

GEORGIA DEPARTMENT OF JUVENILE JUSTICE	Transmittal # 16-3	Policy #13.21
Applicability: <input type="checkbox"/> All DJJ Staff <input checked="" type="checkbox"/> Administration <input type="checkbox"/> Community Services <input checked="" type="checkbox"/> Secure Facilities (RYDCs and YDCs)	Related Standards & References: ACA Standards: 4-JCF-5D-09, 3-JDF-5C-04-7	
Chapter 13: EDUCATIONAL SERVICES	Effective Date: 2/9/16 Scheduled Review Date: 2/9/17	
Subject: BEHAVIOR MANAGEMENT AND DISCIPLINE	Replaces: 1/15/14 APPROVED:	
Attachments: A – Core Classroom Rules B – BREAC Program Description	 <hr/> Avery D. Niles, Commissioner	

I. POLICY:

The Department of Juvenile Justice School System-Georgia Preparatory Academy shall 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.

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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 (see 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. 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.
- F. 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.
- G. Through the use of Infinite Campus, the Regional Principal will ensure that building staff are following BREAC procedures. BREAC monitoring results will be documented in site visit reports.
- H. 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.
- I. The complete BREAC Program Description can also be found on the DJJ intranet.

IV. LOCAL OPERATING PROCEDURES REQUIRED: NO