I. POLICY:

The Department of Juvenile Justice-Georgia Preparatory Academy (DJJ-GPA) will provide a positive classroom environment that is conducive to learning.

II. DEFINITIONS:

BREAC (Behavior Redirection and Education Activities Classroom): An extension of the classroom used as a placement option to address unwanted classroom behavior. The BREAC manual describes the procedures in full.

Controlling Team: The youth’s controlling team is the mental health treatment team, multidisciplinary team, or sex offender treatment team.

Individualized Education Program (IEP): A written document that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability in accordance with the Individuals with Disabilities Education Act.

Infinite Campus: A fully integrated web-based student information system.

PBIS (Positive Behavior Intervention and Support): A proactive approach to establishing the evidence-based behavioral interventions and social culture needed for all youth in a secure facility to achieve social, emotional, and academic success.

III. PROCEDURES:

A. Teachers will provide a classroom environment that is conducive for learning and provides positive reinforcement.

B. The classroom rules will be posted in each classroom.
1. A set of system-wide core classroom rules (Attachment A) will be placed in every classroom.

2. Teachers will be allowed to add additional classroom rules to the core rules. The additional rules must be approved by the lead teacher or building principal before they can be posted in the classroom.

C. The DJJ approved BREAC (BREAC Program Description, Attachment B) will be used system-wide to address disruptive student behavior.

D. The facility Director will ensure that there is a physical space provided for BREAC and that a Juvenile Correctional Officer (JCO) trained on BREAC is assigned to BREAC daily. The decision to send a student to BREAC is solely that of the principal, teacher, instructor, or substitute teacher, and will not be overridden by a JCO or facility administrator. The classroom teacher will determine, using the BREAC guidelines, what behaviors constitute placement in the BREAC.

E. Students will be provided their daily assignments to complete while in BREAC.

F. The BREAC officer will ensure that all referrals and BREAC information are entered into Infinite Campus (IC) by the end of the day in which the youth is referred.

G. The youth’s controlling team will review the youth’s PBIS tier assignment and consider whether they need to be assigned to a different tier based on their number of BREAC referrals.

H. Through the use of IC, the Regional Principal will ensure that building staff are following BREAC procedures. BREAC monitoring results will be documented in the Regional Principal site visit report.

I. If a special education student is exhibiting behavior problems in the classroom the Lead Teacher, Principal, or Regional Principal must ensure that the Individual Education Program (IEP) team is convened.

J. The complete BREAC Program Description can also be found on the DJJ intranet.

K. DJJ-GPA schools may create an alternative BREAC Program specific for a school and submit it to the Director of Student Support Services for approval prior to implementation.

IV. LOCAL OPERATING PROCEDURES REQUIRED: NO