

GEORGIA DEPARTMENT OF CORRECTIONS Standard Operating Procedures		
Policy Name: Program Services/Education Services		
Policy Number: 108.02	Effective Date: 2/21/2018	Page Number: 1 of 8
Authority: Commissioner	Originating Division: Inmate Services Division (Education)	Access Listing: Level I: All Access

- I. Introduction and Summary:** In each state prison and private prison, instruction is provided in literacy and remedial reading (L/RR), adult basic education (ABE), and in the skills necessary for attainment of the General Equivalency Diploma (GED).
- II. Authority:**
- A. **Adult Education and Family Literacy Act (AEFLA):** 34 CFR Part 463;
 - B. **O.C.G.A. §§42-5-64 and 42-5-57;**
 - C. **Georgia Department of Corrections (GDC) Board Rules:** 125-4-2-.01, 125-4-2-.02; 125-4-2-.03, 125-4-2-.04, 125-4-2-.07, and 125-4-2-.10;
 - D. **GDC Standard Operating Procedures (SOPs):** 220.05 Diagnostic Reception, Orientation and Processing, 108.01 Education Programs Administration, 108.04 GED Testing Centers, and 220.03 Classification Committee;
 - E. **ACA Standards:** 4-4464, 4-4466, 4-4469, 4-4470, 4-4471, 4-4472, 4-4474, 4-4475, 4-4476, 4-4477, 4-4478, 4-4479, and 4-4480;
- III. Definitions:**
- A. **Teacher** - Paid full or part time GED instructor.
 - B. **Curriculum** - Subject matter as defined by the approved learning materials.
 - C. **Education Director** - GDC State Coordinator for Academic Educational Programming.
 - D. **Education Program Specialist** - Regional Education Specialist who assists the Regional Principal with all duties and responsibilities, provides instructional support for all the teachers and educational staff, and performs the educational services audits at each facility.
 - E. **Regional Principal** - Regional Educational Administrator responsible for the implementation of all academic educational programming within the respective

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region, including, but not limited to, site visits, new teacher orientation, teacher support and training, etc.

- F. **Individualized or Small Group Instruction** - Instruction per individualized written study plan or prescription.
- G. **Placement** - Determining a specific education program (L/RR, ABE, GED Prep, and GED Testing) for a new student.
- H. **Completion** - Achieving the prescribed level of mastery for each objective per the prescribed level of proficiency and corresponding achievement as measured on the Test of Adult Basic Education (TABE).
- I. **Promotion** - Advancement to ABE or GED Prep or GED Testing.
- J. **Work Activity Performance Report** - Documentation used to report to counselors the progress/performance/attitude of offenders.
- K. **Classification Committee** - A committee organized by the chief counselor designed to place offenders in appropriate programming. See SOP 220.03 for details.

IV. Statement of Policy and Applicable Procedures:

- A. Central Office provides and establishes uniform education standards throughout GDC education sites to meet Title II of Every Student Succeeds Act (ESSA) compliance for hourly Teachers that include:
 - 1. Teacher job descriptions;
 - 2. Evaluation formats that measure the job duties;
 - 3. Screening of applicants and interview formats that emphasize security and teaching requirements;
 - 4. Education induction/orientation training of new Teachers;

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5. Education staff hiring procedures;
 6. Annual/Quarterly Teacher training;
 7. Offender post-secondary/continuing education options; and
 8. Federal and State Funding Compliance, including:
 - a. Title I of ESSA: Implement budgets and services according to enrollment, collaborate in position postings, hiring, and induction;
 - b. Title IIA of ESSA: Implement Teacher job description, hiring process and interview format, budget, induction of new Teachers, and participatory evaluation of teaching staff;
 - c. Title VIB of ESSA: Implement budget and oversee expenditures of the facilities that serve special education students;
 - d. Rule 10 of the State Interagency Services Grant: Implement Teacher job description, hiring process and interview format, budget, induction of new Teachers, and participatory evaluation of special education teaching staff.
- B. Teacher Duties:
1. Teachers operate classes as specifically assigned by the facility, with Central Office oversight, unless school or class is canceled for institutional reasons.
 2. Part-time Teachers operate classes according to the number of hours employed up to and not to exceed 29 hours per week, and full-time Teachers up to a minimum of 40 hours per week to include teaching on Friday. The only exceptions to teaching on Friday are full-time special education Teachers.
 3. Teachers will utilize class time to teach, implement best teaching practices, maximize effective use of teaching assistants, develop small groups for learning, move among students, and develop individualized written study plan or prescriptions. Teachers are assigned to teach during the day or evening, as

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needed for the purpose of providing instruction, authorized testing, pre and post GED testing responsibilities, and planning.

- 4. GED Pre-Test Procedures:
 - a. After students are promoted to the GED Prep class, the GED Teacher will register the GED Prep students in GED Manager and add GED Testing to the student’s list of programs in Scribe.
 - 1) Offenders qualify for GED Testing by scoring a minimum of 145 in each subtest area on the official GED Practice Test.
 - 2) Teachers must receive approval from Regional Principals if accommodations are needed regarding the qualification scores or other approved tests.
 - b. All special education students should be submitted to GED Testing Services (GEDTS) upon enrolling in the GED Prep. An individual form is completed and sent to the Education Director. This is done only by facilities with a special needs program.

Note: All accommodations are valid for one year of approval.
 - c. After students meet the qualifications for GED Testing, the GED Teacher will submit a final testing roster to the Deputy Warden of Care and Treatment (DWCT), Business Manager, the appropriate Regional Principal (RP), and Education Program Specialist (EPS) at least 10 days prior to the scheduled test date for approval.

- 5. GED Post Test Procedures: The Teacher is responsible for:
 - a. Securing testing equipment and setting up the testing site with computers and the necessary materials needed for testing.
 - b. Reporting testing results to DWCT, RP, and EPS, and ensuring results are inputted in Scribe within one week after testing.

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c. Submitting appropriate documentation to update offender’s education status in Scribe under education testing and closing the programs that have been completed.

d. Completing post-test reporting responsibilities within one week after testing.

6. Complete other duties that are assigned during non-instructional hours.

C. Curriculum:

1. Teachers will use approved Curricula.
2. Teachers will use additional resources to supplement the Curricula with approval from Central Office, the Regional Principal, and EPS.
3. Teachers will provide adequate resources for student use in LRR, ABE, and GED Prep for independent/tutorial study.

D. Instruction:

1. Offenders are enrolled in school through the Classification Committee, which may occur anytime during the week, and classes are designed for open entry.
2. Teachers involve students in relevant and rigorous learning experiences aligned to the course Curricula and instruct utilizing Individualized or Small Group Instruction.
3. Using results of diagnostic tests, i.e. TABE, Teachers prescribe a documented study plan or prescription for every student. Teachers provide feedback to students based on the data analysis and utilize differentiated content and strategies to meet individual student learning needs.
4. The Teacher employs a variety of teaching strategies and utilizes available technology to enhance student learning and increase student interest/motivation.

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5. Teachers maintain a safe and positive learning environment. Teachers monitor the class work of students. Teachers ensure that the students are on task.
6. Teachers positively reinforce student growth and success through incentives, certificates, graduations, etc.
7. Teachers effectively manage teacher assistants/aides to maximize student engagement and learning.
8. Teachers must monitor progress of each student according to their plan, to include progress of grade level(s). When an offender is not making expected progress, an analysis is conducted and documented to determine the root cause. Based on the identified cause, interventions should be implemented and monitored. Teachers who identify offenders who are not progressing with intervention, must document this on a Work Activity Performance Report (WAPR) and forward to the offender’s counselor for action.

E. Testing:

1. The Test of Adult Basic Education (TABE), or other approved diagnostic achievement assessment, is administered by qualified Teachers or other TABE certified staff to determine academic deficiencies, and results are shared with the Classification Committee in order to assign offenders to appropriate programs.
2. Using approved diagnostic achievement assessment data, i.e. TABE results, Teachers prepare an individualized written study plan or prescription for each student as soon as possible.
3. Teachers provide counselors with approved diagnostic achievement assessment results, i.e. TABE scores, for use in case planning and in making recommendations to the Classification Committee for Placement, and for use in completing parole review summaries or other paperwork.
4. Initial diagnostic achievement assessment, i.e. TABE testing, of eligible offenders is completed on the following occasions:

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- a. Upon arrival at the first permanent facility.
 - b. Prior to classification assignments.
 - c. To determine reading level for non-student offenders.
5. Subsequent diagnostic achievement tests, i.e. TABE tests, are given to determine individual achievement and Completion and at minimum, after the student has completed 60 hours of instruction. Subsequent diagnostic achievement tests are also given students as a qualification for Completion of L/RR, ABE, and GED preparation.
 6. Prescribed time limits for the diagnostic achievement test, i.e. TABE test, are observed. Exceptions, if any, need to be justified in writing.
 7. Other diagnostic tests, such as the Official GED Practice Test, Kaplan, Test of Non-Verbal Intelligence, etc., may be used.
- F. Placement, Promotion and Offender Progress:
1. Offenders are Promoted on the basis of Completion of prescribed work and scores on the TABE. Initial enrollment for academic education is based on the following TABE results:
 - a. Literacy/Remedial Reading: 0 - 4.9 Reading level.
 - b. ABE: 5.0 Reading, Language, and Math on Level D.
 - c. GED: 8.0 Reading, Language, and Math on Level D.
 2. Promotion from L/RR is based upon scoring 5.0 or higher in reading TABE Level M.
 3. Promotion from ABE is based upon scoring 8.0 in reading, 8.0 in language, and 8.0 in math on the TABE Level D.

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4. Promotion from GED Prep is based upon achieving the required scores on each of the pretests.
5. GED Testing Completion is based upon successful passing of GED examination. Successful Completion of the GED Test requires a score of 145 and above in all subject areas.
6. Offenders should progress at a rate of learning equal to one (1) grade level increase for every sixty (60) hours of class instruction. The exception is Special Education and Literacy Remedial Reading, where individual learning circumstances are taken into consideration.
7. Teachers are responsible for notifying an offender's counselor if the student is not progressing at a rate of learning equal to one (1) grade level increase for every sixty (60) hours of class. It is to be determined by the Teacher and the counselor if the student should continue in the class or be removed to allow space for other eligible offenders. The counselor will help determine if extenuating circumstances exist which prohibits progress. These recommendations should be forwarded to the Classification Committee for action.
8. All testing results must be documented in the student file as well as on a Work Activity Performance Report (WAPR), which is then forwarded to the chief counselor who shall follow-up with necessary recommendations to the Classification Committee.

G. Record Keeping and Tracking:

1. Teachers are responsible for tracking and recording the daily/monthly academic achievements, attendance, and level completions of their students in the formats as required by the Deputy Warden/Administrative Assistant 1 (AA1) or Administrative Assistant 2 (AA2), and must provide all required data for data entry.

V. **Attachments:** None.

VI. **Record Retention of Forms Relevant to this Policy:** None.