

<b>GEORGIA DEPARTMENT OF JUVENILE JUSTICE</b>	Transmittal # 18-8	Policy # 13.32
Applicability: <input type="checkbox"/> All DJJ Staff <input checked="" type="checkbox"/> Administration <input type="checkbox"/> Community Services <input checked="" type="checkbox"/> Secure Facilities	Related Standards & References: O.C.G.A. §20-2-150, §20-2-690.1 ACA Standards: 4-JCF-3A-16, 4-JCF-5D-02, 04, 07, 4-JCF-5B-05, 3-JDF-2C-09-1, 3-JDF-5B-01-1 and 3-JDF-5C-01, 03, 07 Individuals with Disabilities Education Act Amendments of 2006 Vocational Rehabilitation Act of 1973, Section 504 Ollie M. v. McDaniel Federal Consent Order Georgia Board of Education, Rule 160-4-0-7, Special Education Special Education Procedural Manual SST/Section 504/ADA Resource Manual	
Chapter 13: EDUCATION	Effective Date: 4/20/18 Scheduled Review Date: 4/20/19	
Subject: SPECIAL EDUCATION SERVICES	Replaces: 4/20/17 Office of Education	
Attachments:  A - Special Education Procedures Manual	APPROVED:    <hr/> Avery D. Niles, Commissioner	

**I. POLICY:**

Department of Juvenile Justice-Georgia Preparatory Academy (DJJ-GPA) shall identify school age students with disabilities and provide these students a free and appropriate public education in compliance with state rules and the Individuals with Disabilities Education Act. DJJ-GPA shall provide a continuum of special education services to ensure that students with disabilities are educated with their non-disabled peers, to the maximum extent possible.

**II. DEFINITIONS:**

**Accommodations:** Changes in instruction that enable students to demonstrate their abilities in the classroom or assessment/test setting. Accommodations are designed to provide equity, not advantage, for children with disabilities. Accommodations include assistive technology as well as modifications to presentation, response, scheduling, or settings.

**Behavior Manifestation Determination Meeting:** Decisions made by members of a student's IEP team as to whether or not violations of the school conduct code were caused by or otherwise substantially related to the student's disability or to the failure of the school to implement the student's IEP.

**Disability:** The eligibility criteria under the Individuals with Disabilities Education Improvement Act (IDEA 2004) in any of the following areas and needs special education and related services:

- Autism Spectrum Disorder (AUT)

Chapter	Subject	Policy #	Page
EDUCATION	SPECIAL EDUCATION SERVICES	13.32	2 of 3

- Emotional and Behavioral Disorder (EBD)
- Intellectual Disability (mild, moderate, severe, profound) (MID, MOID, SID/PID)
- Deaf/Hard of Hearing (D/HH)
- Deafblind (DB)
- Orthopedic Impairment (OI)
- Other Health Impaired (OHI)
- Specific Learning Disability (SLD)
- Speech Language impairment (SI)
- Traumatic Brain Injury (TBI)
- Visual Impairment (VI)

**Education Case Manager:** The special education teacher responsible for reviewing and maintaining the special education records. This includes ensuring that eligibility reports and IEPs remain current. Case managers schedule and conduct IEP meetings, complete progress monitoring, and provide progress reports to parents. Case managers are responsible for communicating with parents.

**Free Appropriate Public Education (FAPE):** A student's right to receive a free and appropriate public education at public expense regardless of exceptionality or disability as defined by IDEA.

**Georgia Online IEP (GO-IEP)** combines data submitted to DOE in various reports to present student data to special education personnel accurately and securely. GO-IEP is an extension of and is accessed through the Statewide Longitudinal Data System, or SLDS, and it provides an electronic permanent record for each student. Transfer student data is available the morning after the student's GTID (Georgia Testing Identifier) is claimed for students coming from districts using the system. Demographics and educational information, such as historical assessment scores are available in GO-IEP.

**Individualized Education Program (IEP):** A written, individualized plan that identifies the services students with disabilities need, establishes goals, and provides criteria for evaluating the student's progress. The IEP provides evidence that the student with a disability is entitled to receive a free and appropriate public education (FAPE) in the least restrictive environment and provides access to the general education curriculum.

**Individualized Education Program (IEP) Team:** A multi-disciplinary group of individuals that develop, review, or revise an IEP for each student. The multi-disciplinary team may include, but is not limited to, a student's parent, the student, general education teacher, special education teacher, someone who can interpret the educational implications of the student's psychological evaluation such as the school psychologist, and/or the administrator who has knowledge of the availability of services in the district and the authority to commit those services on behalf of the student.

Chapter	Subject	Policy #	Page
EDUCATION	SPECIAL EDUCATION SERVICES	13.32	3 of 3

**Related Services:** Services and/or supplementary aids provided by certified or licensed personnel, as appropriate, and as required by state and federal laws or the Georgia Board of Education rules, regulations and/or any applicable standards. Related services include, but are not limited to, transportation, speech language pathology, audiological services, psychological services, physical and occupational therapy, counseling services, social work, and school health services as defined in the IEP.

### III. PROCEDURES:

- A. The IEP Team will develop, review, and/or revise each student’s IEP at least annually.

Each Georgia Preparatory Academy school will use the GPA Special Education Procedures Manual (Attachment A) in the identification, referral, evaluation and educational placement of students with disabilities and the timely continuation of appropriate educational services for students previously identified as having a disability.

- B. An Individualized Education Program (IEP) will be developed to meet the needs of each eligible student using GO-IEP and the Due Process Checklist, in accordance with the DJJ-GPA Special Education Procedures Manual. The IEP will include appropriate instructional services and related services. Consideration of related services for students with disabilities shall include any regular education program in which the student participates.
- C. Classroom accommodations specified in the IEP will be supplied by the Education Case Manager, to all teachers who provide services to special education students.
- D. When a student with disabilities is placed in an alternative placement for more than 10 consecutive school days in any school year, a Behavior Manifestation Determination Meeting must be convened following the procedures outlined in the DJJ-GPA Special Education Procedures Manual.
- E. The Special Education Curriculum Specialists will review special education records for compliance, conduct classroom observations and provide training. Findings will be reported to the Lead Teacher, Principal, Regional Principal and Special Education Director.
- F. The Lead Teacher, Principal, and/or Regional Principal will ensure any findings are corrected.

### IV. LOCAL OPERATING PROCEDURES REQUIRED: NO