



# Virginia Department of Corrections

## Educational Services

### Operating Procedure 601.1

#### *Educational Administration and Management*

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Directive 601, *Educational Services*

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Incarcerated Offender

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#### **Content**

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### **REVIEW**

The Content Owner will review this operating procedure annually and re-write it no later than three years after the effective date.

### **COMPLIANCE**

This operating procedure applies to all units operated by the Virginia Department of Corrections. Practices and procedures must comply with applicable State and Federal laws and regulations, ACA standards, PREA standards, and DOC directives and operating procedures.

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## DEFINITIONS

**Adult Basic Education Program (ABE)** - A program that provides educational skills necessary to function independently in society including, but not limited to: reading comprehension, writing, and arithmetic computation, and culminates with the completion of High School Equivalency (HSE). Eligible offenders are those who do not have a verifiable high school diploma or HSE.

**Career and Technical Education (CTE) Programs** - Courses with an emphasis on cultivation of career information, technical skills, employability skills, and related academic and workplace readiness skills

**Career Readiness Certificate (CRC)** - An employability credential based on WorkKeys assessments in Workplace Documents, Graphic Literacy, and Applied Mathematics

**College and Career Readiness (CCR) Standards for Adult Education (2013)** - Standards adopted by the State Board of Education to provide guidance regarding essential knowledge and skills for secondary completion and preparedness for workforce and postsecondary training and education

**Comprehensive Adult Student Assessment System (CASAS)** - A competency-based standardized test system used by Correctional Education to assess non-native speakers of English in adult basic reading and listening in English

**High School Equivalency (HSE)** - Instruction for students with 9.0 and above grade level TABE scores; successful completion of this level of instruction requires that the offender pass a Virginia Department of Education approved HSE test and results in the awarding of an HSE certificate.

**Instructional Materials** - Print and non-print materials used for instruction, such as textbooks, workbooks, and computer software

**Plaza Comunitarias Program** - A Spanish literacy program for Latino offenders with active detainee status sponsored by the Mexican Government's [Instituto Nacional para la Educación de los Adultos \(INEA\)](#) in cooperation with the Mexican Consulate through an accord with the Department of Corrections.

**School Records** - Official school records of students include individual transcripts, testing data, ABE information, course enrollment data, special education data, course completions data, and other related information placed in the records by the school Principal or designated office support employee; individual files maintained by principals, instructors, or other staff are also school records.

**Tests of Adult Basic Education (TABE)** - Norm-referenced tests designed to measure student achievement levels in reading, math, and language arts; the TABE is used to uniformly assess student achievement and to determine student eligibility to qualify to take the GED Ready, GED, or for the WorkKeys Assessment for the Career Readiness Certificate, and determining eligibility for CTE Programming.

## PURPOSE

This operating procedure provides for the administration and management of educational services within the Department of Corrections.

## PROCEDURE

- I. Correctional Education Organization
  - A. A Superintendent for Education, responsible to the Deputy Director for Programs, Education, and Reentry, administers the management and operations of Correctional Education.
  - B. All educational personnel within the DOC are responsible to the Superintendent for Education through one of three sections: Academic Programs, Career and Technical Education (CTE) Programs, and Education Operations.
  - C. Academic Programs
    1. Headed by the Assistant Superintendent for Academic Programs
    2. Responsible for development of academic curriculum standards and programs, including special education (SPED) services
    3. The School Assessment Coordinator oversees offender-testing programs (e.g., Tests of Adult Basic Education (TABE), High School Equivalent (HSE), Comprehensive Adult Student Assessment System (CASAS), *Plaza Comunitarias Program* (Plazas), and Career Readiness Certificate (CRC)) and reports to the Assistant Superintendent for Academic Programs.
    4. The goal of the Adult Basic Education (ABE) program is to return to society individuals with increased life skills who are more likely to make a successful adjustment and less likely to return to custody.
      - a. The completion standard for the ABE is a High School Equivalency (HSE).
      - b. An offender's participation or lack of participation in the ABE program is monitored and reported to the Parole Board and is a factor in the parole decision for parole eligible offenders.
      - c. Screening and eligibility for the Adult Basic Education (ABE) program is addressed in Operating Procedure 601.5, *Academic Programs*.
    5. Special Education
      - a. Incoming offenders should be screened when first entering the DOC to identify those age 22 and under who may be eligible for special education services.
      - b. See the *Special Education Operational Procedures Manual* and Operating Procedure 601.5, *Academic Programs* for comprehensive guidance on implementation of state and federal special education regulations.
    6. Plaza Comunitarias
      - a. *Plaza Comunitarias* is a required program for Hispanic offenders with Deportation Orders that have not demonstrated the secundaria level of education.
      - b. Enrollment is required under the same attendance requirements as the ABE program at facilities where the program is available.
  - D. Career and Technical Education (CTE) Programs
    1. Headed by the Assistant Superintendent of Career and Technical Education
    2. Responsible for development of apprenticeship and CTE programs
    3. The Assistant Superintendent for CTE Programs revises and updates all curricula for each CTE program area. Draft curricula are presented to appropriate business and industry contacts for their critique.
    4. At least every three years qualified individuals, professional groups, or trade associations should

assess all career and technical education programs against stated objectives. (5-ACI-7B-06; 4-4471)

5. Course curricula are periodically reviewed for revision based on the nature of the program, suggestions from instructors, business, industry, and community resources. (5-ACI-7B-04; 4-4469; 2-CI-4A-5)

#### E. Education Operations

1. Headed by an Assistant Superintendent of Operations
2. The Assistant Superintendent for Educational Operations supervises the Regional School Administrators.
3. Regional School Administrators supervise the school Principals in their assigned regions.
4. Principals are responsible for the administration of the educational services at the locations to which they are assigned.
  - a. A Principal may serve multiple locations.
  - b. An Assistant Principal, supervised by the Principal, may be assigned to a location to assist with supervision.
  - c. The Principal is responsible to the Facility Unit Head in matters regarding safety, security, sanitation, and good order of the facility.
  - d. The Principal and the facility administration should communicate regularly to ensure that provision of educational services is integrated into facility operations so that educational programming can be provided by educational staff in conjunction with facility staff and in the most effectient manner possible within the confines of facility operations.
  - e. The Principal will have administrative responsibility for facility education operations that will include employment processes, leave approval, training, discipline, audits, management of employee time and time sheets, and other administrative functions.
  - f. The Principal, in cooperation with Correctional Education Headquarters staff, will have responsibility to ensure that facility educational services comply with audit requirements and responsibility to provide documentation of compliance.

#### II. Provision of Adequate Resources for Educational Services

- A. Each facility will provide support services including, but not limited to utilities, telephone, food, building maintenance, procurement, and human resources.
  1. Adequate space is provided for administrative, instructional, and clerical staff. In institutions renovated or constructed after January 1, 1990 that offer academic and vocational training programs, classrooms are designed in consultation with school authorities. (5-ACI-2E-04; 4-4157)
  2. Staffing Expenditures
    - a. Budgets should be established at each facility to absorb the costs associated with the recruitment and payroll of educational personnel.
    - b. Staff positions located at facilities, but supervised by DOC Headquarters, will be maintained through the Correctional Education Headquarters budget.
  3. Travel Expense
    - a. The Regional School Administrators will approve travel requests for the Principal and will return them to the facility for processing the payment and charging the expense to the facility educational budget; see Operating Procedure 240.1, *Travel*.
    - b. Other facility educational staff will submit travel requests and vouchers to the Principal for approval.
    - c. The facility will process the payment and charge the expense to the facility educational budget unless the expense is charged to the Correctional Education Headquarters cost code.
    - d. Correctional Education Headquarters staff will submit requests for travel and reimbursement to

their immediate supervisor.

#### B. Equipment Request and Purchase

1. Once an instructor determines a need for a new or replacement equipment, tools, materials, or supplies, they are responsible for:
  - a. Finding authorized vendors that sell the requested equipment and requesting quotes. Procurements up to and including \$10,000 must be awarded to a *Department of Small Business and Supplier Diversity (DSBSD)* certified micro business bidder/offeror; see Operating Procedure 260.1, *Procurement of Goods and Services*.
  - b. Upon receipt of the quotes, the instructor is responsible for initiating the [Facility Equipment Request/Approval](#) 601\_F3.
  - c. The instructor will then forward the *Equipment Request/Approval* to their direct supervisor who reviews the request to ensure that all necessary information has been provided and will submit the *Request/Approval* to the Facility Unit Head.
  - d. The Facility Unit Head will approve or disapprove the use of the item within the secure perimeter, noting reason for disapproval.
  - e. If approved, the supervisor will either use local funding or forward the *Request/Approval* along with all supporting documentation to the Assistant Superintendent of Career and Technical Education (CTE) via email for final review and approval or disapproval.
  - f. If approved, the request will be forwarded to the CTE Purchasing Officer to begin the purchasing process.
2. All equipment is to be requested, approved, and received as directed by this operating procedure and Operating Procedure 260.1, *Procurement of Goods and Services*.

#### C. Career and Technical Education Equipment Inventory

1. All equipment received at the facility must be added to the local classroom inventory regardless of purchasing code (Headquarters funds or local funds) or funding category (State or Federal funds).
2. The instructor must keep an updated digital copy (e.g., spreadsheet, text document, or database file) of the inventory at all times.
3. Site administrators must keep a digital copy of complete inventories of all class spaces to include Career and Technical Education Programs, Academic, Library, Administrative, and Operations Areas within the purview of the education office and/or spaces under their supervision.
4. A copy of this inventory must be submitted via email to the Assistant Superintendent of Career and Technical Education or designee annually by January 31.
5. Any items purchased by Correctional Education utilizing Federal funds will additionally be kept on a *Federal Inventory* maintained at DOC Headquarters and will be submitted annually to the DOC Grant Manager.

#### D. Fixed Asset Accounting and Control System (FAACS)

1. Any items deemed to be a Fixed Asset, will be managed by the FAACS Manager at each site and added to the FAACS system as directed by Operating Procedure 230.1, *Accounting for Fixed Assets*.
2. Once the asset is added to FAACS, the Business Manager will email a screen shot of the FAACS record to the Correctional Education FAACS Coordinator.

#### E. Supplies (instructional and office)

1. Equipment, supplies, and materials for educational services are provided and maintained as determined by the Principal.
2. Budgets are established at each facility for costs associated with supply needs. The facility is responsible for procurement of the supplies and payment of the invoices.
3. Purchase of test answer documents for standardized testing such as; the TABE, CASAS, CRC or

- Plazas, will be the responsibility of Correctional Education Headquarters.
4. The Principal will review all DVD's for use in educational programs and the facility library and submit them to the Institutional Program Manager or equivalent designated by Facility Unit Head for approval.
- F. Operations audits are conducted every three years. During such audit a designated Correctional Education employee will check inventory items for accuracy and it will be included in the *Operations Report*.
- G. Informaton Technology Utilized by Offender - Purchase/Inventory Process (Correctional Education Owned)
1. Once an determination has been made for the need for new or replacement Informaton Technology equipment (e.g., laptops, desktops, and interactive whiteboards) all equipment is to be requested, approved, and received as directed by this operating procedure and Operating Procedure 260.1, *Procurement of Goods and Services*.
  2. Procurements up to and including \$10,000 must be awarded to a *Department of Small Business and Supplier Diversity (DSBSD)* certified micro business bidder/offenor.
  3. Informaton Technology equipment will be received in the Headquarters Administration warehouse by the warehouse staff and preliminary identifying information will be entered into the *Panda Inventory System* showing location of equipment is at the warehouse.
  4. Interactive whiteboards are the only item sent directly to the facility school where all identifying information is entered when the laptop associated to support the interactive whiteboard is setup by the Informaton Technology (IT) technician.
  5. Facility warehouse staff will ensure that the Informaton Technology equipment is delivered to the IT Technician for installation.
  6. An IT technician will setup the new equipment and enter any remaining identifying information into the *Panda Inventory System* inventory system showing the specific new location for the equipment to include facility name and room number.
  7. Equipment being surplusd is re-identified in the *Panda Inventory System* to surplus status and notification is sent to the Information Technology Manager at Headquarters for approval.
    - a. When equipment is approved for surplus, the *Surplus Property Report*, see Operating Procedure 260.2, *Surplus Property*, is submitted to the DOC Surplus Property Manager.
    - b. When the IT items are surplusd, the status is changed by the facility to destroyed.
- H. The Superintendent for Education has the responsibility to control expenditure of educational resources as prudently and effectively as possible.
1. Educational expenditures require approval by persons authorized by the Superintendent for Education.
  2. Operating budget and capital requests will be developed by the Superintendent for Education at the beginning of each budgetary cycle and during the interim as necessary. Such requests will be submitted to the Deputy Director for Programs, Education, and Reentry to be considered for inclusion in the DOC's budget requests as directed by the Department of Planning and Budget and the DOC Chief Finicial Officer.
  3. The DOC Budget Office issues timetables and instructions to all DOC Organizational Unit Heads as needed for budget formulation and monitoring.
    - a. To facilitate monitoring of educational expenditures, a budgetary control report should be prepared at the beginning of each month.
    - b. The report will show costs for all educational services for the preceding month and fiscal year to date.
    - c. Existing administrative and accounting procedures will be used to compile this data.



### III. Educational Services Staffing

A. Academic, career, and technical education personnel policies and practices will be comparable to local jurisdictions or other appropriate jurisdictions in compliance with Department of Human Resource Management policies and DOC Human Resource operating procedures. (5-ACI-7B-08; 4-4473)

#### B. Recruitment and Selection

1. Designated Correctional Education staff in conjunction with the Superintendent for Education will manage the vacancies and hiring of educational staff.
2. Within the constraints of State and DOC budgetary and hiring provisions, the Superintendent for Education is the final arbiter in determining within Correctional Education whether to fill vacant educational positions and in determining appropriate educational staffing levels at DOC facilities.
3. Principals and Correctional Education Headquarters staff will be recruited centrally through DOC Headquarters Human Resources. The facility will be responsible for advertising instructors, librarians, administrative support, and other positions, choosing the appropriate media for advertising, notifying applicants, and scheduling interviews.
4. The Superintendent for Education or designee will be the appointing authority for educational staff and will chair, or designate the chair for the final interview. The Facility Unit Head or designee should participate in the final interview for positions located in a facility and the Facility Unit Head must approve finalists before a verbal or written offer can be extended; see Operating Procedure 102.2, *Recruitment, Selection and Appointment*.
5. At a minimum, the following information will be available before employment will be authorized:
  - a. Completed State Application
  - b. Acceptable background investigation; see Operating Procedure 102.3, *Background Investigation Program*
  - c. Confirmation of any required educational credentials, licensure, and certifications
6. For positions located in facilities, the facility Human Resources Officer is responsible for the completion of all documentation required during the recruitment, selection, hiring, evaluation, and disciplinary processes.
7. The Facility Unit Head will provide input when appropriate into employee work profiles, performance evaluations, employee discipline, and grievance responses.

#### C. Educational Staff Credentials and Licensure

1. The Virginia Department of Education will license all academic, career and technical education personnel. (5-ACI-7B-07; 4-4472)
2. All educational staff will provide documentation of current licensure, certification, and renewals.
3. The DOC licensure specialist will maintain the official licensure and certification file for Correctional Education staff.
  - a. The Principal will maintain on file copies of licensure and certification documentation for facility educational staff.
  - b. The employee's supervisor will maintain copies of licensure and certification documentation for other educational staff.
4. Academic Instructors should attain and maintain proficiency required by the Virginia State Board of Education regulation 8VAC20-25, *Technology Standards for Instructional Personnel*.

#### D. Educational Staff Job Descriptions and Performance Reviews

1. The Principal, or Assistant Principal where applicable, will write and approve *Employee Work Profiles* (EWP) and conduct Performance Evaluations on all facility educational staff. The Facility Unit Head will also be given the opportunity to provide feedback for the performance reviews.
2. The Principal will be the reviewer for EWP's and evaluations performed by an Assistant Principal.



The Assistant Superintendent of Operations will be the reviewer for EWP's and evaluations performed by a Principal.

#### E. Facility Educational Staff Orientation and Training

1. Orientation and training for educational staff will be completed and documented in accordance with Operating Procedure 102.6, *Staff Orientation*, Operating Procedure 350.2, *Training and Development*, and the *Training Matrix* developed by the Academy for Staff Development.
2. The content and expenses of educational training will be prescribed and approved by the Superintendent for Education or designee.
3. Training records will be maintained at the Academy for Staff Development with copies in the employee's training file at the facility.
4. All new full-time facility educational employees must complete the facility's 40-hour orientation program before undertaking their job assignments.
5. The Principal or designee will provide additional orientation appropriate to the employee's educational duties.
6. All educational staff who have regular offender contact will receive 40 hours of training in addition to the orientation program during their first year of employment and 40 hours of training each year thereafter.

#### F. Educational Staff Disciplinary Actions

1. All educational staff members are responsible to the Facility Unit Head in matters regarding safety, security, sanitation, and good order of the facility. When a violation occurs in these matters, the Facility Unit Head or designee will approve any proposed discipline.
2. When there is a violation of procedure regarding educational matters, the Principal in consultation with the Regional School Administrator and in conjunction with the Assistant Superintendent of Operations or appropriate supervisor will submit the recommendation for discipline to the Superintendent of Education who will approve the proposed discipline.
3. Written notices for improper educational actions or management for Principals will be administered by the Regional School Administrator after consultation with the Assistant Superintendent of Operations and the Superintendent for Education.
4. The Principal will report all disciplinary investigations and actions to the Regional School Administrator
5. The Regional School Administrator will forward all disciplinary investigation reports and actions to the Assistant Superintendent of Operations.

#### G. Grievance Resolution Steps for Correctional Education staff

1. Employee grievances are initiated and resolved in accordance with Operating Procedure 145.4, *Employee Grievances*.
2. For grievances originated by educational staff within DOC facilities:
  - a. First Step Respondent is the facility Principal.
  - b. Second Step Respondent is the Assistant Superintendent of Operations.
  - c. Third Step Respondent is the Superintendent for Education.

#### H. Facility Lockdowns

1. Each facility should include in their lockdown plan, the utilization of educational staff consistent with other facility departments.
2. The Principal will develop a plan for staff utilization in coordination with Facility Unit Head and preplan duties for staff before lockdowns.
3. When education staff are no longer needed for lockdown duties, they will, at the direction of the

Principal and in concert with the staff utilization plan, be allowed to perform needed activities pertaining to their position as educators. These duties may include, but are not limited to; planned distance education activities, inventories, updating lesson plans, research, training, required paperwork, teaching aides or volunteers, community networking, housekeeping, etc.

4. CTE instructors, at the direction of the Assistant Superintendent for CTE Programs and Principal, will be allowed the opportunity to attend training and visit relevant industries, worksites, etc. to remain current on industry practices and needs.
    - a. CTE instructors will be given the opportunity to make contact with and recruit advisors for their program areas.
    - b. CTE instructors must file a written report with their principal, the Regional School Administrator, and the Assistant Superintendent for CTE Programs outlining their activities, contacts, etc. at the end of each lockdown.
      - i. This information will be compiled and used to keep programs updated and to present to other staff during training.
      - ii. The Assistant Superintendent of CTE Programs will provide reporting guidelines.
  5. If a lockdown is expected to last more than a few days, the Principal should consult with the Facility Unit Head to determine the extent, if any; security will allow educational staff to carry out instruction.
  6. Where groups of students cannot be accommodated as a unit, it is acceptable for instruction to be carried out on a one-on-one basis through correspondence with offenders in their housing units or cell visits with approval of the Facility Unit Head.
  7. The Principal will keep the Assistant Superintendent of Operations informed of educational staff activities. The Assistant Superintendent of Operations or the Superintendent for Education may temporarily reassign affected staff to other facilities or educational duties.
  8. Except in emergencies, or with the consent of the affected staff, no reassignment of staff will be made to alternative work locations in excess of 60 miles from the staff member's current residence.
- I. Principal Internship Program
1. The Principal Internship Program is designed to ensure that there is a pool of properly trained and prepared staff to compete for principal and assistant principal positions and to provide qualified and promising staff the opportunity for professional development in administration and supervision.
  2. The program consists of institutional mentoring, Headquarters experience, and prescribed readings.
    - a. Designated Principals, Regional School Administrators, and Headquarters staff supervise and evaluate the interns.
    - b. Each intern summarizes and evaluates the internship in a structured paper.
    - c. A record of satisfactory completion is maintained in each intern's personnel file.
  3. The program is directed by the Principal Internship Committee (hereafter the Committee) appointed by the Superintendent for Education.
  4. Duties of the Committee:
    - a. Provides notice of the eligibility criteria and application process
    - b. Reviews applicants as forwarded by Superintendent for Education and selects intern candidates
    - c. Develops and updates skills and reading lists
    - d. Reviews and critiques the interns' final papers and presentations
    - e. Notifies interns and their supervisors of acceptable program completion
    - f. Provides documentation of completion to Human Resources to be placed in interns' personnel files
    - g. Prepares a summative evaluation of the program
  5. To be eligible for the program, an applicant must have a minimum of two years continuous service

- with the DOC as an instructor and possess a Master's Degree in Administration and Supervision, or a minimum of 15 hours toward a Master's Degree leading to an endorsement in administration and supervision.
6. The Superintendent for Education will provide notice to educational staff giving time-periods to submit nominations and deadlines for applications.
  7. Principals may nominate eligible employees or employees may nominate themselves for consideration for the Principal Internship Program.
  8. The Superintendent for Education or designee will screen the nominees for eligibility and forward the names of eligible candidates to the Committee.
  9. The Committee will send application forms to eligible nominees.
  10. A letter of recommendation from the applicant's supervisor or an explanation as to why that was not provided should accompany the application. The applicant's supervisor will have the opportunity to present to the Committee the reasons for not providing a letter of recommendation.
  11. The Committee develops a rating system for the evaluation of applications, evaluates applications, and notifies all applicants of the results.
  12. The Committee will make the final determination for an applicant's admittance into the Principal Internship Program.
  13. A maximum of four persons will be selected for each group of Interns. The Committee has the option of designating alternates to serve if any of the originally selected interns are unable to undertake the program.
  14. The program consists of one month each in an institution and Headquarters under the supervision of designated Mentoring Principals or appropriate Headquarters personnel.
    - a. Additional requirements include the completion of all designated skills, assigned reading lists and a final paper.
    - b. The interns' supervisors, Regional School Administrators, the interns themselves, and the Mentoring Principals or supervisors who are working with the interns coordinate scheduling and assignments.
  15. The Superintendent for Education, Assistant Superintendent of Operations, and Regional School Administrators select the principals and assistant principals to be invited to serve as mentors for the year. Serving as a Mentoring Principal is a voluntary commitment, and a Principal or Assistant Principal may decline.
  16. The Mentoring Principals supervise the interns' work and assign tasks in the institutions, check off the skills completed, and provide summary narrative evaluations upon each intern's completion of the institutional segment. The Mentoring Principals also provide information to the Committee for inclusion in the annual report and evaluation.
  17. Principals and other supervisors whose staff have been selected for an internship are expected to accommodate the program and to cover the periods of each intern's absence with existing staff.
  18. The internships are considered part of the employee's full-time employment i.e., interns receive the same salary and benefits and must meet the same obligations as on their regular jobs.
    - a. Failure in the latter regard may result in termination from the program as determined by the Committee.
    - b. The Committee, in its sole discretion, may terminate an intern from the program for cause.
  19. The Principal Internship Program operates at the discretion of the Superintendent for Education, and may be suspended during periods of budget constraints, staff shortage, or other circumstances that would make the program temporarily infeasible.
  20. Satisfactory completion of an internship program does not automatically lead to or guarantee a future assignment to a Principal or an Assistant Principal position. Vacant Principal positions are

advertised and filled in full compliance with Department of Human Resource Management policy and DOC operating procedures. An internship should be considered solely as a training and development opportunity.

#### J. Procedures and Guidelines

1. The Superintendent for Education or designee will coordinate with the Policy/Initiatives Unit to maintain current operating procedures on all relevant educational issues. These procedures will be maintained in the Department of Corrections Virtual Library; see Operating Procedure 010.4, *Operating Procedure Management*.
2. The Superintendent for Education or designee will review each operating procedure in the educational delivery system at least annually and revise if necessary.

#### IV. Educational Operations

A. Pursuant to COV §53.1-10, *Powers and duties of Director*, the Superintendent of Education will establish and maintain a general system of schools for persons committed to the institutions and community-based programs for adults. Such system will include, as applicable, elementary, secondary, postsecondary, career and technical education, adult, and special education schools. All DOC facilities will offer a system of educational programs that are designed to assist in an offender's successful re-entry into the community. As part of this system of programs, educational opportunities are offered to all offenders who are eligible.

1. Eligible offenders may choose to participate in any education program offered. Lack of participation by some offenders may limit their facility employment choices, pay rate, and Good Time earning rate; see 841.2, *Offender Work Programs* for additional information on this subject.
2. Offenders that do not have either a high school diploma or verifiable HSE from an accredited institution must participate in the academic educational programs as required by COV §53.1-32.1, *Classification system; program assignments; mandatory participation*. Refusal to participate for eligible offenders will limit their facility employment choices, pay rate, and Good Time earning rate; see 841.2, *Offender Work Programs*.
3. Hispanic offenders with *Deportation Orders* that have not demonstrated the *secundaria* level of education must participate in the *Plaza Comunitarias Program* if the program is offered at their facility. Refusal to participate for eligible offenders will limit their facility employment choices, pay rate, and Good Time earning rate; see 841.2, *Offender Work Programs*.

B. Educational programs should be comprehensive and include some aspects of educational philosophy and goals, communications skills, general education, basic academic skills, HSE preparation, special education, career and technical education, apprenticeship programs, postsecondary education, and other programs as dictated by the needs of the offender population. (5-ACI-7B-01; 4-4464) Educational programs (including career and technical educational programs) should be consistent with the needs of the offender population and with the mission of the facility. (2-CO-5B-01)

C. All academic or career and technical educational programs will be conducted in conjunction with Correctional Education so that these programs will be formally recognized, certified, or licensed. (5-ACI-7B-05; 4-4470)

1. Offenders will not bear any monetary costs for educational programs up to the completion of the HSE. (5-ACI-7B-05; 4-4470)
2. This section does not preclude or prohibit educational services provided by other DOC staff, contract providers, volunteers, or other educational providers.

D. Educational programs should be available to offenders at a time when the majority can take advantage of the programs. (5-ACI-7B-12; 4-4477)

E. The educational program allows for flexible enrollment that permits offenders to enter at any time and to proceed at their own learning pace. (5-ACI-7B-11; 4-4476)

- F. Career and technical education programs are integrated with academic programs and are relevant to the career and technical needs of offenders and to employment opportunities in the community. (5-ACI-7B-03; 4-4467)
- G. Each facility should provide for academic and career and technical counseling, as well as initial screening, assessment, and evaluation to determine each offender's educational needs. (5-ACI-7B-09; 4-4474)
- H. Educational staff will coordinate with programming staff to provide instruction in functional social skills. (5-ACI-7B-13; 4-4478)
- I. All facilities are expected to work with educational staff to ensure that all offenders identified as eligible for the Adult Basic Education (ABE) program will be encouraged by incentives and other departmental provisions to participate in the program.

J. Program Sites

1. Facilities should provide offenders with access to academic and career and technical educational programs where resources permit.
2. The Adult Basic Education and the *Plaza Comunitarias* programs will be operated at facilities designated by the Superintendent for Education in consultation with the Chief of Corrections Operations.

K. Reports of Offender Progress in ABE

Facility educational staff and casework management staff should work together to ensure that all relevant information concerning an offender's participation in ABE or lack of participation is available to both parties and that this information is continually updated.

L. Offender Pay for Educational Participation

1. Offenders should be paid for school attendance in accordance with *Offender Work Program & Payroll System Manual* and Operating Procedure 841.2, *Offender Work Programs*.
2. Correctional Educational instructors will submit offender pay documentation as necessary to the facility Business Office.

M. Graduation Ceremonies

1. Graduation ceremonies or other provision should be made for formal recognition of specific individual educational accomplishments by offenders. (5-ACI-7B-15; 4-4480)
2. The Principal, with support from facility administration, plans and conducts the graduation ceremony.
3. Graduation ceremonies are held, at a minimum, on an annual basis.
4. Graduates from academic, career and technical education programs, apprenticeships, Career Readiness Certificate, and postsecondary programs may be recognized in the ceremony.
5. Graduation ceremonies are scheduled with the approval of the Superintendent for Education or designee.
6. Guest speakers for the ceremony will be approved by the Superintendent for Education or designee in consultation with the Facility Unit Head.
7. Graduation reception funding will be provided through the Education Services Unit budget to support food and drink expenses for a scheduled graduation program that recognizes student accomplishment.
8. Schools that do not conduct graduation ceremonies will be given one annual opportunity to recognize student accomplishment.
9. Graduation reception funding will be limited to \$4.00 per student receiving recognition for accomplishment in the program areas identified above and \$4.00 for one guest of that student. The



\$4.00 per person amount will also be provided for employees who attend the ceremony.

10. Schools that wish to request this funding must submit a request to the Regional School Administrators 30 days prior to the scheduled ceremony. Such request must provide the number of anticipated student participants, guests, and staff.
11. Upon approval, the Regional School Administrators will forward the funding request to the Superintendent for Education to approve or disapprove.
12. The above funding protocol in no way relieves the need to follow purchasing and payment policies and guidelines. Those requesting such activities be funded may contact the finance and procurement departments for more information.

#### N. Student Records

1. Students' rights to privacy and confidentiality in accordance with state and federal law should be maintained. The maintenance and handling of offenders' educational records should be accomplished so that confidentiality is maintained. (5-ACI-7B-14; 4-4479)
2. Official offender educational records will be maintained in VACORIS. Security of electronic (VACORIS) student records will be maintained in accordance with Operating Procedure 310.2, *Information Technology Security*.
3. The Principal and clerical staff member designated to maintain the school's educational records take the lead role in ensuring that the school records are secure; however, all instructors share the responsibility for ensuring the confidentiality of such records.
4. The Principal establishes an implementation memorandum, consistent with the provisions of Operating Procedure 050.1 *Offender Records Management*, for the school regarding the use of the official school records by staff. This implementation memorandum includes procedures for access to student records and their temporary removal from the school office. See [Implementation Memorandum Template](#) 010\_F10.
  - a. To ensure the privacy of records, the school office is to be equipped with lockable filing cabinets.
  - b. Testing data and records are often kept in a separate office. In those cases, those offices are to be equipped with a lockable filing cabinet.
  - c. For further detail on the maintenance of confidentiality of special education records see the *Special Education Operational Procedures Manual*.
5. Individual instructors who maintain confidential student information in their classrooms will ensure that the information is kept in a lockable filing cabinet, which is kept locked when not in use.
6. Only authorized individuals may review the official records of students enrolled in educational programs. Authorized individuals include the following:
  - a. Educational staff assigned to the school where the student is enrolled
  - b. The counselor assigned to the student
  - c. DOC administrative staff who have presented their request to the school Principal
  - d. Headquarters Educational program and supervisory staff
  - e. The confirmed parent of the student, if that student is a minor (under 18 years of age)
  - f. The student, under supervision of the school Principal
  - g. P&P Officers working with former students to find employment and/or further the offender's education.
7. Copies of the official student transcript are to be forwarded to public schools or educational institutions upon request of the offender with the appropriate release of information form from the requesting educational institution. This includes local, regional, and other state, and federal correctional centers offering educational programs.
8. Any other requests for educational records will require a signed release form from the student (if 18 years or older). If younger than 18, a signed release from the parent or guardian will be required.



**O. Responsibilities for Advancement of Educational Programs**

1. The facility administration is responsible for:
  - a. Ensuring, to the extent possible, the availability of offenders to participate in educational programs
  - b. Providing compensation through the offender pay system for school attendance in accordance with the *Offender Work Program & Payroll System Manual* and Operating Procedure 841.2, *Offender Work Programs* (5-ACI-7B-15; 4-4480)
  - c. Assigning Good Conduct Allowance (GCA)/Earned Sentence Credit (ESC) class level or awarding Extraordinary Good Time (EGT) credits for program participation; and lowering offender GCA, ESC, and EGT credits for offenders who are eligible but refuse to participate in ABE (5-ACI-7B-15; 4-4480)
  - d. Assisting educational staff in enforcing program policies and procedures
  - e. Ensuring to the extent possible, the availability of offenders to serve as aides in the ABE and career and technical education classrooms
  - f. Providing compensation through the offender pay system for the work of educational aides
  - g. Provide current information on offender's participation and progress to the Parole Examiners and members of the Parole Board
  - h. Removal from current job assignments any students dropped from ABE programs for disciplinary and attendance issues
2. The educational staff is responsible for:
  - a. Providing overall program administration, to include eligibility screening, maintaining participation and enrollment statistics, maintaining program progress and completion records on each ABE eligible and career and technical education offender.
  - b. Providing instruction and assessing each student's progress
  - c. Assisting facility staff in enforcing program policies and procedures
  - d. Providing timely information on each ABE student's progress to the Treatment Staff for use in annual reviews, hearings, and other facility decisions
  - e. Providing, within available resources, programs to meet the academic, career and technical education needs of offenders who require special placement because of physical, mental, emotional, or learning disabilities (5-ACI-7B-10; 4-4475)
  - f. Serving as the primary contact and coordinating the implementation and operation of *Plaza Comunitarias* with the [Instituto Nacional para la Educación de los Adultos \(INEA\)](#)
3. Central Classification Services should:
  - a. Consider all available information relative to an offender's academic, career and/or technical education participation when making facility assignment decisions
  - b. Make all reasonable efforts to assign ABE eligible offenders to facilities where ABE programs are available
4. The Facility Unit Head should:
  - a. Include educational programs department head in department head meetings
  - b. Provide adequate meeting space for educational programs
  - c. Make available offender or volunteer tutors when possible
  - d. Ensure that all ABE eligible offenders who are in refused or dropped status are assigned to GCA/ESC Class IV or are awarded no EGT credits
  - e. Provide the Principal with a list of scheduled parole hearings
  - f. Minimize cancellation of educational programs to the extent possible
5. The assigned Counselor or Caseworker should:
  - a. Through a Risk/Needs Assessment, with the offenders input, determine what areas of educational

development are appropriate for the offender.

- b. Develop, with the offender, as part of the offenders *Treatment Plan* a strategy to address those areas of educational need.
- c. Counsel offenders to take full advantage of educational opportunities, by informing each offender of the specific opportunities available at their assigned facility and by referring the offender to the identified opportunities.
- d. Include information regarding an offender's participation and progress in all relevant offender records and reports
- e. Meet with offenders regularly to encourage participation in educational programs

## V. Curriculum and Program Development

### A. Academic Curriculum - content that is taught in each education program area

1. There is a written, standardized, competency-based curriculum supported by appropriate materials and classroom resources. (5-ACI-7B-02; 4-4466)
2. Each school uses the most current published standards adopted by the Virginia Department of Education (VADOE) Office of Career, Technical, and Adult Education (OCTAE). Those include the *College and Career Readiness Standards* (2013) and the *National Reporting Standards* (NRS) of the US Department of Education (USDOE).
3. The facility uses business, industry, and community resources in developing academic programs for selected offenders. (5-ACI-7B-04; 4-4469; 2-CI-4A-5)
4. Academic programs employ a continuous improvement process and research-based best practices to assess student needs, progress, and program improvement documented by qualified individuals at least every three years. (5-ACI-7B-06; 4-4471)
5. The Assistant Superintendent for Academic Programs will develop plans and coordinate the participation of instructional and supervisory staff in a continuous improvement process that addresses:
  - a. Agency-wide identification of intended student outcomes based on the VADOE/Office of Adult Education and Literacy's *National Reporting Standards* targets and *College and Career Readiness Standards*
  - b. Review of important trends in adult education instruction
  - c. Selection of instructional materials
  - d. Identification of budget implication related to curriculum guide changes
6. Staff development programs are developed and implemented to enable instructors to provide instruction consistent with standards and best practices.
7. Pilot and/or innovative programs are conducted as deemed appropriate by the Superintendent for Education to promote continuing education program growth.
8. Curriculum content standards will be accessible at the school level and in the Correctional Education Headquarters.
9. The review and recommendation of instructional materials is consistent with the continuous improvement process.
  - a. Standards are developed and reviewed as part of the curriculum development and renewal process.
  - b. The Academic Curriculum and Software Committee (the Committee) is made up of select instructors and supervisory staff that review and recommend instructional materials that will facilitate student achievement of learning objectives.
    - i. The Committee will survey new and currently used instructional materials including those recommended by the USDOE/OCTAE, or the VADOE/OCTAE.
    - ii. The Committee will evaluate and recommend the purchase of instructional materials best-

- suited to teach learning objectives.
  - iii. The Committee will review the recommendations and make suggestions for purchasing instructional materials.
  - iv. Lists of instructional materials are to be submitted to the Assistant Superintendent for Academic Programs for approval of purchase.
10. The Superintendent for Education will designate staff to administer college programs and to coordinate services related to college courses for offenders.

#### B. Career and Technical Education (CTE) Curriculum

1. The Superintendent for Education and the Assistant Superintendent for CTE Programs will appoint a CTE Advisory Council made up of select instructors, supervisory staff, and where appropriate, industry and/or trade representatives to review and approve curricula revisions involving substantial change. (2-CI-4A-5)
2. Periodic training is provided to review procedures for using and completing student competency records.
3. The Assistant Superintendent for CTE Programs assists in the planning of new programs and changes to existing programs by reviewing and considering comments from principals, instructors, and students. This assistance includes:
  - a. Maintaining contact with business and industry representatives
  - b. Meeting with professional organizations and learning institutions in search of current careers and trends; employment projections using a variety of sources are utilized to gather required information
  - c. Developing recommendations regarding the planning of new programs or changes to existing programs
  - d. Preparing a final report documenting evidence of:
    - i. Working with staff involved in the planning effort
    - ii. Maintaining contact with business and industry representatives
    - iii. Conducting valid research and developing recommendations with noted impacts on career and technical education programs
  - e. Assisting in the planned implementation of new programs
  - f. Examining the available space at the school
  - g. Developing an equipment list for the proposed program
  - h. Developing required renovations relative to the implementation of a new program; based on the cost involved, either a budget request is written or a request utilizing existing funds is made through the Superintendent for Education.
  - i. Submitting purchase orders or requisitions for equipment, instructional materials, and supplies required for program implementation
  - j. Arranging for needed technical training from vendors
  - k. Assisting principals and instructors in program implementation
4. The Assistant Superintendent for CTE Programs maintains community and business partnerships by:
  - a. Developing contacts with business, industry, and community groups to enhance job placement opportunities for career and technical education students
  - b. Making presentations to representatives of business and industry organizations
  - c. Visiting job sites
  - d. Developing strategies for placing career and technical education students into jobs
  - e. Developing articulation agreements and/or dual enrollment agreements with community colleges
5. The Assistant Superintendent for CTE Programs assists in providing technical support by:
  - a. Receiving feedback and comments from principals and instructors regarding the level of technical

- support provided by the CTE Division
  - b. Serving on interview panels relative to the hiring of potential CTE employees
  - c. Makes regular visits to DOC schools relative to providing technical support
  - d. Working with principals and instructors regarding program development and improvement and documents instances of working with principals and instructors
  - e. Attending and participating in meetings with CTE Advisory Committee
6. The Assistant Superintendent for CTE Programs evaluates each career and technical education program during a three-year evaluation cycle and documents the evaluation using the DCE Adult Career and Technical Education Program Evaluation Model. (5-ACI-7B-06; 4-4471)
- a. The Assistant Superintendent for CTE Programs evaluates each standard under the three specific areas: General Standards, Occupational Preparation Standards, and Special Programs Standards.
  - b. The Assistant Superintendent for CTE Programs uses the following ratings to evaluate each standard: rating of “1” (program does not meet the standard), rating of “2” (program does not meet the standard but progress is being made toward meeting the standard), and rating of “3” (program meets the standard).
  - c. The school principal and CTE staff prepare corrective action plans related to the evaluation and regarding the need to meet the identified standards.
  - d. The Assistant Superintendent for CTE Programs reviews the corrective action plans submitted.

## REFERENCES

8VAC20-25, *Technology Standards for Instructional Personnel*

Academy for Staff Development, *Training Matrix*

COV §53.1-10, *Powers and duties of Director*

COV §53.1-32.1, *Classification system; program assignments; mandatory participation*

*Offender Work Program & Payroll System Manual*

Operating Procedure 010.4, *Operating Procedure Management*

Operating Procedure 050.1, *Offender Records Management*

Operating Procedure 102.2, *Recruitment, Selection and Appointment*

Operating Procedure 102.3, *Background Investigation Program*

Operating Procedure 102.6, *Staff Orientation*

Operating Procedure 145.4, *Employee Grievances*

Operating Procedure 230.1, *Accounting for Fixed Assets*

Operating Procedure 240.1, *Travel*

Operating Procedure 260.1, *Procurement of Goods and Services*

Operating Procedure 260.2, *Surplus Property*

Operating Procedure 310.2, *Information Technology Security*

Operating Procedure 350.2, *Training and Development*

Operating Procedure 601.4, *Educational Testing*

Operating Procedure 601.5, *Academic Programs*

Operating Procedure 841.2, *Offender Work Programs*

*Special Education Operational Procedures Manual*

US Department of Education, *National Reporting Standards (NRS)*

Virginia Department of Education, *College and Career Readiness Standards (2013)*

## **ATTACHMENTS**

None

## **FORM CITATIONS**

[Implementation Memorandum Template](#) 010\_F10

[Facility Equipment Request/Approval](#) 601\_F3