots, etc.) g. Demonstrates personal cleanliness h. Reports to duty with proper equipment and items? (Black/blue pen, pocket note pad, watch, chits, ID card, detex strip, etc.)	<table border="1" data-bbox="824 1016 1424 1119"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior											
<b>FTO Signature:</b>	<b>Cadet Signature:</b>		<b>Date:</b>												

## Georgia Department of Juvenile Justice

## Juvenile Correctional Officer

## Field Training Officer Daily Progress Report (Day \_\_)

31. Name of Cadet	32. Facility	33. Report Date												
<b>34. Post Assignment(s)</b>  i. _____ From _____ (AM/PM) to _____ (AM/PM) j. _____ From _____ (AM/PM) to _____ (AM/PM) k. _____ From _____ (AM/PM) to _____ (AM/PM) l. _____ From _____ (AM/PM) to _____ (AM/PM)														
COMPETENCIES		RATING AND COMMENT												
<b>35. Juvenile Supervision:</b> o. Demonstrates ability to manage juveniles fairly p. Demonstrates knowledge of juvenile rights and privileges q. Uses good non-verbal, para-verbal, verbal and active listening skills r. Applies rules fairly and equally s. Demonstrates a professional presence t. Demonstrates appropriate and professional relationship building skills u. Uses a balanced approach in holding juveniles accountable for their actions	<table border="1" data-bbox="824 842 1424 940"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>				Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior										
<b>36. Safety Skills:</b> k. Follows proper procedures in managing juveniles l. Demonstrates the ability to foresee dangerous/crisis situations m. Is alert to dangerous situations while maintaining a proper position of visual observation and advantage n. Is proactive rather than reactive o. Maintains a constant awareness of juvenile and staff safety	<table border="1" data-bbox="824 1283 1424 1381"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>				Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior										
<b>37. Customer Service:</b> i. Demonstrates customer service in all interactions with juveniles, staff and others j. Shows proper concern for other's problems k. Exhibits tact and diplomacy regarding	<table border="1" data-bbox="824 1661 1424 1759"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>				Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior										

<p>situations within the facility</p> <p>l. Uses good customer service when using the telephone</p>											
<p><b>38. Accountability:</b></p> <p>m. Takes responsibility for their actions</p> <p>n. Accepts constructive criticism</p> <p>o. Recognizes areas of needed improvement</p> <p>p. Strives for improvement</p> <p>q. Reports to work on time</p> <p>r. Uses time wisely</p>	<table border="1" data-bbox="824 342 1427 443"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>39. Results Orientation:</b></p> <p>m. Learns from their mistakes</p> <p>n. Asks for clarification when they do not understand</p> <p>o. Asks appropriate job related questions to further their knowledge</p> <p>p. Able to provide a self-assessment on their progress</p> <p>q. Consistently complies with policies, procedures, directives and standards</p> <p>r. Works towards achieving obtainable goals</p>	<table border="1" data-bbox="824 651 1427 751"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>40. Judgment and Decision Making:</b></p> <p>k. Uses good judgment</p> <p>l. Able and prepared to manage a crisis situation</p> <p>m. Demonstrates proper procedures and responds with calmness and composure</p> <p>n. Demonstrates good decision making skills</p> <p>o. Demonstrates a high level of integrity</p>	<table border="1" data-bbox="824 1060 1427 1161"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>41. Teamwork and Cooperation</b></p> <p>k. Fosters a commitment to other's success by supporting co-workers and their supervisors</p> <p>l. Responds well to supervision</p> <p>m. Treats others with dignity and respect</p> <p>n. Values the opinions of others</p> <p>o. Works towards common goals</p>	<table border="1" data-bbox="824 1402 1427 1503"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>42. Initiative:</b></p> <p>g. Proactively identifies ways to contribute to the Department's goals, Mission and Vision</p> <p>h. Achieves results without needing reminders from others</p>	<table border="1" data-bbox="824 1711 1427 1812"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							

i. Identifies and takes action to address problems and opportunities											
<b>43. Professional Development:</b> e. Demonstrates a commitment to professional development by proactively seeking opportunities to develop new capabilities, skills, and knowledge f. Acquires the skills needed to continually enhance his/her contribution to the Department and to his/her profession as a juvenile correctional officer	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%;">Poor</th> <th style="width: 20%;">Fair</th> <th style="width: 20%;">Average</th> <th style="width: 20%;">Good</th> <th style="width: 20%;">Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<b>44. Documentation Skills:</b> m. Able to express oneself n. Uses proper grammar and punctuation o. Documentation is accurate, neat and complete p. Uses proper departmental forms q. Uses the Five WH (who, what, when, where, why and how) r. Submits reports in a timely manner	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%;">Poor</th> <th style="width: 20%;">Fair</th> <th style="width: 20%;">Average</th> <th style="width: 20%;">Good</th> <th style="width: 20%;">Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<b>45. Appearance:</b> i. Uniform is neat, clean and worn correctly j. Dress code policy is followed (hair, finger nails, jewelry, tee shirt color, sock length and color, black shoes/boots, etc.) k. Demonstrates personal cleanliness l. Reports to duty with proper equipment and items? (Black/blue pen, pocket note pad, watch, chits, ID card, detex strip, etc.)	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%;">Poor</th> <th style="width: 20%;">Fair</th> <th style="width: 20%;">Average</th> <th style="width: 20%;">Good</th> <th style="width: 20%;">Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
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<b>FTO Signature:</b>  	<b>Cadet Signature:</b>  	<b>Date:</b>  									

## Georgia Department of Juvenile Justice

## Juvenile Correctional Officer

## Field Training Officer Daily Progress Report (Day \_\_)

<b>46. Name of Cadet</b>	<b>47. Facility</b>	<b>48. Report Date</b>												
<b>49. Post Assignment(s)</b>														
m. _____		From _____ (AM/PM) to _____ (AM/PM)												
n. _____		From _____ (AM/PM) to _____ (AM/PM)												
o. _____		From _____ (AM/PM) to _____ (AM/PM)												
p. _____		From _____ (AM/PM) to _____ (AM/PM)												
<b>COMPETENCIES</b>		<b>RATING AND COMMENT</b>												
<b>50. Juvenile Supervision:</b>														
v. Demonstrates ability to manage juveniles fairly		<table border="1"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior										
w. Demonstrates knowledge of juvenile rights and privileges		<b>Comment:</b>												
x. Uses good non-verbal, para-verbal, verbal and active listening skills														
y. Applies rules fairly and equally														
z. Demonstrates a professional presence														
aa. Demonstrates appropriate and professional relationship building skills														
bb. Uses a balanced approach in holding juveniles accountable for their actions														
<b>51. Safety Skills:</b>														
p. Follows proper procedures in managing juveniles		<table border="1"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior										
q. Demonstrates the ability to foresee dangerous/crisis situations		<b>Comment:</b>												
r. Is alert to dangerous situations while maintaining a proper position of visual observation and advantage														
s. Is proactive rather than reactive														
t. Maintains a constant awareness of juvenile and staff safety														
<b>52. Customer Service:</b>														
m. Demonstrates customer service in all interactions with juveniles, staff and others		<table border="1"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Poor	Fair	Average	Good	Superior					
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n. Shows proper concern for other's problems		<b>Comment:</b>												
o. Exhibits tact and diplomacy regarding														

<p>situations within the facility</p> <p>p. Uses good customer service when using the telephone</p>											
<p><b>53. Accountability:</b></p> <p>s. Takes responsibility for their actions</p> <p>t. Accepts constructive criticism</p> <p>u. Recognizes areas of needed improvement</p> <p>v. Strives for improvement</p> <p>w. Reports to work on time</p> <p>x. Uses time wisely</p>	<table border="1" data-bbox="824 340 1427 443"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>54. Results Orientation:</b></p> <p>s. Learns from their mistakes</p> <p>t. Asks for clarification when they do not understand</p> <p>u. Asks appropriate job related questions to further their knowledge</p> <p>v. Able to provide a self-assessment on their progress</p> <p>w. Consistently complies with policies, procedures, directives and standards</p> <p>x. Works towards achieving obtainable goals</p>	<table border="1" data-bbox="824 651 1427 753"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
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<p><b>55. Judgment and Decision Making:</b></p> <p>p. Uses good judgment</p> <p>q. Able and prepared to manage a crisis situation</p> <p>r. Demonstrates proper procedures and responds with calmness and composure</p> <p>s. Demonstrates good decision making skills</p> <p>t. Demonstrates a high level of integrity</p>	<table border="1" data-bbox="824 1060 1427 1163"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>56. Teamwork and Cooperation</b></p> <p>p. Fosters a commitment to other's success by supporting co-workers and their supervisors</p> <p>q. Responds well to supervision</p> <p>r. Treats others with dignity and respect</p> <p>s. Values the opinions of others</p> <p>t. Works towards common goals</p>	<table border="1" data-bbox="824 1400 1427 1503"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							
<p><b>57. Initiative:</b></p> <p>j. Proactively identifies ways to contribute to the Department's goals, Mission and Vision</p> <p>k. Achieves results without needing reminders from others</p>	<table border="1" data-bbox="824 1711 1427 1814"> <thead> <tr> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>	Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior							

<p>l. Identifies and takes action to address problems and opportunities</p>															
<p><b>58. Professional Development:</b></p> <p>g. Demonstrates a commitment to professional development by proactively seeking opportunities to develop new capabilities, skills, and knowledge</p> <p>h. Acquires the skills needed to continually enhance his/her contribution to the Department and to his/her profession as a juvenile correctional officer</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior											
<p><b>59. Documentation Skills:</b></p> <p>s. Able to express oneself</p> <p>t. Uses proper grammar and punctuation</p> <p>u. Documentation is accurate, neat and complete</p> <p>v. Uses proper departmental forms</p> <p>w. Uses the Five WH (who, what, when, where, why and how)</p> <p>x. Submits reports in a timely manner</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior											
<p><b>60. Appearance:</b></p> <p>m. Uniform is neat, clean and worn correctly</p> <p>n. Dress code policy is followed (hair, finger nails, jewelry, tee shirt color, sock length and color, black shoes/boots, etc.)</p> <p>o. Demonstrates personal cleanliness</p> <p>p. Reports to duty with proper equipment and items? (Black/blue pen, pocket note pad, watch, chits, ID card, detex strip, etc.)</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Poor</th> <th>Fair</th> <th>Average</th> <th>Good</th> <th>Superior</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Comment:</b></p>					Poor	Fair	Average	Good	Superior					
Poor	Fair	Average	Good	Superior											
<p><b>FTO Signature:</b></p>	<p><b>Cadet Signature:</b></p>		<p><b>Date:</b></p>												

## Juvenile Correctional Officer

### Field Training Officer Weekly Progress Report (Week \_\_)

1. Name of Cadet	2. Facility	3. Report Date				
<b>4. Assignment:</b>	<b>5. Week #</b>					
	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>		
RATING COMPETENCIES	Poor	Fair	Average	Good	Superior	
<b>6. Appearance:</b>						
6a. Uniform and Equipment						
6b. Posture and Presence						
6c. Personal cleanliness						
<b>7. Cooperation and Loyalty:</b>						
7a. Works towards common goal						
7b. Willing to accept responsibilities						
7c. Supports superiors						
7d. Good team worker						
<b>8. Interest and Attitude:</b>						
8a. Seeks help with problems						
8b. Willing to learn						
8c. Accepts constructive criticism						
8d. Accepts direction/discipline						
8e. Shows pride in work						
8f. Contributes to good moral						
8g. Confidence in oneself						
<b>9. Customer Service:</b>						
9a. Professional attitude towards others						
9b. Ability to communicate effectively						
9c. Ease and bearing						
9d. Tact and discretion						
9e. Self-control						
<b>10. Judgment:</b>						
10a. Common Sense						
10b. Uses good judgment under pressure						
10c. Doesn't prejudge						
10d. Ethical						
10e. Fair and humane in all contacts						

<b>RATING FACTORS</b>	<b>Poor</b>	<b>Fair</b>	<b>Average</b>	<b>Good</b>	<b>Superior</b>
<b>11. Juvenile Supervision:</b>					
11a. Maintains control of juveniles					
11b. Fair, Consistent, no favoritism					
11c. Takes control in crisis situation					
11d. Uses verbal, para-verbal and non-verbal skills					
11e. Uses officer safety skills					
11f. Follows the daily schedule					
<b>12. Documentation Skills:</b>					
12a. Able to express oneself					
12b. Proper grammar and punctuation					
12c. Accurate, neat and complete					
12d. Uses proper departmental forms					
12e. Uses the Five WH method					
12f. Submits reports in a timely manner					
<b>13. General Progress to Date</b>					
<b>14. FTO COMMENTS</b>					
14a. Identified Strengths					
14b. Identified Areas of Needed Improvement					
15. Field Training Officer Signature	16. Cadet Signature			17. Date	
18. Field Training Site Coordinator Signature			19. Date		

## Remedial Training Form

Facility: \_\_\_\_\_ Date of Remedial: \_\_\_\_\_

Name of Trainee: \_\_\_\_\_ Employee ID: \_\_\_\_\_

FTOC: \_\_\_\_\_ FTO: \_\_\_\_\_

### A. Job Task Analysis

1. The trainee is not demonstrating a level of understanding of a particular task.
2. The trainee is not performing a task, despite apparent understanding
3. The FTO cannot objectively give a rating of Average or higher on a particular task.

### B. Documented Substandard Performance (Attach Copy of Trainee Evaluation)

Competency	Rating	Justification

**C. Remedial Training Review**

Competency Review	Performance Review	Rating

**D. Result of Remedial Training**

	Return to OJT Program
	Continued Remedial Training
	Employee Accountability and Discipline (Attach copy of EAD Worksheet)

Trainee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

FTO Signature: \_\_\_\_\_ Date: \_\_\_\_\_

FTOC Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## FTO POST BJCOT CHECKLIST

Start and End Dates of OJT: \_\_\_\_\_ Shift & Post: \_\_\_\_\_

If worked multiple post please list.

Officer's Name: \_\_\_\_\_ (PRINT)

FTO's Name: \_\_\_\_\_ (PRINT)

1. Officer has read the General and Specific Post Order of Post

YES ( ) NO ( )

If no, please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Officer has used the Accountability Roster.

	YES	NO
a. Officer can demonstrate how to sign out youth properly.	( )	( )
b. Officer can demonstrate how to sign youth in properly.	( )	( )
c. Officer can confirm count with the Accountability Roster.	( )	( )

If no, please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. The Officer observed an official count

	YES	NO
a. Officer participated in an official count.	( )	( )
b. Count was correct.	( )	( )
c. Officer performed count in your presence with no mistakes.	( )	( )

If no, please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Officer has observed and practiced lawful instructions to youth.
- |                                                                                            | YES | NO  |
|--------------------------------------------------------------------------------------------|-----|-----|
| a. No discrepancies occurred when the Officer was giving lawful instructions to youth.     | ( ) | ( ) |
| b. The officer was assertive in giving lawful instructions to youth.                       | ( ) | ( ) |
| c. The officer could give youth eye contact and knew that their orders were lawful orders. | ( ) | ( ) |

If no, please explain: \_\_\_\_\_

\_\_\_\_\_

5. Officer has observed and/or conducted the three types of searches.
- |                                                                              | YES | NO  |
|------------------------------------------------------------------------------|-----|-----|
| a. A pat search was demonstrated to the Officer.                             | ( ) | ( ) |
| b. The Officer demonstrated a pat search.                                    | ( ) | ( ) |
| c. A cell search was demonstrated to the Officer.                            | ( ) | ( ) |
| d. The Officer demonstrated a cell search.                                   | ( ) | ( ) |
| e. A strip search was demonstrated to the Officer.                           | ( ) | ( ) |
| f. The Officer demonstrated a strip search.                                  | ( ) | ( ) |
| g. Identifying items as contraband was discussed with the officer.           | ( ) | ( ) |
| h. Contraband finds were discussed with the Officer.                         | ( ) | ( ) |
| i. Inventory/disposal of contraband in accordance with policy was discussed. | ( ) | ( ) |
| j. There were no discrepancies in the Officer's searches.                    | ( ) | ( ) |
| k. Search results were documented correctly                                  | ( ) | ( ) |

6. The officer demonstrated assertive verbal direction before completing a search.

YES ( ) NO ( )

If no, please explain: \_\_\_\_\_

\_\_\_\_\_

7. Officer has observed and practiced using the two-way radio.
- |                                                                         | YES                      | NO                       |
|-------------------------------------------------------------------------|--------------------------|--------------------------|
| a. The Officer effectively uses correct 10-codes.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The Officer uses radio etiquette.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| c. There were no discrepancies noted in the radio usage by the Officer. | <input type="checkbox"/> | <input type="checkbox"/> |

If no, please explain: \_\_\_\_\_

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8. Officer has participated in post inspection and understands the high level of sanitation expected.
- |                                                                                                                                                                             | YES                      | NO                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| a. The Officer inventoried and accounted for supplies.                                                                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The Officer supervised youth while cleaning.                                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The Officer knows which areas on which to concentrate.                                                                                                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| d. The Officer has been shown how a youths room looks.                                                                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| e. The Officer knows which areas are his/her shift's responsibilities.                                                                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| f. The Officer knows that if they accept a post that is dirty they also accept the responsibility for cleaning those areas, even if it is not their shift's responsibility. | <input type="checkbox"/> | <input type="checkbox"/> |
| g. There were no discrepancies noted in the Officer inspection, detail assignments, chemical issue or any other areas associated with sanitation or inspection readiness.   | <input type="checkbox"/> | <input type="checkbox"/> |

If no, please explain: \_\_\_\_\_

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9. Key Control has been explained to the Officer, especially how critical it is.
- |                                                                                                | YES                      | NO                       |
|------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| a. The Officer knows how keys are issued.                                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The Officer demonstrated how to properly use his/her keys.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The Officer knows why locks are color coded and notched.                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| d. The Officer knows what to do if he/she breaks a key.                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| e. There were no discrepancies performed by the Officer while practicing key and lock control. | <input type="checkbox"/> | <input type="checkbox"/> |

If no, please explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. Tool Control has been explained to the Officer, especially how critical it is.
- |                                                                                        | YES | NO  |
|----------------------------------------------------------------------------------------|-----|-----|
| a. The Officer knows why tools are controlled.                                         | ( ) | ( ) |
| b. The Officer knows the importance of immediately reporting a lost tool.              | ( ) | ( ) |
| c. There were no discrepancies performed by the Officer while practicing tool control. | ( ) | ( ) |

If no, please explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. The Officer has observed and practiced writing a disciplinary report and special incident report and knows how to complete all required paperwork for this post.
- |                                                                                                   | YES | NO  |
|---------------------------------------------------------------------------------------------------|-----|-----|
| a. The Officer has written a DR (a mock DR can be used).                                          | ( ) | ( ) |
| b. The Officer has written a SIR (a mock incident can be used).                                   | ( ) | ( ) |
| c. The Officer has been shown how to complete all necessary paperwork associated with the post.   | ( ) | ( ) |
| d. The Officer has been shown how to fill out the Post Logbook (if applicable).                   | ( ) | ( ) |
| e. There were no discrepancies performed by the Officer while practicing completion of paperwork. | ( ) | ( ) |

If no, please explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

12. The Officer has had the opportunity to ask, and I (FTO) have answered all questions regarding all aspects of the job required to the best of my ability.

YES ( ) NO ( )

If no, please explain: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

My signature below indicates that I, as a Field Training Officer, have completed this checklist and I approve that this Officer is ready to supervise youth and perform the duties of a Juvenile Correctional Officer.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

**Officer Only**

I believe that I require training in the following areas: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Officer Comments:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**Officer's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**FTO Only:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**FTO's Signature**

\_\_\_\_\_  
**Date**