

**REPORT OF THE
VIRGINIA DEPARTMENT OF EDUCATION AND THE
VIRGINIA DEPARTMENT OF CORRECTIONAL EDUCATION**

**STUDY OF STUDENT TRANSFERS
BETWEEN PUBLIC EDUCATION
AND DETENTION CENTERS AND
JUVENILE CORRECTIONAL CENTERS**

**TO THE GOVERNOR AND
THE GENERAL ASSEMBLY OF VIRGINIA**



HOUSE DOCUMENT NO. 29

**COMMONWEALTH OF VIRGINIA
RICHMOND
1996**



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. Box 2120
Richmond, Virginia 23216-2120

WILLIAM C. BOSHER, JR.
Superintendent of Public Instruction

Office: (804) 225-2023
Fax: (804) 371-2099

December 28, 1995

The Honorable George Allen
Governor of Virginia, and
The General Assembly of Virginia
Richmond, Virginia 23219

Dear Governor Allen and Members of the General Assembly:

House Joint Resolution 527 of the 1995 General Assembly requested the Department of Education and the Department of Correctional Education to examine the student transfers between the public education system and the detention and learning centers.

I am pleased to provide you a copy of this report.

Respectfully submitted,

A handwritten signature in black ink, appearing to be "W.C. Bosher, Jr.", written over the typed name.

William C. Bosher, Jr.

A handwritten signature in black ink, appearing to be "Walter McFarlane", written over the typed name.

Walter McFarlane, Superintendent
Department of Correctional Education

WCBjr/WM/jct
Enclosure

PREFACE

The 1995 General Assembly agreed to House Joint Resolution No. 527, requesting "the Departments of Education and Correctional Education to examine the student transfers between the public education system and detention and learning centers."

This report contains the study approach, a discussion of the educational and juvenile justice systems in Virginia, barriers, and solutions recommended by the study team.

ACKNOWLEDGMENTS

Study Team

- Lissa Power-deFur, Principal, Policy Analysis
Department of Education
- Marilyn Harris, Legislative Liaison/Public Information
Department of Correctional Education
- Valerie Boykin, Parole Services Manager
Department of Youth and Family Services
- Sharon deFur, Specialist, Special Education Transition
Department of Education
- Diane Jay, Specialist, Regional Alternative Education Programs
Department of Education
- Nancy Haynes, Specialist, State Operated Programs
Department of Education

The study team gratefully acknowledges the assistance provided by the following persons:

Leslie Arnold, Lead Teacher
Norfolk Juvenile Detention Home

Jusolyn Bradshaw, DCE Principal
Reception & Diagnostic Center

Regina Carpenter, Program Coordinator
Norfolk City Public Schools

James Davis, Regional Director
Department of Correctional Education

Woodson Gardner, Parole Officer
Martinsville Court Service Unit

Sharon Trimmer, DCE Principal
Bon Air Juvenile Correctional Center

Lawrence Janow, Judge
Juvenile and Domestic Relations Court
24th Judicial District

Bob Hinkle, DCE Transition Specialist
Natural Bridge Juvenile Correctional
Center

Roger Horton, Teacher
Highland Juvenile Detention Home

James McCarron, Parole Supervisor
Fairfax Court Service Unit

Linda McWilliams, Program Manager
Juvenile Correctional Center Operations

Kevin Moran, Director
Norfolk Court Service Unit

Claudette Overton, Deputy Director
Norfolk Court Service Unit

Lewis Romano, Director,
Pupil Personnel Services
Salem City Public Schools

Charles Finley, Specialist, Accreditation
Department of Education

Patricia Ta'ani, Specialist, GED
Department of Education

TABLE OF CONTENTS

Chapter 1 INTRODUCTION

Background
Purpose and Scope of the Study
Study Approach
Organization of this Report

Chapter 2 OVERVIEW OF EDUCATIONAL AND JUVENILE JUSTICE SYSTEMS IN VIRGINIA

Education of Children and Youth in Local School Divisions
Regional Alternative Education Programs
Educational Services in Regional and Local Detention Homes
Educational Services in Juvenile Correctional Centers
Virginia's Juvenile Justice System

Chapter 3 TRANSFER OF STUDENTS BETWEEN PUBLIC SCHOOLS, DETENTION HOMES AND JUVENILE CORRECTIONAL CENTERS: FINDINGS AND RECOMMENDATIONS

Credit for Academic Instruction
Exchange of Information
Educator Attitudes
Staffing Patterns

Appendix A HOUSE JOINT RESOLUTION 527

Appendix B PROPOSED LEGISLATION

Appendix C POINTS OF CONTACT

Virginia Department of Education
Division Superintendents of Schools
Special Education Transition Technical Assistance Centers
Regional Alternative Education programs
Detention Home Programs
Department of Correctional Education
Court Service Units and Probation/Parole Officers

EXECUTIVE SUMMARY

The Honorable Robert Tata, Member, Virginia House of Delegates (Virginia Beach) introduced House Joint Resolution No. 527 in the 1995 Virginia General Assembly, calling for an examination of the student transfers between the public education system and detention homes and juvenile correctional centers.

Purpose and Scope of the Study

The goal of this study was to investigate the educational systems in detention homes, juvenile correctional centers, and regional alternative education programs and school division programs as they relate to juveniles who are or have been incarcerated. The study sought to identify barriers to successful transfer of students and to identify administrative and innovative approaches to improve student transfers and their ability to become responsible and educated adults.

Study Approach

To complete this study an analysis of statutory and regulatory requirements for public education: (re)enrollment in public schools, compulsory education requirements, diploma requirements, records management and retention, and GED testing. Similar analysis of the education systems in detention homes and Department of Correctional Education schools were conducted. The structure of Virginia's juvenile justice system was reviewed and the impact on the education provided adolescents detained in detention homes or committed to juvenile correctional centers. The study included a review of previous Department of Education studies of Virginia's alternative education programs, focusing on information related to enrollment of juveniles who have exited detention homes or juvenile correctional facilities.

Findings

Analysis of the education offered in school divisions, regional alternative education programs, detention homes and Department of Correctional education programs, in comparison with state educational requirements, reveals four barriers to successful transfer of students between systems.

I. Credit for Academic Instruction:

Local school divisions do not universally provide academic credit toward a diploma for juveniles who have been incarcerated and educated in DCE or detention home programs and are re-enrolling in public schools.

II. Exchange of Information:

The current process by which information regarding students' academic performance and potential is exchanged between public schools, detention homes and juvenile correctional centers limits planning for the students' graduation from public education and entrance into the work force.

III. Educator Attitudes:

Some educators, as well as some probation and parole officers, do not believe that the students in detention homes and juvenile correctional centers can learn and can acquire the attitude and discipline necessary for educational achievement.

IV. Staffing Patterns:

Staffing patterns at the Department of Correctional Education, for parole officers, and in detention homes, limit the ability of staff to provide the degree of services youths require, and to maintain contact with educators and service providers in other systems.

Recommendations

The following recommendations are designed to improve the success of students' transfer of youth between public schools, detention homes, and juvenile correctional centers.

● **School Re-enrollment Plan:**

The Departments of Education, Correctional Education and Youth and Family Services should participate in the development of a school re-enrollment plan for **each juvenile** who is committed. Due to the critical nature of this plan, it is recommended that legislation be drafted to require parole officers to take lead responsibility for developing the plan, with required participation by DCE, local school division staff and the juvenile correctional center counselor.

Planning should begin when the juvenile is placed at DYFS's Reception and Diagnostic Center. Initial planning should identify the youth's educational status in the local school division, progress toward high school graduation, education plans, and post-schooling plans. The initial plan should address the nature of the DCE program the youth will be enrolled in, whether there is a need to take one or more of the literacy tests, and the youth's special education needs, if applicable.

As the juvenile's period of incarceration draws to conclusion, the probation/parole officer would work closely with DCE teachers and transition specialists and the local

school division to ensure the juvenile's successful re-enrollment in public schools. Educators from both systems should share and review information regarding the student's educational performance to determine optimum placement.

This reenrollment plan must reflect the authority of the local school board and superintendent to place students in their division and that school board's authority to deny re-enrollment for students who have been expelled from their division or any other public or private school.

- **Regulations for Re-enrollment**

The Boards of Education and of Correctional Education should comply with the requirements of §22.1-17.1 of the Code of Virginia, and promulgate regulations for the re-enrollment in public schools of children who have been in the custody of the Department of Youth and Family Services. These regulations should address consistency in the curricula, standards and policies between the education programs of public education and of correctional education. In addition, the regulations should address the parameters of the re-enrollment plan.

- **Maintaining Juveniles on School Division Rolls**

School divisions should keep juveniles who are committed on their rolls following detainment in detention homes or commitment to juvenile correctional centers.

- Juveniles who are detained: School divisions should keep juveniles who are detained in detention homes on their rosters. Divisions would receive average daily membership (ADM) funds for the first 15 school calendar days of the juvenile's stay, for juveniles detained during the school year. The local school division would be responsible for providing detention home teachers with information regarding the student's academic program, provide classroom assignments and textbooks. The textbooks would be returned to the division when the juvenile returns to public school.
- Juveniles committed to juvenile correctional centers: School divisions should keep juveniles who are committed in juvenile correctional centers on their rosters. Divisions would keep the juvenile on their roster and receive average daily membership funds for the first 15 school days of commitment to allow for staff time required to develop a re-enrollment plan.

The local school division would be responsible for providing Department of Correctional Education teachers with information regarding the student's academic program, provide classroom assignments and textbooks, and participate in the development and implementation of the re-enrollment plan. The textbooks would be returned to the division when the juvenile returns to public school.

- **Memorandum of Understanding**

The Departments of Education and Correctional Education should complete a Memorandum of Understanding to include the following:

- Department of Education's technical assistance to DCE to assist in aligning its courses with requirements of the Standards of Accreditation.
- Process for detention home teachers to promptly forward academic information and learning styles inventory to DCE when a student is committed to a juvenile correctional center.
- DOE administration of the Literacy Testing Program in DCE facilities. This includes assumption of all direct costs associated with test administration and training of DCE staff.
- DOE inclusion of DCE teachers in staff development opportunities for public school teachers and administrators at a cost comparable to that offered to public school employees.

- **Department of Correctional Education's Review of Education Programs**

The new Superintendent of the Department of Correctional Education has reviewed current practices and implemented many changes. The Department of Correctional Education should continue its ongoing review of its education programs to enhance juveniles' abilities to re-enroll in public schools upon completion of their period of commitment. The Department of Correctional Education should continue its review of student transcripts, curriculum and textbooks. Distance learning efforts should continue, and use of correspondence schools explored. DCE should consider utilizing more information from the educators at detention centers and local school divisions during the evaluation process at the Reception and Diagnostic Center (RDC).

The Superintendent of the Department of Correctional Education should consider the benefits of establishing an academic advisory committee for its academic programs in youth schools. Membership should include public school educators and administrators to ensure that programs are comparable to those offered in local school divisions.

- **Exchange of Information**

Local school divisions and detention homes should ensure that they forward academic records and information to RDC staff in the timeframe required by law (within 5 days of being informed of the students' transfer to a DYFS facility).

The Departments of Youth and Family Services and Education should facilitate student transfers through communication with parole officers and school divisions.

The Department of Education should facilitate the identification of school division contacts for detention homes, Department of Correctional Education and parole officers. DOE should request school divisions to identify an attendance officer and a court-school contact in the next annual school report.

- **Expansion of Regional Alternative Education Programs**

The Commonwealth should expand the number of regional alternative education programs to ensure that all school divisions have an alternative education program available to them.

- **Special Education**

The Department of Education will work with the Department of Correctional Education to complete a review of the special education programs at DCE facilities. The purpose of this review would be to (a) identify reasons for the lack of consistency between DCE, detention home and local school division special education processes and programs and (b) identify potential approaches to attain greater consistency.

- **Educator Attitudes**

Increased communication between and among parole officers and educators in school divisions, detention homes, and Department of Correctional Education programs regarding students' educational progress and behaviors and attitudes to facilitate a more receptive attitude upon re-enrollment in the public school setting. Development of the re-enrollment plan, and the increased communication and planning that will occur with development of such a plan, will allow for such communication.

- **Safety and Security in the Department of Correctional Education Youth Schools**

A sufficient number of security officers to address the security requirements in each DCE school should be hired by the Department of Youth and Family Services. The Department of Correctional Education should establish and enforce a Student Code of Conduct. Consequences for failure to comply with the Code of Conduct shall include suspension of a student from school programs. Students who are suspended will be placed either on work assignment detail or in confinement, depending upon the nature of the infraction. Days suspended, on work detail or in confinement, should not be counted toward the student's length of stay, but solely toward earning the privilege of returning to school. By suspending students who are incorrigible and do not wish to conform with the expected code of conduct, DCE teachers will be able

to focus its education programs on those youth who demonstrate the greatest likelihood of and desire to make a positive change.

In addition to the efforts to enhance security, it is important that DCE be assured that it has a complete staff of teachers at each school in a juvenile correctional center. When teachers leave DCE schools to find employment in local school divisions, both the academic program and the security at DCE schools are compromised. DCE's efforts to enhance its efforts to recruit and retain teachers are supported.

- **Parole Caseloads**

Parole caseloads should be reduced to allow for multiple contacts during the week with youths and families, including evening and weekend visits. Parents and parole officers need to assist with enrollment problems and be available for the youths should school issues develop. DYFS has submitted a budget request for additional personnel which will allow for reduction in parole caseloads.

CHAPTER 1

INTRODUCTION

Background

The Honorable Robert Tata, Member, Virginia House of Delegates (Virginia Beach) introduced House Joint Resolution No. 527 in the 1995 Virginia General Assembly, calling for an examination of the student transfers between the public education system and detention homes and juvenile correctional centers. The resolution requests the Departments of Education and Correctional Education (1) to examine the timing of student transfers, (2) to examine the effects of the regional alternative education programs on student transfers, and (3) to evaluate administrative modifications and innovative ways for the educational systems to cooperate in assisting these students to become more responsible and educated adults.

Purpose and Scope of the Study

The goal of this study was to investigate the educational systems in detention homes, juvenile correctional centers, and regional alternative education programs and school division programs as they relate to juveniles who are or have been incarcerated. The study sought to identify barriers to successful transfer of students and to identify administrative and innovative approaches to improve student transfers and their ability to become responsible and educated adults.

Study Approach

Staff in the Departments of Education, Correctional Education, and Youth and Family Services completed the study. The Virginia Association of Court Service Units and a juvenile and domestic relations court judge also provided assistance.

Methods employed in conducting this study included:

- analysis of statutory and regulatory requirements for public education: (re)enrollment in public schools, compulsory education requirements, diploma requirements, records management and retention, and GED testing.
- analysis of education systems in detention home and Department of Correctional Education programs, including curriculum, grading practices, transfer of records.
- analysis of the structure of Virginia's juvenile justice system and the impact on the education provided adolescents detained in detention homes or committed to juvenile correctional centers.

- review of previous Department of Education studies of Virginia's alternative education programs, focusing on information related to enrollment of juveniles who have exited detention homes or juvenile correctional facilities.
- analysis of education and other demographic data on youth in detention homes, on parole, in juvenile correctional centers and in alternative education programs.
- analysis of information gathered in a June 1994 focus group session sponsored by the Department of Education and the Department of Youth and Family Services.
- analysis of information gathered by a focus group of administrators and staff of the juvenile justice, correctional education and public education systems gathered for this study to identify barriers to and potential solutions for successful transfer of students between the systems.

Organization of Report

This report is organized into four chapters. Following this background information on the study, Chapter 2 provides an overview of the educational and juvenile justice systems in Virginia. The education in regional alternative education, detention homes, and Department of Correctional Education programs are reviewed, addressing authority, organization, practice, student population, and collaboration. In addition, the chapter contains a review of Virginia's juvenile justice system focusing on the context in which juveniles are placed in detention homes and juvenile correctional centers.

Chapter 3 discusses the barriers identified through focus group discussion, analysis of statutes, regulations, policies and practices of the various educational systems. Each barrier is accompanied by a discussion of potential solutions. Chapter 4 summarizes the findings and recommendations. Appendices provide a copy of the legislation, proposed legislation, and listings of contact persons within the various education and juvenile justice systems.

CHAPTER 2

OVERVIEW OF EDUCATIONAL AND JUVENILE JUSTICE SYSTEMS IN VIRGINIA

Overview

Virginia's Constitution, the Code of Virginia and regulations of the Board of Education prescribe the parameters of public education in the Commonwealth. This chapter presents background information regarding the requirements of public education and describes the nature of programs in regional alternative education projects, detention homes, and juvenile correctional centers. In order to place the education of youths committed to some form of confinement in context, the chapter also includes an overview of Virginia's juvenile justice system.

Education of Children and Youth in Local School Divisions

Authority

The **Board of Education** is vested with the general supervision of the public school system. It also has responsibility for prescribing the Standards of Quality (SOQ), designed to establish educational programs of high quality in the Commonwealth. (Constitution of Virginia, Article VIII, §1,2,4.) The SOQ provisions apply statewide and may not be waived for any individual education entity (Opinion of the Attorney General to Delegates Jennings and Bennett, January 31, 1991).

The Standards of Quality (SOQ) establish the standards for all students in the following areas:

- Basic skills, selected programs, and instructional personnel
- Support services
- Accreditation, other standards, and evaluation
- Literacy passports, diplomas, and certificates
- Training and professional development
- Planning and public involvement.

The SOQ requires that the Board of Education establish educational objectives to "implement the development of skills necessary for success in school and for preparation for life in the years beyond" (§22.1-253.13:1). These objectives are known as the Standards of

Learning (SOL). School boards must implement the SOL or locally developed objectives that are equivalent to or exceed the SOL.

The SOQ provides school boards with the authority to award diplomas to all secondary school students who earn the units of credit prescribed by the Board of Education, pass the prescribed literacy tests¹ and meet such other requirements as may be prescribed by the local school board (§22.1-253.13:4.C.) School boards must make provisions for students who transfer between secondary schools, as outlined in the Standards of Accreditation. The SOQ also requires students to pass literacy tests to be promoted to grade nine (§22.1-253.13:4.B.)¹

The SOQ requires the Board of Education to promulgate Standards of Accreditation (SOA) -- the standards that apply to individual schools and by which they are approved to operate. As specified by the Standards of Quality, the SOA addresses requirements for instructional programs, administrative and instructional staffing levels, (pupil personnel services, special education program standards) and course and credit requirements for graduation from high school. Schools are accredited by the Board of Education biennially. Accreditation is based upon the signature of the local Superintendent indicating that the schools meets all of the requirements of the Standards of Accreditation.

Instructional Program: The SOA establishes the requirements for instructional programs, including the following:

- Instructional programs for Middle and Secondary Schools, specifying the course offerings that shall be available (SOA §4.3 and §4.4).
- The **standard school year** shall be 180 days (Code of Virginia §22.1-98). The **standard school day** for students grades 1-12 shall average at least 5 1/2 hours, excluding intermissions for meals (SOA, §4.10).
- Each school shall teach **writing skills**, culminating with a research paper in grade 11 or 12 (SOA, §4.12).
- By graduation, each student shall receive instruction to achieve **computer literacy** (SOA, §4.14).

The graduating class of 1996 will be the first one in which students will face the passage of all three portions of the Literacy Passport Test as a diploma requirement. This requirement applies to all students, including students with identified disabilities, graduating in the class of 1996 or higher, unless they were in grade seven or higher in 1989-90. Public education agencies must not be a barrier to students' opportunity to take the test. The Department of Education monitors the administration of the Literacy Testing Program, which is implemented by the local education agency. Testing takes place over a four day period in fall and spring. The Department of Education assumes all costs associated with testing, development and production, scoring and reporting. Local school divisions and state operated programs must provide the personnel to administer the test. All students in sixth grade must be tested. Students who fail any of the three components, mathematics, reading or writing, must re-take the test until they pass, to receive a diploma.

- To graduate from high school, a student shall pass all components of the Literacy Passport Test and meet the minimum requirements for the 21 credit diploma for grades 9 - 12. (§7.3). The standard unit of credit for graduation is based on a minimum of 150 clock hours of instruction (SOA, §4.5). Students may receive credit for supervised correspondence courses. (SOA, §4.17).

English	4 credits
Math (only one year of general mathematics)	2 credits
Laboratory Science	2 credits
Math or Science	1 credit
History and Social Sciences:	
Virginia and United States History	1 credit
Virginia and United States Government	1 credit
World Studies	1 credit
Health and Physical Education	2 credits
Fine Arts or Practical Arts	1 credit
Electives	6 credits

- **Transfer of credits:** A secondary school shall accept credits received from other accredited secondary schools, including summer schools, special sessions, schools accredited through the Virginia Council for Private Education, and educational programs operated by the state. (§7.3).

Vocational Education: The Standards of Quality require local school boards to implement competency-based vocational education programs, which integrate academic outcomes, career guidance and job-seeking skills for all secondary students (Code of Virginia, §22.1-253.13:1). The Standards of Accreditation require each secondary school to offer at least 11 vocational education courses (§4.4.B). Vocational education courses must prepare the student as a vocational program completer in one of three or more occupational areas and prepare the student for technical or pre-professional post secondary programs. (§4.4.A).

General Educational Development (GED) Program

The purpose of the GED Program is to recognize the educational development of persons who were enrolled in school but who did not complete requirements for high school graduation. The GED certificate may be issued to adults (18 or older) who meet minimum requirements. The Department of Education established the following provisions:

- (1) the applicant is currently enrolled in alternative education or a drop-out prevention program;
- (2) the applicant has been enrolled in such programs for at least six months;
- (3) the applicant is within 90 days of completion of a program that will result in

- the acquisition of marketable skills;
- (4) the class with which the applicant began is within 90 days of graduation.
(Supts. Memo No. 5, January 13, 1995, Continuation of General Educational Development Testing for Certain In-School Students with Revised Guidelines.)

In addition, the Department of Education has established provisions for alternative education students and home-schooled youth. No one under the age of 16 is eligible for testing (The General Educational Development Testing Service of the American Council on Education, New Minimum Age Policy, Fall, 1992). Adjudicated youth are eligible to take the GED Tests while enrolled in school if so ordered by a court or officer of the court (The General Educational Development Testing Service of the American Council on Education, GED Examiner's Manual for the Tests of General Educational Development, 1993). In Virginia, these requirements may be waived if the superintendent (including the Superintendent of Correctional Education) approves.

Local school boards are not required to continue to provide an education to persons who have completed the GED, since this is considered the equivalent of a bona fide high school diploma. However, school boards may re-enroll youth who have completed the GED; if they do, they must provide education at no cost through age 20, and may charge tuition for persons over age 20.

Special Education: The local school divisions comply with the Standards of Quality, Standards of Accreditation, Regulations Governing Special Education Programs for Children with Disabilities in Virginia and federal regulations in the identification of a student's eligibility for special education and in the provision of special education services. Eligibility for special education is determined by an eligibility committee which reviews the assessments to determine if the child "has a disability which requires special education and related services." Special education and related services are determined necessary if the student's disability "adversely affects [the student's] educational performance." Students must be assessed by qualified professionals in all areas related to the suspected disability(s), including health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities. Observation of academic performance in the classroom is required prior to finding any student eligible for special education with a specific learning disability.

Compulsory School Attendance: In Virginia, children must attend school until they are 18 years of age. The parent, guardian or other person having control or charge of the child is responsible for sending the child to school. These requirements also apply to any child in the custody of the Department of Youth and Family Services. (Code of Virginia §22.1-254). A child in Virginia may receive a public education at no cost until age 20 (Code of Virginia, §22.1-1 and §22.1-3).

A pupil may be excused from attendance at school upon the recommendations of the Juvenile and Domestic Relations District Court of the county or city in which the pupil

resides, who, in the judgment of the court, cannot benefit from education, or for other reasons delineated therein (Code of Virginia §22.1-257).

Local school boards may **suspend or expel** a student from attendance at school for sufficient cause. School boards must adopt a student conduct policy specifying conditions associated with expulsion. (Code of Virginia §22.1-277). Schools may also exclude students who have been expelled from another school division or private school in the Commonwealth or in another state (Code of Virginia §22.1-277.1).

Students with disabilities may be expelled only if a knowledgeable committee (the student's Individualized Education Program committee) has determined that the student's misbehavior was not causally connected to the disability and the student was appropriately placed at the time of the incident. (Regulations Governing Special Education Programs for Children with Disabilities in Virginia).

Re-enrollment of juveniles who have been committed: The Code of Virginia provides that "[t]he Board of Education, in cooperation with the Board of Correctional Education, shall promulgate regulations for the re-enrollment in the public schools of children who have been in the custody of the Department of Youth and Family Services to provide consistency in the curricula, standards and policies between the education programs required by this title, and those of the Board of Correctional Education." (§22.1-17.1) (Although this enabling legislation required enactment by July 1, 1991, no regulations have been promulgated.)

Organization, Practice and Collaboration

The supervision of schools in each of the 135 local school divisions is vested in the **local school boards** (Constitution of Virginia, Article VII §7). School board members are either appointed by the local governing body or elected by the citizens. Local school boards have the authority to establish policies that adhere to the requirements of the Standards of Quality, other relevant statutes in the Code of Virginia, the Standards of Accreditation, and other regulations of the Board of Education and fiscal reimbursement requirements. Each school board may add requirements, beyond those of state laws and regulations. As a result, there are varying policies regarding instructional programs, textbooks, graduation requirements, acceptance of transfer credits, and student conduct, including suspension and expulsion.

Local school boards select **textbooks** to accompany their curriculum. They may use textbooks not approved by the Board of Education provided the school board selects such books in accordance with regulations promulgated by the Board of Education (Code of Virginia, §22.1-238).

Maintenance and Transfer of Records

All local school boards comply with the Board of Education's Regulations Governing the Management of Student Scholastic Records (hereafter "Management of Student Records") and the requirements of the Federal Educational Rights and Privacy Act (FERPA). Academic records can be transferred between local school divisions and state operated programs (e.g., detention homes and Department of Correctional Education programs) without parent permission.

Student Population

Public schools enrolled 1,060,809 students during the 1994-95 school year (Superintendent's Annual Report). Statewide, the dropout rate for grades 7 to 12 was four percent in 1993-94; 79 percent of students exiting that year attained a regular or advanced high school diploma (Outcome Accountability Project, 1995 Virginia Summary Report). Nearly thirteen (12.8) percent of the population is eligible for special education and related services (Report of Children and Youth with Disabilities Receiving Special Education).

Regional Alternative Education Programs

Authority

The 1993 Virginia General Assembly appropriated funding and approved legislation that directed the Board of Education to establish and implement, on a competitive basis, up to four regional alternative education pilot projects across the Commonwealth. The 1994 General Assembly expanded the number of pilot projects that could be funded and approved, \$1.2 million for the program in each year of the 1994-96 biennium (Code of Virginia §22.1-209.1:2).

In 1993-94, four projects were funded. In 1994-95, the program was expanded with state and federal monies to implement nine new regional sites, as well as continue the four existing ones. For 1995-96, the 13 projects will continue to operate with state appropriations, and two new projects will be initiated with federal funds. A formula approved by the Board of Education, based on the composite index of local ability to pay, determines the level of funding after the first year of operation. In addition, local school boards contribute in-kind services and funds to the alternative projects. In 1994-95, these projects provide alternative disciplinary settings for a potential of 849 students in more than one-third of the state's school divisions. In 1995-96 more than one-half (72) of the divisions will have access to alternative programs for suspended and/or expelled students. Figure A displays the funding of the regional alternative education programs from 1993-94 through 1995-96.

Figure A: Funding of Regional Alternative Education Programs

	1993-94	1994-95	1995-96
FUNDING	\$1,200,000 (state)	\$1,800,000 (\$1,200,000 state; \$600,000 federal)	\$2,175,000 (\$1,300,000 state; \$875,000 federal)
REGIONAL PROJECTS	4	13	18
SCHOOL DIVISIONS	16	48	72

Programs target students who:

- (1) have a pending violation of a school board policy related to weapons, alcohol or drugs, or intentional injury to another person, or against whom a petition or warrant has been filed alleging such policy violations are pending; or

- (2) have been expelled or have long-term suspensions; or
- (3) have been released from a juvenile correctional center and identified by the superintendent of the Department of Correctional Education and the local superintendent for the program. (Code of Virginia, § 22.1-209.1:2.A).

In all cases, placement in an alternative pilot program is at the discretion of the school board and school division superintendent. No student may be assigned to any regional alternative education program described by the Code of Virginia for more than one school year without an annual assessment of the placement to determine the appropriateness of transitioning the child into the school division's regular program.

Organization

Legislation requires that each project involve two or more school divisions working in collaboration to establish options for those students who no longer have access to school or who are returning from juvenile correctional centers. Figure B displays the projects currently in operation.

Practice

Projects are designed to meet the needs of pupils in the school divisions where they are located; as a result, instructional components (including use of technology) vary from site to site. The Code of Virginia (§22.1-209.1:2B) prescribes that:

- An intensive, accelerated instructional program [offering academic courses and credit] designed to establish high standards and academic achievement for participating students.
- An evaluation component with specific measurable goals and objectives determining the program effectiveness.
- On-going staff development and training involving staff assigned to the project as well as regular staff and outside agency involvement.
- A low pupil-teacher ratio.

Vocational Education: Vocational education programs and work/study experiences vary from project to project, in accordance with the programs developed by the cooperating school divisions.

Maintenance and Transfer of Records

All alternative education programs comply with the Board of Education's

Management of Student Records and the requirements of the Federal Educational Rights and Privacy Act (FERPA) requirements. Academic records can be transferred between local school divisions and state-operated programs (e.g., detention homes and Department of Correctional Education programs) without parent permission.

Collaboration

In addition to the joint efforts between school divisions in operating the programs and signed assurances between the participating school divisions, projects focus on an integrated plan of community outreach. This collaboration stresses strong school, business, and community partnerships; parental involvement in the education process of participating children; and an interagency agreement for cooperation.

Student Population

The results of the first year evaluation of the pilot projects revealed a gain of at least one letter grade and an average gain of two points in the grade point averages of students. In addition, student performance on the Test of Adult Basic Education Composite demonstrates pretest/posttest gains of 1.5 years in reading and 1.8 in mathematics and language. Ninety percent of those enrolled in a regional alternative education program completed the program successfully, the majority (66 percent) returning to their home school. At the completion of the first year of operation, 92 percent of students participating in the pilot regional alternative education were not adjudicated for new felonies and 90 percent were not adjudicated for new misdemeanors after enrollment.

Figure B: Regional Alternative Education Pilot Projects

IMPLEMENTED 1993-94 (4 PROJECTS)	IMPLEMENTED 1994-95 (9 PROJECTS)	IMPLEMENTED 1995-96 (6 PROJECTS)
Newport News* and Hampton Cities	Fairfax County and Alexandria City	Brunswick, Greenville and Mecklenburg Counties
Lynchburg City, Appomattox, Amherst, Bedford, and Nelson Counties	Fluvanna, Amelia, Buckingham, Greene, Lunenburg, Madison, Westmoreland, Lancaster, and Prince Edward Counties	King William, Gloucester, Mathews, Middlesex, Essex, King and Queen, New Kent Counties and the Town of West Point
Roanoke and Salem Cities	Montgomery and Pulaski Counties	Prince William County, Cities of Manassas and Manassas Park
Norfolk, Chesapeake, Franklin, Suffolk, Portsmouth**** and Virginia Beach Cities; Isle of Wight County	Petersburg, Colonial Heights, and Hopewell Cities; Dinwiddie, Prince George, Sussex Counties**	Russell and Tazewell Counties
	Pittsylvania County and Danville City	Wythe and Bland Counties, City of Galax
	Powhatan, Goochland and Louisa Counties	York County, Poquoson and Williamsburg/James City County
	Richmond City, Chesterfield, Hanover and Henrico Counties**	
	Stafford, Caroline, King George, Spotsylvania Counties; Fredericksburg City	
	Bristol City and Washington County***	

* Fiscal agent denoted in bold

** Participating school divisions have subcontracted with a private agency to run the program.

*** Not continuing in '95-'96

**** Portsmouth did not continue participation in '95-96; operating its own project

Juvenile Justice System: The Department of Youth and Family Services

Authority

The Department of Youth and Family Services (DYFS) was created by 1989 legislation of the Virginia General Assembly (Title 66). The duties and responsibilities of the DYFS, its Director, and the Board of Youth and Family Services are enumerated in Titles 66 and 16.1 of the Code of Virginia. This new Department replaced the Division of Youth Services of the Department of Corrections that had previously held responsibility for juvenile justice administration in Virginia.

Organization

The Department is responsible for the following services:

- 32 state operated and 3 locally operated Juvenile and Domestic Relations Court Service Units (CSUs) providing intake, probation and parole supervision, counseling and a variety of other special services
- a Reception and Diagnostic Center providing psychological, educational, social and medical evaluations for committed offenders
- a Central Infirmary providing complete medical and dental care to committed offenders
- 6 juvenile correctional centers providing 24-hour secure custody and supervision, treatment services, recreational services and a variety of special programs for committed offenders
- 3 state-operated halfway houses providing 24-hour residential and treatment services for offenders returning to their communities.

The Department also cooperates with many localities and private agencies to support 46 Offices on Youth, 27 community group homes, one privately-operated halfway house, 10 crisis shelters, 5 family-oriented group homes, 17 secure detention homes, two less secure detention homes, 16 detention outreach programs.

This cooperation between state, local, and private agencies results in a juvenile justice system serving, each month, approximately:

- 14,000 referrals to juvenile and domestic relations courts
- 9,000 cases under official court supervision
- 500 juveniles in community facilities
- 650 juveniles in secure detention programs
- 200 juveniles in outreach detention
- 1,100 juveniles in correctional centers.

Regional Offices: The community-based service system is divided into three administrative regions. Regional offices are located in Fairfax, Roanoke and Suffolk. These offices provide direct supervision to the state-operated court service units and halfway houses. They also provide program support to the operation of the three locally-operated court service units, the juvenile detention facilities, the locally-operated community youth home system, the Offices on Youth, and all other programs and facilities receiving funding from the Department.

Practice

The network of agencies and programs that operate as the juvenile system in Virginia incorporates a wide array of services for youth and their families. These efforts range from community prevention services, aimed at youth who are "at risk" of becoming delinquent, to the security and structure of state-operated juvenile correctional institutions. Treatment strategies vary from basic monitoring and supervision of a youth in the home setting, to the intensive therapeutic environment of a residential substance abuse treatment center.

The diverse juvenile justice system is the result of a unique partnership of locally-, privately- and state-operated programs that developed over several decades. These varied programs are supported by a variety of funding sources and mechanisms, and are directed by a number of different administrative structures and governmental agencies.

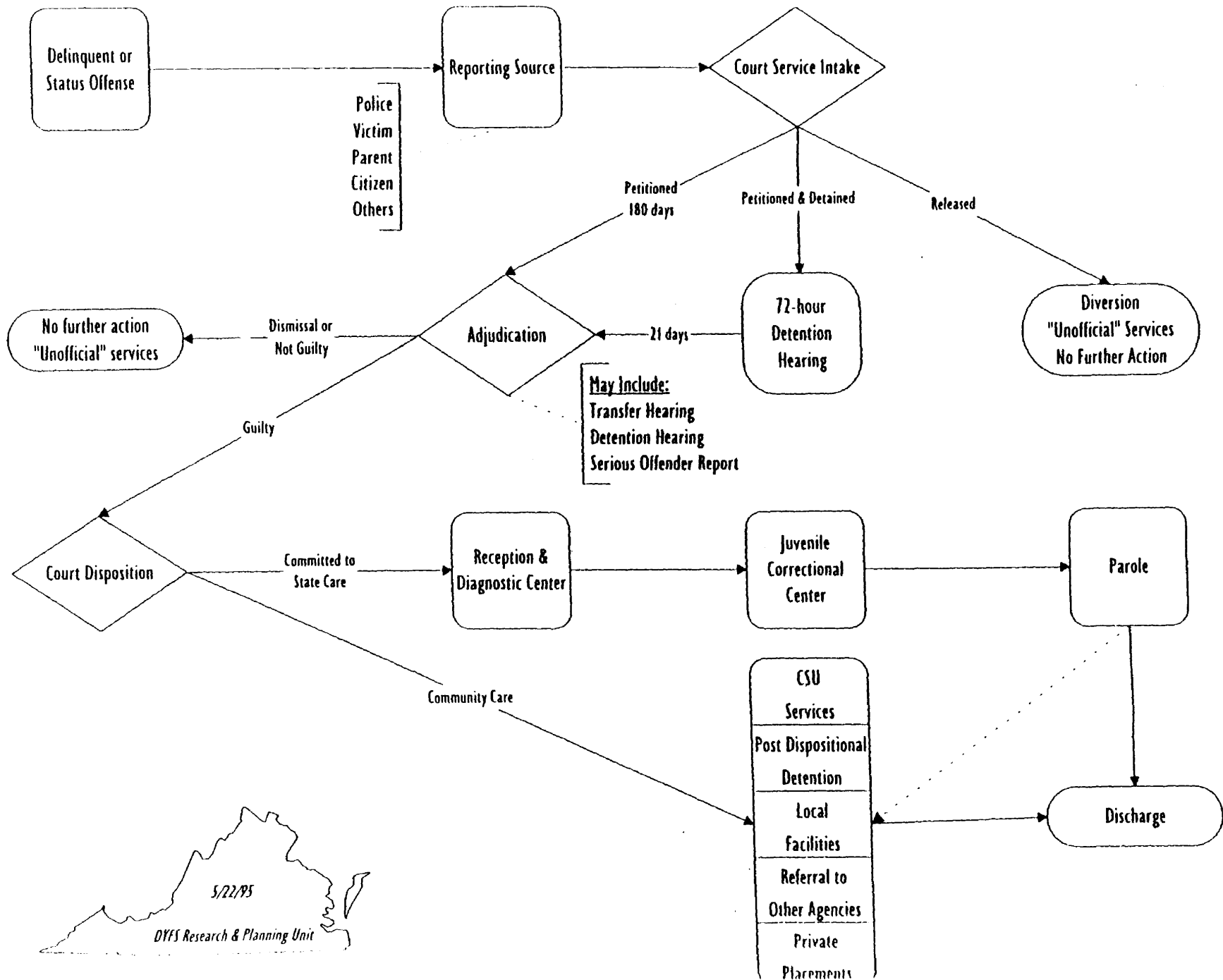
The flow-chart in Figure C displays the relationships between the parts of the juvenile justice system in Virginia. Delinquency prevention services (not shown) provide proactive remedies for potential offenders. The system begins when a youth commits a delinquent or status offense. The offense is typically reported by police, victims, parents, citizens, etc. to intake officers at a court service unit (CSU). An intake officer has discretionary power to divert some cases from the judicial process depending on the offense and the circumstances. If the case is forwarded to court, the intake officer must determine if the youth should be detained (severe offense or other circumstances) or remanded to his parents.

In the case of detention, a preliminary hearing is held within 72 hours to determine if further detention is necessary. Intake may place a youth in detention at any time and the judge may or may not require the youth to return to detention after the detention hearing. The admittance to and release from detention are unplanned.

From detention or parental custody, the youth goes to court for adjudication. If the youth is held in detention, the adjudicatory hearing before the Juvenile and Domestic Relations Court judge must be held within 21 days. The Commonwealth's Attorney may request that the case be transferred to the Circuit Court and the juvenile tried as an adult, if the juvenile is at least fourteen years of age and charged with a felony offense. At this point, the judge will determine innocence or guilt, or the judge may continue or

Virginia's Juvenile Justice System

Figure



15



dismiss the case. If the youth is guilty, a social history is typically ordered prior to final disposition. A serious offender report may be ordered if the youth is at least 14 years old, charged with a felony and meets certain other criteria. Such an offender may be sentenced to a juvenile correctional center for up to seven years or a maximum of age 21. Once again the youth may be returned to detention or released to a parent or placed in some less restrictive environment. At disposition, most youth receive:

- warnings or reprimands;
- conditional dispositions such as probation and other CSU programs, referral to local services or facilities, referral to other agencies or private placement, or;
- custodial commitment to state care.

Failure to comply with court orders or conditional dispositions can also lead to commitment.

State care begins with initial evaluation at the Reception and Diagnostic Center and placement at one of six juvenile correctional centers for confinement and treatment. The average length of stay for most juvenile offenders is currently six to nine months. Some youth are detained for shorter periods of time while others receive lengthy periods of confinement. Recent legislative changes for youth 14 years of age or older allow for youth with serious offenses, particularly those against the person to be detained for up to seven years or a maximum age of 21. The length of stay is determined by the court or the terms of confinement. The Director of DYFS has authority over the release of youths who have committed certain offenses. Administrative changes to release procedures for youth with major offenses are also creating longer stays for youth. Overcrowding is a natural consequence of the increase in numbers of committed youth and the duration of their stay. The operational capacity of the juvenile correctional facilities is 900 beds. In Fiscal Year 1994, the average daily population (ADP) was 857. During the current fiscal year the ADP is 995 with daily counts exceeding 1,100.

Youth are placed on parole status after completing the commitment to a juvenile correctional center. During the parole period, community based and CSU services are made available. Community based services are offered through local agencies and private providers. A recent study of parole needs for the department indicated that youth are in need of various types of transitional services in the community. Treatment plans that are developed in the institution are to be continued in the community, yet not all services are available to youth in all communities.

Student Population

There has been an increase in the number of youths involved in the juvenile justice system. These figures reflect the Virginia Department of Youth and Family Services' Fiscal Year 1994 data. Court Service Units received 65,000 intake complaints for delinquency and

11,000 for juvenile status offenses. The majority of intake cases were male (67 percent) and white (55 percent). There were 13,064 youth admitted to detention homes; generally male (79 percent) and African-American (53 percent). A total of 1,570 youth were admitted to juvenile correctional centers; most (75 percent) on their first commitment. The majority of youth committed were African-American (62 percent) and male (89 percent). Monthly averages for court service unit supervision revealed 8,039 youth on probation, 1,355 on parole and 188 on intensive supervision. The majority of new probation cases were white (53 percent), male (80 percent) and between the ages of 14 and 17.

Youth on Parole: Many youth who have been committed have difficulty returning to public school or some other educational setting. Many of these youth are behind their grade level at the time that they enter the correctional center, as many had poor attendance and academic performance prior to commitment. The 1994 parole needs assessment which sampled 269 paroled youth statewide provides a profile of students who have returned to the community following commitment. Only half of the paroled youth (51 percent) were involved in some type of educational program in the community. Most who were in school were in alternative education (15 percent), special education (12 percent) or a GED program (7 percent). Another 11 percent had completed the GED. The remaining 35 percent were not in school because they were expelled (29 percent) or had dropped out (6 percent). Of those not in school, 58 percent were age 18 or older and no longer subject to compulsory school attendance. At the time of commitment, one-third of the youth had completed ninth grade (35 percent); 17 percent completed tenth grade and 16 percent completed eighth grade. Only about 28 percent of the sample was employed or involved in some job training program.

Most youth spend at least six months on parole supervision before discharge. Data is unavailable to determine the number of successful discharges. DYFS figures indicate that an average of 25 percent of all commitments for the past five years have been recommitments. This is not a true recidivism rate, however, as information is unavailable on those youth that enter the adult system.

Collaboration

The Department of Youth and Family Services, as part of the Secretariat of Public Safety, collaborates with the other agencies in this office: the Department of Corrections, the Department of Correctional Education, the Department of Criminal Justice Services and the State Police. Collaboration occurs most often with the Department of Correctional Education (DCE) which provides the educational services for youth incarcerated in juvenile correctional centers. Collaboration occurs with localities throughout the Commonwealth to provide an array of services including detention facilities and group homes. Local school divisions provide the educational services for youth in detention or group homes.

DYFS collaborates with a number of public and private providers to develop and deliver services to youth receiving supervision, including paroled youth and efforts are

underway to improve and expand this collaboration. DYFS participates in the Comprehensive Services Act. The agency is a member of the Virginia Interagency Transition Council serving youth with disabilities.

Educational Services in Regional and Local Detention Homes

Authority

In 1950 legislation was enacted (Code of Virginia, § 22.1-7) by the Virginia General Assembly that addressed the responsibility of state boards, agencies and institutions having children in residence or in custody. The intent of this legislation was to ensure that educational services were afforded to all children in residence or custody that were at least comparable to education provided in a public school system. Also, in 1950 the Virginia General Assembly authorized the Board of Education to provide special education programs to children in state operated programs (detention homes, mental health facilities, etc.) and to ensure that the identification, evaluation and placement of children with disabilities are consistent with state and federal special education regulations (Code of Virginia, §22.1-214). These statutes indicate that the education programs offered in detention homes must comply with the Standards of Quality, Standards of Accreditation and other regulations of the Board of Education.

In an effort to further define the Board of Education's role with detention home education programs and teachers, the 1987 Virginia General Assembly mandated the Board to:

- prepare and supervise the implementation of a program designed to educate and train children detained in the homes;
- promulgate regulations to conform to state and federal laws and regulations;
- prepare a budget for these educational programs to be supported by general funds as appropriated by the General Assembly; and
- enter into contracts with state agencies, institutions, detention facilities or school divisions for the hiring and supervision of teachers. In the case where the Board of Education enters into contracts with other state agencies or institution, salary scales need to be comparable to the salary scales of the school division where the program is located. (Code of Virginia, § 22.1-209.2)

Organization

The Board of Education is responsible for providing educational services in 11 regional and 8 local detention homes. In 1994-95, the Department of Education contracted with 19 local school divisions for the hiring and supervision of 68 teachers. General funds supported the programs in FY 1994-95 at a cost of \$3.6 million. (Although Loudoun County detention home will open in early 1996, teachers have been hired to establish the educational program.) Program costs include salaries, benefits, materials and equipment, travel, substitutes, an administrative charge (5 percent), and other related expenses.

The staffing of the instructional personnel is based on the bed capacity of the detention facility (1 teacher per 12 beds) as cited in the section of the Regulations

Governing Special Education Programs for Children with Disabilities in Virginia (January 1994) addressing state-operated programs. In detention homes with four or more teachers, a lead teacher is designated as an on-site administrator. Within each program, at least one or more of the teachers have endorsement in special education, preferably in the area of emotional disturbance.

Practice

Admission to and discharge from the detention homes are the jurisdiction of the courts, with an average length of stay of 19 days. Detention homes are not established by an educational authority nor are such facilities instituted for elementary and secondary purposes. However, instruction within detention homes must be comparable to that which is provided in public schools. Education services are provided to all youth immediately upon admission to the detention home. Detention home teachers make every effort to contact the student's school division and provide the same and/or comparable coursework or services that help to ensure maintenance of grade level and transfer of credits. Most of the students served in detention return to their local school upon release.

Based on the student's individual needs, the educational services include (but are not limited to):

- regular and special education (curriculum based on Standards of Learning)
- educational assessment
- health and physical education
- art education
- Family Life Education
- related services (e.g., speech-language services, occupational therapy, physical therapy)
- career awareness
- life skills and independent living skills
- Literacy Passport Testing
- GED preparation
- prevocational and vocational skills.

In instances where students complete the requirements for graduation or have passed the GED while in detention, the teachers will hold informal graduation exercises within the detention home setting to honor the students' accomplishments. Parents, family members, probation officers, and others are invited to attend these exercises.

When students are discharged from detention, the teachers forward the students' educational records to the receiving school or agency, when known. Most school divisions accept student grades and earned credits received in detention; however, the acceptance of grades or transfer of credits remains the discretion of the school division superintendent.

For students eligible for special education, every effort is made to provide education services as specified in the Individualized Education Program (IEP). If the services cannot be provided, the teachers will contact the parents, student and school division to set up a meeting to amend the IEP to reflect the services that can be provided within a detention home setting.

Vocational Education: The education program offers all students prevocational education instruction across the core curriculum in topics such as developing a weekly/monthly budgets and check writing (Math), the "how to" of reading classified advertisements, completing applications and developing appropriate interview skills (English), researching the available job markets through The Virginia View (Social Studies) and presenting oneself appropriately through dress, conversation, and manner (Life Skills and Family Life). Due to security, length of stay and overcrowding issues within the detention home setting, limited "hands-on" vocational education instruction is provided students. For those students who need credit via the school division for vocational courses (e.g., woodworking, auto mechanics), the detention home teachers provide support to the students based on textbook instruction only. Grades forwarded upon discharge from detention to the school division is based on work completed via textbook(s).

Maintenance and Transfer of Records

All detention homes comply with the Board of Education's Management of Student Records and the requirements of the Federal Educational Rights and Privacy Act (FERPA). Academic records can be transferred between local school divisions and state-operated programs (e.g., detention homes and Department of Correctional Education programs) without parent permission.

Collaboration

The detention home superintendent and staff are actively involved in the education program. In addition to maintaining security during the school day, the staff help teachers in monitoring students' behaviors, serving as teacher aides, assisting and/or providing instruction in physical education/recreational therapy, and monitoring study halls.

Many local school divisions continue to be involved in their students' education while in the detention home and work closely with the detention home teachers in assisting in the special education process (e.g., referral, provision of related services, re-evaluations, transition plan development) and in some cases, providing additional personnel to supplement the programs of art and music education. This local school involvement facilitates the student's successful re-entry into public schools.

Student Population

Children and youth are detained for varying lengths of time; the average length of

stay is 12 days. Detention home students have a variety of educational needs and abilities. The majority of the students are between 14 and 17 years of age and in the ninth or tenth grade; however, children as young as 8 have been detained in detention homes.

In 1993-94, detention homes provided educational services to 12,331 students. Nine percent of these students had been identified previously as eligible for special education services. Most of the students with disabilities had been identified as having serious emotional disturbance.

Educational Services in Juvenile Correctional Centers

Authority

Educational services in the juvenile correctional centers and in the Reception and Diagnostic Center operated by the Department of Youth and Family Services are the responsibility of the Department of Correctional Education. The Department is designated as a local education agency (LEA) but is not eligible to receive state funds appropriated for direct aid to public education (Code of Virginia, §22.1-340).

The Department of Correctional Education is supervised by the Board of Correctional Education ("the Board") which establishes and maintains a general system of schools for persons committed. The system includes elementary, secondary, post-secondary, vocational, technical, adult and special education schools. (§22.1-342) The Board's powers and duties include adoption and enforcement of rules and regulations for the management and operation of the schools in DCE (Code of Virginia, §22.1-343). The Board must comply with and require all school facilities to comply with applicable regulations and statutes, both state and federal (Code of Virginia, §22.1-345). These statutes indicate that education programs offered in the Department of Correctional Education must comply with the Standards of Quality, Standards of Accreditation and other regulations of the Board of Education.

The Superintendent of Correctional Education employs and places teachers, develops and implements a literacy program, and notifies local school division superintendents of a pupil's attendance in a DCE school. Other powers and duties of the Superintendent of Correctional Education are fixed by the Board of Education (Code of Virginia, §22.1-344).

Organization

Department of Correctional Education programs are offered in seven Department of Youth and Family Service Facilities. Student's needs are identified through the Screening, Assessment, and Evaluation process conducted at the Reception and Diagnostic Center, prior to placement. Youth schools are operated at the following Juvenile Correctional Centers: Hanover, Barrett, Oak Ridge, Beaumont, Bon Air, and Natural Bridge. Each school has a principal responsible for a facility-level plan and supervises a staff of teachers. The principal reports to a DCE regional director who is assigned administrative responsibility for that school. Programming responsibility for the youth schools lies with the DCE Directors of Academic and Vocational Programs.

The school is in operation 12 months of the year, on a trimester system. DCE does not offer a "summer school" program that is differentiated from the "school year" program. Rather, DCE offers academic programs throughout the calendar year. Teachers work twelve-month contracts, one week per trimester provided for staff development, teacher interactions and collaborative efforts among agencies.

Practice

The Department of Correctional Education's Policies and Procedures Manual details the provisions of the agency's education programs. These include:

- Each Youth School provides a minimum of 5 1/2 hours of academic and vocational instruction per day, in compliance with state law and the Standards of Accreditation.
- Special education and related services are provided in accordance with the standards of the Board of Education and the Board of Correctional Education. Special education eligibility meetings are held simultaneously with the classification/staffing conducted at the Reception and Diagnostic Center.
- All handicapped and disadvantaged students, defined by federal special education, civil rights or vocational education statutes and regulations, are served.

Each DCE youth school offers a core curriculum that includes:

- **Mathematics:** remedial and grade-level instruction is provided in basic mathematics skills and concepts.
- **Language Arts:** remedial and grade-level instruction is provided in basic language arts, English, and reading skills and concepts.
- **Physical Education and Health:** small- and large- group activities include indoor and outdoor activities, gymnastics, exercises, seasonal sporting activities, and classroom instruction in health.
- **General Education Development:** The GED program offers instruction to eligible youth based on the results of testing and evaluation and/or education progress in a DCE school. Instruction is provided in reading, writing, mathematics, social studies, science, and life skills to prepare for the GED examination.
- **Social Skills:** Funded through Title I, this curriculum includes instruction in personal, social and community living.
- **Drug Education:** instruction in alcohol and substance abuse is provided to all youth.
- Fine arts, music and computer lab program offerings are available at some, but not all DCE facilities.

The Department of Correctional Education initiated a high school diploma program at Beaumont correctional facility in 1995-96. Since the authority to grant diplomas rests with the local school board, DCE is working with a local school division to award diplomas to eligible students. DCE offers SAT testing for eligible students at all sites. Honor assemblies are held at each DCE facility to recognize educational achievement and GED attainment.

The Department of Correctional Education began administration of the Literacy Testing Program in October 1995. In 1993, in response to a request from the Superintendent of the Department of Correctional Education, the Superintendent of Public Instruction stated that DCE students' IEPs did not need to address the Literacy Testing Program. However, after reviewing the Standards of Quality it was identified that the requirement to pass the Literacy Tests could not be waived. Therefore, DCE began participating in the Literacy Testing Program immediately after this analysis was completed.

Vocational Education: Students in the youth schools are provided both vocational and pre-vocational programs. They learn competencies recognized as being required for entry level employment. Twenty-one different trade areas are offered in juvenile correctional centers, including: food service, woodworking, auto body repair, auto servicing, building and residential cleaning service, electricity, painting and drywall, masonry, printing, small engine repair, electricity, nurses aide, office services, and child care.

Since many students are present for a short length of stay, they are unable to complete the extended training needed to develop job skills. In addition, many students are of a young age, making choice of a vocation unrealistic. As a result, career education and career exploration are emphasized. The program also emphasizes the features employers look for: appearance, punctuality, responsibility, initiative, dependability, and basic academic and vocational skills.

Maintenance and Transfer of Records

All Department of Correctional Education programs comply with the Board of Education's Management of Student Records and the requirements of the Federal Educational Rights and Privacy Act (FERPA). In addition, the Department's Policies and Procedures Manual addresses Confidentiality of Student Records. Academic records can be transferred between local school divisions and state operated programs (e.g., detention homes and Department of Correctional Education programs) without parent permission.

The Superintendent of Correctional Education must notify the division superintendent of the school division last attended by a student that the student is in attendance in a DCE school (Code of Virginia, §22.1-344). Such notice must include, but not be limited to, name, address, age, last school attended, the last grade in which the pupil was enrolled, and the program of instruction in which the student is currently enrolled.

Collaboration

The Department of Correctional Education, as part of the Secretariat of Public Safety, collaborates with the other agencies in this office: the Department of Youth and Family Services, the Department of Corrections and the Department of Criminal Justice Services. Collaboration occurs most often with the Department of Youth and Family Services which operates the juvenile correctional centers. In addition, the Department of Correctional Education works closely with the Department of Education.

The Department of Correctional Education's **transition program**, established in 1989, is unique among correctional education programs in the country. This program is designed to facilitate the individual's transition through his/her commitment and back to the community. Contact is maintained with the youth, the institutional counselor, the parole officer, the public school system and the community. It includes agency awareness, transfer of records, and student follow-up. Each youth has a transition plan which notes educational and community needs and contacts.

Student Population

The average monthly population of youths was 1,020 in 1994-95. During that year, DCE served 2,635 total youth. Three-quarters of the youth were committed for the first time. A majority of youth demonstrated "poor school affiliation prior to commitment" -- approximately 60 percent were perpetually truant, had dropped out of school or had been expelled.

DYFS' study of paroled youth revealed that the majority of the youth committed in juvenile correctional centers had not achieved academic credits beyond ninth grade prior to incarceration. Many of these youths were over age for their grade level prior to adjudication.

Summary

The Standards of Quality and Standards of Accreditation requirements apply equally to public education, alternative education, detention home and correctional education programs. Each system articulates the use of standards set by the Board of Education in areas such as Standards of Learning, graduation requirements, GED acquisition, and hours of daily instruction. Theoretically, youth enrolled in any of these educational systems receive comparable education that should permit them to transfer between systems; youth enrolled in any of these educational systems would have the opportunity to complete graduation requirements.

Figure D provides a comparison of the educational programs offered in local school divisions, detention homes, and juvenile correctional centers.

FIGURE D: COMPARISON OF EDUCATIONAL SYSTEMS

	Local School Divisions		Detention Homes	Department of Correctional Education
	Comprehensive Middle and Secondary Schools	Alternative Education Programs		
Board responsible for education programs	Local school boards	Local school boards	State Board of Education; services and quality must be equal to LEA	Board of Correctional Education
Compliance with Compulsory Education	Yes	Yes	Yes	Yes
Compliance length of school day and year in Standards of Accreditation (5 1/2 hours)	Yes	Yes, variances allowed by BOE's alternative education regulations	Yes, modified only by security	Yes, modified only by security
Youth's length of stay	Through age 18, or graduation	Up to one year; continued placement requires re-assessment	Average: 19 days Range: 1 day to 6 months (post-dispositional)	Average: 6 - 9 months; Up to 7 years, or maximum age 21
Security	Additional staff hired when necessary	Additional staff hired when necessary	Provided by local detention home staff	Responsibility of DCE; effective July 1, 1995, 13 security officers were added

FIGURE D: COMPARISON OF EDUCATIONAL SYSTEMS

	Local School Division		Detention Homes	Department of Correctional Education
	Comprehensive Middle and Secondary Schools	Alternative Education Programs		
Teacher Salary and Length of contract	Local school division salary schedule; avg: \$34,250 (1994-95 projection); 180 - 200 days	Local school division salary schedule; state avg: \$34,250 (1994-95 projection); 180- 200 days	Local school division salary schedule (where the detention home is located); range: \$27,933 - \$53,940; 11 months	Determined by state Dept. of Personnel and Training; range: \$25,784 - 42,324; 12 months
Credential required of education staff	Teaching license	Teaching license	Teaching license	Teaching license
Collaboration with local school divisions	Required for regional programs; other collaboration is at the discretion of the local school boards	Regional programs require agreements between two or more school divisions	Contract between DOE and local school division that houses detention home; nothing formal with other divisions	Transition specialists in all facilities; no formal agreements with local school divisions
Pupil-Teacher Ratios	Based on <i>Standards of Quality</i> and Board of Education regulations; localities may have lower ratios, using local funding	<i>Code of Virginia</i> specifies "low pupil teacher ratio;" each program defines specific ratio	Based on BOE special education regulations for state-operated programs (1 teacher per 12 beds); 1 LEA gives an extra teacher	Based on BOE special education regulations for state-operated programs (1 teacher and 1 aide per 10 juveniles)

FIGURE D: COMPARISON OF EDUCATIONAL SYSTEMS

	Local School Divisions		Detention Homes	Department of Correctional Education
	Comprehensive Middle and Secondary Schools	Alternative Education Programs		
Curriculum based on Standards of Learning (in accordance with Standards of Quality)	Yes	Yes	Yes	Implementation ongoing
Course offering reflects Instructional Program requirements of the Standards of Accreditation	Yes	Yes	Yes	DCE is in the process of aligning course offerings with the <i>Standards of Accreditation</i>
Grades earned in courses	Letter grades; local school boards generally do not accept pass/fail for courses required for diplomas	Letter grades	Letter grades	Pass/fail and letter grades
Diplomas offered	Standard, advanced, special and certificate of attendance	Standard, advanced, special and certificate of attendance	Diploma is granted by local school division, not detention home.	Diploma program initiated 1995-96.
Administer Literacy Tests for Eligible Students	Yes	Yes	Yes	Yes, beginning in October 1995
Special Education: percent of total population	10 - 15%	Less than 1%	9%	42% (22% identified by local division)

FIGURE D: COMPARISON OF EDUCATIONAL SYSTEMS

	Local School Division		Detention Homes	Department of Correctional Education
	Comprehensive Middle and Secondary School	Alternative Education Programs		
Special Education: duration of Individualized Education Programs (IEPs)	School year (10 month); with Extended School Year as determined on an individual basis and reflected in IEP	School year (10 month); with Extended School Year as determined on an individual basis and reflected in IEP	School year (10 month); with Extended School Year as determined on an individual basis and reflected in IEP; summer program is remedial/enrichment	12 month
Student records management	Adhere to FERPA, Management of Student Records	Adhere to FERPA, Management of Student Records	Adhere to FERPA, Management of Student Records	Adhere to FERPA, Management of Student Records
Offer GED instruction and testing	Yes	Yes	Yes	Yes

CHAPTER 3

TRANSFER OF STUDENTS BETWEEN PUBLIC SCHOOLS, DETENTION HOMES, AND JUVENILE CORRECTIONAL CENTERS:

FINDINGS AND RECOMMENDATIONS

Focus group interviews revealed the transfer of students between local public schools, detention homes and juvenile correctional centers are not uniformly successful. Reasons given were:

- the juvenile's varied length of stay in secure facilities (one day to 6 months for detention homes, with an average length of stay of 18 days; six to nine months for juvenile correctional centers, with a range to seven years)
- the timing of the juvenile's release date -- based upon the length of sentence assigned by the court, often with mid-semester entry and exit)
- the juvenile's age and prior academic performance
- the diverse education systems of correction, detention, and public schools alternative education complicate the transfer of students
- the variability in the exchange of information and planning that occurs between public school, detention home and correctional center programs.

Analysis of the educational systems, in comparison with state educational requirements, reveals four sources of barriers to successful transfer of students.

- I. **Credit for Academic Instruction:** Local school divisions do not universally provide academic credit toward a diploma for juveniles who have been incarcerated and educated in juvenile correctional centers or detention home programs and are re-enrolling in public schools.
- II. **Exchange of Information:** The current process by which information regarding students' academic performance and potential is exchanged among public schools, detention homes, and juvenile correctional centers limits planning for the students' graduation from public education and entrance into the work force.
- III. **Educator Attitudes:** Some educators, as well as some probation and parole officers do not believe that the students in detention homes and juvenile correctional centers can learn and can acquire the attitude and discipline

necessary for educational achievement.

- IV. Staffing Patterns:** Staffing patterns at the Department of Correctional Education, for parole officers, and in detention homes limit the ability of staff to provide the degree of services youths require, and to maintain contact with educators and service providers in other systems.

These barriers will be discussed in depth, followed by identified solutions.

I. Credit for Academic Instruction:

Local school divisions do not universally provide academic credit toward a diploma for juveniles who have been incarcerated and educated in Department of Correctional Education or detention home programs and are re-enrolling in public schools.

Youth Detained in Detention Homes

Findings

The shorter length of stay for youth in detention homes, and the closer relationship between detention home programs and the local public school minimizes this problem. However, problems are greater when the juvenile is incarcerated in a regional detention home, or a space is purchased for the juvenile in a detention home far from his/her home school. A key factor contributing to this barrier is the difficulty detention home teachers often have in obtaining the juvenile's class assignments, textbooks, and IEPs in a timely fashion. This is especially true for juveniles who were not enrolled in the local public school system in the vicinity of the detention home. One source of this problem is the local school divisions' practice of dropping the juvenile from the roster upon learning of his or her detainment in a detention home; the juvenile is no longer considered to be a student within that school division.

Recommendation

School divisions should keep juveniles who are detained in detention homes on their rosters. Divisions would receive average daily membership (ADM) funds for the first 15 school calendar days of the juvenile's stay, for juveniles detained during the school year. Using FY 94 detention home admissions and average lengths of stay, it is estimated that this would be a maximum of 147,972 student detention days. However, the actual figure would be much smaller, as available data does not allow for exclusion of days in detention that occurred during weekends or school holidays or of students who were no longer enrolled in public school.

The local school division would be responsible for providing detention home teachers with information regarding the students' academic program, provide classroom assignments and textbooks. The textbooks would be returned to the division when the juvenile returns to public school.

Youth Committed to Juvenile Correctional Centers

Findings

The Department of Correctional Education programs are offered in seven

Department of Youth and Family Services facilities that are centrally located and have no administrative relationship to any school division. Further, 60 percent of the youth are drop-outs, expelled, or chronic truants, with a poor academic record prior to incarceration. The length of the youth's commitment is determined by the court, or by DYFS, and does not reflect the juvenile's academic program. The following are factors that contribute to the barrier.

Students records from the Department of Correctional Education have not offered a clear distinction between the academic programs offered to youth for whom graduation with a diploma is a reasonable goal and to youth for whom attainment of a GED is the most reasonable goal. Given the high number of youths for whom attainment of a high school diploma is not realistic, DCE provides a valuable service in the provision of its GED program. However, the transcripts have not clearly differentiated between programs, with the result that school divisions have difficulty identifying the nature of the academic instruction offered the youth. Also, youth often do not have a good understanding of the relationship between the education they received from DCE and that in public schools.

The new Superintendent of the Department of Correctional Education has reviewed current practices and implemented many changes. Many of the difficulties reported by local school divisions are based on past practices, practices the current Superintendent no longer permits. However, the following list delineates the difficulties identified during the course of this study.

- School divisions require letter grades as a basis to grant academic credit, especially in required courses. Beginning in 1995, DCE began using the Department of Education's approved transcript forms and requires teachers to provide letter grades on transcripts.
- School divisions use the Standards of Accreditation to identify the number of hours of instruction required for granting course credit (150 hours for 1 credit; 75 hours for 1/2 credit). Beginning in 1995, DCE teachers were required to provide information relating to the hours of instruction per course.
- The requirements for diplomas include specific courses for middle (8th grade only) and secondary schools; DCE does not have the resources to offer the required breadth of courses (e.g., history, sciences, certain fine arts courses). DCE transcripts have not used course titles that reflect the course titles used by school divisions, or reflected in the Standards of Accreditation (e.g., "reading" is frequently recorded on transcripts, yet school divisions require an English course -- "English 9"). Beginning in 1995, DCE transcripts reflect course titles based on the Standards of Accreditation. In addition, DCE transcripts began to reflect the Standards of Learning that were addressed during the course.
- School divisions base their curriculum on Virginia's Standards of Learning; the

information received from DCE upon a student's re-enrollment in public schools does not clearly reflect the SOL. Local school divisions often look to the textbook used by students to identify the nature of the curriculum received. Student academic records do not identify the use of textbooks which are known to local school divisions (neither from the Board of Education's approved list or from that of any school division), thus making the process of identifying the students' coursework more difficult. The new Superintendent of the Department of Correctional Education also implemented a policy to select textbooks consistent with those used in local school divisions when DCE textbooks are replaced.

- Local school boards adopt attendance policies that impact on a student's ability to receive academic credit while in middle or secondary school. These policies are based on the number of hours required for academic credit by the Standards of Accreditation. In general, a student's ability to receive academic credit is jeopardized if there are 15 or more days absent, or without instruction. The Reception and Diagnostic Center does not have the resources to offer an educational program for 5 1/2 hours per day during the four to five weeks juveniles spend there.
- The Standards of Quality require that a student successfully pass literacy tests (the Literacy Testing Program) to earn a standard or advanced diploma. Beginning in October 1995, DCE began participating in the Literacy Testing Program.
- Some juveniles desire to return to their local school. However, they have attained their GED while incarcerated. Re-enrollment of these juveniles may be limited, because the school divisions are not required to re-enroll students who have completed school through attainment of the GED. In addition, since some juveniles who have been committed may wish to enter military service, and the military establishment currently accepts few enlistees with a GED rather than a high school diploma, attainment of a GED may serve as a barrier to enlistment.

Recommendations

- The Departments of Education, Correctional Education and Youth and Family Services should participate in developing a school re-enrollment plan for **each juvenile** who is committed. It is recommended that parole officers take lead responsibility for developing the plan, with required participation by DCE, local school division staff and the juvenile correctional center counselor. The parole officer is currently responsible for assisting with the development of the treatment plan, developing the parole (release) plan and providing supervision and case management services upon release. As a result, the parole officer is in contact with the juvenile before, during, and after commitment, to provide continuity in planning. This re-enrollment plan would be incorporated into the parole plan and would be a collaborative effort of the three entities, with shared case management responsibilities.

Planning would commence upon the juvenile's placement at DYFS's Reception and Diagnostic Center. The re-enrollment plan should identify all contact persons (e.g., public school contact, probation/parole officer, DCE teacher, DYFS counselor). Initial planning should reflect the following as background information:

- the youth's educational status in the local school division (enrolled, drop-out, expelled; special education, vocational education)
- progress toward high school graduation (diploma track, courses completed or currently enrolled in, passage of the literacy tests)
- education plans (re-enrollment in the youth's local school, GED)
- post-schooling plans (e.g., type of employment, military service).

The initial plan should address:

- the DCE program the youth will be enrolled in (e.g., GED or high school diploma),
- whether there is a need to take one or more of the literacy tests
- the youth's special education needs, if applicable.

In keeping with the DCE transition specialist's responsibility to facilitate the youth's transition throughout the commitment, the transition specialists would serve as case manager during the commitment period and provide updates to the center counselor, parole officer, and school division.

As the juvenile's period of incarceration draws to conclusion, the probation/parole officer would work closely with DCE teachers and transition specialists and the local school division to ensure the juvenile's successful re-enrollment in public schools. Educators from both systems should share and review information regarding the student's educational performance to determine optimum placement.

This re-enrollment plan should reflect the authority of the local school board and superintendent to place students in their division and local school board's authority to deny re-enrollment for students who have been expelled from their division or any other public or private school.

DOE, DCE and DYFS should jointly develop a model format for a re-enrollment plan. In addition, they should develop a model tracking system to facilitate re-entry of students.

Legislation should be introduced that provides for the development of a re-enrollment plan, places responsibility for development of the plan on parole officers, and identifies the responsibility of local school divisions and the Department of Correctional Education to participate in development of the plan. Appendix B displays the legislation.

- The Boards of Education and Correctional Education should comply with the provision of the Code of Virginia and promulgate regulations for the re-enrollment in public schools of children who have been in the custody of the Department of Youth and Family Services (§22.1-17.1). As indicated in the statute, these regulations should address consistency in the curricula, standards, and policies between public education and correctional education programs. In addition, the regulations should address the parameters of the re-enrollment plan. These parameters include certain background information (e.g., educational status in local school division, progress toward diploma, education and post-schooling plans), the education plan while at DCE, and the plan for re-enrollment. In addition, the regulations shall specify the responsibilities of local school divisions and the Department of Correctional Education.

- The Department of Education and the Department of Correctional Education should complete a Memorandum of Understanding, to include the following:
 - Department of Education's technical assistance to DCE to assist in aligning its courses and programs with requirements of the Standards of Accreditation.
 - Process for detention home teachers to promptly forward academic information and learning styles inventory to DCE when a student is committed to a juvenile correctional center.
 - DOE administration of the Literacy Testing Program in DCE facilities. This includes assumption of all direct costs associated with test administration and training of DCE staff.
 - DOE inclusion of DCE teachers in staff development opportunities for public school teachers and administrators at a cost comparable to that offered to public school employees.

- The Department of Correctional Education should continue its ongoing review of its education programs to enhance juveniles' abilities to re-enroll in public schools upon completion of their period of commitment. The following activities are suggested.
 - The Department of Correctional Education should ensure that students, teachers, probation and parole officers have a clear understanding of whether the juvenile is enrolled in a GED or diploma program.
 - Students whose re-enrollment plan calls for return to high school to attain a diploma should not be given the GED examination, unless the youth's re-enrollment plan makes clear that GED attainment will not serve as a barrier to re-enrollment in the local school.

- The Department of Correctional Education should establish a process to maintain an on-going review of student transcripts. A team from DCE, DOE and local school division should conduct this review to ensure that DCE transcripts clearly identify the student's academic program and performance to local school division personnel.

The Department of Correctional Education should review its policy regarding textbooks and consider the advantage of using textbooks known to and used by local school divisions. For example, DCE could work with a local school division as they review and adopt curriculum and textbooks. In making such a connection with a local school division, DCE may also consider providing staff development opportunities to assist its teachers in effective implementation of a local curriculum. This could include participation in local school staff development or release time to visit local classrooms.

- The Department of Correctional Education should continue its efforts to make courses available via distance learning. In addition, DCE should investigate the use of courses offered through correspondence schools, as allowed by the Standards of Accreditation. The Department of Education will work with DCE on this effort.
- The Department of Correctional Education should request resources to provide academic instruction at the Reception and Diagnostic Center (RDC) during the four to six week evaluation process. In addition, DCE may reduce the number of evaluations (or evaluation components) that need to be completed by greater reliance on the information forwarded from local school divisions and from detention homes. The learning styles inventory completed in detention homes is especially valuable.
- Local school divisions and detention homes should ensure that they forward academic records and information to RDC staff in the time frames required by law (within 5 days of being informed of the students' transfer to a DYFS facility).
- School divisions should keep juveniles who are committed in juvenile correctional centers on their rosters, according to certain conditions. Divisions would keep the juvenile on their roster and receive average daily membership funds for the first 15 school days of commitment to allow for staff time required to develop a re-enrollment plan. Using the Department of Correctional Education's 1994-95 data (2,635 students served), it is estimated that this would entail 39,525 days for the first 15 days of commitment. However, the actual figure would be much smaller, as available data does not allow for exclusion of students who were no longer enrolled in public schools at the time of commitment.

The school division would be responsible for providing Department of Correctional Education teachers with information regarding the students' academic program, provide classroom assignments and textbooks, and participate in the development and implementation of the re-enrollment plan. The textbooks would be returned to the division when the juvenile returns to public school.

- Local school divisions should review their practices regarding re-enrollment of students and offer increased flexibility to students. Options include:
 - Enrollment in summer school to earn academic credit to graduate "on schedule."
 - Allow students to be tested to determine if credit can be awarded.
 - Placement of students in alternative education programs.
- The Commonwealth should expand the number of regional alternative education programs to ensure that all local school divisions have an alternative education program available to them.
- The Department of Correctional Education should consider the benefits of establishing an academic advisory committee for its programs, with membership from public school educators and administrators to ensure that programs are comparable to those offered in local school divisions.

II. Exchange of Information:

The current process by which information regarding students' academic performance and potential is exchanged between public schools, detention homes and juvenile correctional centers limits planning for the students' graduation from public education and entrance into the work force.

Findings

Detention home and the Department of Correctional Education's Reception and Diagnostic Center (RDC) staff report difficulties in receiving information from school divisions (e.g., transcripts, IEPs, textbooks, and immunization records). Staff efforts to obtain information are hampered by a number of factors.

- Many local school divisions require a signed release of information form prior to forwarding records, even though the Management of Student Records allow for transfers of academic records to state-operated programs without permission.
- Many local school divisions do not have a designated contact person for transferring student records. As a result, detention home and DCE staff do not know who to contact in the division, and may talk to many persons in their efforts to obtain records.

Local detention home staff have less difficulty obtaining records than do staff in regional detention homes or DCE programs. The relationship of the local detention home to the parent school division facilitates transfer of information.

The academic transcript is required for re-enrolling in a school division, yet probation officers and school officials report that it is not usually received upon the juvenile's release from DYFS. School divisions should receive this transcript in advance of the juvenile's release from DCE to allow for implementation of the school re-enrollment plan. Currently, divisions report they do not receive adequate information about the student's education program while committed to re-enroll the student when he or she return to the community.

A court service unit director in the focus group identified the critical nature of re-enrollment to youth who return to the community following commitment. Youths need to become immediately involved in a structured program. For those who will be returning to school, any delay in re-enrollment will increase the likelihood of recidivism.

For students eligible for special education, there is an additional barrier. Many students are found eligible for special education for the first time while committed at a DYFS facility, having not been found eligible in either the school division or in the detention home. Many of the students are found ineligible upon their return to the local division.

Local educators may acknowledge the presence of behaviors indicating a disability, yet determine that the student's academic performance in the school division indicates that the disability does not impact the youth's educational performance.

An additional issue is the difference in duration of services identified on IEPs. IEPs for students in public schools are written for the school year (10 months). Extended school year services are provided for a small number of students whose IEPs identify the need for services during the summer months. Committed students return to local schools with IEPs reflecting a 12-month school year. The goals and objectives on the IEP do not differentiate between the academic year program and the extended school year program as they would on IEPs developed by public schools.

In contrast with DCE programs, detention homes prepare 10 month IEPs in alignment with the public school calendar. All students receive instruction in the summer, yet the IEP is not rewritten for a summer special education program, unless there is evidence the youth required special education extended school year programs.

Recommendations

Implementation of the recommendation to establish a re-enrollment plan for all juveniles will address many of the barriers associated with exchanging information. Through involvement of the local school division, detention home, parole and probation staff and correctional center staff in planning for the juvenile's education, the exchange of communication will automatically be improved. In addition, the implementation of the Superintendent of the Department of Correctional Education's requirements regarding transcripts will improve communication. A few additional recommendations are offered to further improve the exchange of information.

- In the Department of Correctional Education's ongoing review of its policies and procedures regarding the student's transcript, it may consider the following recommendations:
 - Ensure that at least one staff member at each facility is well versed in Standards of Quality, Standards of Accreditation and Standards of Learning requirements. This staff person should also have a familiarity with local school division practices regarding courses of instruction, academic credit, diploma and re-enrollment requirements.
 - Review processes regarding completion and transmittal of transcripts and other academic records on a regular basis to identify methods to ensure that timelines are met by all teachers and staff. Computerization of forms (e.g., transcripts, report cards), as has been completed in detention homes, may assist in reducing staff time.

- Work with DYFS to jointly establish procedures to ensure DCE teachers know each student's projected release date.
- Work with DYFS counselors and probation/parole officers to ensure that the juvenile's report card is included in the discharge packet.
- Work with DYFS to ensure that the student's academic progress is discussed and documented at the monthly treatment team meetings.
- Work with the Department of Education and with local school divisions to investigate the feasibility of establishing an electronic transfer of records, using the model in place in the Fairfax County detention home.
- The Departments of Youth and Family Services and Education should facilitate student transfers.
 - DYFS should provide a model letter for parole officers to use when contacting school divisions requesting a transfer of academic and immunization records to the Department of Correctional Education.
 - DOE should send a superintendent's memorandum, encouraging cooperation with DCE, detention homes, and parole officers, and the need to send thorough academic transcripts promptly.
- The Department of Education should facilitate the identification of contact persons within school division for detention homes, Department of Correctional Education, and parole officers.
 - DOE shall request school divisions to identify an attendance officer and a court-school contact in the next annual school report and make this information available to detention home and DCE teachers and to probation and parole officers.
- The Department of Correctional Education, Department of Education, local school divisions and detention homes will work together to complete a review of the special education programs provided to juveniles who are or have been committed. The purpose of this review would be to identify reasons for the lack of consistency between programs and to identify potential approaches to attain greater consistency.
- In an effort to facilitate increased communication, Appendix C provides a listing of contacts within the various systems: local school divisions, detention homes, Court Service Unit parole staff, Department of Correctional Education and Department of Education.

III. Educator Attitudes:

Some educators, as well as some probation and parole officers do not believe that the students in detention homes and juvenile correctional centers can learn and can acquire the attitude and discipline necessary for educational achievement.

Findings

Generally, students served in detention homes and Department of Correctional Education programs have experienced trouble, academically or disciplinary, in the public school setting. These students have presented problems for the school division and have been difficult to place or handle in a regular school program. In addition, some students have been out of the public schools for a long period of time and the school division has lost track of them or the students have transferred between several divisions. Regardless of the scenario, educators are sometimes reluctant to attempt to get the student back into the public school classroom.

An additional problem involves working with students who have been expelled from the school division. Local school boards have the authority to expel a student and not re-enroll this student or any student who has been expelled from another school setting.

Parole officers report that some school administrators are unwilling to re-enroll students who have exhibited behavior problems. Some parole officers also have to work through attitudinal issues that they have experienced with incarcerated youth. Typically, youth exiting a juvenile correctional center have a great chance of succeeding if they are given a structured educational and/or employment situation and living environment upon discharge. Success typically includes the parents and parole officer working closely with the school in a supportive relationship during and following re-enrollment.

Solution

Continual communication among parole officers and educators in school divisions, detention homes and correctional education programs regarding students' educational progress and student behaviors and attitudes facilitates a more receptive attitude upon re-enrollment in the public school setting. Development of the re-enrollment plan, and the increased communication and planning that will occur with development of such a plan, will allow for such communication.

In an effort to facilitate increased communication, Appendix C provides a listing of contacts within the various systems: local school divisions, detention homes, Court Service Unit parole staff, Department of Correctional Education and Department of Education.

IV. Staffing Patterns:

Staffing patterns at the Department of Correctional Education, for parole officers, and in detention homes limit the ability of staff to provide the degree of services youths require, and to maintain contact with educators and service providers in other systems.

Department of Correctional Education Teachers

Findings

The Department of Correctional Education teachers serve as the "third shift" -- the security officers during the daytime. Clearly, an individual's effectiveness in teaching a student requires that their attention be focused on the academic process. Local school divisions are increasingly hiring security staff to provide their instructional staff with security and the assurance that they can focus on instruction. It is crucial that teachers in juvenile correctional centers are provided the security necessary to complete instruction.

Recommendations

In order to make the Department of Correctional Education's youth school environments safer and more secure, the following actions are recommended.

- A sufficient number of security officers should be hired to address the security requirements in each school. The officers would be supervised by the Department of Youth and Family Services. Procedures should be established to ensure collaboration with school principals for security provided during school hours.
- The security officers assigned to each school should be uniformed, trained as appropriate to the structured environments that will be created in DYFS facilities, and paid a sufficient salary to recruit and retain personnel of high quality.
- The Department of Correctional Education should establish and enforce a Student Code of Conduct. Consequences for failure to comply with the Code of Conduct shall include suspension of a student from school programs. Students who are suspended will be placed either on work assignment detail or in confinement, depending upon the nature of the infraction. Days suspended, on work detail or in confinement, should not be counted toward the student's length of stay, but solely toward earning the privilege of returning to school. By suspending students who are incorrigible and do not wish to conform with the expected code of conduct, DCE teachers will be able to focus its education programs on those youth who demonstrate the greatest likelihood of and desire to make a positive change.

- The work assignment detail should be operated by security staff, to ensure that teachers may devote their attention to teaching. This work should be such that a student would prefer being in school rather than on work detail. Cooperation and satisfactory work performance would result in a return to school, after an established minimum period of time.
- Students violating certain standards shall be placed in confinement.

In addition to the efforts to enhance security, it is important that DCE be assured that it has a complete staff of teachers at each school in a juvenile correctional center. When teachers leave DCE schools to find employment in local school divisions, both the academic program and the security at DCE schools are compromised. DCE's initiatives to enhance its ability to recruit and retain teachers are supported. DCE should also explore a mechanism to establish a cadre of trained substitute teachers.

Parole Officers

Findings

Most of the Department of Youth and Family Services parole officers perform multiple duties. In addition to parole supervision, they provide probation supervision, perform intake duties, write social history investigations, and manage other assignments. Paroled youth need intensive services, particularly during their first few months of release. Parole officers need small caseloads to provide effective case management and intense supervision. Caseloads currently range from 20 to 80.

Recommendations

Parole caseloads should be reduced to allow for multiple contacts, including evening and weekend visits, during the week with the youth and family. Parents and parole officers need to assist with enrollment problems and be available for the youth should school issues develop.

Intensive parole programs, with lower caseloads to allow for intensive interaction with parolees, allow for such activity. Intensive parole officers would also have time to assist the parents and youth with re-enrollment issues prior to discharge from the juvenile correctional center. The Beaumont-Norfolk Intensive Parole Program provides an innovative model that has proven successful. A special school liaison works with parole youth returning to the community. This staff person visits Beaumont and has frequent contact with the DCE transition specialist and Norfolk parole officers. A specialized Comprehensive Services Act Family Assessment and Planning Team conducts case planning prior to release for all youth in the intensive parole program. The team then makes arrangements for school re-entry, and referrals to other community agencies for transition services. DYFS has submitted a budget that requires reduction in parole caseloads.

Summary

Overall state education policy crosses these systems; each has an educational mission for the students within the system. Differences are inherent as environments become more restrictive in response to public safety and when transfer is dictated by a system that focuses on public safety rather than education. The movement between systems must acknowledge these inherent differences and the inescapable effect on students' education. If access to graduation with a diploma is a desired outcome for any student within the juvenile justice system, then these systems must complement each other.

REFERENCES

Code of Virginia

Constitution of Virginia

Board of Education, Management of Student Records

Board of Education, Special Education Programs for Children with Disabilities in Virginia, January 1994

Department of Correctional Education, Fighting Crime through Education, 1993-94

Department of Correctional Education, Performance Report on Vocational Programs, October 12, 1995.

Department of Correctional Education, Policies and Procedures Manual

Department of Correctional Education, Presentation to the Commission on Juvenile Justice Reform Education and Schools Committee, June 15, 1995.

Department of Education, Administrative Manual for Teachers in Regional and Local Detention Homes, August, 1995.

Department of Education, Superintendent's Annual Report for Virginia, 1994-95.

Department of Education, Outcome Accountability Project, 1995 Virginia Summary Report

Department of Education, Report of Children and Youth with Disabilities Receiving Special Education, December 1, 1994.

Department of Education, Supts. Memo. No. 5, Continuation of General Educational Development (GED) Testing for Certain In-School Students with Revised Guidelines, January 13, 1995.

Department of Education, Virginia's General Educational Development Testing Program

Department of Education and Department of Youth and Family Services, The Transition of Youth from Juvenile Correctional Center to School, June 30, 1994.

Department of Youth and Family Services, Parole Services Needs Assessment, May 1995.

Department of Youth and Family Services Research and Planning Unit, Data pamphlet. January 11, 1995.

General Educational Development Testing Service of the American Council on Education,
Memorandum on New Minimum Age Policy, Fall 1992

General Educational Development Testing Service of the American Council on Education,
ED Examiner's Manual for the Tests of the General Educational Development, 1993.

Opinion of the Attorney General to Delegates Jennings and Bennett, January 31, 1991.

United States Department of Education, Federal Education Rights and Privacy Act
regulations.

APPENDIX A

HOUSE JOINT RESOLUTION NO. 527

Requesting the Departments of Education and Correctional Education to examine the student transfers between the public education system and the detention and learning centers.

Agreed to by the House of Delegates, February 23, 1995

Agreed to by the Senate, February 21, 1995

WHEREAS, Virginia's detention centers and learning centers receive children who have encountered difficulties with the law; and

WHEREAS, many of these children are also experiencing academic failure in the public schools; and

WHEREAS, some educators believe that the time in the detention and learning centers should be well spent, especially in view of the restricted and controlled environment; and

WHEREAS, these same educators say that, in fact, many of these children do little or no studying while in the learning or detention centers because of the shortness of their stays and inadequacy of the resources; and

WHEREAS, this is also understandable and predictable, in light of the emotionally charged situation in which the young person who is being detained finds himself; and

WHEREAS, the exits and admissions of these students from and into the public school system are frequently at awkward times, such as during the middle of the school year, in the middle of the term or semester, or at the very end of the school year; and

WHEREAS, the timing of these exits and admissions cannot be planned, but nonetheless they have an adverse impact on the ability of these students to overcome their academic difficulties and achieve an acceptable level of socialization; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Departments of Education and Correctional Education be requested to examine the timing of student transfers between the public education system and the detention and learning centers. To the extent that current resources allow, the Departments are further requested to review the effects of the regional alternative education programs and whether these programs have helped stabilize this situation and to evaluate administrative modifications and innovative ways for the two educational systems to cooperate in assisting these students to become responsible and educated adults.

The Department of Youth and Family Services, the Virginia Association of Court Service Units, and the Virginia Association of Juvenile and Domestic Relations District Court Judges shall provide technical assistance to the Department, upon request.

The Departments shall complete their work in time to submit their findings and recommendations to the Governor and the 1996 Session of the General Assembly as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents.

**APPENDIX B
PROPOSED LEGISLATION**

§ 16.1-293 Supervision of child during commitment and on parole; placing child in halfway house.

At such time as the court commits a child to the Department, it shall determine whether the family court service unit or the local department of public welfare or social services shall maintain contact with the child during the child's commitment. Except in exceptional cases, the court shall designate the local department to maintain contact with the child during commitment only when the child was in the custody of the local department immediately prior to his commitment to the Department. The Department shall return a child to the previously designated local supervising agency and shall consult with the local supervising agency two weeks prior to such release on parole supervision concerning return of the child to the local agency, unless there is an agreement for an earlier release. However, when any child is committed to the Department by a circuit court, the child may, upon request of the judge, be returned to the committing court by the Department.

The local supervising agency shall furnish the child a written statement of the conditions of his parole and shall instruct him regarding the same. Violations of parole shall be heard by the court pursuant to § 16.1-291. The director of the supervising agency may approve termination of parole supervision.

The local supervising agency shall be responsible for the development of a re-enrollment plan, in accordance with §22.1-17.1, for each child of compulsory school age or of age of eligibility for special education with the assistance of representatives from the Department of Correctional Education and the local school division and with the juvenile correctional center counselor. Educational information shall be shared by all parties at the point of commitment and prior to discharge, in accordance with §22.1-289. The re-enrollment plan shall be finalized prior to discharge from a juvenile correctional center.

In the event it is determined by the family court that a child may benefit from placement in the halfway house program operated by the Department, the child may be referred for care and treatment to a halfway house. Children so placed in a halfway house shall remain in parole status and cannot be transferred or otherwise placed in another institutional setting or institutional placement operated by the Department except as elsewhere provided by law for those children who have violated their parole status.

§ 22.1-17.1 Regulations for reenrollment. The Board of Education, in cooperation with the Board of Correctional Education, shall promulgate regulations for the reenrollment in the public schools of children who have been in the custody of the Department of Youth and Family Services. *These regulations shall provide consistency in the curricula, standards and policies between the educational programs required by this title, and those of the Board of Correctional Education and shall contain the components for each child's re-enrollment plan.*

§22.1-289. Transfer management of scholastic records; disclosure of information in court notices; penalty.

A. As used in this section:

"Scholastic record" means those records that are directly related to a student and are maintained by an educational agency or institution or by a party acting for the agency or institution. These include, but are not limited to, documentation pertinent to the educational growth and development of students as they progress through school, student disciplinary records, achievement and test data, cumulative health records, reports of assessments for eligibility for special education services, and Individualized Education Programs. A notice of adjudication or conviction received by a superintendent relating to an incident which did not occur on school property or during a school-sponsored activity shall not be a part of a student's scholastic record.

The term "scholastic record" does not include records of instructional, supervisory, administrative, and ancillary educational personnel that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.

B. Whenever a pupil transfers from one school division to another, the scholastic record or a copy of the scholastic record shall be transferred to the school division to which the pupil transfers upon request from such school division. Permission of the parent, guardian, or other person having control or charge of the student shall not be required for transfer of such scholastic record to another school or school division within or outside the Commonwealth.

C. Any notice of disposition received pursuant to § 16.1-305.1 shall not be retained after the student has been awarded a diploma or a certificate as provided in § 22.1-253.13:4.

D. Every student's scholastic record shall be available to the student and his parent, guardian, or other person having control or charge of the student for inspection during the regular school day. Permission of the parent, guardian, or other person having control or charge of the student, or of a student who is eighteen years of age or older, shall not be required for transfer of such scholastic record to another school or school division within or without this Commonwealth. However, a school responding to a request for the transfer of the scholastic record from another school division shall provide written notice of the transfer of the record, including the identity of the requester, to the parent, guardian, or other person having control or charge of the student, or to a student who is eighteen years of age or older, within five days of the date in which the record was transferred.

E. Whenever the division superintendent is notified by the *Department of Youth and Family Services*, pursuant to §16.1-293, Department of Correctional Education, or by a school division employee responsible for education programs in a local jail or a detention center, that a pupil who last attended a school within the school division is a pupil in a school of a learning center of the Department of Youth and Family Services, or a pupil in an educational program in a local jail or detention center, the school division superintendent or his designee shall transfer the scholastic record of such pupil to the designated learning center or local jail or a detention center, as the case may be, within five work days. The Department of Correctional Education shall ~~notify the relevant division superintendent when a student who last attended school while residing in the school division has been released from a learning center of the Department of Youth and Family Services and shall~~

~~transfer such student's~~ the scholastic record of a student who has been released from a learning center of the Department of Youth and Family Services to the relevant school division within five work days of the student's release ~~a request from the school superintendent or his designee.~~

The Board of Education shall adopt regulations concerning the transfer and management of scholastic records from one school division to another, to the learning centers of the Department of Youth and Family Services, and to educational programs in local jails and detention centers.

F. The division superintendent or his designee shall notify the local police or sheriff's department for investigation as a possible missing child of any enrolled pupil whose scholastic record he is unable to obtain within sixty days or sooner, if the division superintendent or his designee has reason to suspect that the pupil is a missing child.

G. Superintendents and their designees shall be immune from any civil or criminal liability in connection with any notice to a police or sheriff's department of a pupil lacking a scholastic record or failure to give such notice as required by this section.

H. Except as provided in §§ 16.1-309 and 22.1-287 and this section, a superintendent or his designee, or other school personnel who unlawfully discloses information obtained pursuant to § 16.1-305.1 shall be guilty of a Class 3 misdemeanor.

§22.1-343 Powers and duties of the Board.

The Board shall have the following powers and duties:

1. To adopt and enforce all necessary rules and regulations for the management and operation of the schools in the Department except that the rules and regulations adopted hereunder shall not conflict with rules and regulations relating to security adopted by the institutions to which the pupils are committed;

2. To visit and inspect the schools at reasonably frequent intervals;

3. To establish schools of the appropriate grades, levels and types in the institutions comprising the Department and to adopt regulations for the admission of pupils thereto;

4. To enter into such agreements with private entities, school divisions, and public and private two-year and four-year institutions of higher education as it may deem necessary to provide age appropriate educational programs, vocational and technical training, career development opportunities, and other learning experiences in the furtherance of its duties and responsibilities under this chapter for persons committed to the institutions comprising the Department;

5. *The Board of Correctional Education, in cooperation with the Board of Education, shall promulgate regulations for the re-enrollment in the public schools of children who have been in the custody of the Department of Youth and Family Services. These regulations shall provide consistency in the curricula, standards and policies between the educational programs required by this title, and those of the Board of Education and shall contain the components of each child's re-enrollment plan;*

65. To develop and administer, cooperatively with the State Council of Higher Education, the Virginia Higher Education Incentive Program, pursuant to § 23-38.53:8;

76. To receive such private gifts, donations, grants, bequests, and other private funds on behalf of and for use by the Virginia Higher Education Incentive Fund, as provided in

§ 23-38.53:9;

87. To name the various individual schools, but such names need not be associated or identified with the institution or facility within which they are located;

98. To receive and disburse funds from any source for the purposes of providing education in such Department; and

109. To provide technical assistance to local correctional facilities which house convicted state felons, upon request of any such facility, in establishing or improving vocational, technical, adult and special education programs.

§22.1-344. Appointment of Superintendent of Correctional Education; powers and duties. The Governor shall appoint, subject to confirmation by the General Assembly, the Superintendent of the Department of Correctional Education, who shall meet the minimum standard for division superintendents set by the Board of Education. The Superintendent shall supervise the administration of the Department of Correctional Education and prepare, approve, and submit all requests for appropriations and be responsible for all expenditures pursuant to appropriations. The Superintendent shall also employ teachers and place them in appropriate school. The Superintendent shall also develop and implement a literacy program for inmates in correctional facilities. *It shall be the duty of the Superintendent of Correctional Education to ensure that the Department of Correctional Education participate in the development and implementation of re-enrollment plans, in accordance with §22.1-343, for all children of compulsory school age or of age of eligibility for special education who are committed to learning centers. The Superintendent of Correctional Education shall also ensure the transfer of student scholastic records in accordance with §22.1-289.* ~~It shall be the duty of the Superintendent of Correctional Education to notify the division superintendent of the school division of the school last attended by a pupil that such pupil is in attendance in a school in the department's learning centers. Such notice shall include, but not be limited to, name, address, age, last school attended, the last grade in which the pupil was enrolled, and the program of instruction in which such pupil is enrolled currently at the learning center.~~ Other powers and duties of the Superintendent of Correctional Education shall be fixed by the Board of Education in accordance with law.

APPENDIX C

POINTS OF CONTACT

Virginia Department of Education
P. O. Box 2120
Richmond, Virginia 23218-2120

Dr. William C. Boshier, Jr.
Superintendent of Public Instruction
(804)225-2023

Neils W. Brooks
Director, Vocational, Adult, &
Employment Training Services
(804) 225-2847

H. Douglas Cox
Director, Student Services
(804) 225-2402

Dr. Sharon H. deFur
Division of Special Education
(804) 225-2702
* for information on special education
transition and the Virginia
Intercommunity Transition Council

Dr. Jo Lynne DeMary
Division Chief, Instruction
(804) 225-3252

Dr. Thomas A. Elliott
Division Chief, Compliance
(804) 371-2522

Charles Finley
Division of Policy and Public Affairs
(804) 225-2747
* for information on accreditation

Nancy Haynes
Division of State Operated Programs
(804) 225-0250
* for information on detention homes

Diane L. Jay
Division of Compensatory Programs
(804) 225-2905
* for information on regional alternative
education grants

Dr. Lissa Power-deFur
Division of Policy and Public Affairs
(804) 225-2818
* for information on the HJR 527 study

DIVISION SUPERINTENDENTS OF SCHOOLS

COUNTIES

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Accomack	Dr. William A. Owings	P. O. Box 330 Accomac 23301	804	787-5754
Albemarle	Kevin C. Castner	401 McIntire Road Charlottesville 22902	804	296-5826
Alleghany Highlands	Dr. Martin J. Loughlin	110 Rosedale Avenue Covington 24426	540	965-1800
Amelia	Charles F. Shell	16410 Dunn Street Amelia 23002	804	561-2621 739-2442*
Amherst	Dr. John J. Daniels	P. O. Box 1257 Amherst 24521	804	946-9386
Appomattox	Dr. Jack P. Thomas	P. O. Box 548 Appomattox 24522	804	352-8251
Arlington	Dr. Arthur W. Gosling	1426 North Quincy Street Arlington 22207	703	358-6010
Augusta	Edward G. Clymore	Route 1, Box 252 Fishersville 22939	540	245-5100
Bath	Michael G. Sams	P. O. Box 67 Warm Springs 24484	540	839-2981
Bedford	Dr. John A. Kent	P. O. Box 748 Bedford 24523	540	586-1045
Bland	Dr. David Jack Gold	P. O. Box 339 Bland 24315	540	688-3361
Botetourt	Dr. Clarence S. McClure	P. O. Box 309 Fincastle 24090	540	473-8263
Brunswick	Dale W. Baird	P. O. Box 309 Lawrenceville 23868	804	848-3138

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Buchanan	Paul E. Hatfield	P. O. Box 833 Grundy 24614	540	935-2331
Buckingham	James T. Coonan	P. O. Box 24 Buckingham 23921	804	969-6100
Campbell	Dr. George E. Nolley	P. O. Box 99 Rustburg 24588	804	332-5161
Caroline	Dr. Gwen E. Edwards	16221 Richmond Turnpike Bowling Green 22427	804	633-5088
Carroll	Dr. Oliver A. McBride	405-9 North Main Street Hillsville 24343	540	728-3191
Charles City	Albert Samuel Armentrout	10910 Courthouse Road Charles City 23030	804	829-9219 795-2023*
Charlotte	Paul D. Stapleton	P. O. Box 790 Charlotte Court House 23923	804	542-5151
Chesterfield	Thomas R. Fulghum	P. O. Box 10 Chesterfield 23832	804	748-1411*
Clarke	Dennis W. Kellison	309 W. Main Street Berryville 22611	540	955-6100
Craig	M. Dallas Helms	P. O. Box 245 New Castle 24127	540	864-5191
Culpeper	Larry W. Brooks	1051 N. Main St., Extended Culpeper 22701	540	825-3677
Cumberland	Harold W. Dodge	P. O. Box 170 Cumberland 23040	804	492-4212
Dickenson	Douglas R. Mullins	P. O. Box 1127 Clintwood 24228	540	926-4643
Dinwiddie	Dr. Thomas H. Gaul	P. O. Box 7 Dinwiddie 23841	804	469-4517
Essex	Dr. Robert T. Chappell	P. O. Box 756 Tappahannock 22560	804	443-4366

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Fairfax	Dr. Robert R. Spillane	10700 Page Avenue Fairfax 22030	703	246-2631
Fauquier	Dr. Anthony J. Lease	10 Hotel Street Warrenton 22186	540	347-8729
Floyd	Terry E. Arbogast	220 New Town Road Floyd 24091	540	745-9400
Fluvanna	Dr. Wayne K. White	P. O. Box 419 Palmyra 22963	804	589-8208
Franklin	Leonard A. Gereau	102 Bernard Road Rocky Mount 24151	540	483-5138
Frederick	R. Thomas Malcolm	P. O. Box 3508 Winchester 22604	540	662-3888
Giles	Dr. Robert C. McCracken	Route 1, Box 52 Pearisburg 24134	540	921-1421
Gloucester	J. Larry Hoover	Rt. 5, Box 243, Main Street Gloucester 23061	804	693-2802
Goochland	Dr. Warren A. Stewart	P. O. Box 169 Goochland 23063	804	556-5316*
Grayson	J. Daniel Edwards	P. O. Box 219 Independence 24348	540	773-2832
Greene	Raymond C. Dingleline, III	P. O. Box 98 Stanardsville 22973	804	985-5254
Greensville	Philip L. Worrell	P. O. Box 1156 Emporia 23847	804	634-3748
Halifax	Dr. Kenneth E. Walker	P. O. Box 1849 Halifax 24558	804	476-2171
Hanover	Dr. Stewart D. Roberson	200 Berkley Street Ashland 23005	804	752-6000*
Henrico	Dr. Mark A. Edwards	P. O. Box 23120 Richmond 23223	804	226-3717*

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Henry	John David Martin	P. O. Box 8958 Collinsville 24078	540	634-4700
Highland	A. Dwayne Harkleroad	P. O. Box 250 Monterey 24465	540	468-2240
Isle of Wight	Dr. Jane York	P. O. Box 78 Isle of Wight 23397	804	357-4393
King George	Dr. Ralph W. Johnson	P. O. Box 21 (Shpg: 10459 Courthouse Drive) King George 22485	540	775-5833
King and Queen	Lloyd A. Hamlin	P. O. Box 97 King and Queen C.H. 23085	804	785-6241
King William	Dr. Sue Fisher Burgess	P. O. Box 185 King William 23086	804	769-3434 644-4803*
Lancaster	Dr. Taliferro C. Dickerson, III	P. O. Box 2000 Kilmarnock 22482	804	435-3183
Lee	Dr. Jerry C. Bishop	5 Park Street Jonesville 24263	540	346-2107
Loudoun	Dr. Edgar B. Hatrick, III	102 North Street, N.W. Leesburg 22075	703	771-6400
Louisa	Dr. William G. Thomas	P. O. Box 7 Mineral 23117	540	894-5115
Lunenburg	Dr. James E. Irons	P. O. Box X Victoria 23974	804	696-2116
Madison	Dr. Thomas S. Campbell	P. O. Box 647 Madison 22727	540	948-6836
Mathews	Harry M. Ward	P. O. Box 369 Mathews 23109	804	725-3909
Mecklenburg	Dr. William B. Chapman	P. O. Box 190 Boydton 23917	804	738-6111
Middlesex	W. Ernest Worley	P. O. Box 205 Saluda 23149	804	758-2277

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Montgomery	Dr. Herman G. Bartlett, Jr.	P. O. Box 29 Christiansburg 24073	540	382-5100
Nelson	Dr. Elwood Lewis	P. O. Box 276 Lovingston 22949	804	263-8311
New Kent	Dr. J. Roy Geiger, II	P. O. Box 110 New Kent 23124	804	966-9650*
Northampton	Dr. S. Dawn Goldstine	7207 Young Street P. O. Box 360 Machipongo 23405	804	678-5151
Northumberland	Dr. C. Lindsey Suggs	P. O. Box 10 Heathsville 22473	804	529-6134
Nottoway	Dr. James G. Blevins	P. O. Box 47 Nottoway 23955	804	645-9596
Orange	Dr. Renfro C. Manning	P. O. Box 349 Orange 22960	540	672-1390
Page	David A. Nagy	735 West Main Street Luray 22835	540	743-6533
Patrick	Dennis G. Witt	P. O. Box 346 Stuart 24171	540	694-3163
Pittsylvania	Dr. Jerry E. Webb	P. O. Box 232 Chatham 24531	804	432-2761
Powhatan	Dr. Margaret S. Meara	2320 Skaggs Road Powhatan 23139	804	794-4913*
Prince Edward	Dr. James M. Anderson, Jr.	Rt. 5, Box 680 Farmville 23901	804	392-8893
Prince George	Thomas C. Nichols	P. O. Box 80 Prince George 23875	804	733-2700
Prince William	Dr. Edward L. Kelly	P. O. Box 389 Manassas 22110	703	791-8712
Pulaski	Dr. William C. Asbury	44 Third Street, NW Pulaski 24301	540	980-2237

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Rappahannock	Dr. David M. Gangel	6 Schoolhouse Road Washington 22747	540	987-8773
Richmond	Karl G. O'Dell	P. O. Box 735 Warsaw 22572	804	333-3681
Roanoke	Dr. Deanna W. Gordon	5937 Cove Road, NW Roanoke, VA 24019	540	562-3704
Rockbridge	Glen H. Stark	417 Morningside Drive Lexington 24450	540	463-7386
Rockingham	John H. Kidd	304 County Office Building Harrisonburg 22801	540	564-3220
Russell	Larry A. Massie	P. O. Box 8 Lebanon 24266	540	889-6500
Scott	James B. Scott	261 East Jackson Street Gate City 24251	540	386-6118
Shenandoah	Dr. H. D. Northern, Jr.	P. O. Box 488 Woodstock 22664	540	459-4091
Smyth	Marvin E. Winters	P. O. Box 987 Marion 24354	540	783-3791
Southampton	Dr. Howard E. Wainwright	P. O. Box 96 Courtland 23837	804	653-2692
Spotsylvania	Dr. Alan K. Farley	6717 Smith Station Road Spotsylvania 22553	540	898-6032
Stafford	Dr. Russell L. Watson	1729 Jefferson Davis Highway Stafford 22554	540	659-3141
Surry	Dr. C. P. Penn, Jr.	P. O. Box 317 Surry 23883	804	294-5229
Sussex	John W. Hicks	P. O. Box 1368 Sussex 23884	804	246-5511
Tazewell	Woodrow W. Mullins, Jr.	209 W. Fincastle Turnpike Tazewell 24651	540	988-5511

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Warren	Dr. Samuel S. Cook	111 East Criser Road Front Royal 22630	540	635-2171
Washington	Dr. George H. Stainback	812 Thompson Drive Abingdon 24210	540	628-1826
Westmoreland	Dr. Larry Hixson	P. O. Box 1060 Montross 22520	804	493-8018
Wise	Dr. Jim D. Graham	P. O. Box 1217 Wise 24293	540	328-9421
Wythe	James S. Vaught	1570 West Reservoir Street Wytheville 24382	540	228-5411
York	Dr. Steven R. Staples	302 Dare Road Yorktown 23692	804	898-0300

CITIES

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Alexandria	Dr. Herbert M. Berg	2000 North Beauregard Street Alexandria 22311	703	824-6610
Bedford	Dr. John A. Kent, Sr.	P. O. Box 748 Bedford 24523	540	586-1045
Bristol	Dr. Idanna T. Aaron	222 Oak Street Bristol 24201	540	669-8181
Buena Vista	Dr. James C. Bradford, Jr.	P. O. Box 110 Buena Vista 24416	540	261-2129
Charlottesville	Dr. Dorothea M. Shannon	1562 Dairy Road Charlottesville 22903	804	979-9250

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Chesapeake	Dr. W. Randolph Nichols	P. O. Box 15204 Chesapeake 23320	804	547-4114
Colonial Heights	Dr. James L. Ruffa	512 Boulevard Colonial Heights 23834	804	526-0811 796-4945*
Covington	Tommy W. Robertson	340 East Walnut Street Covington 24426	540	965-4136
Danville	Dr. N. Andrew Overstreet	P. O. Box 9600 Danville 24543	804	799-6400
Fairfax	Dr. Robert C. Russell	10455 Armstrong St. Fairfax 22030	703	385-7910
Falls Church	Dr. Patricia J. Dignan	301 North Washington St., 3rd Floor Falls Church 22046	703	241-7602
Franklin	Dr. Alfred R. Butler, IV	800 West Second Ave. Franklin 23851	804	569-8111
Fredericksburg	Dr. J. Richard Garnett, Jr.	817 Princess Anne St. Fredericksburg 22401	540	372-1130
Galax	Jimmy R. Stuart	223 Long Street Galax 24333	540	236-2911
Hampton	Dr. Billy K. Cannaday	1819 Nickerson Blvd. Hampton 23663	804	850-5225
Harrisonburg	Dr. Jacob Warren Good, III	317 S. Main Street Harrisonburg 22801	540	434-9916
Hopewell	Dr. David C. Stuckwisch	103 North 11th Street Hopewell 23860	804	541-2365 748-7030*
Lexington	Dr. Nicholas Maschal	300A White Street Lexington 24450	540	463-7146
Lynchburg	Dr. James T. McCormick	P. O. Box 1599 Lynchburg 24505	804	847-1597
Manassas	James E. Upperman	9000 Tudor Lane Manassas 22110	703	257-8800

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Manassas Park	Dr. Thomas H. DeBolt	1 Park Center Court, #A Manassas Park 22111	703	335-8850
Martinsville	S. Harold Lamm	P. O. Box 5548 Martinsville 24115	540	632-6313
Newport News	Dr. Eric J. Smith	12465 Warwick Boulevard Newport News 23606	804	591-4545
Norfolk	Dr. Roy D. Nichols, Jr.	P. O. Box 1357 Norfolk 23501	804	441-2107
Norton	William E. Passan	P. O. Box 498 Norton 24273	540	679-2330
Petersburg	Dr. Germaine S. Fauntleroy	141 East Wythe Street Petersburg 23803	804	732-0510
Poquoson	Dr. Raymond E. Vernall	P. O. Drawer 2068 Poquoson 23662	804	868-3540
Portsmouth	Dr. Richard D. Trumble	P. O. Box 998 Portsmouth 23705	804	393-8742
Radford	Dr. Michael V. Wright	P. O. Box 3698 Radford 24143	540	731-3647
Richmond	Dr. Patricia C. Conn	301 North Ninth Street Richmond 23219	804	780-7700*
Roanoke	Dr. E. Wayne Harris	P. O. Box 13145 Roanoke 24031	540	981-2381
Salem	N. Wayne Tripp	19 North College Avenue Salem 24153	540	389-0130
South Boston	Dr. Kenneth E. Walker	P. O. Box 1849 Halifax 24558	804	476-2171
Staunton	Dr. Linda H. Weber	P. O. Box 900 Staunton 24402-0900	540	332-3920
Suffolk	Joyce H. Trump	P. O. Box 1549 Suffolk 23434	804	925-5500

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Virginia Beach	James Pughsley Interim Superintendent	P. O. Box 6038 Virginia Beach 23456	804	427-4326
Waynesboro	Dr. T. Lowell Lemons	301 Pine Avenue Waynesboro 22980	540	946-4601
Williamsburg/ James City County	Dr. James Kent	P. O. Box 8783 Williamsburg 23187-8783	804	253-6777
Winchester	Glenn R. Burdick	P. O. Box 551 Winchester 22604	540	667-4253

TOWNS

<u>DIVISION</u>	<u>SUPERINTENDENT</u>	<u>ADDRESS</u>	<u>AREA CODE</u>	<u>TELEPHONE</u>
Colonial Beach	Dr. Donald R. Warner	16 North Irving Avenue Colonial Beach 22443	804	224-0906
West Point	Dr. K. Jane Massey-Wilson	1600 Main Street P. O. Box T West Point 23181	804	843-4368

SPECIAL EDUCATION TRANSITION
TECHNICAL ASSISTANCE CENTERS

Project UNITE
(UNified Intercommunity Transition and Empowerment)

Central Region
Doug Russell
Dept of Rehabilitative Services
PO Box K300
8004 Franklin Farms Dr
Richmond VA 23288-0300
(804)662-7605

Southwest Region
Mary Todd
Virginia Polytechnic Institute
and State University
324 Lane Hall
Blacksburg VA 24061-2714
(703)231-8229

Northern Region
Theresa Boyle
Dept of Rehabilitative Services
7411 Alban Station Court
Suite B-255
Springfield VA 22150-2292
(703)569-4303

Tidewater Region
David Horvath
Dept of Rehabilitative Services
5365 Robin Hood Road
Suite G
Norfolk VA 23513
(804) 252-6754

REGIONAL ALTERNATIVE EDUCATION PROGRAMS

1995-96 Pilot Projects: Project Directors

First Year Projects

Brunswick County Public Schools, Greenville County, and Mecklenburg County

Arthur L. Jarrett, Jr.

Brunswick County Public Schools

219 N. Main Street

P. O. Box 309

Lawrenceville, VA 23868

(804) 848-6300 Fax (804) 848-6333

King William County Public Schools, Gloucester County, Mathews County, Middlesex County, Essex County, and King & Queen County

Timothy D. Donley, Coordinator

King William County Public Schools

Middle Peninsula Reg. Alternative School Program

6385 Main Street

Gloucester, VA 23061

(804) 693-7664 or 769-2708 Fax (804) 769-2430

Ron Collier

Project Consultant

3112 E. Laburnum Ave.

Richmond, VA 23223-1221

(804) 780-0331

Prince William County Public Schools, Manassas City and Manassas Park City

Elmer Magyar, Asst. Principal, Alternative Education West

Prince William County Public Schools

8220 Conner Drive

Manassas, VA 22110

(703) 361-9808 Fax (703) 361-2864

Russell County Public Schools, Tazewell County

Steve Banner, Director of Alternative Education

Russell County School Board

P. O. Box 8

Lebanon, VA 24266

(540) 889-6500 Fax (540) 889-6527

Wythe County Public Schools, Bland County, Galax City

Larry P. Bond, Assistant Superintendent for Instruction

Wythe County Public Schools

1570 W. Reservoir Street

Wytheville, VA 24382

(540) 228-5411 Fax (540) 228-9192

York County Public Schools, Poquoson City, Williamsburg/James City County

James "Woody" Carmines

York County Public Schools

302 Dare Road

Yorktown, VA 23692

(804) 898-0300 Fax (804) 890-0771

Second Year Projects

Fairfax County Public Schools, Alexandria City Public Schools
Joan K. Ledebur, Coordinator, Alternative Schools
Fairfax County Public Schools
10310 Layton Hall Drive
Fairfax, Virginia 22030
(703) 246-7780 Fax (703) 691-0677

**Fluvanna County Public Schools, Buckingham County Public Schools, Greene County,
Lunenburg County, Madison County, Prince Edward County (Amelia, Cumberland,
Greensville, Lancaster, and New Kent)**
Linda Samuel
Fluvanna County Public Schools
P. O. Box 419
Palmyra, Virginia 22963
(804) 589-8208 Fax (804) 589-2248

Montgomery County Public Schools, Pulaski County
Judith B. Rutherford
Montgomery County Public Schools
200 Junkin Street
Christiansburg, Virginia 24073
(703) 381-6116 Fax (703) 381-6127

**Petersburg City Public Schools, Dinwiddie County, Prince George County, Sussex County,
Colonial Heights City, Hopewell City**
Warren Bull, Executive Director
Specialized Youth Services of VA, Inc.
230 S. Crater Road
Petersburg, Virginia 23803
(804) 733-2180 Fax (804) 733-3127

Pittsylvania County Public Schools, Danville City
Kirby Wright, Supervisor of Visiting Teacher Services
Pittsylvania County Public Schools
P. O. Box 232
Chatham, Virginia 24531
(804) 432-2761 Fax (804) 432-9560

Powhatan County Public Schools, Goochland County, Louisa County
Libbie Daniel, Director of Pupil Personnel Services
Powhatan County Public Schools
2320 Skaggs Road
Powhatan, Virginia 23139
(804) 598-5700 Fax 598-5705

Richmond City Public Schools, Chesterfield County, Hanover County, Henrico County
John P. Lindstrom, Coordinator, Pupil Personnel Services
Richmond City Public Schools
301 N. Ninth Street
Richmond, Virginia 23219
(804) 780-7911 Fax (804) 780-6869

Stafford County Public Schools, Caroline County, King George County, Spotsylvania
County, Fredericksburg City
G. Scott Walker, Director of Alternative Education
Stafford County Public Schools
35 Potomac Creek Drive, #97
Falmouth, Virginia 22405
(703) 659-9899 Fax (703) 720-1293

Third Year Projects

Lynchburg City Public Schools, Appomattox County, Amherst County, Bedford County,
Nelson County
Dr. Barry E. Campbell, Deputy Superintendent
Lynchburg City Public Schools
P. O. Box 1599
Lynchburg, Virginia 24505
(804) 522-3700 Fax (804) 846-0723

Newport News City Public Schools, Hampton City
Mr. Jackie Diggs
Principal, Enterprise Academy
Newport News City Public Schools
813 Diligence Drive, Suite 110
Newport News, Virginia 23606
(804) 591-4971 Fax (804) 873-3507

Norfolk City, Chesapeake City, Franklin City, Suffolk City, Virginia Beach City, Isle of
Wight County
Ms. Judith (Judy) Green
Southeastern Cooperative Education Program
Circle East Building
861 Glenrock Road
Norfolk, Virginia 23502
(804) 441-5736 Fax (804) 441-5740

Roanoke City, Salem City
Ms. Ann F. Harman
Director of Alternative Education Programs
Roanoke City Public Schools
P. O. Box 13145
Roanoke, Virginia 24031
(703) 981-1393 Fax (703) 981-1585

DETENTION HOME EDUCATION PROGRAMS

SCHOOL DIVISION	FACILITY	SCHOOL DIV. SUPT.	DETENTION SUPERINTENDENT	TEACHERS	PHONE #
ALEXANDRIA CITY	NORTHERN VIRGINIA JUVENILE DETENTION HOME 200 S. WHITING STREET ALEXANDRIA, VA 22304	DR. HERBERT M. BERG	MR. JAMES MELVIN	AMY BURCH MARY COPLEY RUBY HARPER JAY HARRIS BARBARA WEBER JOHN WESTEMEYER	(703) 751-3700 FAX: 751-7320
BRISTOL CITY	HIGHLANDS JUVENILE DETENTION HOME P.O. BOX 248 BRISTOL, VA 24203	DR. IDANNA T. AARON	MR. DAVID C. BANSEMER	ROGER L. HORTON GARLAND HONAKER	(540) 466-4131 FAX: 466-4266
CHESAPEAKE CITY	TIDEWATER JUVENILE DETENTION HOME 420 ALBEMARLE DRIVE CHESAPEAKE, VA 23320	DR. W. RANDOLPH NICHOLS	MR. ROBERT TRUITT	ALBERTA CURTIS WILLIAM A. JOHNSON, JR. PEARLINE M. PITTS-HOLT HAROLD MITCHELL JILL SMITH BARBARA SPRING MYRA EUDY FLO WOLIN	(804) 547-6788 FAX: 436-8813
CHESTERFIELD COUNTY	CHESTERFIELD JUVENILE DETENTION HOME 9700 KRAUSE ROAD CHESTERFIELD, VA 23832	MR. THOMAS R. FULGHUM	MR. JOE CAMPBELL	JACQUELYN W. BILLIPS STEVE COOKE BRUCE FOSTER	(804) 748-1460 FAX: 768-7735
DANVILLE CITY	W. W. MOORE, JR. JUVENILE DETENTION HOME 603 COLQUOHOUN STREET DANVILLE, VA 24541	DR. N. ANDREW OVERSTREET	MR. JIM ROSENBAUM	THERESA DISHMAN BILL LAWRENCE EMMETT LEE	(804) 799-5295 FAX: 797-8816
FAIRFAX COUNTY	FAIRFAX JUVENILE DETENTION HOME 10650 PAGE AVENUE FAIRFAX, VA 22030	DR. ROBERT R. SPILLANE	MR. DAVID MARSDEN	GRAY BIGGERS MARGARET BONIFANT CAROLYN FULLEN CAT ISHAM JENNY SEGUINOT BRETTON SPAR ANN TURK	(703) 246-2915 FAX: 385-1524
FREDERICKSBURG CITY	RAPPAHANNOCK JUVENILE DETENTION HOME 400 BRAGG HILL DRIVE FREDERICKSBURG, VA 22401	MR. J. RICHARD GARNETT, JR.	MR. WILLIAM F. BURKE	EMILY M. STAFFORD RUTH BRACKEN	(703) 371-4727 FAX: 373-9206
HAMPTON CITY	HAMPTON/NEWPORT NEWS LESS SECURE DETENTION 4315 KECOUGHTAN ROAD HAMPTON, VA 23669	DR. BILLY K. CANNADAY	MR. PAT COOPER	JETRAN JACKSON VACANT	(804) 723-8248 FAX: 723-5764
HENRICO COUNTY	HENRICO JUVENILE DETENTION HOME P.O. BOX 27032 RICHMOND, VA 23273	DR. MARK A. EDWARDS	MR. JOHN W. MOOTZ	BRUCE B. BURTON PAT MEYER	(804) 672-4946 FAX: 672-5438

SCHOOL DIVISION	FACILITY	SCHOOL DIV. SUPT.	DETENTION SUPERINTENDENT	TEACHERS	PHONE #
LOUDOUN COUNTY	LOUDOUN COUNTY JUVENILE DETENTION HOME 102 HERITAGE SQUARE SUITE 101 LEESBURG, VA 22075	DR. EDGAR B. HATRICK, III	MR. MICHAEL WARD	DONNA POMPONIO JEANETTE ZELLINER	(703) 771-5200
LYNCHBURG CITY	LYNCHBURG JUVENILE DETENTION HOME 1400 FLORIDA AVENUE LYNCHBURG, VA 24501	DR. JAMES T. McCORRMICK	MR. FRANK T. CURRIER	MASON KING DEANNA TOMLIN	(804) 847-1635 FAX: 847-1303
MONTGOMERY COUNTY	NEW RIVER VALLEY JUVENILE DETENTION HOME 650 WADES LANE CHRISTIANSBURG, VA 24073	DR. HERMAN G. BARTLETT, JR.	MR. STEVE HALL	STEVE BALL STEPHANIE WILLOUGHBY	(540) 381-0097 FAX: 381-1282
NEWPORT NEWS CITY	NEWPORT NEWS JUVENILE DETENTION HOME 228 25TH STREET NEWPORT NEWS, VA 23607	DR. ERIC SMITH	MS. JOANNE SMITH	GLENN DAVIS JOHN DAY O'DELL LUCAS DICK WHANGER	(804) 247-8717 FAX: 244-1201
NORFOLK CITY	NORFOLK JUVENILE DETENTION HOME 1313 CHILD CARE COURT NORFOLK, VA 23502	DR. ROY D. NICHOLS, JR.	MR. PETE WITHERS	SCHRONDA DANIELS RAYFIELD DOUGLAS MICHAEL LEWIS LEESA MUNDELL KIMBERLY PARHAM DIANNE REID VERNICE TROTTER	(804) 441-5667 (804) 441-5668 FAX: 441-5762
PRINCE GEORGE COUNTY	CRATER JUVENILE DETENTION HOME 6102 COUNTY DRIVE DISPUTANTA, VA 23842	MR. THOMAS C. NICHOLS	MS. GLORIA HARRIS INTERIM DIRECTOR	SHEILA BAILEY LINDA HOBBS	(804) 732-3803 FAX: 862-6593
PRINCE WILLIAM COUNTY	PRINCE WILLIAM JUVENILE DETENTION HOME 14873 DUMFRIES ROAD MANASSAS, VA 22111	DR. EDWARD L. KELLY	MR. CURT HARSTAD	LAURENCE KHAN SAMUEL SANDERS MICHELLE WHEELER	(703) 791-3181 FAX: 791-4354
RICHMOND CITY	RICHMOND JUVENILE COURT DETENTION HOME 2100 MECKLENBURG STREET RICHMOND, VA 23223	DR. PATRICIA C. CONN	MRS. ESTHER IVORY, ACTING	CURTIS BRANDON BELINDA COLEMAN BOB MASSIE FREDDIE W. ROBINSON, JR. VACANT VACANT	(804) 780-5564 (804) 780-5565 FAX: 780-8990
ROANOKE CITY	ROANOKE JUVENILE DETENTION HOME 4345 CORNER SPRINGS ROAD ROANOKE, VA 24012	DR. E. WAYNE HARRIS	MR. MELVIN MORTON, ACTING	ROY GREENLAND MARCIA VOUDREN	(540) 977-1015 FAX: 977-1017
STAUNTON CITY	SHENANDOAH VALLEY JUVENILE DETENTION HOME 1110 MONTGOMERY AVENUE STAUNTON, VA 24401	DR. LINDA H. WEBER	MR. BEN HILDEBRAND	SCOTT KILHEFNER LINDA F. QUIMBY JOHN S. SUTTON	(540) 886-0729 FAX: 886-0720

DEPARTMENT OF CORRECTIONAL EDUCATION

JUVENILE CORRECTIONAL CENTERS

Barrett Juvenile Correctional Center

BeLinda C. Friday, Principal

Phone: 804-559-4227

Fax: 804-730-0417

Natural Bridge Juvenile Correctional Center

Joseph H. Hawes, Principal

Phone: 703-291-2536

Fax: 703-291-1791

Beaumont Juvenile Correctional Center

Vacant, Principal

Phone: 804-556-3316 or 3409

Fax: 804-556-3316 Ext. 221

Oak Ridge Juvenile Correctional Center

Grace Hawkins, Assistant Principal

Phone: 804-323-2404

Fax: 804-323-2310

Bon Air Juvenile Correctional Center

Sharon Trimmer, Principal

Phone: 804-323-2558

Fax: 804-323-2374

Reception & Diagnostic Center

Jusolyn Bradshaw, Principal

Phone: 804-323-2639

Fax: 804-323-2312

Hanover Juvenile Correctional Center

Roy Haliburton, Principal

Phone: 804-537-5602

Fax: 804-537-5209

CENTRAL OFFICE

Superintendent

Walter McFarlane

Phone: 225-3314

Assistant Superintendent for Academic Programs

Helen Williams

Phone: 225-3328

Deputy Superintendent

Robert Garrison

Phone: 225-3693

Chapter I/Transition Coordinator

Robert Slaughter

Phone: 225-3324

Assistant Superintendent for Region I

James Davis

Phone: 225-4984

Legislative Liaison/ Public Information Officer

Marilyn P. Harris

Phone: 225-3336

Assistant Superintendent for Vocational Programs and Facility Planning

Wayne Bennett

Phone: 225-3330

DEPARTMENT OF YOUTH & FAMILY SERVICES

PATRICIA L. WEST, DIRECTOR

PAROLE SUPERVISION CONTACTS

Central Office:

Ronald Batliner
Deputy Director for Programs
P.O. Box 1110
Richmond, VA 23218-1110
(804) 371-0706

Valerie Boykin
Parole Services Manager
(804) 371-7457

John Newell
Parole Services Specialist
(804) 692-0863

Region I

Western

Administrator:

Rebecca S. Camache
5427 Peters Creek Road
Executive Park
Roanoke, VA 24019
(804) 561-7456

10th District CSU

Director:

Robert Bradner
County Office Building
Morton Lane
P. O. Box 26
Appomattox, VA 24522
(804) 352-8224

Supervisor:

Walter C. Rogers (804) 738- 6191
Mecklenburg, South Boston, Lunenburg,

Thomas A. Spry - (804) 392-3623
Prince Edward, Buckingham, Charlotte,
Counties of Appomattox, Cumberland, Halifax

21st District CSU

Director: Jan C. Reed
Henry County Courthouse
1 Main Street
P.O. Drawer 751
Martinsville, VA 24114
(540) 632-3424

Supervisor: Robert Miller - (540) 656-5197
Martinsville, Patrick, Henry Co.

22nd District CSU

Director: Harry W. Ayer
204 Virgil Goode Bldg.
Court Street
Rocky Mount, VA 24151
(540)483-3050

Supervisor: Mary Elgin - (804) 799-6590
Danville

Sherry M. Pilson - (804) 432-2041 Ext. 421
Pittsylvania, Franklin Co.

23rd District CSU

Director: Michael J. Lazzuri
Roanoke County Courthouse
305 E. Main Street
P.O. Box 1374
Salem, VA 24153
(540) 387-6125

Supervisor: David W. Davis - (540) 375-3046
Salem, Roanoke Co.

23-A District CSU

Director: Gary Conway
309 3rd Street, SW
P.O. Box 112
Roanoke, VA 24002
(540) 981-2615

Supervisor: E.L. Greene - (540) 981-2266
City of Roanoke

24th District CSU

Director: Robert G. Wade
901 Church Street
P.O. Box 977
Lynchburg, VA 24505
(804) 847-1582

Supervisor: Raphael Fischhoff , Genevieve Whittemore
(804) 847-1582 Lynchburg

Harold Nash - (804) 847-0961 Ext. 141
Campbell Co., Bedford Co., Bedford

James Bruce - (804) 929-9360
Nelson Co., Amherst Co.

25th District CSU

Director: Henry L. Whitelow
County Office Building
3rd Floor
Johnson Street
P.O. Box 1336
Staunton, VA 24401
(540) 245-5315

Supervisor: Rodney Hubbard - (540) 463-5401
Covington, Lexington, Botetcourt Co., Buena Vista, Craig Co., Bath Co., Alleghany Co.

Roderick Jones - (540) 245-5315
Waynesboro, Staunton

27th District CSU

Director: John D. Moore
Pulaski Count Administration Bldg.
143-3rd Street, N.W.
Pulaski, VA 24301
(540) 980-7735

Supervisor: Doug Garvey - (540) 236-2963
Galax, Grayson Co., Carroll

Paul M. Little - (540) 382-5746
Montgomery Co., Radford, Floyd Co., Wythe, Pulaski Co.

28th District CSU

Director: Randall T. Blevins
187 East Main Street
Abingdon, VA 24210
(540) 676-6284

Supervisor: Nancyjane McClure - (540) 676-6284
Bristol, Washington Co., Smyth Co.

29th District CSU

Director: Ronald W. Belay
501 Wenonah Avenue
Pearisburg, VA 24134
(540) 921-3408

Supervisors: James Harman - (540) 988-7541
Tazewell Co., Giles Co., Bland Co.,

Robert Carpenter - (540)889-8058
Buchanan Co., Russell Co., Dickenson Co.

30th District CSU

Director: R. Wayne McClelland
104 E. Jackson Street
Suite 5
Gate City, VA 24251
(540) 386-9861

Supervisor: Carol Anderson - (540) 328-2151
Norton, Wise Co., Lee, Jonesville

R. Wayne McClelland - (540) 386-9861
Scott Co.

Region II

Northern

Administrator: Thaddeus F. Aubry, Jr.
11150 Main Street
Suite 500
Fifty/Sixty-Six Building
Fairfax, VA 22030
(703) 934-1579

13th District CSU

Director: Clarice T. Booker
2000 Mecklenburg Street
Richmond, VA 23223
(804) 780-8977

Supervisor: Myrtle D. Fultz - (804) 780-8982
Richmond.

14th District CSU

Director: David H. Jones
P.O. Box 27032
Richmond, VA 23273
(804) 672-4227

Supervisor: Stephen Charlson - (804) 672-4404
Henrico Co.

15th District CSU

Director: Mike Mastropaolo
601 Caroline Street
4th Floor
Suite 400
Fredericksburg, VA 22401
(540) 372-1068

Supervisors: William Sturtevant - (540) 582-7218
Hanover Co.

Lief Carlson - (804) 333-3380
King George Co., Richmond Co., Essex Co., Lancaster Co.,
Northumberland Co., Westmoreland Co. Caroline Co.

Carolyn Barger - (540) 372-1068
Stafford Co., Fredericksburg, Spotsylvania Co.

Tammy Deihl - (540) 372-1068 (Intensive Parole)
King George Co., Stafford, Fredricksburg, Spotslyvania Co. Caroline Co.

16th District CSU

Director: Martha W. Carroll
411 D. High Street
Charlottesville, VA 22901
(804) 979-7191

Supervisors: Gretchen Ellis - (804) 979-7191
Charlottesville, Albemarle Co., Culpepper Co., Orange Co., Madison Co., Greene Co.

Earl Pendleton - (804) 979-7191
Charlottesville, Albemarle Co., Louisa Co., Fluvanna Co., Goochland Co.

17th District CSU (Arlington)

Director: Pat Romano
Courthouse
P.O. Box 925
Arlington, VA 22216
(703) 358-7331

Supervisors: Dennis W. Pike , Ralph L. Price, Jr. (703) 358-7071
Arlington

17th District CSU (Falls Church)

Director: Anne Wilson
Falls Church Juvenile Probation
301 N. Washington Street
2nd Floor
Falls Church, VA 22046-3436
(703) 241-7630

Supervisor: Anne Wilson (703) 241-7630
Falls Church

18th District CSU

Director: Lillian B. Brooks
520 King Street
Alexandria, VA 22314
(703) 838-4144

Supervisor: Ronald Lemley - (703) 838-4144
Alexandria

19 District CSU

Director: James Dedes
Domestic Relations Court Service Unit
4000 Chain Bridge Road
Fairfax, VA 22030
(703) 246-3414

Supervisor: James McCarron - (703) 246-2343
Fairfax, Fairfax Co.

20W District CSU (Warrenton)

Director: Kenneth E. Smith
9 Court Street
Warrenton, VA 22186
(540) 347-8634

Supervisor: Kenneth Smith - Fauquier Co., Rappahannock Co.
(540) 347-8634

20L District CSU (Loudoun)

Director: Vacant
1 East Market Street
3rd Floor
Leesburg, VA 22075
(703) 777-0303

Supervisor: Stanley Stewart - (703) 777-0303
Loudoun Co.

26th District CSU

Director: C. Douglas Tucker
Judicial Center
5 N. Kent Street
Winchester, VA 22601
(540)667-5770 Ext. 339

Supervisors: Dan Hoopes - (540) 667-5770 Ext 339
Clarke Co., Warren Co., Frederick Co., Winchester

Brenda Spencer - (540) 564-3399
Harrisonburg, Shenandoah Co., Page Co., Rockingham Co.

31st District CSU

Director: James D. Rankin, Jr.
9540 Center Street
Suite 200
Manassas, VA 22110
(703) 792-6200

Supervisor: Lynne Nelson - (703) 792-6202
Manassas, Manassas Park, Prince William Co.

Region III Eastern

Administrator: Gayle Turner
157 N. Main Street
Suite C
Suffolk, VA 23434
(804) 925-2215

1st District CSU

Director: Maury Brickhouse
301 Albermarle Drive
Chesapeake, VA 23320
(804) 436-8150

Supervisor: Bryan Mullins - (804) 436-8150
Chesapeake

2nd District CSU

Director: Bruce E. Bright
Princess Anne Executive Park
Municiple Center
Virginia Beach, VA 23456
(804) 427-4361

Supervisor: Gloria Bartley , Martin Friedman - (804) 427-4361
Virginia Beach

2-A District CSU

Director: William J. Weaver, III
P.O. Box 446
Accomac, VA 23301
(804) 787-5860

Supervisor: William Weaver - (804) 787-5860
Accomack Co., Northampton Co.

3rd District CSU

Director: David G. Lively
P.O. Box 638
Portsmouth, VA 23705
(804) 393-8571

Supervisors: Tommy Cox, Robert Hargraves, Charles Pace
(804) 393-8571 Portsmouth

4th District CSU

Director: Kevin Moran
P.O. Box 809
Norfolk, VA 23501-0809
(804) 683-8311

Supervisors: Jim Smith (804) 531-2140
Rosalynd Harris (804) 455-3899
Norfolk

5th District CSU

Director: William D. Harrell
440 Market Street
P.O. Box 1135
Suffolk, VA 23439-1135

(804) 925-6436

Supervisors: Curt More - (804) 562-8554
Franklin, Southampton Co., Isle of Wight Co.

Jim Gordon - (804) 925-6364
Suffolk

6th District CSU

Director: John H. Wigel, III
Hopewell Courts Facility
Suite G05
100 E. Broadway
Hopewell, VA 23860
(804) 541-2265

Supervisors: Francis Brown - (804) 541-2312
Hopewell, Surry Co.

Avon Miles - (804) 348-3645
Emporia, Prince George Co., Greensville Co., Sussex Co. Brunswick Co.

7th District CSU

Director: Walter R. Dean
230 25th Street
Room 204
Newport News, VA 23607
(804) 247-8781

Supervisor: William Sharkey - (804) 247-8781
Newport News

8th District CSU

Director: James B. Thomas
35 Wine Street
Hampton, VA 23669
(804) 727-6184

Supervisor: W. Charles Mann - (804) 727-6184
Hampton

9th District CSU

Director: Sandra R. Whittaker
International Business Park
300 McLaws Circle
Suite 200
Williamsburg, VA 23185
(804) 220-2978

Supervisors: Vacant - (804) 220-2978
Williamsburg, James City Co., New Kent Co., Charles
City Co., King William Co., King & Queen Co.

William Taylor - (804) 890-3480
Poquoson, York Co., Gloucester Co., Mathews Co.,
Middlesex Co.

11th District CSU

Director: W. M. Sirles
27 East Tabb Street
Petersburg, VA 23803
(804) 733-2371

Supervisors: Howard Parrish - (804) 469-4539
Amelia Co., Dinwiddie Co., Nottoway Co., Powhatan Co.

Michael Traylor-(804) 733-2420
Petersburg

12th District CSU

Director: Patricia F. Carrington
Chesterfield Courthouse
P.O. Box 520
Chesterfield, VA 23832
(804) 748-1372

Supervisor: C. Alan Layman - (804) 748-1372
Colonial Heights, Chesterfield Co.

Phyllis H. Potter - (804) 748-1372
Chesterfield Co.

DYFS Halfway Houses

Director: Debbie Clarke
Abraxas House
603 N. Coalter Street
Staunton, VA 24401
(540) 332-7870

Director: Michael J. Worker
Discovery House
1314 - 2nd Street, SW
Roanoke, VA 24016
(540) 857-7025

Director: William Ford
Hanpton Place
3701 Granby Street
Norfolk, VA 23504
(804) 683-8672

Director: Cynthia Carneal
Harriet Tubman House
3900 W. Broad Street
Richmond, VA 23230
(804) 353-4461 Ext. 1211

