

2

A GUIDE TO JUVENILE DETENTION REFORM

Juvenile Detention Facility Assessment

“HOW TO” TOOLS
2014 UPDATE

Juvenile Detention Alternatives Initiative
A PROJECT OF THE ANNIE E. CASEY FOUNDATION

Facility Assessment “How To” Tools

Introduction

These “How To” tools will help facility assessment team members assess conditions of confinement using the JDAI Detention Facility Assessment Standards. The “How To” Tools explain which documents to review, who to talk to, and what to observe for each of the eight main areas of the standards (Classification; Health and Mental Health; Access; Programming; Training and Supervision of Staff; Environment; Restraints, Room Confinement, Due Process, and Grievances; and Safety).

Although the “How To” tools are designed to help facility assessment teams understand the type of information needed to determine compliance with the standards, they are not a script for the assessment process. Team members should use the information as a starting point, thinking of additional questions to ask, documents to review, and observations to make based on their experiences during the assessment.

Assessment teams should use the “How To” tools in conjunction with Guidelines for Conducting a Facility Assessment, and the JDAI Juvenile Detention Facility Assessment Standards, both of which are available on the JDAI Help Desk: <http://jdaihelpdesk.org/SitePages/conditionsofconfinement.aspx>.

JDAI “How To” Tools: Classification and Intake

NOTE: *Please use this document as a starting point, and not a strict script for assessment. Additional questions, observations, and supporting documents will inevitably come up in the course of preparing for and conducting the facility assessment. Also remember to share information with other team members if you come across information that may be pertinent to the areas they are assessing.*

REVIEW WRITTEN DOCUMENTS AND OTHER MATERIALS

Review policies and procedures, including any Risk Assessment Instrument (RAI) or posted orders regarding classification and detention limitations for staff in the intake and admissions area of the facility.

- Do such policies or procedures exist?
- Do the policies and procedures comply with JDAI standards?

Review a sample of initial Risk Assessment Instrument (RAI) screenings for youth.

- Are the risk assessment instruments fully completed?
- Is there evidence that the youth were screened accurately? It should be evident that information collected from youth is used in the decision to determine whether to detain a youth or use a detention alternative.
- Examine the use of overrides to ensure that staff are basing their decisions on appropriate rationale.
- Is there evidence that youth who should be excluded from detention – such as status offenders, youth on immigration holds, and child welfare youth – are detained in the facility?
- Is there evidence that youth who otherwise meet the criteria for release are detained because staff cannot adequately communicate with parents or guardians because of language barriers?

Review intake and classification forms.

- Do forms cover the information that staff must gather in sections I(B), (C), and (E)?
- How are the forms used to inform intake, population management, housing and classification decisions?

Review orientation materials.

- Do orientation videos, handbooks, or other information sources cover all topics listed in section I(C)?
- Is the information presented in a way that youth can understand, including youth with disabilities and youth with limited reading abilities?
- What materials are given to parents?

Review language access plans.

- Has the facility completed a language access plan to assess the need for services for limited English proficient (LEP) youth and family members?
- How does the facility assess the number or proportion of LEP youth from each language group in its service area to determine appropriate language assistance services (e.g., LEP enrollment data from local school districts, U.S. Census Bureau data)?
- Does the facility collect and record primary language data from youth when they first have contact with the facility and if they are detained?
- Does the facility staff know how many detained youth are LEP by language spoken? In the last six months how many LEP youth have entered the facility and what are their language groups?
- What type of language assistance services does the facility provide?
- Has the facility identified when and how interpretation services will be made available and in which languages? Are interpretation services made available by qualified interpreters? If youth at the facility or their family members do not speak English or are limited in their ability to speak or read English, are all vital materials translated in all appropriate languages? Are the translations accurate and understandable?
- Has the facility identified which staff are bilingual? How is that determined and is there a process for determining if the staff is qualified to provide language services?
- Are staff trained concerning the availability of language services?
- How does the facility inform youth and their families about the availability of language services?

Review population counts for the past several months.

- Has the population in the facility approached or exceeded the rated capacity at any time in the past several months?
- Does it appear that the policies and procedures were implemented at those times?

Request copies of reports or data listed in Standard I(D)(3).

- Do such reports or data exist?
- Have these reports been used to modify or refine the RAI?

Review audits, inspections, or accreditation reports of inspections conducted by other professional groups (e.g., American Correctional Association, state inspection agencies, state or federal educational agencies, grand juries, or juvenile justice commissions) for the previous two years.

- Do these reports indicate any problems related to this section? During the assessment, check to see if any problems previously identified have been remedied.
- Has the administrator scheduled and completed an audit for compliance with the Prison Rape Elimination Act (PREA) standards for juvenile facilities at least once every three years? Did the audit suggest any areas in need of improvement?

OBSERVE

Observe intake and admissions area(s).

- One individual from the assessment team should ask to observe at least one intake/admissions interview with a youth. When screening youth, do staff members use the RAI? Are youth told of the reason for intake information? Do staff avoid asking youth to repeat distressing or highly personal information unnecessarily?
- Do intakes appear to be conducted in a timely manner?
- How many youth are awaiting intake? How are youth supervised while awaiting intake?
- Is the reception area safe and clean?
- Are there age-appropriate posters or displays that provide information about the intake procedure to youth?
- Are intakes conducted in a private area where other staff and youth cannot hear the conversation taking place?
- Are intakes conducted in the primary language of youth who are LEP or non-English speaking?
- Do staff ask youth about disabilities? Do staff know how to obtain any necessary auxiliary aids?
- Are youth offered at least two phone calls, a shower, and storage of personal belongings?
- Are the youth's personal belongings properly inventoried and securely stored at intake?
- Are youth offered food and drink at intake?
- During intake, do staff review the orientation materials orally with the youth, regardless of whether a written version is provided, to ensure that youth with reading/writing problems understand the rules? Do staff provide an opportunity for youth to ask questions/clarify misunderstandings?
- Are forms with confidential information stored in locked file cabinets or left out on desks?
- Does orientation contain all of the topics required by the JDAI standards?
- Do youth receive a comprehensive education program related to sexual misconduct prevention, detection, and response within ten days of admission to the facility?

Observe the living units.

- Do older and younger youth appear to be separated from one another? Bigger and smaller?
- Do units seem to be integrated by race and ethnicity?
- Does the facility have a variety of sleeping room options (e.g., individual sleeping rooms and rooms with roommates)? If so, how are youth assigned to these rooms?
- Are more youth living in a unit than its rated capacity? Are there cots or mattresses in cells for youth who are “doubling up”?

INTERVIEW YOUTH AND STAFF AT THE FACILITY

Interviews of intake and unit staff.

- What is the youngest age of a youth that is currently in the facility? Has the facility ever detained a youth under the age of 13? If yes, how many youth and how frequently? What were the particular circumstances?
- Are status offenders detained in the facility? If yes, how many youth and how frequently? For how long are status offenders held in the facility?
- Are undocumented youth detained in the facility? Are there youth being held who have not committed an offense? If yes, how many youth and how frequently?
- Are any abused or neglected youth who have not committed an offense detained in the facility? If yes, how many youth and how frequently?
- Do intake or admissions staff have the authority to release or conditionally release youth?
- How do staff obtain sensitive information about youth during the intake process (e.g., sexual orientation, history of sexual abusiveness)?
- Ask staff to describe the classification process. Does the information comply with the written policy and with JDAI standards?
- How do staff evaluate the maturity of an individual youth for placement decisions?
- Are violent and non-violent youth separated from one another in the living units? On what basis?
- Do classification decisions take into account the presence of mental or physical disabilities? The youth’s risk of suicide? Risk of sexual victimization or abusiveness?
- Are units segregated by general gang affiliation, or do staff evaluate specific information regarding individual youth who need to be separated from one another?

- Are youth who are (or perceived to be) gay, lesbian, bisexual, transgender, or intersex automatically housed or programmed in certain units? Are these youth consulted on any special housing decision?
- How frequently is the institutional population of the facility reviewed?
- What happens when the population is approaching or over its rated capacity?
- What are the limits on the disclosure of confidential information obtained during intake?
- Do staff know how to assess whether a youth needs language assistance?
- Do staff know what interpretation or other language services are available to interview youth who are LEP or non-English speaking or to contact their families?

Interview youth.

- Ask youth what sort of screening they experienced at intake. What questions were they asked? Were they asked questions that they found upsetting or embarrassing?
- Was there information about their individual situation that they wanted to share with the intake staff? Were they able to share that information? Why or why not?
- Were they asked if they were high or intoxicated when they were first admitted?
- Were they offered food and drink at intake?
- Were they offered at least two phone calls, a shower, and storage of personal belongings?
- What information did youth receive during orientation to the facility? Was there an opportunity to ask questions about anything that was unclear?
- Do they feel safe in their living units? Are they separated from older or bigger youth or youth that seem threatening to them?
- Do they think that they have been placed in a living unit because of any gang affiliation? Sex offenses? Other reasons?
- Are there more youth living in their units than the amount of rooms or beds? Are cots or extra beds brought in for youth to sleep on?
- Ask youth about problems accessing phones, visitation, recreation, etc., at the facility to determine whether the number of youth in the facility is impeding access to programs and services.

JDAI “How To” Tools: Health and Mental Health Care

NOTE: *Please use this document as a starting point, and not a strict script for assessment. Additional questions, observations, and supporting documents will inevitably come up in the course of preparing for and conducting the facility assessment. Also remember to share information with other team members if you come across information that may be pertinent to the areas they are assessing.*

Team members should recruit individuals with a background in health and mental health care to assist with this part of the assessment.

REVIEW WRITTEN DOCUMENTS

Review the facility’s policies, procedures, and protocols for medical and mental health services.

- Do these policies conform to the JDAI standards?
- Do written policies and procedures cover each standard or are some topics missing?
- Are there appropriate policies, procedures, and protocols to meet the needs of girls at the facility?

Review the instrument(s) used for medical, mental health, and suicide screening at admission.

- Does the instrument include all the information required by the JDAI standards?

Review sick call logs and records of referrals of youth with medical and mental health problems to other facilities or providers. Also review lists of scheduled outside-facility appointments, and transportation logs.

- Were youth seen in a timely manner?
- Were youth appropriately referred to other facilities or providers?
- Was transportation provided to those outside appointments as scheduled?

Review a sample of medical, mental health, and dental records of youth at the facility. Be sure to review records for youth that have been in the facility for an extended period of time.

- Are medical and mental health records kept separate from confinement records?
- Do the medical records contain all the information required by JDAI standards?
- Did youth receive medical, mental health, and suicide screenings at the time of admission?
Did the screenings cover all topics required by the JDAI standards?
- Who performed the intake screenings, and how long after the youth was brought in did they occur?
- Did youth receive full health assessments within a week of admission? Did the full health assessments include all of the information required by the JDAI standards?

- Were the health assessments done by a registered nurse, nurse practitioner, physician's assistant, or physician?
- Did youth with medical or mental health problems receive appropriate services in a timely manner? Is there evidence that youth got the right services at the right time? Is there evidence that youth identified at risk for medical or mental health problems were properly monitored pending further assessment?
- Did youth identified as having significant mental health needs receive a timely professional assessment? Prior to and after full assessment, did youth receive appropriate mental health care? Are there mental health service plans for youth with significant mental health needs that contain all necessary components?
- Did youth receive a dental screening within one week of admission? Have youth who have been detained for an extended period received a full dental examination within 30 days of admission?
- Are there records of parents and youth providing informed consent for medical and mental health services?
- Are there medical or mental health discharge plans for youth who have been held past their initial detention hearings and who have significant health or mental health needs?

Review the plan for medical and mental health emergencies at the facility.

- Is the plan adequate to meet medical emergencies?
- Does the facility have a plan for providing medical and mental health services in the wake of a sexual abuse allegation?

Review records of medical and mental health emergencies and injuries at the facility.

- Did staff respond promptly and appropriately?
- Did youth receive necessary services?
- Did any emergency transportation occur in a timely manner?

Review records of the medical and mental health quality assurance program at the facility.

- Does the facility's approach conform with the standards for an appropriate quality assurance program?
- Do the quality assurance records identify any problem areas indicating non-conformance with JDAI standards? If so, check whether any problems have been remedied.

Review records of annual training of medical and mental health staff. Review training records of facility staff pertaining to medical and mental health care.

- Does the training conform to JDAI standards?

Review the suicide prevention and response policies at the facility.

- Do these policies meet JDAI standards?

Review records of suicide attempts and gestures at the facility for the previous six months.

- Were youth handled in ways that conform to the JDAI standards?
- Were parents or guardians contacted for timely and appropriate follow-up?

Review audits, inspections, or accreditation reports of inspections conducted by other professional groups (e.g., American Correctional Association, National Commission on Correctional Health Care, state inspection agencies, grand juries, or juvenile justice commissions) for the previous two years.

- Do they indicate any problems related to this section? When you observe the facility, check to see if any problems previously identified have been remedied.

OBSERVE

Observe the areas for medical and mental health screenings and assessments.

- Does the facility provide confidential settings for screening and assessment?
- Are the settings appropriate for these purposes (e.g., designated areas, with appropriate equipment)?

Observe youth on various levels of suicide precautions.

- Are actively suicidal youth on constant, one-on-one observation?
- Are youth integrated to the extent possible in the normal facility routine?
- Are youth at lower risk for suicide placed on close observation or observation consistent with the recommendations of a qualified mental health professional?
- When youth on suicide precautions are in a room by themselves, is there anything in the room with which youth may harm themselves (e.g., hooks on walls, sharp corners, areas where youth could loop a piece of cloth to form a noose, live electrical outlets)?
- Are rescue tools available on living units and in other parts of the facility?

Observe the area for medical separation of youth.

- Is it conducive to direct and continuous observation of youth by staff?

- Are medically separated youth observed at frequent appropriate intervals?
- Is the area medically appropriate (e.g., is there sufficient separation from other youth and staff)?

Observe other medical areas.

- Are these areas appropriate for the purposes they serve?
- Are reference materials appropriate and up-to-date?

Observe the storage area for prescription medications.

- Does the prescription medication storage area meet JDAI standards?

INTERVIEW YOUTH AND STAFF AT THE FACILITY

Interview youth (remember that youth may be reluctant to talk about themselves and it may be necessary to ask questions in several different ways).

- Ask youth if they were questioned about medical or mental health needs when they entered the facility. Did they receive medical and mental health screenings at admission?
- Ask youth if they saw a nurse or doctor since they entered the facility. Did they receive full medical assessments within one week of admission?
- Have they been able to access sick call or medical care when needed? Do they understand how? Can youth see a medical professional without explaining their conditions to non-health care staff? How long did it take before they saw a medical professional and received care?
- Do they know how to obtain mental health services when needed?
- Have they ever been on suicide precautions, or seen anyone who was? What happened? How was it handled?
- Have youth experienced any problems in getting the health and mental health services they need?
- Ask youth if anyone has looked in their mouth to check their teeth. Have they received dental services and information required by the JDAI standards?

Interview medical and mental health professionals at the facility.

- Ask medical and mental health professionals to explain a few of the policies and procedures you reviewed earlier. Do their explanations match what is written in policy or procedure? If they don't know the answer to a particular question, ask them what they would do in that situation (e.g., consult a manual, ask another staff person at the facility, call the local poison control).

- Are there sufficient medical, mental health, and dental staff available on-site, on-contract, or on-call to meet the needs of the detained population? What types of services would they like to get more of?
- Are there 24-hour on-site emergency or on-call medical, mental health, and dental services available? What services are regularly available in the evening hours or on weekends?
- How do staff ensure continuity of medication and medical or mental health services that youth may have been receiving in the community prior to their admission?
- Do qualified mental health professionals prepare mental health service plans for youth with significant mental health needs?
- Is insurance and medical information collected? What attempts are made to contact the child's primary doctor in the community?
- Do medical and mental health professionals prepare medical, mental health, or dental discharge plans for youth with continuing needs? How long does a youth need to be in the facility before a discharge plan is done for him or her?
- Are medical and mental health professionals familiar with the suicide prevention and response policies at the facility? Does their understanding regarding decisions about suicide precautions match policy and JDAI standards?
- How are prescription medications administered? Who administers them? Where?
- How do medical and mental health professionals obtain informed consent from parents and youth? Who engages in these discussions? In what situations is a youth's consent to services adequate? How do they ensure that youth and parents understand the nature of the services?
- What information do medical and mental health professionals share with direct care staff? When? What are the limits on disclosure of confidential information?
- What type of discharge plans do medical and mental health professionals prepare? Under what circumstances?

Interview unit staff at the facility.

- Ask direct care staff to explain how the policies and procedures you have reviewed earlier work. You may want to provide a concrete example, "How have you been taught to handle children with asthma?" Does the explanation match what is written in policy or procedure? If staff do not know the answer, ask them what they would do if they had a question about how to handle a child with a particular medical need.
- What is their understanding of sick call policies? Can youth see a medical professional without explaining their condition or reason to staff who are not medical professionals?
- Are direct care staff familiar with the medical and mental health resources at the facility? What kind of interaction do they have with medical and mental health professionals at the facility?

- What training do they receive on medical and mental health issues? Do direct care staff know how to recognize a medical or mental health emergency? Do unit staff understand when and how to contact medical or mental health professionals in such emergencies?
- Are direct care staff familiar with the suicide prevention and response policies and procedures at the facility? You may want to provide a concrete example such as, “What would you do if you found a youth hanging from his bunk or the door hinge?”

JDAI “How To” Tools: Access

NOTE: *Please use this document as a starting point, and not a strict script for assessment. Additional questions, observations, and supporting documents will inevitably come up in the course of preparing for and conducting the facility assessment. Also remember to share information with other team members if you come across information that may be pertinent to the areas they are assessing.*

REVIEW WRITTEN DOCUMENTS AND OTHER MATERIALS

Review policies and procedures for mail, telephone access, visitation, contact with attorneys and public officials, and interactions with family members of youth.

- Do these policies comply with JDAI standards?
- Do written policies and procedures cover each standard or are some topics missing?

Review orientation materials.

- Do orientation videos, handbooks or other information sources explain mail, telephone, and visiting procedures and rules?
- Do orientation materials inform youth that they may send and receive as many letters as they want, and receive reasonable numbers of books and magazines in the mail?
- Are orientation materials accessible (language, disability, etc.) to all youth in the facility?
- Do the materials help youth understand their rights to be free from harm and how to report if they are feeling unsafe?

Review the visitation schedule.

- Do families have more than one visiting option to accommodate varied work schedules?
- Does the schedule allow for visits of at least one hour?

Review log books for mail.

- Does a log reflect date, time, and reason for any mail withheld?
- Are confiscated items logged?

Review log books of visits.

- Do logs reflect the time visitors arrived, when the visit actually began, or both?
- Are actual visit times consistently more than one hour?
- How many visitors have been denied access within the past two months and for what reason?

Review written materials provided to family members.

- Do the materials provide information in a clear and understandable manner?
- Do they explain how to access the grievance system or other means of reporting problems?
- Are the materials translated for family members with limited English proficiency?
- Do the materials encourage family involvement with the facility?

Review any logs of call monitoring to check for compliance with JDAI standards.

Review audits, inspections, or accreditation reports of inspections conducted by other professional groups (e.g., American Correctional Association, state inspection agencies, grand juries, or juvenile justice commissions) for the previous two years.

- Do these reports indicate any problems related to this section? When you observe the facility, you will want to check to see if any problems previously identified have been remedied.

OBSERVE

Observe mail receiving, sorting and opening area(s), and mail delivery.

- What is the practice for receiving, sorting, and delivering mail?
- Does actual practice as described by staff and observed comply with written policy and with JDAI standards?
- Are staff opening mail in a mail room, or in front of youth as required by the standards?
- Are staff opening mail marked “confidential” or “legal mail?”
- Are staff informing youth if mail is withheld?
- Is there a limit on books and magazines a youth may receive?
- Is there a backlog of undelivered mail, either addressed to youth or addressed to the outside? How old is the mail?

Observe a visitation time.

- Check the amount of time visitors wait for youth to come out to see them. Does anyone have to wait an unreasonably long time?
- Are visits at least one hour? Are they contact visits? Are there legitimate security reasons for non-contact visits?
- Is the visiting schedule posted for youth and the public to view?
- How are visitors informed about the rules and policies governing visitation?

- Is there a dress code for visitors? Are visitors offered alternative cover-ups if they do not comply with the dress code?
- What type of identification is required to be able to visit and is there an alternative identification process for visitors who do not possess government-issued identification?
- Are searches of visitors and youth consistent with policy and procedure, and with JDAI standards?
- If staff are monitoring conversations, can they articulate reasonable suspicion of threat to safety or security or crime?
- Are youth searched after visits? What kind of search is performed?

Observe family outreach activities.

- Does the facility offer parents an orientation to the facility within one week of a youth's admission to the facility?
- Do families have the opportunity to register complaints or ask questions of facility staff?
- Does the facility involve family members in decisions about their children at the facility, including identifying behavior management strategies, making decisions about education, medical, and mental health services, and planning for the youth's discharge?

INTERVIEW YOUTH AND STAFF AT THE FACILITY

Interview living unit staff.

- Check for understanding of, and compliance with, facility policy and JDAI standards regarding mail.
- Have they ever withheld mail from youth? What were the circumstances or reasons?
- Have they ever read a youth's mail? For what reason?
- Is there a limit on the number of letters that youth may write?
- How do youth get pens or pencils to write letters?
- When do they allow youth to write letters?
- Are there any problems with getting sufficient supplies of pens or pencils, paper, and envelopes for youth?
- Are there consistent rules regarding telephone access?
- Are staff ensuring that each youth has a comparable opportunity to use the phone? (Extra phone calls as positive behavior incentives are fine, but youth bullying others to get them off the phone is not.)
- Are youth receiving a minimum of two 10-minute calls per week? Is the time measured from after a connection is made, rather than from when a call attempt began?
- Have they ever refused to allow a youth to make a call when the youth was scheduled to use the telephone? For what reason?
- Have they ever cut off a call while a youth was talking? For what reason?

- Does the facility require youth to make only collect calls? If so, how do they handle youth whose parents can't receive collect calls? Are youth provided with other ways of calling home?
- Do staff monitor phone calls? Do staff stand near youth while youth are on the phone?
- How do staff handle phone calls to attorneys? Where do they take place? Are other individuals able to hear the conversation?

Interview youth.

- Are youth having any trouble receiving things their parents tell them they have sent?
- Do youth report any limitations on letter writing?
- Are writing implements, paper, and envelopes available at reasonable times and frequency for letter writing?
- Do youth know what the rules are for receiving packages, and what the rules are for ordering books or magazines or receiving such materials from family? Have they had any trouble with the system?
- Do staff open mail in front of youth? Is mail delivered to youth already opened?
- Have youth received mail while on disciplinary status?
- Are youth able to write to their attorneys?
- Has mail from their attorneys ever been opened by staff? What were the circumstances?
- Have youth been able to call or write to courts or public officials confidentially if they want to?
- Are they able to make confidential phone calls to attorneys? Do they know how?
- Do staff monitor phone calls?
- Do staff stand near youth while youth are on the phone?
- Do they have ways to access help with legal problems other than their pending charges?
- Have they ever been denied visits? Are the reasons justified under the JDAI standards?
- If they have children, have they been able to visit with them?
- Have youth encountered problems with the phone system? Do they have to pay for calls/collect calls? What is the cost? What happens if you cannot afford it?

Interview staff supervising visits.

- Is staff's understanding of rules consistent with policy and procedures and with JDAI standards?
- Have staff accommodated needs for special visitation times? Have they denied any requests? Are these denials documented anywhere? (If so, review.)
- Have there been any particular problems with visitation (e.g., bringing in contraband)? How have they handled the problems?

- How do families ask questions or register complaints?
- Are there opportunities for families to meet with facility staff?
- Do attorneys have reasonable opportunity to visit with clients during client waking hours?
- Do attorney visits occur in a setting that allows for confidentiality?

Interview family members while they wait for visits or after completion of visits.

- Did family members receive an orientation within one week of their child's admission to the facility? What type of information did it cover? Did they have any questions that were not covered by the orientation?
- Are they allowed to bring personal items for their child? Have there been any problems with this?
- Have they encountered any problems with visitation?
- Are they afforded an opportunity to raise concerns or ask questions about their child's treatment at the facility? What concerns have they raised? Do they think there are any good things happening at the facility?
- Do staff provide them with the opportunity to be involved with decisions made about their children at the facility, such as behavior management strategies and medical and mental health services? Are they notified when serious incidents involving their children occur?

Interview counsel, such as public defenders, who frequently represent youth at the facility.

- Do these attorneys experience any problems getting access to their clients?
- Are meetings held in confidential settings?
- Are clients able to call them from confidential settings when they need to?
- Have there been any problems with any legal mail?

Interview facility investigators or administrators.

- Is there a program to monitor phone calls?
- Determine whether calls are monitored only where staff have reasonable suspicion of criminal activity.
- Determine whether attorney calls are ever monitored.

Interview the facility administrator.

- Inquire about the system for choosing the telephone company that provides youth phone service.
- If collect calls or calling cards are required, what are the rates? Does the facility have any process for providing funds to youth and family members who cannot afford the rates?

JDAI “How To” Tools: Programming

NOTE: *Please use this document as a starting point, and not a strict script for assessment. Additional questions, observations, and supporting documents will inevitably come up in the course of preparing for and conducting the facility assessment. Also remember to share information with other team members if you come across information that may be pertinent to the areas they are assessing.*

Education

Team members should recruit individuals with a background in education and special education laws and requirements to assist with this part of the assessment.

REVIEW WRITTEN DOCUMENTS AND OTHER MATERIALS

Review any staff handbooks, student and parent handbooks, school rules or behavior management plans, curriculum guides, or other documents that reflect or describe the educational policies or programs at the facility.

- Do the written documents comply with JDAI standards?

Review any evaluations, audits, school accreditation reports, school accountability report cards, local, state, or federal compliance reports, or similar documents that assess the educational programs provided and to what degree youth are demonstrating academic achievement in these programs.

- Do these reports indicate any problems related to this section? When you observe the facility, check to see if any problems previously identified have been remedied.

Obtain enrollment data that includes the date of enrollment/first attendance in the facility school, grade level, age, gender, race/ethnicity, language status, and special education status of all youth.

- What are the assessed disabilities of all youth identified for special education?
- What are the languages spoken by all youth identified as LEP by grade level?
- Are any of the youth identified as migratory students?

Review education screening forms and documentation of school record requests and transfers.

- Are the screening forms completed with all necessary information?
- Compare screening forms to youth's intake date and time. Are they completed upon youth's admission to the facility, and never more than three days after youth's admission to the facility?
- Review forms for records requests and transfers after release. Does it appear that there is an efficient process in place?

Compare the facility admission roster to school records.

- Check records for a sample of youth to determine whether staff are screening youth, obtaining records, and enrolling them in school within three days of admission.
- Check whether youth detained more than five days have received an educational assessment.

Review special education files.

- Are special education files kept separate from other education files? Do the files contain the required documents, including IEPs, review hearing documentation, and service records?
- Do services provided match the youth's needs? Is there any indication that IEPs have been altered to fit existing services at the facility school?

Review the unit and school schedules.

- Determine how many minutes per day youth are required by law to be in school, and review the daily schedule to determine if the schedule permits all youth the amount of time required by law.
- Is there a schedule for library use that affords regular access for all youth?
- Review the records of services provided to youth who are on disciplinary status or otherwise unable to attend school.

Review teacher roster, credentials, and attendance records.

- Are there any teacher vacancies? How are the positions being filled in the interim?
- How often are teachers absent and is there a process for providing substitute teachers or are youth sent back to their units when teachers are absent?
- What are the credentials of the teaching staff? How many have emergency credentials or waivers?
- Do the teachers have any specialized credentials with respect to special education or LEP instruction?
- Are there any supplemental instructional staff, such as resource teachers or instructional assistants, available at the school?
- Are any instructors teaching outside their subject areas?
- Determine whether outside substitutes have taught when teachers were on leave, rather than pulling administrators and special service providers from their duties.
- Do students enrolled in school attend regularly? Are excused and unexcused absences recorded with reasons for the absences?

Ask for a list of youth suspended or expelled in the past 6 months.

- Review randomly selected records of suspended and expelled youth to determine compliance with all state and local requirements and the JDAI standards.
- How many youth have been suspended and on what grounds?
- Are students being suspended on grounds that would not normally apply in a regular school setting?

OBSERVE

Observe initial educational screening.

- Do education personnel collect information about school status, special education status, grade level, grades, and history of suspensions or expulsions, retention, and LEP status?
- Do education personnel ask the questions in a manner likely to elicit accurate responses about special education from youth? Do they ask the questions in a way that youth understand? For example, “Did you receive special education?” will not identify all youth who previously received special education. Questions about whether a youth ever had an Individualized Education Program (IEP), whether a teacher ever pulled a youth out of class to do work one-on-one, etc., are more effective at figuring out if a youth was in special education previously.
- Do education personnel ask the questions in a manner likely to elicit accurate responses about language proficiency? For example, have youth ever been given any special instruction to teach them English? What is the language most frequently spoken at home? Even though youth may speak English, do education staff determine whether they can read in English?

Observe classes.

- Do teachers engage students? Is classroom work limited to individual seat work or does any interactive instruction take place?
- Is meaningful work occurring?
- Are students on task?
- Are there unnecessary distractions (e.g., class in noisy space, staff talking in close proximity, more than one class in the same room)?
- What are the decorations on the walls of the classrooms? Are they interesting and varied? Do they recognize student achievement?
- What strategies are in place, if any, to provide LEP youth access to the core curriculum? Do any of the teaching staff speak a language other than English? Are there instructional aides available who speak the languages of the LEP youth?

- Are there appropriate instructional materials in class, including those for LEP youth?
- Do youth have access to textbooks or do they use worksheets?
- To what extent do youth have access to computers? Are the programs language-accessible? Are youth engaged in educational activities on the computers (as opposed to playing solitaire)?
- Do special education teachers and other service providers have appropriate space to do their work with youth?

Observe transportation of youth to class.

- Do classes start at the time they are scheduled to start?
- Does variation from the schedule result in substantial reduction of education time?

Visit other parts of the facility during school time.

- How are youth disciplined for disruptive behavior?
- If youth are observed not in school during the school day, ask why they are not in school.
- Observe instruction provided to youth who are not able to attend the regular school.

Visit the school library.

- Is there an appropriate variety of books to accommodate youths' interests, educational needs, and languages spoken by youth at the facility?
- Do the books appear to have been used? Are they in good condition?

INTERVIEW YOUTH AND STAFF AT THE FACILITY

Interview staff responsible for screening, assessment, and placement.

- How soon are youth enrolled in classes at the facility school?
- Are youth placed in classes solely by age or unit, or are they grouped by ability and/or by LEP status?
- If a youth is LEP, are there any education staff who speak the youth's home language and are qualified to interpret? What is the school's approach to providing LEP youth with meaningful access to the school program?
- Are education personnel asking questions likely to find out accurate information about special education? What questions do they ask?
- Are education personnel asking questions likely to find out accurate information about English language proficiency? What questions do they ask?

- Do staff request educational records from a youth's prior school, including Individual Education Program (IEP) and Section 504 Plans, within 24 hours of the youth's admission or the next business day, whichever is later?
- Do staff conduct an educational assessment within five days of a youth's admission?

Interview school personnel at various levels.

- Is there timely communication of information about youth's work and credits completed as they transfer to a new placement or return home?
- Is school on a 12-month calendar?
- How are substitutes trained and retained for the facility?
- Is there a process for determining partial credits and are partial credits accepted by the returning school districts?
- What are the post-detention educational placements available to youth? Are youth placed in alternative schools after detention, or are they re-enrolled in their regular home school district? Who decides and on what basis?

Interview youth.

- What hours are they in class each day?
- Do teachers have control of class or is most of the time taken up with discipline?
- Is work at an appropriate level or is it too easy or too hard?
- Determine whether the youth received special education before arriving at the facility. Is he or she getting similar services at the facility?
- Do youth have access to the library? Are they allowed to check out books?
- If a youth is on disciplinary status, what education does the youth receive? Do they receive work packets? Is their work corrected or reviewed by teachers? Is there any meaningful communication with an instructor?
- Are there unnecessary distractions in the classroom?
- Do they have the materials they need?
- Do they have access to textbooks? Do they have access to computers?
- Do they have homework? Can they take textbooks or other materials to their room?

ASSESS COMPLIANCE WITH SPECIAL EDUCATION AND SECTION 504 REQUIREMENTS

- Interview staff, youth, parents, and attorneys who frequently represent youth at the facility.
- Ask for a list of youth with disabilities, review their IEPs, Section 504 Plans, and Behavior Intervention Plans. Observe these selected youth to determine whether they are receiving appropriate instruction and services according to their plans.
- What specific special education services are available to youth?
- How many education staff members provide special education services? Who are they? What services do they provide?
- Check plans against service logs to see if youth are receiving services required by plans.
- Determine whether plans are weakened or adjusted down to fit the limited resources of the facility. Compare prior educational placement plans to current ones at the facility for individual youth. Is there a pattern of eliminating or cutting back services from previous plans? Are there legitimate reasons for such changes?
- Observe an IEP meeting for compliance with the law. Are reasonable efforts made to involve the parent or surrogate? Are surrogates available in appropriate cases?
- Is there any delay in the delivery of special education services as a result of the failure to obtain a previous IEP from the sending school district?
- Are youth with educational disabilities disciplined in the facility school? Does the disciplinary process align with federal requirements and the JDAI standards?
- Are special education services and assessments provided to those youth who are awaiting placement?

Exercise, Recreation and Other Programming

REVIEW WRITTEN DOCUMENTS AND OTHER MATERIALS

Review policies and procedures.

- Do these policies comply with JDAI standards?

Review facility and individual living unit schedules, recreation schedules, unit and recreation log books.

- Compare schedules to unit log books, or other logs that indicate use of parts of the facility dedicated to specific programming (e.g., the gym, computer room, etc.) to determine whether youth receive programming that is scheduled.
- Does the schedule allow adequate time for exercise and other activities?

- Is there excessive unstructured time?
- Do afternoon or evening programs reflect the interests and needs of the youth? Where appropriate, are programs presented by outside groups with ties to the community?
- Is there equivalent programming for male and female youth? Do female youth have the same quantity of time in the gym, computer room, or other special facilities?
- Is there time for religious services reflecting the needs of the youth in the population? What activities are scheduled for youth not participating in religious programming?

Review documentation related to the positive behavior management system.

- Does the positive behavior management system align with the JDAI standards?
- Do youth receive incentives for positive behavior in addition to consequences for negative behavior?
- What materials do youth receive about the positive behavior management system? Are they easy to understand?

Review policies and procedures related to youth with special needs.

- Does the facility have policies and protocols on meeting the needs of youth with disabilities, including youth with physical and intellectual disabilities?
- Does the facility have policies and protocols on meeting the needs of LEP youth? Have staff completed a language access plan? Do these policies include making programming other than school accessible to these youth?

OBSERVE ACTIVITIES IN LIVING UNITS AND ELSEWHERE IN THE FACILITY

- Are youth engaged in a variety of activities in the course of the day?
- Do they have at least one hour of exercise, outside if the weather permits?
- Do units have a sufficient supply of games, cards, reading materials, writing implements and art materials? Are they age-, gender- and subject-matter appropriate? Are there materials for a variety of ability levels?
- If the television is on, is there appropriate programming? Do youth have the opportunity to engage in other activities while other youth are watching television? Is television use kept to a reasonable minimum?
- Are youth out of their rooms except during shift changes and other brief periods of transition? If youth are in their rooms when you visit the unit, ask why. Check back later to see if the youth have been returned to programming.

- Are exercise spaces and equipment sufficient to allow all youth to have exercise during scheduled periods (e.g., one basketball court for a unit of 25 youth is not enough if no other activity is available)?
- Do the activities match the schedule and logs?
- What are youth not engaged in religious programming doing while those activities are going on? Do they have the opportunity to do something other than being locked in their rooms?
- Do youth have books and religious materials in their rooms?
- Do staff provide youth with praise for positive behavior throughout the day? How do staff respond to negative behavior?
- Does the facility have spaces and required accommodations for individuals with mobility limitations and physical disabilities?

INTERVIEW YOUTH AND STAFF AT THE FACILITY

Interview staff.

- Are staff generally able to follow the schedule?
- Do practices comply with JDAI standards?
- What causes deviations from the schedule?
- What do the youth most like to do? Least like to do?
- What are their recommendations for programming? What would they keep or change?
- What materials do they need to provide successful programming? Do they have everything they need?
- Are youth able to practice the religion of their choice? Do they express need for religious programming they are not receiving? Is there too much demand for certain services that ends up limiting youth's access? Are there any practices in which youth want to engage that are not permitted?
- How do special religious diets work? Are there any problems with consistent delivery?
- Do staff understand the behavior management system? Ask staff to describe the levels, rewards, and sanctions. Do staff have similar answers to how they would be handled? Is there consistency between staff and between units? Do they understand the reasons for encouraging positive behavior?
- Have staff ever encountered youth with physical or intellectual disabilities? How did the facility make appropriate accommodations? What were the accommodations?
- Have staff ever encountered youth with limited English proficiency? How did the facility make appropriate accommodations? What were the accommodations?

Interview youth.

- Do youth report consistent exercise opportunities? How often do they go outside?
- Can they have books in their rooms? Are there reading materials that interest them? What would they want to read that is not available?
- Are there sufficient games and other recreation supplies? Are these supplies shared in a fair manner among youth?
- Do youth report that what you observed during the assessment visit is a reflection of normal activity at the facility? Did staff or administration arrange special activities on the day of the assessment?
- How much time do youth spend in their rooms?
- What happens in a typical day?
- Do they feel that the programming reflects their interests and needs? Is it gender-responsive?
- Are they able to practice the religion of their choice? Any problem receiving religious diets?
- Do volunteers provide programming? If some youth are participating with religious volunteers, what are other youth permitted to do?
- Do youth understand the behavior management system? Is it applied fairly and consistently?
- Do youth feel that positive behavior is encouraged and rewarded? Are the rewards things that youth actually want? Are rewards always available?
- For LEP youth or youth who have family members with limited English proficiency, what type of accommodations has the facility made to address their language needs? Have youth or their family members had access to qualified interpreters? What sort of written translated materials have they been given?
- For youth with disabilities, what type of accommodations has the facility made?

JDAI “How To” Tools: Training and Supervision of Employees

NOTE: *Please use this document as a starting point, and not a strict script for assessment. Additional questions, observations, and supporting documents will inevitably come up in the course of preparing for and conducting the facility assessment. Also remember to share information with other team members if you come across information that may be pertinent to the areas they are assessing.*

REVIEW WRITTEN DOCUMENTS AND OTHER MATERIALS

Review written job descriptions and requirements for all positions.

- Do the job descriptions conform to the JDAI standards?
- What are the current staff vacancies, long-term leaves, or workers compensation leave?
- What positions are currently covered by temporary or as-needed staff?

Review personnel files and/or training files. If the files are kept separately, obtain a matched sample of files (i.e., both types of files for specific staff persons).

- Do staff meet the qualifications for the positions they hold?
- Have staff received screenings for infectious and contagious diseases?
- Have staff received background checks? For staff who have been employed for a long time at the facility, is there evidence of a rescreening? For personnel who have been identified in the screening process, what kind of action took place?
- Is there documentation to reflect that the necessary pre-service training requirements have been met? Annual ongoing training requirements?
- Do the files include information about languages that the staff speak in addition to English? What are the language capabilities of staff?
- Do the files include regular performance evaluations?

Review master training plans, files, and training curricula.

- Do these written plans conform to the JDAI standards?
- Does the training provided cover each topic mentioned in the standards? Is each topic covered in sufficient detail to adequately prepare staff?
- Is training provided to all types of facility staff (e.g., food service to direct care staff)?
- Are there training files and curricula for use of force, restraints, and room confinement? Do they conform to the JDAI standards?

- Does the facility offer specialized training to medical staff, mental health staff, and investigators required by PREA and the JDAI standards?
- Does the facility train volunteers and contractors on their obligations under the facility's policies on sexual abuse and sexual harassment prevention, detection, and response?

Review serious incident reports and grievances to identify staff members involved in selected situations. Obtain the specific personnel and/or training files for selected staff persons.

- Has any information about the incident been placed in the personnel or training files (e.g., discipline, additional training, dismissal)?
- Has staff been trained to perform the specific duty involved in the incident or grievance (e.g., de-escalation techniques, restraint procedures, first aid)?

Review staffing schedules, contingency staffing plans, rotation or overtime rosters, as well as shift reports and unit log books for the previous several months.

- Is there a significant use of overtime suggesting a staff shortage? Is there a significant use of part-time or temporary staff?
- Do the staffing schedules reflect the staffing information in the shift reports and unit logs?
- What happens when a staff person calls in sick or takes vacation?

Review unit logbooks.

- What documentation (e.g., signature and date) is there to demonstrate that log books are being monitored by unit supervisors?

Review reports of abuse, neglect, retaliation, or violation of responsibilities.

- Is there documentation that facility staff reported incidents to appropriate parties?
- What was the disposition of the investigations? Did administrators discipline staff for substantiated incidents?

Review quality assurance data and plans.

- What type of information does the administrator review on a regular basis?
- Has the facility established performance goals and do administrators gather and analyze data on whether those goals have been met?

Review audits, inspections, or accreditation reports of inspections conducted by other professional groups (e.g., American Correctional Association, state inspection agencies, grand juries, or juvenile justice commissions) for the previous two years.

- Do these reports indicate any problems related to this section? When you observe the facility, check to see if any problems previously identified have been remedied.
- Has the administrator scheduled and completed an audit for compliance with the Prison Rape Elimination Act (PREA) standards for juvenile facilities at least once every three years? Did the audit suggest any areas in need of improvement?

OBSERVE

Observe the level of staffing in living units at different times of day.

- Does it appear that there are sufficient staff to provide adequate and continuous supervision of the youth?
- In the general population living units, is there a 1:8 ratio of unit staff to youth when youth are awake and a 1:16 ratio when youth are asleep?
- What is the staffing in the more specialized living units (e.g., special handling units)? Does it appear to be sufficient?
- Are female staff always on duty in living units housing girls?
- Do supervisory staff visit the unit and provide active supervision of staff?

Observe staff and youth in specialized units or areas (e.g., special handling units, areas for medical care, facility school, recreation space) and movements of youth from one unit or area to another.

- Are there sufficient staff to provide adequate and continuous supervision of the youth?
- Are there sufficient staff to allow youth to participate in school, recreation and other scheduled programming or provide youth timely access to specialized areas like the area for medical care?

Watch a random sample of security tapes in units where cameras are installed.

- Do staff sleep while on duty?
- Do staff make the required room checks at 15 minute intervals or less?
- Are staff appropriately supervising youth?
- Are supervisory staff visiting units regularly?

INTERVIEW YOUTH AND STAFF AT THE FACILITY

Interview youth (remember that youth may be reluctant to talk about themselves and it may be necessary to ask questions in several different ways).

- Ask youth whether staff use profanity, threats, or intimidation.
- Ask youth if they know of other youth who have been physically or sexually abused or harassed at the facility? By staff or youth?
- Ask youth what happens if there is a fight or other disturbance on the unit? Do other staff from other parts of the facility arrive to help?
- Have they ever witnessed an emergency? Were staff prepared to handle it?
- Are youth able to talk with supervisory or management personnel when needed?

Interview all types (e.g., health, education, unit) of staff at the facility.

- Are there sufficient staff available on-site, on-contract, or on-call to meet the needs of the detained population in their particular area (e.g., education, health, janitorial)? What types of additional staffing are needed?
- Are there sufficient staff available 24-hours? Or are some shifts chronically understaffed?
- How do they decide how often to do room checks on youth at risk of suicide or otherwise in need of heightened supervision?
- What happens if a staff member in their area is sick or takes vacation?
- Ask them about the training they received before working at the facility, as well as ongoing training.
- Do staff feel like training is adequate to enable them to do their job properly? What other training would they like to have?
- Do staff receive active, constructive supervision from managers?
- Ask what they would do in a medical or other emergency? Do the answers staff provide match the relevant policies and procedures and any training they were provided?
- How do staff report abuse, neglect, harassment, or retaliation? What are their obligations under mandatory reporting laws? Do staff understand what needs to be reported to whom?

Interview training coordinators and management personnel.

- How is ongoing training integrated into the staff schedules? How do they track compliance with ongoing training requirements?
- What happens to staff who fail to meet expectations?

- How are staff identified as needing additional training in certain areas (e.g., after using improper control techniques)? What is the process for assuring that there is follow through on such training?
- How are staff shortages handled? Are staff ever required to work double shifts?
- How many staff are off work on workers compensation claims and how many claims have been filed in the past year?
- Do staff call in sick more than would normally be expected? (This can be a sign of staff experiencing a great deal of stress in the facility.)
- What, if any, administrative review and analysis is undertaken of incident reports and discipline records (use of force, restraints, room confinement)? Injuries? Suicide attempts? Child abuse reports? Citizen complaints? Grievances?
- Has any action been taken as a result of administrative review of incident reports and discipline records over the past year? Other personnel actions? Additional training?
- What are the facility's performance goals and how is progress towards those goals measured?
- Has the facility conducted an audit for compliance with the PREA standards? If not, what are the plans to do so?

JDAI “How To” Tools: Environment

NOTE: *Please use this document as a starting point, and not a strict script for assessment. Additional questions, observations, and supporting documents will inevitably come up in the course of preparing for and conducting the facility assessment. Also remember to share information with other team members if you come across information that may be pertinent to the areas they are assessing.*

REVIEW WRITTEN DOCUMENTS AND OTHER MATERIALS

Review a diagram, blueprint, or schematic of the physical layout of the facility.

Review inspection reports from other agencies (e.g., fire safety, health and sanitation reports).

- Do these documents and reports indicate any problems related to this section? When you observe the facility, check to see if any problems previously identified have been remedied.

Review audits, inspections, or accreditation reports of inspections conducted by other professional groups (e.g., American Correctional Association, state inspection agencies, grand juries, or juvenile justice commissions) for the previous two years.

- Do these reports indicate any problems related to this section? When you observe the facility, check to see if any problems previously identified have been remedied.

Review repair logs and work orders.

- What kinds of repairs are requested?
- Were repairs requested for the problems identified in previous inspections, audits, or accreditation reports?
- Are repairs performed in a timely manner?
- Are there recurrent requests for the same repair? How are those problems remedied?

Review pest control reports.

- Does pest control appear to be a problem in the facility?

Review the janitorial staffing plans and schedules.

- Are there sufficient janitorial and maintenance staff for the size of the facility?
- Do the sanitation plans align with the JDAI standards?

Review food service records, including menus and dietary guidelines.

- Is there variety in the meals?
- Are there separate menus and dietary requirements for youth with special dietary needs?

Review the fire and emergency preparedness plans.

- Do they conform to the JDAI standards?

Review logbooks.

- Is there evidence that fire drills are being conducted on all shifts?

Review search policies and procedures.

- Do they cover each area of the JDAI standards? Do they conform to the JDAI standards?
- If the policies differ from the JDAI standards, inquire what legal guidance was used in drafting the policies. Do the policies comply with applicable law?

Review grievances filed by youth or staff at the facility for the past six months.

- Do youth or staff report problems with sanitation, temperature, clothing, etc.?
- Do youth report problems with searches?

OBSERVE

Observe the grounds of the facility. Walk around the perimeter of the facility, along all sidewalks, including behind buildings.

- Is the landscaping well maintained (e.g., lawns properly watered and mowed, trees and shrubs appropriately pruned and trimmed)?
- Do you see trash or other debris on the grounds?
- Is there graffiti on the walls or windows?
- Do you notice any holes or cracks in walls? Fencing?
- Is there peeling paint?
- Do you notice any broken windows?
- Do you notice any sharp edges on which a youth could be injured?

Observe the entrance and visiting areas of the facility.

- Are search policies clearly posted?
- Are there storage lockers for staff to place personal items prior to entering the secure areas of the facility?

Observe all areas occupied by youth (e.g., classrooms, youth rooms, common areas, admissions areas).

- Are youth allowed to decorate or personalize their rooms? What items are they allowed to keep in their rooms?
- Are there pictures or other decorations on the walls indicating the season, holidays, or student work?
- Are the windows and walls clean and free of graffiti?
- Are there cleaning supplies and protective gear for youth housekeeping chores?
- Is the lighting appropriate for the activities and time of day (e.g., sufficient light to read in school, sufficient light for grooming in bathrooms)?
- Are the temperatures in all areas of the facility (e.g., youth rooms, hallways, common areas, classrooms) appropriate?
- Are there any lights that have burned out and need to be changed?
- Are exits clearly marked and well-lit in case of emergency? Are any exits blocked?
- Where is the fire extinguisher located? Does the documentation indicate the extinguisher has been checked and serviced?
- Do you notice any potential fire hazards (e.g., excess paper, electrical cords)?
- Where is the first aid kit located? Is it fully stocked with non-expired items?
- Is the furniture in good repair and appropriate for youth?
- Are there sufficient chairs and tables for recreational activities?
- Do the mattresses have cracks or holes?
- Does the facility have spaces and required accommodations for individuals with mobility limitations and physical disabilities?

Observe toilet and shower areas, including toilets in youth rooms.

- Are there provisions to provide youth with privacy when using the toilet and shower?
- Is there mold or mildew in the shower and toilet areas?
- Are tiles cracked or broken?
- Are all of the toilets, sinks, and showers properly functioning?
- Is there toilet paper?

- Is the temperature for showers appropriate?
- Any unclean smells?

Observe the food preparation and storage areas.

- Observe the overall cleanliness of the food preparation and storage areas.
- Are there any food safety certificates posted? Are the certificates current or out of date?
- Have the problems identified in the previous inspection reports been remedied?
- Look for evidence of rodent droppings or chewed bags in the food storage areas.
- Do kitchen staff wear hair nets and gloves? Does anyone have persistent cough or another health problem inappropriate for food preparation?
- Do food preparers use sanitary practices? Are hand-washing sinks with soap available? Are food service trays, implements, etc., properly washed and sanitized between uses? Are cleaning rags properly sanitized?
- Is food stored properly? Are the refrigerators and freezers functioning at the correct temperatures?

Observe the entire food delivery process. If the food is prepared off-site, the inspection should start at the moment the food is delivered.

- Does the food (including any special diets) arrive at the appropriate temperature?
- Is food (including any special diets) stored and served at appropriate temperatures?
- Does the quantity of food served equal the amounts necessary for proper nutrition?

Observe laundry facilities.

- Are laundering practices sufficient to destroy bacteria in clothing and linens? Check the practices against recommendations from the manufacturer of the laundry equipment.
- Are laundry staff taking damaged or stained clothing out of circulation?

Observe the interactions between staff and youth.

- Do staff treat youth and other staff with respect?
- Are staff able to control and direct youth without appearing angry, raising their voices, or otherwise appearing hostile?
- Do staff use profanity, name-calling, or slurs around the youth?
- If youth use profanity, name-calling, or slurs, how do staff intervene?

Observe the staff.

- Do staff appear to be friendly and jovial with other staff members?
- If staff wear regular clothes, do staff wear appropriate attire for working with youth?
- Do staff of the opposite gender as youth housed on a unit announce their presence when entering the living area?

Observe the youth.

- Do they wear clothing that is appropriate for their size and season?
- Do youth eat most of the food served to them?
- What is the atmosphere during the meal? Are youth served in a common area or in their rooms? May youth talk to each other during the meal?
- Do youth participate in safe and appropriate housekeeping activities?

INTERVIEW YOUTH AND STAFF AT THE FACILITY

Interview youth (remember that youth may be reluctant to talk about themselves and it may be necessary to ask questions in several different ways).

- Ask youth whether staff use profanity, threats, or intimidation.
- Ask youth how staff intervene after other youth have been harassed or bothered.
- Have there been any problems with the food service (e.g., food arrives cold, not enough food, problems receiving special diets consistently)? How would they improve the food?
- Have they ever participated in a fire drill? Do they know what to do in an emergency?
- What types of housekeeping tasks are they asked to perform?
- Have they noticed any insects or rodents?
- How often are they given new clothing and bed linens? Are these items completely clean or do they continue to have stains after they have been laundered?
- How have they been searched (e.g., upon entrance to the facility, room searches, searches after visitation)? Do the searches comply with the facility's policies and relevant law? Has any search seemed unfair? Why? Have they ever been searched by a staff member of the opposite gender?
- How do showers work? Do they have privacy when engaging in activities such as getting dressed and using the restroom?

Interview all types (e.g., health, education, unit) of staff at the facility.

- Ask what they would do in a medical or other emergency. Do the answers staff provide match the relevant policies and procedures of the emergency preparedness plan?
- Have there been any problems with the food service (e.g., food arrives cold, not enough food, lack of special diets)?
- Have they ever participated in a fire drill? What happened? Did they ever exit the building?
- What would they do in an emergency? Do they know where they would go and what their responsibilities would be?
- What types of housekeeping tasks do they ask youth to perform?
- Have they noticed any insects or rodents?
- How often are youth given new clothing and bed linens? Are these items completely clean or do they continue to have stains after they have been laundered?
- How often are youth searched? When, if ever, do staff perform strip searches or body cavity searches? Have staff ever performed or seen cross-gender searches?
- How do showers work? How do staff supervise youth while maintaining privacy when youth are in a state of undress? Do opposite-gender staff ever observe youth who are in a state of undress?

Interview janitorial staff.

- If you have not seen any repair logs previously, ask the staff if they keep any records of what needs to be repaired in the facility.
- What repairs are completed by the facility staff?
- What repairs are handled by outside contracts?
- Are there any persistent problems? How have they been handled?

Interview kitchen staff and/or the persons responsible for food delivery.

- Inquire about how many special diets are being prepared.
- How are they notified of the need for a special diet?
- How do they designate special meals for the appropriate individual?
- Are there any persistent problems? How have they been handled?

JDAI “How To” Tools: Restraints, Room Confinement Due Process, and Grievances

NOTE: Please use this document as a starting point, and not a strict script for assessment. Additional questions, observations, and supporting documents will inevitably come up in the course of preparing for and conducting the facility assessment. Also remember to share information with other team members if you come across information that may be pertinent to the areas they are assessing.

Use of Physical Force, Restraints, Chemical Agents, Room Confinement, and Voluntary Time Outs

REVIEW WRITTEN DOCUMENTS AND OTHER MATERIALS

Review the facility’s policies and procedures on use of physical force, restraints, chemical agents, room confinement, and voluntary time outs.

- Do these policies conform to JDAI standards?
- Do written policies and procedures cover each standard or are some topics missing?

Review audits, inspections, or accreditation reports of inspections conducted by other professional groups (e.g., American Correctional Association, state inspection agencies, grand juries, or juvenile justice commissions) for the previous two years.

- Do they indicate any problems related to this section? When you observe the facility, check to see if any problems previously identified have been remedied.

Review special incident reports for the past year (or at least the last 50 reports) on use of physical force, restraints, chemical agents, room confinement, voluntary time out, and, if not prohibited, room confinement used as a form of discipline.

- Does each report contain all the information required by JDAI standards?
- Does each report contain enough information to provide a reasonable understanding of the entire incident? Does each report include a description of what led up to the incident and what interventions were used to prevent it?
- Did the actions taken by staff and medical and mental health professionals in each incident conform to JDAI standards (e.g., do staff attempt a range of interventions before using force, restraints, or room confinement)?
- Are there any patterns in the incidents (e.g., Do many occur on one unit? Are a small number of staff involved in a large number of incidents? Do the incidents often occur at the same time of day, such as near the end of a shift or on weekends?)?

- If youth were referred to medical or mental health staff, is there an indication that the youth was seen and what findings were made?
- Is there evidence that supervisory staff have reviewed incidents, reports, and provided training or individual guidance to staff as a result of what the reports reveal?

Review unit logs for the dates and times that physical force, restraints, chemical agents, voluntary room time, or room confinement were used. If disciplinary room confinement is not prohibited, review logs of these incidents as well.

- Do they record the incidents that are described in the special incident reports?
- Are the descriptions of the incidents consistent with the descriptions in the special incident reports?
- Do the unit logs show that staff provided one-on-one crisis intervention and observation as provided in the JDAI standards?

Review records of injuries to youth and to staff over the past six months.

- Are medical records consistent with the special incident reports on each incident?
- Are there any patterns in the injuries?

Review logs of periodic checks of youth in restraints or room confinement by staff.

- Where are the logs kept (e.g., taped to the door of the room, at the staff station in the unit, or in the unit log)?
- Do they have the exact time of each check (e.g., 2:14pm), or do they show constant regular intervals (e.g., exactly on the hour, 15 minutes after the hour, 30 minutes after the hour, 45 minutes after the hour, etc.)? (For security reasons, the precise time of each check should not be predictable and should be varied while maintaining appropriate intervals.)
- Do they appear to have been written at different times (e.g., different ink colors, or different handwriting), or do several appear to have been written at one time?

Review records of monitoring of youth in restraints or room confinement by medical and mental health staff.

- Was the timing of the monitoring consistent with JDAI standards?
- Do staff record the observations by medical or mental health staff, any complaints by youth, services provided or actions taken by medical or mental health staff, and follow-up?

Review discipline and due process reports for individual youth pertaining to incidents of use of physical force, restraints, or room confinement. If disciplinary room confinement is not prohibited at the facility, review any due process reports for disciplinary room confinement.

- Are these reports consistent with the special incident reports on the incidents?
- Do the reports conform to JDAI standards for discipline and due process?
- Were staff actions consistent with the descriptions of the incidents in the special incident reports?

Review the orientation handbook provided to youth at admission.

- Is there material in the handbook on use of physical force, restraints, chemical agents, and use of room confinement? If disciplinary room confinement is not prohibited at the facility, is there information on this subject as well? Does the handbook explain when they can be used?
- Is the information consistent with written policies and procedures, and with JDAI standards?

Review records of staff training for the past year.

- Does staff training conform to the JDAI standards (e.g., Standards V(C))?

OBSERVE

Observe interactions between youth and staff.

- Are the interactions tense or relaxed? Are staff supportive of youth or constantly critical? How do youth respond to staff?

Review video recordings of incidents of use of physical force, restraints, chemical agents, and room confinement.

- Did the staff act in accordance with written policies and procedures for use of physical force, restraints, chemical agents, and room confinement?
- Did the staff act in accordance with JDAI standards?

If possible, observe confrontations, arguments, and other incidents of conflict at the facility. Also be sure to visit any disciplinary units.

- Do staff behaviors conform to JDAI standards?

Observe youth in room confinement.

- Are youth in their own rooms or in rooms specifically designated for room confinement?
- How are youth in room confinement treated?
- Does their treatment conform to JDAI standards?

- When is room confinement used? Are youth kept in room confinement for set periods of time (e.g., 30 minutes), or released as soon as they regain self-control?
- What happens when youth need to use the bathroom?
- Are staff monitoring youth in room confinement? How often? What is the nature of the interaction?
- Are medical staff and mental health staff monitoring them? How often? What is the nature of the interaction?

INTERVIEW YOUTH, STAFF, SUPERVISORS, AND ADMINISTRATORS

Interview youth in the facility.

- What is their understanding of when physical force, restraints, chemical agents, and room confinement may be used?
- How did they learn about the policies regarding physical force, restraints, chemical agents, and room confinement?
- Do they understand what a youth in room confinement needs to do to be released from room confinement?
- Have they seen (or been personally involved in) any incidents when physical force, restraints, chemical agents, or room confinement were used? What happened?
- Did staff behavior in the incidents conform to JDAI standards?
- Have they observed any instances that seemed unjust? Get enough description of the time, place, and those involved to be able to follow up on the incident report and discuss with staff and other youth.
- Have they observed any instances where someone was injured? Get enough description of the time, place, and those involved to be able to follow up on the incident report and discuss with staff and other youth.
- What is the longest time they have seen someone in restraints?

Interview direct care staff.

- What is their understanding of when they may use physical force, restraints, chemical agents, and room confinement?
- What training have they had on de-escalation techniques? Do they think the training was sufficient? Effective?
- What training have they had on the use of physical force, restraints, chemical agents, and room confinement? Do they think the training was sufficient? Effective?
- Do they agree with the policies in the facility on de-escalation, use of physical force, restraints, and room confinement?

- Do they understand what a youth in room confinement needs to do to be released from room confinement?
- Do they feel that they can protect themselves adequately while implementing the policies on use of physical force, restraints, and room confinement?
- Do they feel safe dealing with youth in conflict or confrontation situations?
- Have they seen violations of facility policies for use of physical force, restraints, chemical agents, and room confinement? How do they report the violations?
- What challenges do they face in maintaining discipline or controlling youth?
- Have they ever been injured in a crisis intervention? What happened?

Interview medical and mental health professionals

- What is their understanding of facility policies on use of physical force, restraints, chemical agents, and room confinement?
- How did they learn about the policies in the facility?
- Do staff on the units follow facility policies?
- What monitoring do they do on youth in room confinement?
- What reporting do they do on incidents involving use of physical force, chemical agents, restraints, and room confinement?
- Do they see any patterns in confrontations or conflict situations?
- Do they see any patterns in staff responses to confrontations or conflict situations?
- Are they involved in training of staff on how to handle confrontations or conflict situations?
- What procedures do they follow if a youth comes in with an injury “from the shower” and they suspect abuse?
- What injuries have they seen in the past six months in relation to institutional disturbances, or use of force or restraints?

Interview supervisors and the facility administrator.

- How do they monitor use of physical force, restraints, chemical agents and room confinement at the facility?
- Do they believe that unit staff are properly implementing facility policies?
- Are they aware of any training needs in this area?
- What follow-up occurs after incidents of use of force, restraints, chemical agents, or room confinement? What kind of debriefing does the facility conduct with youth and staff after such incidents?

Due Process, Discipline, and Corporal Punishment

REVIEW WRITTEN MATERIALS

Review policies and procedures, including any posted materials on rules, sanctions, and disciplinary due process. Review orientation materials given to youth.

- Do these policies comply with JDAI standards?
- Do the written guidelines provide consequences that fit the misbehavior?
- What are the consequences other than disciplinary room confinement?

Review audits, inspections, or accreditation reports of inspections conducted by other professional groups (e.g., American Correctional Association, state inspection agencies, grand juries, or juvenile justice commissions) for the previous two years.

- Do they indicate any problems related to this section? When you observe the facility, check to see if any problems previously identified have been remedied.

Review incident reports and any records of disciplinary due process for at least six months.

- How do staff discipline youth for misbehavior? Does the facility ever use room confinement? For how long?
- If room confinement is not prohibited at the facility, do staff assign room confinement prior to affording youth an opportunity to be heard? For how long?
- Does documentation reflect compliance with due process protections for the youth in situations involving significant loss of privileges, transfer to a housing unit with greater restrictions on programming or privileges, or use of room confinement if it has not been abolished? When does due process occur in relation to the incident?
- Is the documentation consistent with affording basic rights to the youth? (refer to the basic rights listed in the standards)
- Is the person making the disciplinary decision someone neutral (not involved in the incident)?
- Does the documentation show that an appeal process exists and that it is used?

Review living unit logbooks with respect to misbehavior and discipline imposed.

- Do the notations in the logbook match what has been recorded in the incident reports and due process records?
- Is there evidence of group punishment for the acts of one or two youth (beyond what would be expected to restore order after a disturbance)?

Check to see whether there are room check sheets for youth in room confinement, or some other mechanism for documenting room checks.

- Are the forms or other records filled out ahead of time or in such uniform fashion (e.g., exactly every 15 minutes) that there is doubt about their credibility?

OBSERVE

Attend one or more disciplinary hearings.

- Do the hearings show evidence that the facility conforms with the due process protections outlined in the standards?

INTERVIEW YOUTH AND STAFF AT THE FACILITY

Interview staff.

- What training have they received regarding disciplinary due process? On documentation of disciplinary incidents?
- How do they decide what consequences to impose for particular misbehavior?
- How do youth find out about the disciplinary system?
- When would they give a youth disciplinary due process protections, and how would they do it? What happens to the youth pending the disciplinary hearing?
- What if the youth has limited English-speaking capacity or disabilities requiring assistance with communication?
- If room confinement has not been abolished, what happens in terms of programming, education, and other services when a youth is in room confinement? What rights may be restricted?
- What do they do to check on youth in room confinement?
- What is the longest a youth has been in room confinement? Can they describe what led to the confinement?
- What sanctions other than disciplinary room confinement do staff use to respond to negative behavior?
- What due process protections do youth receive before a significant loss of privileges, before being transferred to a housing unit that imposes greater restrictions on programming or privileges, or before the imposition of disciplinary room confinement if still used at the facility?
- When would they need administrative approval for discipline? How would they get it?
- Do they think the disciplinary system is fair? What would they change about it, if anything?

Interview youth.

- Have they been in trouble in the facility? Have they known others who got into trouble?
- What happened, and what was staff's response?
- If their discipline involved room confinement, what were they told at the time?
- For youth who were placed in room confinement, how long were they confined to their rooms? Did they get to come out for exercise or recreation or both? Receive educational services? Visits? Phone calls? Religious services? Attorney contact? Personal hygiene items, clean clothes, and access to a shower? (refer to the list of basic rights in the instrument)
- For youth who were placed in room confinement, did they have any kind of a hearing or due process (e.g., chance to be informed of what they did wrong, chance to have the matter decided by someone not involved in the incident, chance to give their side of the story)?
- What is the longest any youth has been in disciplinary room confinement? For what?
- Do staff punish the entire living unit for more than a few minutes for the acts of one or two youth? Describe what has happened.
- Do they think the disciplinary system is fair? What would they change about it, if anything?

Interview administrators.

- Under what circumstances are they contacted about a disciplinary incident? What kinds of decisions need administrative approval?
- How are incident reports and disciplinary records collected and stored?
- What, if any, administrative review and analysis is undertaken of incident reports and discipline records?
- Has any action been taken as a result of administrative review of incident reports and discipline records over the past year? What?

Grievance and Reporting Procedures

REVIEW WRITTEN MATERIALS

Review policies and procedures, including any posted materials on grievances and how to file them; review orientation materials given to or shown to youth; review posters and other signs in living units and visitation areas.

- Do these policies comply with JDAI standards?
- Does the grievance form include all the elements in the JDAI standards?

- Do the grievance policies and procedures allow for access to the grievance process by parents, guardians, attorneys, and other third parties?
- Does the facility post signs notifying youth and third parties of their right to file a grievance and explain the ways of doing so?
- Does the facility have at least one way for youth to report abuse, neglect, harassment, or retaliation to a public or private entity or office that is not part of the agency that operates the facility? Is the entity able to receive and immediately forward youth reports of sexual abuse and sexual harassment to agency officials and willing to allow the youth to remain anonymous upon request?

Review grievances filed for a period of at least six months.

- What kinds of issues are grieved? Are there patterns of grievances about similar matters? How are they resolved?
- Is there a record that matters are investigated, and that the grievance coordinator speaks to the youth, witnesses, and others who would have helpful input on the issue?
- How long does it take for a response? Does this match written policies, and does this seem reasonable given the issue involved?
- Is there an indication that youth are denied the opportunity to grieve particular issues?
- Is the person who responds someone other than the staff involved in the issue forming the basis for complaint?
- Is the grievance response explained to the youth? Is the youth given an opportunity to agree or disagree and make a statement as to any disagreement?
- Have family members, attorneys, and other third parties filed grievances? What documentation have those individuals received in response to their grievances?
- Is there evidence that grievances may be appealed, and that there is a prompt response to appeals?
- Do staff grant youth's requests at least some of the time?
- Is the tone of written responses respectful and fair, especially when the grievance is not found to be warranted?
- Is there an indication that appropriate action was taken as a result of grievances found to be warranted (e.g., staff discipline or counseling, rights restored)?

Review audits, inspections, or accreditation reports of inspections conducted by other professional groups (e.g., American Correctional Association, state inspection agencies, grand juries, or juvenile justice commissions) for the previous two years.

- Do these reports indicate any problems related to this section? When you observe the facility, check to see if any problems previously identified have been remedied.

OBSERVE

- Are there locked grievance boxes throughout the facility?
- Are blank grievance forms available without having to ask staff (e.g., hanging in an envelope on the wall)?
- Is there information available for third parties in places where they would be likely to see them explaining how to file grievances and report concerns?

INTERVIEW YOUTH AND STAFF AT THE FACILITY

Interview staff.

- What is the grievance process, and how do youth have access to it?
- How do youth obtain writing implements and forms to submit grievances confidentially?
- Are there things that may not be grieved, and if so, what?

Interview the grievance coordinator.

- What is the role of grievance coordinator? What are the successes, failures, and challenges of the grievance system?
- Is there a process for compiling and analyzing grievances for quality assurance of the grievance process itself, and for addressing problems or issues coming to light through grievances?
- Is the coordinator able to determine whether staff follow through to change matters when a grievance has been granted? For example, if a youth is granted a new pair of shoes that fit, did the youth actually receive the shoes?
- Does the facility have at least one way for youth to report abuse, neglect, harassment, or retaliation to a public or private entity or office that is not part of the agency that operates the facility? Is the entity able to receive and immediately forward youth reports of sexual abuse and sexual harassment to agency officials and willing to allow the youth to remain anonymous upon request?
- Is there a procedure for handling emergency grievances?
- What is the process for handling grievances that contain allegations of abuse, neglect, harassment, or retaliation?

Interview youth.

- Is there a grievance process in the facility? How does it work? What are the different ways of filing a grievance? How did they find out about it? Does anyone use it?
- Have they ever filed a grievance? Why or why not? What was it about? How was it resolved? Granted? Appealed?
- Do they know anyone else who has filed a grievance? What was it about? How was it resolved? Granted? Appealed?
- Can they get someone to help them with grievances? How does that work?
- What happens when grievances get filed? Who decides grievances?
- Are there some things they are not allowed to grieve? What? How do they know?
- How long does it take to get a response?
- Does the grievance coordinator talk to the youth before deciding? Does the coordinator do any other investigation?
- Do youth get punished for filing grievances? How do they know?
- What happens if the youth is unhappy with the response? Can the youth appeal? How do they do that? Then what happens?
- Do youth feel that the grievance system is fair? Why or why not?

Interview administrators.

- What process exists for review of individual grievances, and at what point in the process does it occur?
- Is there a process for compiling and analyzing grievances for quality assurance of the grievance process itself, and for addressing problems or issues coming to light through grievances?
- What action, if any, has the administrator taken in relation to grievances in the past year?

JDAI “How To” Tools: Safety

NOTE: *Please use this document as a starting point, and not a strict script for assessment. Additional questions, observations, and supporting documents will inevitably come up in the course of preparing for and conducting the facility assessment. Also remember to share information with other team members if you come across information that may be pertinent to the areas they are assessing.*

REVIEW WRITTEN DOCUMENTS

Review policies and procedures on all safety-related issues (throughout the policy manual), focusing on training, investigations, administrative review, and response.

- Are these policies consistent with JDAI standards on safety?

Review incident reports, grievances, workers compensation claims, child abuse reports, and citizen complaints for a period of at least six months.

- Is there a high incidence of violence, injury, or complaint?
- Is administrative review evident and timely?
- Is there a record of investigation, personnel action, and corrective action where problems were identified?

Review statistical compilations on alleged or actual incidents of sexual abuse or harassment, violence, use of physical force, restraints, chemical agents, and room confinement for a period of at least six months.

- Do problems or use of control measures occur in certain units or at certain times of the day? (You can do interviews about why this occurs.)
- Is there a high incidence of alleged sexual abuse or harassment, violence, use of force, restraints, chemical agents, or room confinement?

Review medical records indicating injuries to youth and staff.

- Is there a high incidence of injury to youth in the facility?
- What is the character of injuries? (e.g., are they related to use of chemical agents, restraints, use of physical force by staff, injuries inflicted by youth on youth?)

Review protocols for allegations of sexual abuse and sexual harassment.

- Do protocols outline where allegations of sexual abuse and sexual harassment of youth and staff should be referred for investigation?
- Does the facility have a protocol outlining how to access emergency medical services for youth who report being recently sexually abused?
- Does the facility have a written plan to coordinate investigations and actions taken by staff, first responders, medical and mental health staff, investigators, and facility administrators in the wake of an allegation of sexual abuse?

- Has the facility secured victim advocacy services from a local rape crisis provider for youth victims of sexual abuse? If the facility did not secure outside victim advocates, did the facility document their unavailability and identify and train staff to serve that role?

Review investigations of reports of abuse, neglect, retaliation, and violation of responsibilities.

- Do investigation reports include a description of the physical and testimonial evidence, the reasoning behind credibility assessments, and investigative facts and findings?
- What was the disposition of the investigations? Did administrators discipline staff for substantiated incidents?
- Were incidents involving potentially criminal activity referred to law enforcement?
- Is there documentation that facility staff reported incidents to appropriate parties?

Review audits, inspections, or accreditation reports of assessments conducted by other professional groups (e.g., American Correctional Association, state inspection agencies, grand juries, or juvenile justice commissions) for the previous two years.

- Do they indicate any problems related to this section? When you observe the facility, you will want to check to see if any problems previously identified have been remedied.
- Has the administrator scheduled and completed an audit for compliance with the Prison Rape Elimination Act (PREA) standards for juvenile facilities at least once every three years? Did the audit suggest any areas in need of improvement?

OBSERVE

- When you walk through the facility, what is the tension level? For example, when you go down living units hall, are youth angrily banging on their doors, or is there a sense of calm? When you talk with youth and staff, do they seem relaxed, or anxious and worried?

INTERVIEW YOUTH AND STAFF AT THE FACILITY

Interview staff.

- Are staff ever required to work double shifts? How do they feel about it? Does it affect their performance? Does it affect the safety in the facility? How?
- Do staff call in sick because of stress at work?
- What training have they received on preventing violence or use of physical force, restraint, and room confinement? Do they feel adequately trained on these issues for the job they are expected to do?
- What training have they received on preventing, detecting, and responding to sexual abuse and sexual harassment? What questions did they have after the training? Was the training effective?
- What training have they received with respect to prohibition of verbal abuse or harassment by staff, and interventions when youth abuse or harass other youth?

- What training have they received with respect to prohibition of sexual harassment or conduct by staff and between youth? Specifically with respect to youth who are (or perceived to be) gay, lesbian, bisexual or transgender?
- What would they do if they learned that a youth had been sexually abused or harassed by another staff? By another youth?
- What would they do with a youth who has been the aggressor in harassment or assault of another youth? (To see if the youth is dealt with through a behavior plan, counseling or housing)
- Have they been injured on the job? What happened? What could have prevented it? What about injuries to other staff? To youth?
- What type of support does the facility provide for staff in the wake of a major incident or injury?
- Has anyone ever asked them what could be done to make the facility safer? Was any action taken as a result? What could make the facility safer?
- Do staff feel that there is adequate backup for them in case of an emergency?
- What administrative follow up occurs after a major disturbance or use of physical force?
- On a scale of 1 to 10, how safe is the facility for staff (with 10 being the highest level of safety)? For youth?
- How often do they perform room checks and what do they do?
- What policies, if any, exist on the presence of weapons in the facility? What about dangerous chemicals or objects that could be used as weapons? How are they stored? How are they inventoried?

Interview youth.

- Have they been hurt or injured while in the facility? What happened, and what was the staff members' response?
- Have they seen other youth hurt or injured while in the facility? What happened, and what was staff members' response?
- Are staff aware of youth who may be bullying, threatening, or assaulting other youth? What about sexual harassment or abuse?
- What is staff's response if someone is threatening or harassing another youth?
- Are there staff who are too rough with youth? Describe what the staff have done.
- Are there staff who make sexual remarks or act in a sexually inappropriate way with youth? Describe what has been seen or experienced.
- What can youth do to report youth or staff who are out of line? Have they done this, and with what result?
- Are youth afraid to report misconduct out of fear that there will be retaliation? Why?
- Are gay, lesbian, bisexual, transgender, gender non-conforming, and intersex youth in the facility harassed or subjected to physical assaults? Describe what has been seen or experienced.
- On a scale of 1 to 10, how safe is the facility for youth (with 10 being the highest level of safety)? Do you feel safe?

- Have they ever been restrained or subjected to use of force in the facility? What happened? Were they seen by medical staff during or after the incident? Mental health staff? Was there any other follow up after the incident?
- What is the longest they have been in their room (other than during sleeping hours)? What kinds of checks or monitoring did staff do during that time? How often?
- Has anyone ever asked them what could be done to make the facility safer? Was any action taken as a result? What could make the facility safer?
- Have they ever been transported with adult inmates? What were the circumstances?

Interview administrators.

- How many staff members are off work on workers' compensation claims and how many claims have been filed in the past year?
- Do staff call in sick more than would normally be expected? (This can be a sign of staff experiencing a great deal of stress in the facility.)
- Are staff ever required to work double-shifts? How do they feel about it? Does it affect their performance? Does it affect the safety in the facility?
- Under what circumstances are they contacted about a disciplinary incident? What kinds of decisions need administrative approval?
- How are incident reports and disciplinary records collected and stored?
- What, if any, administrative review and analysis is undertaken of incident reports and discipline records (use of force, restraints, room confinement)? Injuries? Suicide attempts? Child abuse reports? Citizen complaints? Grievances?
- Has any action been taken as a result of administrative review of incident reports and discipline records over the past year? Other personnel actions? Additional training?
- What is the administrator's daily schedule with respect to time on the living units?
- What mechanisms exist to receive input on safety issues from staff? Youth? Families? Juvenile Justice Commissions or other entities with inspection powers?

Interview investigators.

- What type of training did investigators receive to perform their duties?
- What type of notifications do investigators provide to parents or guardians, family members, and attorneys?
- When do investigators refer allegations to outside entities for investigation or prosecution?
- What are the other entities that may conduct investigations at the facility? How does the investigator coordinate with those other entities?
- How are staff and youth protected from retaliation for participating in an investigation or reporting incidents?



THE ANNIE E. CASEY FOUNDATION

701 ST. PAUL STREET BALTIMORE, MD 21202 410.547.6600 WWW.AECF.ORG