

**Board of Juvenile Justice
Board of Education Training
Thursday, July 14, 2011
9:00 a.m.**

**Department of Juvenile Justice
3408 Covington Highway
Decatur, Georgia 30032-1513**

Opening Remarks
Dr. Edwin Risler, Chair

DJJ Staff Present: Commissioner Amy V. Howell; Richard Harrison; Scheree Moore; Cherecia Kline; Janssen Robinson; Latera Davis; Dr. Cattret; Coy Satterfield; Martha Patton; Kim Harrison; Cori Bowe

Others: Zenda Bowie

Board Members Present: Larry Barnes; Michael Baugh; Elizabeth Lindsey; Perry McGuire; Daniel Menefee; Dr. Ed Risler; Pastor Dexter Rowland; Stephen Simpson; Elaine Snow; Sandra Taylor

Advisory Council Members Present: Judge Quintress Gilbert

Chairman Dr. Ed. Risler greeted everyone and welcomed them to Athens, Georgia. He asked Dr. Catrett to say a few words about the DJJ Board of Education Training.

Dr. Catrett welcomed everyone and said he was glad to talk about education. He asked the Board to refer to their board packet of information which has all the information that will be discussed.

Legislative Update
Zenda Bowie

Ms. Bowie introduced herself and said she was from the Georgia School Board Association. She stated she will give the Board some changes that have taken place as far as legislation is concerned for school boards. She said she realize some of the information may not be relevant to DJJ but stated the information may be useful for the Board to know anyway.

Ms. Bowie discussed Senate Bill 84:

- Deals with Conflict of Interest; Qualifications for School Board Member, Code of Ethics School Board Training.
- Passed during 2010 Legislative Session of the Georgia General Assembly

- Resulted in changes in State Board of Education rules

She said as a result of Senate Bill 84, they have come up with a Statewide Model of Ethics. She stated she will discuss the 8 domain associated with the Statewide Model of Ethics.

- Domain I – Governance Structure
- Domain I – Strategic Planning
- Domain III – Board and Community Relations
- Domain IV – Policy Development
- Domain V – Board Meetings
- Domain VI – Personnel
- Domain VII – Financial Governance
- Domain VIII – Board Ethics.

Ms. Bowie said every local school board of education must adopt a code of ethics and must, at a minimum, include the components we will review.

Domain I – Governance Structure:

- The Board has collective authority as a unit
- The Superintendent is responsible for daily operation of the school system
- Recognize the chain of command
- Understand and respect the superintendent's role as a member of the governance team
- Recognize and support the role of the administration
- Maintain open lines of communication among the communication among the governance team members

Domain II – Strategic Planning:

- Students are always the priority
- The governance team collaborates on vision and goals for the board and for the school system
- The governance team ensures accountability for all resources
- Review information, ask questions, have an option and then make appropriate decisions
- Abide by the laws

Domain III – Board & Community Relations

- There should be ongoing communications with all stakeholders
- Board members are to share information with all members of the governance team

Domain IV - Policy Development

- Board members are policy makers for the school system
- The board makes decisions on policy matters
- Ensure that policies are resulting in appropriate outcomes

Domain V – Board Meetings

- Board members are expected to attend meetings; to come prepared; to collaborate with members of the team; to obey Georgia Law relevant to closed session; to maintain confidentiality of executive session discussions; to make decisions based upon information presented and not to benefit special interest; to participate in discussion, vote his or her conviction, and support the decision of the Board.

Domain VI – Personnel

- Recommendations for employment come from the superintendent
- Board members are expect to support employment of the best quality candidates
- Board members are to adhere to all laws regarding employment to family members

Domain VII – Financial Governance

- The Board provides guidance for the superintendent and establishes sound fiscal policies
- The Board adopts a budget consistent with its goals and in sync with all legal requirements
- The Board monitors implementation of the budget

Domain VIII – Conduct as Board Member and Conflict of Interest

- Board members make the necessary time commitment
- Ongoing training is essential
- Positive communication is required
- The Board adopts of Code of Ethics
- Board members file annual statement of compliance

Ms. Bowie said School Board members must know file an annual statement of compliance that will be submitted to the Department of Education. Any violation of that code or any signature that is not truthful will be treated as a felony.

Ms. Bowie said if a person who was appointed or elected must sign saying they understand the Code of Ethics prior to taking office.

Ms. Bowie discussed Conflicts of Interest:

- Board members avoid conflicts of interest and announce potential issue prior to board action
- The Board annually reviews ethical standards
- The Board complies with the conflict of interest policy of the Board.

Ms. Bowie said there are major changes to board procedures. She said if there is a 2/3 vote of the Board may conduct the hearing relevant to perceived violation of the code of ethics by a member. If a Board member is accused they must be given 30 days prior notice of a hearing and may bring witnesses to the hearing. The Board needs to decide if there has been a violation and give a date of a hearing. A 2/3 vote is required to determine if a violation has taken place. If a violation has taken place, it is then incumbent upon the Board to come up the sanctions. The sanctioned member may appeal back to the State Board of Education within 30 days of the vote.

The local board must keep a record of its decisions to sanctions even if the sanctions are minimal. This record must be kept in the permanent minutes.

Ms. Bowie said there have been some changes to the training requirements. New school board members are required to have 12 hours of training within that first year of their appointment or election to the school board. That has been changed to 15 hours of training. She said 3 of those hours must be in whole board training. Also 3 hours must be done in a local orientation.

Ms. Bowie other board members are required to have 6 hours of training annually. She said that has been changed to 9 hours of annual training. She said 3 of those hours must also be whole board training.

Ms. Bowie concluded her report.

Whole Group Instruction

Martha Patton

A Call for Collaboration

Staff development that has its goal, high levels of learning, entail a form of professional learning that is relatively different from the workshop – driven approach. It requires ongoing teams that assemble on a regular basis for the purposes of peer-to-peer learning, joint lesson planning and cooperative problem solving.

Consortium Purpose

- To establish professional learning Communities (PLCS) among educators within the Department of Juvenile Justice
- To work collaboratively to identify and implement best practices for improving academic achievement.

Consortium Mission

- To build a multiparty effort statewide to achieve continuous, systemic and sustainable improvements in our education system.

Consortium Vision

- To achieve the mission:
 - Members work collaboratively in examining the Georgia Performance Standards (GPS) guidelines
 - Members work collaboratively to master and develop whole group unit lessons built around Curriculum Activity Packet (CAPs) and the Georgia Performance Standards.

Additional, the consortium jointly analyzes student test data in order to:

- Develop strategies to eradicate common academic deficits among students and align curriculum.
- Create coherent learning pathway across grade levels

- Attend workshops or courses
- Invite consultants in area of curriculum expertise

Ms. Patton discussed the Consortium goals and objectives:

- Utilize student achievement data to:
 - Inform and shape whole-group instruction
 - Assess student growth over time
 - Create direction for professional development opportunities
 - Engage students in the learning process
 - Form focus group comprised of DJJ Consortium members
 - Develop unit lessons plan
 - Develop strategies to advance achievement by: strengthening instruction, using more effective assessment tools, learning about new curricula materials and techniques, and identifying and addressing topics or areas where students demonstrate weaknesses
 - Increase standardized test scores

Ms. Patton discussed the Enduring Understandings & Essential Questions:

- An Enduring Understanding is a big idea that resides at the heart of an academic discipline and has lasting value outside the classroom.
- An Essential Question gets to the heart of an Enduring Understanding. It frames a unit of study by providing focus, a course theme, focus and shows students connections with big ideas. In addition, it is initiators of creative and critical thinking.

Ms. Patton said the Instruction Rotation Matrix has been designed to assist teachers in providing a balance approach to utilizing the Units of Instruction across all grade levels on a rotation schedule.

Ms. Patton explained the Curriculum Map offers a sequence for delivering content based on the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPS), textbooks, and the Georgia Performance Standards.

Ms. Patton said teachers use the Direct Instruction Lesson Plan that serves as a tool for teachers to plan detailed lessons to use in the presentation and assessment of content and skills development of students.

Reading Across the Curriculum

Martha Patton

Ms. Patton said DJJ is mandated by Chapter 13: Educational Services Policy 13.30 to provide at least 10 books for student in their library at each facility. She said they are also responsible to their library services at each facility. Ms. Patton said they are also required to head a committee that meets quarterly to access the library needs at each school site. She also stated the director or assistant is required to assist on that committee.

Ms. Patton said in Chapter 15: Rights of Youth Policy 15.4 which state that each youth is to be provided and encouraged the use of reading materials such as magazine, books, and audio tapes. The policy also state the youth must have access to reading materials in their rooms.

Ms. Patton discussed the Reading Across the Curriculum Georgia Performance Standards:

- After the elementary years, students are seriously engaged in reading the learning.
- This process sweeps across all disciplinary domains, extending even to the area of personal learning.
- In the study of various discipline of learning (language, arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines.
- Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of these subject areas in context.
- Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning.
- Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal classroom experience.
- A student explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.
- Reading across the curriculum content develops both academic and personal interests in students. As students, read they develop both content and contextual vocabulary.
- They also build good habits for reading, researching, and learning.
- The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

Ms. Patton said the Georgia Performance Standard want educators to have youth read at least 25 books each year. Ms. Patton said they wanted to introduce the idea to the Board and to let them know the directions they were moving in and the different ways they are engaging the youth and following the mandate from the Department of Education.

Ms. Patton said the library books are paid with state and federal money but they are always looking for addition ways to provide these resources because the books are very expensive. Ms. Patton asked the Board to be creative and assist them with this endeavor anyway they can. She said the department is in need of quality ready materials that will help the youth to grow personally as well as educationally.

Ms. Patton concluded her report and said Commissioner Howell will make a few comments to the Board.

Commissioner Howell said when she visit the facilities one of the things she enjoy going to is the library. She said she think about the number of youth they have and number of years they are with DJJ and know how quickly they can go through the books in the library. Commissioner Howell said a great way for the community to assist the department is by having book drives and other means. They always try to keep the library stocked with books to make sure the youth are

staying engaged in a positive way. Commissioner Howell said she is always looking for ways to keep the youth busy. She asked the Board to assist the department in keeping the library stock with books and reading materials. She stated literature is a means of engaging the youth and use reading as a vehicle. She said the challenge for them is keeping the books in good quality. Commissioner Howell said she is sure the librarian at the facilities would be more than happy to put together a wish list of books for the Board.

Commissioner Howell said Ms. Patton was an excellent presentation.

DJJ Transition Board Coy Satterfield

Mr. Satterfield said the Board will hear how important it is to have a structured comprehensive well thought out transitional program. Mr. Satterfield said the Board will hear from several DJJ Transition Board Presenters:

- Anthony Acosta, CEO – Acosta Technologies
- Keith Sagers – Dean of Students – DeKalb Technical College
- Schnavia Bronson, President – Total Youth Outreach

DJJ Transition Definition: A set of coordinated events designed to guide youth towards a successful reintegration into society upon release from youth detention facilities. He said this mean that all the adjudicated youth who have been in a secure care facility for up to 5 years are coming out and what they post need is someone to take them to the next step and maximize all the wonderful programs that have occurred on their behalf. He said the need to gain employment, go back to school, and get the mentoring that they need. He said without mentoring the youth lack the necessary skills to continue on.

Mr. Satterfield discussed the historical perspective of DJJ Transition

- U.S. Department of Labor Grant
- Think Exit at Entry
- Dr. O'Rourke –Satterfield Model/Article
- The Journal of Correctional Education
- Dr. Risler – Dr. O'Rourke Findings
- Georgia DJJ Transition Budget
- Development of Transition Boards

DJJ Transition Board Vision

- To empower and equip youth of the Department of Juvenile Justice to successful reintegrate and become life- long production and law abiding citizens.

DJJ Transition Mission

- The Department of Juvenile Justice Transition Board will dedicate its resources and energies to work in collaboration with stakeholders to create relevant, responsive, student

–centered, and culturally competent programs and services that aid transition and promote successful reintegration into society for young adults who have been committed to the State of Georgia’s detention system.

Mr. Satterfield said the Think Exit at Entry poster depict the type of vocational programs that is offered which includes cosmetology, Microsoft word, culinary, construction, horticulture, landscaping, auto body repair and barbering.

Dr. Catrett said they develop a more comprehensive transition board that cared about the youth. He stated the DJJ Transition Board consists of the following individuals:

- Coy Satterfield – Founder
- Tracey Knight – Director Strategic Partnership, Georgia Perimeter College
- Adolphus Graves, Court Service Worker – Fulton County Courts
- Angela Dortch, Regional Sales Manager – Johnson Controls
- Keith Sagers, Dean of Students – DeKalb Technical College
- Nick Goebler, Owner/Operator Chick-fi-A
- Schnavia Bronson, President – Total Youth Outreach
- Giovan Bizan – Former DJJ Student
- Lee May – Commissioner – DeKalb County
- Robert James, District Attorney – DeKalb County
- Anthony Acosta, CEO – Acosta Technologies
- Priscilla Kitt-Robinson, Director of Development – Atlanta Urban League.

Mr. Satterfield discussed the Transition Board Goals:

- The DJJ Youth Transition Board will work with the Department of Juvenile Justice to connect students from Macon and Eastman YDCs with transitional supports and services
- Provide opportunities to increase life skills, career development, post secondary education, and obtain employment.
- Provide career internship and co-op opportunities
- Engage youth in mentoring experiences.

Mr. Satterfield discussed the DJJ Transitional Board Accomplishments

- Development Memorandums of Understanding with:
 - Atlanta Urban League
 - Memorial Business Alliance
 - UGA
 - DeKalb Technical College
 - Georgia Perimeter College

Mr. Satterfield discussed the DJJ Transition Board Strategies:

- Strategy: Make available continuing education opportunities including high school diplomas, GED’s, professional training and certificates, and two and four year degrees.
 - Gateway to College Academy – Early College
 - Charter School – DeKalb Perimeter College

- Nsoro Foundation for Education – provides Gap scholarships for current or former foster care students.
- Strategy: Make available employment and career internships and co-op placements:
 - McDonald’s restaurant franchise owners
 - Chick-fil-A
 - Home Depot
 - Publix
 - Memorial Drive Business Alliance
 - Delta and Kappa Community Center
- Strategy: Make available a mentoring experience:
 - Pen Pal Mentors for incarcerated Youth Partnership
 - Out Your Mind Partnership

The Transition Model consist of Education, Employment, Mentoring and Infinite Incomes

The DJJ Transition Board Challenges:

- Appropriate life skills
- Necessary social skills
- Character flaws
- Transportation
- Short Attention Span
- Problems with Authority
- Housing
- Clothing
- Financial Resources

DJJ Transition Board requirements for Students

- Willingness to cooperate
- Responsibility
- Accountability
- Commitment
- Dedication
- Timeliness
- Parent Involvement

DJJ Transition Students Portfolio consists of the following:

- Transcript
- Withdrawal forms
- Diplomas
- GEDs
- Technical College Certificate
- Work Ready Certificates

- Resume'
- Letters of Recommendation
- Certificates of Achievement

DJJ Transition Board – Number of 17-20 year old YDC youth in YDC's as of 7/11/2011

- 17 – 20 year olds in YDC's – 630 or 65%
- Number of High School Diplomas (2010-11) – 52
- Number of GED's (2010-2011) – 194
- Number of Students Earning Technical College Credits (2010-11) – 54

DJJ Transition Board 2007 – 2011 Release Data

- Number of Youth Released from Long Term YDC – FY2007-2011
 - 2007 – 877
 - 2008 – 807
 - 2009 – 821
 - 2010 – 778
 - 2011 – 581
- Total – 3864

DJJ Transition Board Education – GA Perimeter College

- Initially Denied Opportunity to Enroll
- The Appeal Process
- Connections – Tracey Knight
- Required Academic Advisor/Mentor

DJJ Transition Board Employment Opportunity

- Access to Career Services at local schools
- Access to motivated employers – MDBA
- Chick-fil-A, McDonalds, Sam's Club, Comcast, Home Depot, etc
- Employer Incentives
- Celebrate Success & Generate Positive PR

Pen Pal Mentors for Incarcerated Youth

- Founder – Schnavia Bronson (DJJ Youth Transition Board Member)
- PPM has two main components:
 - Mentoring – PPM is structured pen pal relationship between incarcerated youth and caring adults
 - Transitioning – PPM is a 12 month re-entry program for youth preparing to transition back into society
- Vision
 - To encourage, inspire and empower the youth of the Department of Juvenile Justice to achieve their fullest potential; by providing them with caring adult

mentors, tools and tangible resources that will help prepare them for a brighter and productive future.

- How Does PPM Work?
 - For Mentors:
 - Identify potential mentors
 - Complete mentor application
 - Face-to-Face interview with PPM Staff
 - Complete background check/finger prints
 - Mentor/Mentee match
 - YDC Volunteer Training
 - Mentor/Mentee Orientation
 - Correspond and provide feedback to mentees regarding workshop materials, transition goals and reflections
 - Log mentor/mentee correspondence and progress
 - Ongoing training
 - PPM Site Coordinator:
 - Coordinate and/or facilitate bi-monthly skills training workshops and events for mentors and mentees
 - Review all incoming/outgoing mail to maintain and ensure appropriateness of communication between mentors and mentees
 - Log all incoming/outgoing mail from program participants assignments and correspondence between mentors/mentees, secure community linkage through DJJ Transition Board/local partners, etc
 - Correspond with YDC staff regarding inappropriate behavior, lack of participants, emotional disturbance, etc. among mentors/mentees
- PPM Goals
 - Ongoing Mentor Recruitment
 - DJJ/PPM pre-screening assessment tools and interviews for potential mentors (background check process)
 - DJJ Volunteer Training
 - Maintain effective channels of communication
 - Online training/resources for mentors
 - Onsite transition workshops for mentees
 - Develop partnerships and community linkage opportunities for transition youth
- Looking to the Future:
- Where do we go from here?
 - Growth expand to other areas of the state i.e. Savannah, Augusta, Columbus and Albany
 - Additional boards
 - Waiting lists
 - Additional resources:
 - Clothing
 - Personal items

- Marta cards
- Food vouchers

GED Update

Cori Bowe

Ms. Bowe gave the Board a GED Update

- Student Selection Process:
- Students meet with an education counselor to review their academic plan when they enter the YDC facility
- The student must be 16 years or older, 2 or more years off track for graduation, and score 6.0 or above on the TABE Test.
- Students that score below 6.0 are assigned to a fast track program and an education plan is developed for them based on the TABE assessment.

Test of Adult Basic Education (TABE)

- Universal screener for Education department
- Guiding assessment in determining GED placement and showing improvement in academic achievement
- Grade equivalent scores are interpreted using a content grade level range

Enrolment Process:

- Students who enroll in a Technical College System of Georgia (TCSG) GED Program must withdraw from high school
- The official Student Withdrawal Form, GED Program Admission Form, and Parental Consent Form are kept on record along with the required enrollment documentation for the TCSG GED program.

Student Education Plan:

- There are five subject areas in the GED program: literature, math, science, social studies, and writing.
- Students may be assigned to any or all of the subjects on a PRE GED or GED level.
- The GED teacher determines the courses of study from the student's TABE scores and other assessments.
- A Student Education Plan (SEP) is designed for each student after reviewing all assessments and the student's education history
- TABE Test Prescriptions determine skills not mastered.
- Some CAPS may be eliminated entirely if the assessments show that the student has mastered the skill.
- When a student has mastered a subject on the GED level, he or she can attempt to qualify for the GED Test by taking the Official GED Practice Test.

GED Graduates:

- Most facilities offer testing every other month.

- Students normally take 1-2 sections per testing session
- GED Instructors at each facility maintain a complete log of youth that successfully pass all five sections of the test.
- These complete logs are maintained by the GED Director at the Central Office.

McGraw Hill Contemporary Interactive: GED

- A computer-based program that provides step-by-step, interactive instruction for students preparing for the GED tests which includes:
 - Interactive instruction in reading, writing, math, science, and social studies
 - Unit pre-tests that identify students' current strengths and weakness
 - Assessments to measure student mastery as well remediation lessons for students requiring additional instruction.
 - Management system that tracks' times, test scores, and lesson progress

Continuation of Services

- Continuation of Service Plan
 - A record of student accomplishments and DJJ contact numbers is provided for questions after release.
 - GED graduations are provided all the original documentation and GED transcript request form from TCSG.

Georgia Work Ready Certificate

- Certificate designed to validate the work readiness skills of the available workforce
- Qualifications for students currently in Department of Juvenile Justice:
 - Scheduled for release within six months to one year and one of the following:
 - 18 years of age
 - High school graduate or at least a senior on track to complete high school diploma
 - 17 years of age and actively participating in or complete a State approved GED program.

Graduate Education Program

Dr. Jack Catrett

Dr. Catrett discussed the Graduate Education Program.

Mission Statement:

- The Graduate Education Program seeks to provide youth with employment skills, training related experience, life-skills, and vocational skills. This project will seek to provide High School and GED graduates with training related experiences within the facility that will enhance their ability to transition back to the community.

Vision Statement:

- Each Graduate will have a Graduate Education Transition Plan (GETP) that will ensure continued educational growth and development during his tenure at Eastman. Additional,

it is their vision that each graduate will transition into the world community and work as fully functioning and productive members of society.

Graduate Education Program Description

Description: A course of development for youth who have completed their GED or High School Diploma. This course will consist of the following parts:

- A Graduate Education Transition Plan (GETP) developed by the youth, Graduate Counselor, Dormitory Counselor, the JPPS and family. This is called the Graduate Education Transition Planning Committee.
- Vocational classes that the Youth may enroll in that are taught through the DJJ Vocational Schools.
- Vocational modules that are offered in the GEP Classroom
- Work-Based Learning Courses and certificates.
- Work Ready certificate programs
- Academic and Post-Secondary enrollment. These will be on-line college courses, on-line SAT/ACT Preparatory courses. Learning Modules, correspondence courses. These course offerings will be provided in the Graduate Education Classroom. (Ten computers have been purchased for this initiative for each campus)
- The Transition plan is an integral part of the Graduate Education Program. This plan is developed to guide the youth through his graduate experience. Transition activities will include portfolio development, Life, Social and Work Skills development, Practice Aspects of Money and Budgeting, Job Searching, Interview Skills, and Career Exploration.
- The student, along with other DJJ personnel, will participate in the Release Process to ensure successful re-entry into the community at large.
- The GEP utilize a token/level system based on PBIS (Positive Behavior Intervention Supports) under the supervision of Georgia State University that will flow with the facility behavior management plan.
- THE GEP students will participate in all Graduation Ceremonies as is fit by the Education Department i.e., speaker, etc.

Eastman YDC Graduate Process:

- Upon graduation from High School or GED attainment, the student is referred to the Graduate Education Program. The GETP Referral form will be used
- A notice of the GETP meeting will be sent to the Youth, the Parent or Guardian, Dormitory Counselor, the JPPS and the Facility Director 10 days prior to the meeting. The GEP notice letter will be used.
- A team consisting of the Youth, Parent or Guardian, the Dorm Counselor, the JPPS, the Facility Director or Designee and any other persons having relevant information concerning the youth will develop the Graduation Education Transition Plan. Teleconference is encouraged to promote family participation.
- The plan will be implemented within three school days of development
- The plan will be reviewed by the implementation team no later than (30) days after implementation and each 30 days thereafter. Notice of the review will be sent out no later than ten (10) days prior to the meeting date.

- Minutes will be kept at each meeting and copies placed in students' folders.
- The GETP may be reviewed and changed at any time at the request of the youth and/or other interested and involved parties.
- The GEP youth will participate in his transitional plan and all other levels of the GEP process. The GEP youth will be encouraged consistently to participate fully in the GETP process.
- The GEP youth will participate in all graduation exercises in any way as determined by the Graduation Planning Committee.

Anti-Bullying Update

Cori Bowe

Ms. Bowe gave an Anti-Bullying Update.

The Georgia Bullying Law – O.C.G.A. 20-2-751.4

Each local board of education shall ensure that students and parents are notified of the prohibition against bullying, and the penalties for violating the prohibition, by posting such information at each school and by including such information in student and parent handbooks.

Youth Rights Now:

- The basic rights and responsibilities of youth will be posted in areas easily accessible to youth and in the facility's student handbook.
- Any youth who feels bullied may file a grievance with the facility Grievance Officer.
- Any youth who has knowledge of youth being bullied should promptly report the matter to a staff member.
- Staff will not participate in, encourage or permit bullying of any youth by other youth or staff.

DJJ Office of Training

- Objective #1:
 - Staff will list and discuss the significant negative impact that bullying has on youth, environments and agency.
- Objective #2:
 - Staff will demonstrate the ability to identify and recognize bullying behavior. These areas will include physical, sexual and/or emotional bullying and if/when it becomes harassment.
- Objective #3:
 - Staff will identify and develop skills needed to help victims become more effective in responding to bullying (including resiliency).
- Objective #4:
 - Staff will identify the policy requirements and develop the skills needed to help victims report bullying.

- Objective #5:
 - Staff will identify and practice “responding to perpetrator skills including Conflict Resolution”.

Wrap-up and Questions

Dr. Jack Catrett

Dr. Catrett answered a few questions from the Board and concluded the board of education training.

The board of education training was adjourned.

Dr. Ed Risler, Chair
Board of Juvenile Justice

Amy V. Howell,
Commissioner

Sandra Taylor, Secretary
Board of Juvenile Justice