

Heidi W. Abbott, Chair
David R. Hines, Vice Chair
Karen Cooper-Collins, Secretary
Tyren Frazier
Michael N. Herring
Helivi L. Holland
Robyn Diehl McDougle
Dana G. Schrad
Jennifer Woolard



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COMMONWEALTH of VIRGINIA

Board of Juvenile Justice

MEETING MINUTES

June 15, 2016

Main Street Centre
600 East Main Street, 12th Floor, Conference Room South
Richmond, Virginia 23219

Board Members Present: Heidi Abbott, Tyren Frazier, David Hines, Helivi Holland, Robyn McDougle, Dana Schrad, Jennifer Woolard

Board Members Absent: Karen Cooper-Collins

Department of Juvenile Justice (Department) Staff Present: Ken Bailey, Jill Becker, Andrew "Andy" K. Block, Jr., Jessica Berdichevsky (Attorney General's Office), Emily Boyd, Valerie Boykin, Jenna Easton, Katherine Farmer, Lisa Floyd, Daryl Francis, Wendy Hoffman, Lesley Hull, Jack Ledden, Teresa Moore, Mark Murphy, Margaret O'Shea (Attorney General's Office), Kristen Peterson, Deron Phipps, Romilda Smith, Beth Stinnett, Angela Valentine, Janet Van Cuyk, Courtney Warren

Guests Present: Will Egen (Commission on Youth), John Eisenberg (Virginia Department of Education), Jeree Thomas (JustChildren)

CALL TO ORDER

Chairperson Heidi Abbott called the meeting to order at 9:35 a.m.

INTRODUCTIONS

Chairperson Heidi Abbott welcomed all who were present and asked for introductions.

APPROVAL OF APRIL 18, 2016, MINUTES

The minutes of the April 18, 2016, Board meeting were provided for approval. On MOTION duly made by Robyn McDougle and seconded by Dana Schrad, the minutes were approved as presented.

PUBLIC COMMENT PERIOD

There was no public comment.

DIRECTOR'S CERTIFICATION ACTIONS

Ken Bailey, Certification Manager, Department

Included in the Board packet are the individual reports and summary of the Director's certification actions completed on April 28, 2016. An overview of the certification actions can be found in the Board packet starting on page 8.

The Board had no questions or comments on the Director's certification actions.

SPECIAL EDUCATION AUDIT

John Eisenberg, Assistant Superintendent of Special Education and Student Services, Virginia Department of Education (VDOE)

Dr. Lisa Floyd, Deputy Director of Education (DJJ DOE) with the Department, introduced Mr. John Eisenberg, the Assistant Superintendent of Special Education and Student Services with VDOE. The Department has a strong relationship with the VDOE focusing on school improvement and the special needs population. The Board may remember a previous audit of the DJJ DOE's Special Education (SPED) program. Mr. Eisenberg was present to discuss the results of a second audit completed late last year.

Mr. Eisenberg discussed the audit and the results. The handout provided to the Board is attached.

Over the past three years, VDOE has worked to improve and strengthen the relationship between VDOE and DJJ DOE. The need to develop a stronger partnership between the two agencies evolved out of the many requests for assistance by the Department and out of the Governor's initiative on "Classrooms not Courtrooms," Virginia's attempt to address the "School to Prison Pipeline" in the Commonwealth. VDOE noticed a high number of students of color, students with disabilities, and students in a low socioeconomic status being suspended or expelled from school and ending up in the juvenile justice system. VDOE is working to develop measures so youth do not end up in a juvenile correctional setting or, if they do, to make sure the youth have a world class education with the best resources while committed. The goal is, if a student is committed, for the youth can come out of their experiences ready to be productive citizens and join the world of work or college.

VDOE was asked to do an in-depth audit of programs and outcomes including reviewing data to ensure resources are being maximized in order for youth to succeed in DJJ DOE. VDOE's review was a combination of ensuring programmatic and instructional areas are in proper order and in compliance with state and federal SPED regulations. The audit revealed that there are some areas of non-compliance, but these are typical non-compliance areas seen in most public schools. There also are areas of strong improvement by DJJ DOE from the last audit.

The three-member audit team reviewed material on the education models, the Individualized Education Plans (IEPs), the SPED data charts, and the goals and objectives written for each child under SPED designation. The audit team conducted interviews with staff to discuss the mission, transformation, work climate, and culture; reviewed procedures, policy documents, forms, teaching licensure status, and proper endorsements; performed classroom observations; and reviewed whether DJJ DOE is implementing research-based strategies and methodologies.

The VDOE Audit Team identified the following strengths:

- It is difficult to find a SPED teacher willing to work in a juvenile correctional environment. DJJ DOE teachers were found to be extremely committed and passionate about serving this type of youth population, and this was evident during the VDOE Audit Team's interviews with teachers.
- There were significant improvements from the previous audit on lesson planning, instruction, and a new effort to use data. DJJ DOE is using data to improve and track student performance in order to adjust curriculum and teaching methodologies appropriately.
- There also is a real focus on reading instruction. DJJ DOE has brought in new reading strategies like the Read 180 System and System 44 which are high-quality interventions that should help students with their reading skills.

The VDOE Audit Team identified emerging improvements in need of capacity building:

- There is a need to make sure youth are served in the least restrictive environment, which is a hallmark of the Individuals with Disabilities Education Act (IDEA).
- Another emerging improvement is the use of collecting and analyzing data.
- There is a lack of behavioral intervention plans and functional behavior assessments. Both systems determine the root cause of behavior. It is not about punishment but teaching replacement skills to youth who do not necessarily behave properly. Part of the functional behavior assessment/behavioral intervention plan is to develop a strategy to determine why certain behaviors are happening and progressively teach replacement skills for that negative behavior. DJJ DOE is working on the training and implementation for this new process.
- In SPED, a stronger emphasis has been focused on applied behavioral analysis (ABA). This allows a trained specialist in behavior to assist teachers and staff in understanding student behavior and help develop an education plan for them. DJJ DOE has contracted to work with one of VDOE's providers who are board certified behavior analysts (Commonwealth Autism) to introduce ABA into DJJ DOE's behavior interventions.

Program Findings of the VDOE Audit Team:

- The VDOE Audit Team found that DJJ DOE did not have properly endorsed teachers. SPED and math teachers are the number one shortage in the Commonwealth. Many VDOE school divisions are struggling to find qualified, certified teachers in this area; so it is not shocking that DJJ DOE has the same struggle. It is critically important that if students are going to make academic progress and be successful they should learn from certified teachers.
- Career and Technical Education (CTE) courses are not being provided to some students currently in the system. CTE courses help prepare students for career readiness after

graduation and could lead to well-paying jobs after leaving the juvenile correctional system. DJJ DOE needs to ensure they have a wider array of CTE offerings for committed juveniles. It is my understanding that DJJ DOE is working on this, but the Audit Team will follow up.

- The learning environment must be safe. There are inherent issues in providing education in a juvenile correctional-type setting. This issue is not unique to Virginia, but, at times, safety overrides all to the detriment of education and students lose instruction time. There needs to be a delicate balance between safety and instruction. The pace of Virginia's curriculum to get a standard diploma or advanced studies diploma is intense; missing multiple days because of safety issues could cause delays in students receiving their diplomas.
- DJJ DOE needs to start using the resource room for its intended purpose in SPED environments to provide additional access to resources (e.g., tips for taking better class notes). The VDOE Audit Team noted that, due to a teacher shortage, the resource room was being used as an instructional period.
- The VDOE Audit Team observed that staff show signs of anxiety, discontent, and angst as a result of the Department's transformation and changing models.
- The VDOE Audit Team saw an improvement in staff development; however, there is still a significant need for staff development with all DJJ DOE staff on understanding students with disabilities and their behavior.
- The VDOE Audit Team found deficiencies in recordkeeping relating to IEP documents. The Commonwealth is producing a new IEP electronic recordkeeping system which should be completed by the end of summer. DJJ DOE will be able to access the system at no cost, and this should help with these recordkeeping issues.

The VDOE Audit Team highlighted non-compliance issues:

- Most issues are typical and involve the writing of IEPs. DJJ DOE staff need to ensure that goals and objectives are written clearly and are measurable. In some cases transition goals for students were not documented and parts of the IEP were left blank, which is not allowed under IDEA requirements.
- The only real red flag was due to staff shortages in DJJ DOE and not being able to find qualified teachers, especially in the areas of speech therapy, occupational therapy, and physical therapy. There is a big state shortage of speech therapists, and finding one who is willing to work in a juvenile correctional setting is difficult. If the IEP mandates speech therapy for 30 minutes, twice a week, the responsible party is legally required to provide that service. Due to staff shortages, DJJ DOE has contracted with a provider to help with these services and the compensatory education.

The VDOE has issued the audit report to the Department and requires a corrective action plan to be completed, which is currently underway. VDOE is very supportive of the Department's transformation

efforts and have offered to provide support, training, and technical assistance as the corrective action plan is implemented.

It is important that youth who are committed to the Department or other juvenile justice programs are receiving equal access to high quality education. Next year, as part of the federal government monitoring of the VDOE, DJJ DOE and other educational programs in secure facilities in the Commonwealth will be areas subject to VDOE's critical focus.

Mr. Eisenberg thanked the Department for their openness and willingness to assist during this audit.

Chairperson Abbott asked if the IEPs transfer with the student or if they are rewritten after admission; also what happens if the Department has an issue with lack of resources and cannot provide compensatory education?

Mr. Eisenberg stated that IEPs are reviewed annually with the student and staff. If any changes or deletion of services are made to the IEP all must be in agreement, including the consent of the parent. For example, a student in Henrico was required by their IEP to complete occupational therapy twice a week; now the student is in a juvenile secure facility. DJJ DOE's evaluation concluded that the student does not need occupational therapy. With the student, staff, and parent's consent, occupational therapy is taken off the student's IEP. If the parent did not consent, DJJ DOE would have to find a way to provide those occupational therapy services. The IEP is a legal document. In addition to the annual IEP review, there is a triannual review of the student's IEP that tests for changes in the student's disability and retests the student's intelligence quotient, emotional well-being, reading, and math to look for changes in their benchmarks.

Board Member Schrad asked if Mr. Eisenberg attributed the lack of recordkeeping as a failure to fully document or a workload issue for the teachers.

Mr. Eisenberg stated that he believed that an electronic system would allow staff to have a more structured method to record vital information, and that is why the new state IEP electronic system could be a solution. In the past, documentation was done by paper and pencil and not kept up. There was no accountability. With an electronic system, the supervisory staff could monitor programs and track items.

Board Member Hines asked if every youth committed to the Department has an IEP. Jill Becker, Special Education Program Manager for the Department, answered that not every youth that comes into the Department's care has an IEP. Board Member Hines asked whether the Department had the number of youth that enter the Department's facilities without an IEP, but return to local school, where an IEP is developed for them. Ms. Becker did not have this information, but noted that it is something to think about. Ms. Becker noted that DJJ DOE is still responsible for "child find" which is a requirement under IDEA for schools to identified SPED students, as indicated.

Board Member Hines stated that we need to be careful with regard to safety and education and saying we err on the side of education. That is easy to say right up to the point an incident happens and safety becomes an issue.

Mr. Eisenberg said that he agreed with Board Member Hines, but, over time, it has been the opposite, where safety has been the overriding principal with students missing 90 to 100 days of instruction due to safety reasons. He noted this is a delicate balance.

Board Member Woolard noted that some audit issues need to be fixed in a year. Please talk about follow up action and how the Board will know the issue has been corrected.

Mr. Eisenberg stated that the Department is required to produce a corrective action plan, which is a detailed strategy on how the Department will fix non-compliance issues. All non-compliance findings are required by state regulations to be corrected within one calendar year.

Board Member Woolard asked if the Board will hear back at some point in the year or at the next meeting on a status report. Dr. Floyd and Director Block answered that the Board will receive an update at a later meeting. Director Block would like to continue efforts to be transparent about our challenges.

Board Member Frazier thanked Dr. Floyd for the work she is doing to help turn this program around. It has been a huge improvement from hearing the results of the first VDOE audit to now.

Several Board members noted that it would be great if this transformation was documented and shared with other states and agencies.

VIRGINIA JUVENILE COMMUNITY CRIME CONTROL ACT (VJCCCA) PLAN APPROVALS

Beth Stinnett, Statewide Program Manager, Department

The Department has been administering VJCCCA funds for the past 20 years. The \$10.3 million is allocated and distributed to every locality in the Commonwealth. The VJCCCA requires every city and county to submit a plan and budget every two years for how they will spend the funding. This is the beginning of a new biennium that starts on July 1.

The Department has recommended either a one- or two-year approval of the VJCCCA plans. The handout provided to the Board is attached.

Board Member Woolard asked why some plans are for one year and others are for two years.

Ms. Stinnett said there are nine localities that are being recommended for one year to give the Department the opportunity to work more actively with them on their plan over the next year before moving forward. The Department will have new procedures this year on risk-based supervision with a standardized dispositional matrix, and it would be a disservice to some localities to recommend two years on their plan if programs could change over the course of two years.

Director Block recognized the Department's Community Programs Unit and thanked them for their hard work.

On MOTION duly made by Helivi Holland and seconded by Jennifer Woolard the presented list of VJCCCA Plans for the 2017 and 2018 fiscal years was approved. Below is the list of recommended localities:

- Accomack/Northampton
- Alexandria
- Amelia
- Amherst
- Bath
- Bedford County
- Bland
- Campbell
- Caroline
- Charlotte/Appomattox/
Buckingham/Cumberland/
Lunenburg/Prince Edward
- Charlottesville/Albemarle
- Chesterfield
- Colonial Heights
- Craig
- Culpeper
- Danville
- Dinwiddie
- Emporia/Brunswick/
Greensville/Sussex
- Fairfax County and City
- Fauquier
- Floyd
- Fluvanna
- Franklin County
- Fredericksburg
- Giles
- Goochland
- Grayson/Carroll
- Galax
- Greene
- Halifax
- Hampton
- Hanover
- Henrico
- Highland
- Hopewell
- King George
- King William/Charles
City/King &
Queen/Middlesex/New
Kent
- Lexington/Buena
Vista/Rockbridge/
Alleghany/Covington/
Botetourt
- Loudoun
- Louisa
- Lynchburg
- Madison
- Mecklenburg
- Montgomery
- Nelson
- Newport News
- Norfolk
- Nottoway
- Orange
- Page
- Petersburg
- Pittsylvania
- Powhatan
- Prince George
- Prince William
- Pulaski
- Radford
- Rappahannock
- Richmond City
- Roanoke City
- Roanoke County/Salem
City
- Shenandoah
- Spotsylvania
- Stafford
- Surry
- Tidewater Youth Services
Commission
- Waynesboro/Augusta/
Staunton
- Westmoreland/Essex/
Lancaster/
Northumberland/
Richmond County
- Wythe

On MOTION duly made by Helivi Holland and seconded by Jennifer Woolard the presented list of VJCCCA Plans for the 2017 fiscal year was approved. Below is the list of recommended localities:

- Arlington County
- Falls Church
- Frederick/Clarke/Winchester – combined plans
- Manassas/ Manassas Park – combined plans
- Martinsville/Henry/Patrick – combined plans
- Rockingham/Harrisonburg – combined plans
- Warren County
- Washington/Bristol/Smyth/Russell/Buchanan/
Dickenson/Lee/Norton/Scott/Tazewell/Wise –
combined plans
- York/James City/ Gloucester / Williamsburg/
Matthews/ Poquoson –combined plans

REGULATORY UPDATE

Kristen Peterson, Regulatory Coordinator, Department

Request to begin a comprehensive overhaul of Residential Regulations for the following:

6VAC35-71 Regulations Governing Juvenile Correctional Centers (JCCs)

The Department has undergone a significant change in its approach to the operation of the facilities that house committed juveniles. The Department's regulations do not currently reflect the new approach, and the Department would like to update the JCC regulations to reflect the changes.

6VAC35-101 Regulations Governing Juvenile Secure Detention Centers

The Virginia Juvenile Detention Association (VJDA) has noted a number of regulatory provisions in the Juvenile Secure Detention Centers (JDCs) regulations that they deem problematic and would like to consider for revisions. A letter from the VJDA is enclosed in the Board's packet outlining their concerns and providing recommendations for improvement.

6VAC35-41 Regulations Governing Juvenile Group Homes and Halfway Houses

The Department has communicated with the Virginia Community and Residential Care Association who is supportive of the Department's plan to overhaul its Group Homes and Halfway Houses regulations.

The existing regulations were last updated in January 2014. The Department is hoping to conduct a comprehensive review of all three of these regulations pending the Board's approval. This will involve filing a Notice of Intended Regulatory Action (NOIRA), which will undergo an Executive Branch review. Concurrently the Department will begin convening workgroups to review the three regulations. The Department respectfully requests that the Board approve the submission of a NOIRA to initiate a comprehensive regulatory review for those three residential regulations.

Janet Van Cuyk, Legislative and Research Manager, Department, clarified, based on questions by the Board, that the Department is not revising or proposing any changes to the regulations at this point; the Department is just asking for approval to begin the review process of the regulations at this time. There are three steps in the regulatory process: (1) NOIRA, the public receives notification that a regulatory change is being considered; (2) Proposed regulation, a 60-day public comment period in the *Virginia Register*; and (3) Final regulation. Once the Department has the Board's approval for a review, multi-disciplinary workgroups will convene to go through the regulations line-by-line, and the Department will then decide what is best and return to the Board for consideration and review.

On MOTION duly made by Helivi Holland and seconded by Robyn McDougale, the submission of a NOIRA package as described in the memorandum, to give notice of proposed amendments to the three residential regulations: 6VAC35-41, Regulation Governing Juvenile Group Homes and Halfway Houses; 6VAC35-71, Regulation Governing Juvenile Correctional Centers; and 6VAC35-101, Regulation Governing Juvenile Secure Detention Centers, was approved, and permission was granted to proceed with the NOIRA filing in the standard regulatory process.

Request to Advance the Regulations Governing Juvenile Record Information and the Virginia Juvenile Justice Information System (6VAC35-160) to the Proposed Stage of the Regulatory Process.

6VAC35-160 explains the process that participating agencies are required to follow in processing, submitting, and disseminating juvenile record information. The Department conducted a comprehensive review of the regulation and has proposed a number of amendments for the Board's consideration. These proposed changes include removing antiquated language in the regulation and ensuring the regulation is consistent with the information technology resource standards state agencies are required to follow. The regulation became effective on August 16, 2004, and is currently in being asked to advance to the Proposed stage of the Regulatory Process. At the NOIRA stage, the public comment period ended on January 29, 2016; and the Department did not receive any public comments. The Department respectfully requested the Board approve the submission of the draft amendments to the Proposed stage of the regulatory process for executive branch review followed by a 60-day public comment period.

On MOTION duly made by Helivi Holland and seconded by Jennifer Woolard, the proposed changes, as described in the memorandum, to amend 6VAC35-160, Regulations Governing Juvenile Record Information and the Virginia Juvenile Justice Information System, were approved and permission was granted to proceed to Proposed stage in the standard regulatory process.

Request to Advance the Proposed Regulation, Minimum Standards for Research Involving Human Subjects or Records of the Department (6VAC35-170) to the Final Stage of the Regulatory Process.

This regulation sets out the requirements for research that is performed on human subjects that are under the direct care and supervision of the Department or a Board-regulated facility. The regulation also addresses identified and de-identified data requests. The proposed amendments clarify the process for external data requests and research proposals that are within the Department's central electronic data collection system. The proposed language adds new sections that address external aggregate data requests and external case-specific data requests. The also add an amendment to address the consequences to which researchers might be subject if they fail to comply with the regulatory requirements or executed research agreement. The current regulation took effect on February 1, 2005, and the regulatory review action is currently in the Proposed Stage. The 60-day public comment period at the Proposed stage ended on February 28, 2016, and no public comments were received. The Board previously approved the proposed changes to the regulation; however, in this request, the Department is recommending two additional, minor changes. Originally the regulation referred to the Coordinator of External Resources, the person given authority to determine whether the research requests meet all the requirements of the regulation. The Department would like to change the regulation, naming the Department generally, without a specific position identified, as that authority, giving the Department more leeway to determine which staff member is going to review the request. Pending the Board's approval, this regulation will move into the Final Stage of the regulatory process. The Department respectfully requests the Board approve the proposed and amended language and advance the regulation to the Final Stage of the regulatory process.

On MOTION duly made by Helivi Holland and seconded by Robyn McDougle the proposed changes, as noted in the memorandum, to amend 6VAC35-170, Minimum Standards for Research Involving

Human Subjects or Records of the Department of Juvenile Justice, are approved, and permission is granted to proceed to the Final Stage in the standard regulatory process.

2016 GENERAL ASSEMBLY SESSION LEGISLATIVE SUMMARY

Janet Van Cuyk, Legislative and Research Development, Department

Ms. Van Cuyk reviewed the 2016 legislative bills affecting the operation of the Department or the youth and families served by the Department. The handout provided to the Board is attached.

The Board had no questions.

DIRECTOR'S COMMENTS

Andy Block, Director, Department

Graduation is Friday, June 17, at Beaumont Juvenile Correctional Center for the Yvonne B. Miller High School students from both Bon Air and Beaumont campuses. There are 48 students receiving the general diploma, 8 students receiving their GED, and 6 students receiving Penn and Foster credentials. The Department expects a large attendance from family members, and the Department's Public Information Officer, Greg Davy, is in the process of completing portraits of the graduates. This is an open invitation for the Board to attend.

A significant event for the Department happened a few weeks ago with the one-year anniversary celebration of the Department's first Community Treatment Model (CTM) unit (Unit 54 at Bon Air Juvenile Correctional Center). The Department has since added 10 CTM units with more coming online soon. Residents have been invited to speak at conferences and meetings to share their experiences with the CTM. Their presentations and stories have been very popular with audiences.

The Secretary of Public Safety and Homeland Security chaired the third meeting of the Interagency Task Force on Juvenile Correctional Centers (Task Force) on June 14. The Task Force was established by the legislature to study and make recommendations on building a new juvenile correctional center in Chesapeake and whether to renovate or construct a second facility. The first meeting of the Task Force was held in May and provided an orientation to the members on the goals of the Task Force. The second meeting was devoted to presentations by specific stakeholders and other community organizations to discuss the idea of building a new juvenile correctional center. The meeting on June 14 brought in experts to talk about aspects of design and construction for a juvenile facility. Attendance and interest has been high at the Task Force meetings. There is a link to the Task Force meeting information on the Department's website.

The Department has established a new working group with the Commonwealth's Attorneys, similar to the Judicial Liaison Committee, which will allow for an open line of communication between the two groups to talk through issues upon which both may not agree.

The Department has introduced a first of its kind transportation program. The Office of Juvenile Justice and Delinquency Prevention Reentry grant that the Department received last year has provided funding to the Department to enact transportation services across the Commonwealth for the residents' families to visit their family members that are in the Department's facilities. There are

heartwarming stories emerging from this program about parents who have not seen their children since they have been in the Department's care. The Department is considering options for funding of the program after the grant ends. Board Member Hines asked about the funding, and Director Block noted the cost at around \$50,000.

During the legislative session, the Department was given authority to close Beaumont Juvenile Correctional Center. Residents and staff will be consolidated onto the Bon Air campus. In the next couple of weeks, staff at Beaumont will be told if they have a placement with the Department or if they will be on lay off status. The consolidation timetable is over a year so that the Department has more opportunity to place employees. A number of employees decided to waive placement and take an enhanced retirement package which will not take effect until Beaumont closes in June 2017. The Department will request approval of a retention plan to provide employees without a placement an incentive to stay until Beaumont closes. Those residents who have a release date of next year will continue to stay at Beaumont rather than transition to Bon Air.

The Department's population continues to decline due to (i) the continued decline in commitments and admissions to the Department; (ii) the creation of alternatives for youth to local juvenile secure detention centers instead of juvenile correctional centers; and (iii) the change to the length of stay guidelines. As of the meeting date, the population in both Beaumont and Bon Air was under 310 youths. The way the Department has projected the numbers thus far has met all the benchmarks and Director Block believes the population will not be more than 200 youths in state-operated facilities in June 2017. The Department continues to open new Community Placement Programs in local juvenile secure detention centers; next month the Department expects to contract with regional care coordinators; and additional alternatives will be available for secure placements across the state in 2017.

BOARD COMMENTS

Chairperson Abbott and other Board Members asked several questions about data on juveniles receiving adult time and statistics on judges sending juveniles straight to the Department of Corrections instead of the Department. Margaret O'Shea, Attorney General's Office representative, offered to obtain data from the Department of Corrections.

Board Member Schrad said that she watched the hard work of Director Block and the Department staff during the 2016 General Assembly session on providing the legislature with a detailed vision of the transformation. Board Member Schrad was proud of the work done by the Department to get the legislators to see things differently. Board Member Schrad discussed the interest of the law enforcement community in looking at the whole juvenile justice process. They are concerned with young people who end up in the correctional system who are then labeled, possibly diminishing their futures, especially for those who deserve an opportunity for a second chance. The police chiefs feel very strongly about this issue. It is a systemic problem that needs to change. There will be a lot of attention on the Chesapeake facility. Hopefully this will impact our policy makers to see young offenders overall and not permanently brand them as "problem children." Board Member Schrad went on to say that there are a few police departments who create their own version of diversion programs.

Chairperson Abbott said that for reform to work and work long term, the Department's facilities need to be safe and secure and operating correctly. There needs to be a balance between those youth who need to be committed in the facilities and those who deserve a second chance in the community.

Board Member Frazier visited Bon Air Juvenile Correctional Center recently and talked with the youth and staff. It was the first time that he had been on the facility grounds. It was very insightful to see the differences between the CTM and the old correctional model, such as to hear staff talk about being encouraged to stay in contact with a resident after release and to hear young people excited to have an opportunity to talk with staff and other residents during "circle up" time. Board Member Frazier encouraged other Board Members to schedule a visit.

Board Member Holland agreed that we need second chances, but we need to make sure everybody is equally getting that second chance. So when law enforcement is being creative, sometimes they are only getting creative with a certain population. Board Member Holland would encourage the court services units to establish a model to follow for different situations as opposed to being creative. We need to make sure everybody is getting an equal second chance.

Board Member Holland attended the 26th annual conference of the National Consortium of Racial Equality for Courts in Williamsburg and was amazed that there were very few judges from Virginia in attendance. It is important to hear the good and positive things that are happening in juvenile justice. At one point, a parent told Board Member Holland that she was glad that her child was locked up because he would never have finished high school. Anytime you have the opportunity to share information at conferences on the positive impacts Virginia is having on its youth, it would be very beneficial. The world is changing, and we need to change with it; the fact that we are willing to change makes all the difference.

NEXT MEETING

The next meeting is scheduled for September 19, 2016, at the Main Street Centre, 600 East Main Street in Richmond. Board Member Schrad will be at the Chiefs Conference and will not attend.

ADJOURNMENT

Chairperson Abbott adjourned the meeting at 11:29 a.m.



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND 23218-2120

May 3, 2016

Dr. Lisa Floyd
Executive Director of Education
Virginia Department of Juvenile Justice
600 East Main Street, 20th Floor
Richmond, Virginia 23219

Dear Dr. Floyd:

The Virginia Department of Education (VDOE) conducted a compliance and Results-Driven Accountability (RDA) review of special education in Virginia Department of Juvenile Justice – Yvonne B. Miller High School on November 16-20, 2015. This report identifies program improvement focus areas as well as noncompliance with the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, 8 VAC 20-81. All noncompliance must be corrected in a timely manner, not to exceed one year from the date of this letter. Under separate cover, via the VDOE's Single Sign-on for Web Systems portal, are supporting documents. A Corrective Action/Improvement Plan is due to our office by June 2, 2016.

We appreciate Virginia Department of Juvenile Justice's voluntary request for VDOE to complete this review as a part of RDA. Division staffs' assistance and cooperation throughout the review process was exceptional and highly valued by our team. If you have questions about the report or the supporting documents, please contact our office within 15 business days from the date of this letter. I may be contacted at Samantha.Hollins@doe.virginia.gov; (804) 786-2900, or you may contact Jeffrey A. Phenicie, associate director of Special Education Program Improvement, at Jeff.Phenicie@doe.virginia.gov; (804) 786-0308. We look forward to our continued work with the Virginia Department of Juvenile Justice to promote positive outcomes for students with disabilities.

Sincerely,

A handwritten signature in black ink that reads "Samantha M. Hollins".

Samantha M. Hollins, Ph.D.
Director, Special Education Program Improvement

c: Mr. John Eisenberg, Virginia Department of Education
Mrs. Jill Becker, Virginia Department of Juvenile Justice
Dr. Patricia Rascoe, Virginia Department of Education
Mr. Jeff Phenicie, Virginia Department of Education

VIRGINIA DEPARTMENT OF JUVENILE JUSTICE
RESULTS - DRIVEN ACCOUNTABILITY REVIEW
OF SPECIAL EDUCATION PROGRAMS AND SERVICES

*Implementation of the Regulations Governing Special Education
Programs for Children with Disabilities in Virginia*
Effective January 25, 2010
(8 VAC 20-81)

Date of Report: May 3, 2016

Virginia Department of Education
Division of Special Education and Student Services
Office of Federal Program Monitoring

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
P. O. BOX 2120
RICHMOND, VIRGINIA 23218-2120

VIRGINIA DEPARTMENT OF JUVENILE JUSTICE'S

RESULTS-DRIVEN ACCOUNTABILITY REVIEW OF SPECIAL EDUCATION

Dates of Review:

November 15-20, 2016

Team Members

Virginia Department of Education's (VDOE) Division of Special Education and Student Services

Dr. Patricia Rascoe, Specialist, Special Education Program Improvement

Mrs. Ellen Harrison, Specialist, Special Educational Instructional Services

Ms. Gayle Keith, Specialist, Special Education Program Improvement

Statutory and Regulatory Authority

Individuals with Disabilities Education Act (IDEA), 34 CFR 300.600(b), Code of Virginia, §22.1-214, and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia, 8 VAC 20-81, effective January 25, 2010 (the Virginia Regulations).

20 U.S.C. § 1400(d) Purposes. "The purposes of this title are –

- (1) (A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
(B) to ensure that the rights of children with disabilities and parents of such children are protected; and
(C) to assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities;
- (2) to assist States in the implementation of a statewide, comprehensive, coordinated, multidisciplinary, interagency system of early intervention services for infants and toddlers with disabilities and their families;
- (3) to ensure that educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services; and
- (4) to assess, and ensure the effectiveness of, efforts to educate students with disabilities."

20 U.S.C. § 1412(a)(15) Performance goals and indicators. "The State-

(A) has established goals for the performance of children with disabilities in the State that-

- (i) promote the purposes of this title [20 USCS §§ 1400 et seq.], as stated in this section 601(d) [20 USCS § 1400(d)];
- (ii) are the same as the State's definition of adequate yearly progress, including the State's objectives for progress for children with disabilities, under section 1111(b) (2) (C) of the Elementary and Secondary Education Act of 1965 [20 USCS § 6311(b) (2) (C)];
- (iii) address graduation rates and dropout rates, as well as other factors as the State may determine; and
- (iv) are consistent, to the extent appropriate, with any other goals and standards for children established by the State."

Acknowledgement

The Virginia Department of Education (VDOE) expresses its appreciation to the Virginia Department of Juvenile Justice's (DJJ) administration and staff members for requesting this review and for their assistance and cooperation throughout the monitoring process. The administrative and support staff members were available, cooperative, and responsive to the review team's requests for information. They provided access to necessary documentation that enabled the team to better understand DJJ's implementation of the Virginia Regulations.

Purpose

The IDEA requires that the primary focus of the State's monitoring activities center on improving educational results and functional outcomes for all children with disabilities. Educational agencies must meet the program requirements under Part B of IDEA with particular emphasis on requirements that are most closely related to improving educational results for children with disabilities.

The VDOE's Results-Driven Accountability review of DJJ consisted of an examination of the program's policies, procedures and practices for the provision of special education and related services and a determination of compliance or noncompliance with the Virginia Regulations. The VDOE Results-Driven Accountability (RDA) Team reviewed school data and student records, conducted classroom walkthroughs, and interviewed teachers, administrators, and support staff. The review team included staff members from the VDOE's Offices of Special Education Program Improvement and Special Educational Instructional Services.

It is important to note that DJJ requested that VDOE complete a records review in January 2015, to assist them in making improvements in general Individualized Education Program (IEP) development. An unofficial report was completed by Mr. Hank Millward, associate director, Office of Dispute Resolution & Administrative Services, with recommendations addressing the concerns from that audit. An internal corrective action plan was developed by DJJ to address program improvements.

Scope and Methodology of the Review

Analysis of the following data was conducted by the VDOE team:

Virginia Department of Juvenile Justice Special Education Operational Procedures Manual and Forms (Draft)

Virginia Department of Juvenile Justice's Previous Monitoring Reports

The Missouri Model – Reinventing the Practice of Rehabilitating Youthful Offenders

Virginia Department of Juvenile Justice Graduation Data

Monitoring activities of the RDA review were conducted in three stages: pre-visit, on-site review, and post-review.

Pre-visit Activities

Pre-visit activities included:

- Discussion of the school's mission and the projected scope of the review with Mrs. Jill Becker, director of special education, Dr. Lynda Hickey, assistant director of education, Mr. Jay Truex, compliance specialist, Beaumont campus, Ms. Renesha James, compliance specialist, Bon Air campus, and Dr. Patricia Rascoe, VDOE Special Education Program Improvement specialist.
- Development of schedules for the on-site activities, in cooperation with the DJJ.
- Identification of individual student records to be reviewed and persons to be interviewed during site visits.
- Review of the following documents:
 - The DJJ Policy documents
 - Special Education Policy and Procedure Manual
 - Special Education Forms
 - The DJJ procedures for awarding credit accommodations
 - The DJJ roster of students with disabilities
 - Teacher licensure and class rosters
 - 2014 – 2015 master schedules with class times and student enrollment

On-site Activities

On-site activities included:

- Interviews of administrators, teachers, and support staff regarding:

- Vision and mission for special education.
- Special education policies, procedures and practices, including
 - Assessment practices.
 - IEP development and implementation.
- Research-based interventions and instructional programs.
- Service delivery models.
- Professional development areas of focus.
- Climate and culture.
- School and division instructional leadership practices.
- Standards of Learning (SOL) assessment practices for students with disabilities.
- Diploma type determination and use of credit accommodations.
- Completion of focused classroom walkthroughs.
- Focus review of randomly-selected student records at each location.

Post-review Activities

Post-review activities will include:

- Coordination of technical assistance and monitoring by VDOE to assist DJJ in the completion of the Corrective Action Plan and Program Improvement Plan.
- Collaboration with DJJ in the development of a Program Improvement Plan to enhance efforts in continuous improvement of outcomes for students with disabilities, parental involvement.
- Collaboration with DJJ in the development of a Corrective Action Plans for Special Education Performance Indicator 13 – Secondary IEP Goals and Transition Services.
- Review of the completed Corrective Action/Program Improvement Plans by DJJ, VDOE Team to identify areas for future follow-up.
- Completion of the Corrective Action Plan by the LEA required within one year of receipt of the report.
- Collaboration with the DJJ to develop a Corrective Action Plan for identified compliance corrections.
- Assistance with completion of the Program Improvement Plan, ensuring sustainable improvement of outcomes for students with disabilities.

Identified Strengths

The VDOE commends DJJ for their cooperation in assisting the team with completing the review activities. Areas of strength noted by team members during the review are:

- Teachers are committed to educating their students as evidenced by staff focus group interviews and classroom walkthrough observations. They are supportive of each other in achieving short-term and long-term goals.
- Instructional period is intentional as there is a standard lesson format for all classrooms.

- Researched-based remedial programs such as Read 180 and System 44 are available for students with reading difficulties.
- Special education staff is committed to keeping students in an alternative educational setting on track with classroom assignments and objectives.
- Special education teachers are a valuable asset to the collaborative classroom setting.

Emerging Improvements in Need of Capacity Building

The team identified several areas of emerging improvement. Improvement efforts are noted in the identified areas; however, continued focus is recommended to ensure implementation with fidelity across the division.

Emerging improvement areas are:

- The DJJ is transitioning to a new model for serving incarcerated youth. The model is adapted from the Missouri Model where emphasis is placed on assigning youth to community-based living units offering individual and group therapy, behavior management techniques and vocational and pre-vocational skills. Transition to this new model requires extensive training of all staff members. Staff members are trained in groups at different intervals during the year. The facility is implementing the changes gradually. During the review only two units had transitioned to the community model.
- Special education teachers have begun to collect academic data to improve programming for student with disabilities.
- Staff development opportunities for security officers in understanding and relating to students with disabilities.
- Teachers are beginning to develop functional behavioral assessments and behavior intervention plans for some students with behavioral issues. The DJJ has contracted with Commonwealth Autism to provide a Board Certified Behavior Analyst beginning July 1, to work with our staff and students to address some of the more difficult behaviors.

Program Improvement Findings

The team identified the following as areas needing program improvement. Each area must be addressed to ensure positive outcomes for students with disabilities:

- Properly endorsed teachers and related service personnel
- Elective courses used as an avenue for gaining Career and Technical Education (CTE) credits
- Safeguarding the academic environment to enhance learning
- Define "resource" classroom expectations related to special education services
- Communication between staff and administrators
- School climate
- Future operation of DJJ

- Staff development
- General record keeping

Program Improvement Finding #1 Curriculum, Instruction, and Assessment

The following observations indicate a need for program improvement as they directly impact teacher effectiveness, instruction, and student learning.

- **Properly endorsed teachers and related services personnel** - Several courses at DJJ did not have properly endorsed teachers to teach content area subjects. Special/general education teachers were used as substitutes in those courses. Staff interviews revealed that this was a concern for teachers and administrators. It was the general belief that when teachers left, they were not replaced. There was also concern that because DJJ has to go through the state's hiring system; it takes a long time to fill vacancies because of the process. Since the on-site review, the following teachers and support staff have been hired to fill some of the vacancies.

Beaumont Campus

Bon Air Campus

Academic

1 Business Ed. Teacher
1 Government Teacher

3 Science Teachers
2 English Teachers

Support

1 English as a Second Language (ESL)
Teacher (May start date)
1 Library Assistant
1 Program Tech
1 Transition Specialists

1 Instructional Coach
1 Library Assistant
1 Program Tech
1 Transition Specialists

The following positions are still needed:

2 Math
2 Special Education
1 English

1 Math
1 Reading Specialist

The absence of properly endorsed teachers affects the quality of instruction provided to all students. Substitutes may fill the vacancy for a short period of time, defined as up to 90 days, and should be operating under the direction of a properly endorsed teacher. Instruction from teachers trained in the content area is critical if students are expected to participate successfully in the state's assessment program and meet the requirements for graduation.

- **Elective courses used as an avenue for gaining CTE credits are not offered to all students** – Elective courses such as barbering are not offered to all high school students. Barbering is offered to post graduates only. This is a full day program and accordingly, students who may be interested in barbering as a career do not have the opportunity to enroll in the course. Schedules could be adjusted to allow for enrollment of diploma seeking students. The course could be a part of their transition plan for education and employment. Transition plans would become more meaningful for students as the course could lead to employability in an entry level position with the possibility for advancement. For incarcerated youth, this could be the avenue for a successful reentry into their community. In addition, this would further support the new community model's pre-vocational skills component.
- **Safeguarding the academic environment to enhance learning** – Classroom observations revealed the student movement from the living unit (in the morning and after lunch) to the classroom can take up to 20 minutes. Students come to class in intervals per security requirements. This impacts instruction time as the teacher may have to begin the lesson several times to make sure all students get the entire lesson. Even with a "Do Now" activity to begin the lesson, the instruction for the day has often begun while students are still entering the classroom. Students often slap five to all of the students in the class before being seated or enter the room talking. This is disruptive to other students and to the teacher who has to begin the lesson again and maintain the class' attention to the lesson. This has been a problem noted in previous reviews.

Security staff congregates in the hall at specific locations during the class period. They engage in conversation with each other and often are loud enough to be heard in the classroom. This is another interference of the instructional period. Understanding that their job is to provide security for the school environment, it should be possible for that to happen without causing a distraction. This has been discussed with school staff in the past during previous reviews.

The instructional environment should be free from unnecessary distractions and interruptions to ensure that optimal learning can take place by all students.

- **Define "resource" classroom expectations related to special education services** – Some students with disabilities receive extra support through a resource class per their IEP. The resource classroom provides special instruction in an individualized or small group setting for a portion of the day. Interviews revealed that the resource services were not support services but actually an academic class taught by the special education teacher. The student may have been taught two subjects but was given a grade for one subject. It appears that the shortage of teachers, general and special education, may have led to the morphing of the resource services into an academic class. The DJJ staff needs to review IEPs for services and provide those services as outlined in the IEP.

Program Improvement Finding # 2 Climate and Culture

The following observations indicate a need for program improvement in the areas of climate and culture.

- **Communication between staff and administrators** – Transitioning to a new model for serving incarcerated youth has been problematic and affects student behavior and staff's ability to maintain discipline in the classroom. There are two systems being implemented, the existing REACH program and the newly adapted Missouri community model. The expectations of each program are different. Consequences for inappropriate behaviors in the REACH program are addressed immediately while inappropriate behaviors of students in the community model are addressed when the student returns to the community living unit. As a result of this, there appears to be inequity in the way students are treated.
- **Future Operation of DJJ** - Staff members are concerned about their future with the DJJ. The department's move to a new model for serving incarcerated youth and the closing of facilities had caused much anxiety among staff. Job security is a real concern for some due to downsizing. Interviews revealed that staff morale was extremely low as expressed by the interviewees.

Program Improvement Finding # 3 Professional Development

The following recommendations for program improvement in the area of professional development are needed as indicated by staff request during interviews and observations made by team members. It was suggested that some staff development be incorporated into already established meetings that occur on a monthly cycle.

- Staff indicated through interviews that they need additional professional development in:
 - Collecting and analyzing data
 - Providing services in the IEP
 - Writing measurable goals
 - Working with students with emotional disabilities
 - The effects of trauma and mental health disabilities on students
 - The community model

The special education director discussed data collection as a concern during the pre-visit meeting. She has been continuously working with the special education teachers to address this concern. Interviews and observations revealed that data collection is not consistent for all teachers in all classes. This directly relates to research based practices that produce positive results. Collecting and monitoring trends in data over time is critical for developing a clear understanding of student progress or lack thereof. Data is collected to be used as a tool for decision making and completion of progress reports.

All staff will eventually be trained on the community model; however, the transition into this model is over a two year period. Staff is trained in groups at various intervals during the

year. Staff appears to feel that the urgent need for this training may enable to better address behavior management during the transitioning process

- Professional development on the services provided by support personnel such as behavior specialist and other related service personnel.
- Team Building activities to unite the staff and administration as they continue to move through the transition process to the community model.
- Self-monitoring for compliance to ensure fidelity with special education processes and practices.

** Since the review, administrators have been providing professional development on writing pacing guides and measuring student progress across the year with common assessments, using Interactive Achievement and MAP assessments. Self-monitoring audits will be conducted twice a year beginning April 2016, to review for both compliance and results-driven accountability.

Noncompliance Findings

The team reviewed randomly selected student records and found the following areas related to IEP development to be in noncompliance. The findings are summarized below following the regulatory requirement.

Noncompliance Finding #1 - 8 VAC 20-81-110.C.1.a-g.

C. IEP team.

1. General. The local educational agency shall ensure that the IEP team for each child with a disability includes: (34 CFR 300.321(a), (c) and (d))
 - a. The parent(s) of the child;
 - b. Not less than one regular education teacher of the child (if the child is or may be participating in the regular educational environment);
 - c. Not less than one special education teacher of the child or, if appropriate, not less than one special education provider of the child. For a child whose only disability is speech-language impairment, the special education provider shall be the speech-language pathologist;
 - d. A representative of the local educational agency who is:
 - (1) Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - (2) Knowledgeable about the general education curriculum; and
 - (3) Knowledgeable about the availability of resources of the local education agency. A local educational agency may designate another member of the IEP team to serve simultaneously as the agency representative if the individual meets the above criteria;
 - e. An individual who can interpret the instructional implications of evaluation results. This individual may be a member of the team serving in another capacity, other than the parent of the child;
 - f. At the discretion of the parent(s) or local educational agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel, as appropriate. The determination of knowledge or special expertise of any individual shall be

- made by the party (parent(s) or local educational agency) who invited the individual to be a member of the team; and
- g. Whenever appropriate, the child.

Observation

A review of the records revealed that the required members for an IEP meeting were often not present. There were no signed excusal forms to indicate that the parent or adult student had agreed to the member not being present.

Noncompliance Finding #2 - 8 VAC 20-81-110.F.2.a.

F. Development, review, and revision of the IEP. (34 CFR 300.324(a))

2. The IEP team also shall: (34 CFR 300.324(a))

- a. In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions, strategies, and supports to address the behavior;

Observation

A review of records revealed that behavior intervention strategies were not addressed in the IEP when behavior was a concern.

Noncompliance Finding #3 - 8 VAC 20-81-110.G.2.a-b.

G. Content of the individualized education program. The IEP for each child with a disability shall include:

2. A statement of measurable annual goals, including academic and functional goals designed to: (34 CFR 300.320(a)(2))

- a. Meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum, or for preschool children, as appropriate, to participate in appropriate activities; and
- b. Meet each of the child's other educational needs that result from the child's disability.

Observation

A review of IEPs revealed that academic and functional goals for some students were not properly addressed.

Noncompliance Finding #4 - 8 VAC 20-81-110.G.6. a., b., (2) - (3).

G. Content of the individualized education program. The IEP for each child with a disability shall include:

6. The following information concerning state and division wide assessments shall be included: (34 CFR 300.320(a) (6))

- a. A statement of any individual appropriate accommodations or modifications that are necessary to measure the child's academic achievement and functional performance, in accordance with the guidelines approved by the Board of Education, in the administration of

state assessments of student achievement that are needed in order for the child to participate in the assessment;

- b. If the IEP team determines that the child must take an alternate assessment instead of a particular state assessment of student achievement (or part of an assessment), a statement of:
- (2) Why the particular assessment selected is appropriate for the child, including that the child meets the criteria for the alternate assessment; and
 - (3) How the child's nonparticipation in the assessment will impact the child's promotion; graduation with a modified standard, standard, or advanced studies diploma; or other matters.

Observation

A review of IEPs revealed that some IEPs did not include information about the student's participation in the state's assessment program and the impact of non-participation.

Noncompliance Finding #5 - 8 VAC 20-81-110. G. 7.

G. Content of the individualized education program. The IEP for each child with a disability shall include:

7. The projected dates (month, day, and year) for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications. (34 CFR 300.320(a) (7))

Observation

A review of records revealed that some IEPs did not document the frequency, duration, and location for services and modifications.

Noncompliance Finding #6 - 8 VAC 20-81-110. G. 8. a-b.

G. Content of the individualized education program. The IEP for each child with a disability shall include:

8. A statement of: (34 CFR 300.320(a)(3))
 - a. How the child's progress toward the annual goals will be measured; and
 - b. When periodic reports on the progress the child is making toward meeting the annual goals will be provided; for example, through the use of quarterly or other periodic reports, concurrent with the issuance of report cards, and at least as often as parents are informed of the progress of their children without disabilities.

Observation

A review of records revealed that some IEPs did not indicate how progress would be reported and when it would be done. There were no progress reports in the files reviewed although it was stated they had been completed.

Noncompliance Finding #7-8 VAC 20-81-110. G. 10. a. (1) - (2)

G. Content of the individualized education program. The IEP for each child with a disability shall include:

10. Secondary transition services. (34 CFR 300.43 and 34 CFR 300.320(b))

a. Prior to the child entering secondary school but not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP shall include age-appropriate:

(1) Measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and

(2) Transition services, including courses of study, needed to assist the child in reaching those goals. Transition services shall be based on the individual child's needs, taking into account the child's strengths, preferences, and interests.

Observation

A review of IEPs revealed that transition plans in some IEPs did not include post-secondary goals and/or a course of study to assist the student in reaching the goals. The goals developed were those that would be achieved during high school not after high school.

Noncompliance Finding #8 – 8 VAC 20-81-110.G. 11

G. Content of the individualized education program. The IEP for each child with a disability shall include:

11. Beginning at least one year before a student reaches the age of majority, the student's IEP shall include a statement that the student and parent(s) have been informed of the rights under this chapter, if any, that will transfer to the student on reaching the age of majority.

Observation

Student files did not contain documentation as evidence that the parent had been informed of the transfer of rights at least one year in advance of the age of majority.

General Supervision

Noncompliance Finding #9 - 8VAC20-81-40.A.2.a, b

Special education staffing requirements.

A. School age programs. The following specifies the staffing patterns for special education services for school age (five to 21, inclusive) children, in addition to the Standards of Quality (§ 22.1.253.13:2 of the Code of Virginia) and Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC20-131-240).

2. Personnel assignment.

- a. Each student shall receive special education services from special education personnel assigned in accordance with the Virginia Licensure Regulations for School Personnel (8VAC20-22).
- b. Special education teachers who are the teachers of record shall be highly qualified.

Observation

There is no speech and language therapist available to provide services to students needing those services. Currently, there is one student who requires this related service per the IEP. The classroom teachers are implementing the goals on the IEP. Recruitment efforts have not been successful.

Additionally, general education teachers are being assigned to teach content area classes in which they do not have an endorsement.

** Per e-mail communication with the director of special education on April 14, 2016, they have entered into a contract with TALK to provide speech/language therapy. The IEP team will need to determine how compensatory services will be provided once the therapist is in place.

Noncompliance Finding #10 - 8VAC20-81-110.B.3.a – b (1) (2).

Individualized education program.

B. Accountability.

3. Each local educational agency shall ensure that: (34 CFR 300.323(d))
 - a. The child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation; and
 - b. Teachers and providers are informed of:
 - (1) Their specific responsibilities related to implementing the child's IEP; and
 - (2) The specific accommodations, modifications, and supports that shall be provided for the child in accordance with the IEP.

Observation

Students are not receiving the services on their IEPs due to the shortage of teachers. Specific services not being provided are speech/language and resource services. Speech and language services have not been provided during the 2015-16 school year. Resource classes have become academic classes. This is discussed in detail earlier in this report under Program Improvement Finding #1. The IEP teams will need to determine what students have been affected by this practice and discuss how compensatory services will be provided.

Technical Assistance

During the review of the student files, team members noted several areas where attention to detail is required. The following areas require the attention of staff in ensuring compliance and that records are maintained accurately:

1. All areas of the IEP document should be addressed. Do not leave spaces blank.
2. Test protocols should not be put in student files. Evaluators should adhere to the manufacturer protocol for storing the protocols.
3. Criminal activity conducted by the student should not be included in the IEP.
4. Ensure the IEP pages are numbered and placed in the correct order.
5. File IEP progress reports when completed.
6. File the Career Academic Plans in the student's file.

Corrective Action

When noncompliance is identified, timely corrections are essential to ensuring a free appropriate public education. The IEPs must be corrected immediately, not to exceed 65 business days. A review of all records must be completed within one year from the date of this report. Under separate cover are supporting documents of records with personally identifiable student information that require immediate attention. Those documents will be provided to the school division via the Virginia Department of Education's Single Sign-on for Web Systems (SSWS) portal.

Virginia Department of Juvenile Justice
Virginia Department of Education

Date of Compliance Monitoring Visit:
November 16-19, 2015

Date of Notification:
May 3, 2016

All Corrections Due by:
May 2, 2017

Date of Closure Letter:

Prepared by:
Virginia Department of Education

VDOE Contact: Dr. Patricia A. Rascoe
Phone: 804-786-0581

Virginia Department of Juvenile Justice
ATTACHMENT A - ADMINISTRATIVE REVIEW OF SPECIAL EDUCATION - FINDINGS OF NONCOMPLIANCE

Date of Notification: **May 3, 2016**

All Corrections Due By: **May 2, 2017**

N = number of records reviewed	No = number of records in noncompliance with the requirement
Yes = number of records found in compliance with the requirement	NA = number of records not applicable to the requirement

REVIEW OF INDIVIDUAL STUDENT IEP/RECORDS

INDIVIDUAL EDUCATION PROGRAM (IEP)

Question	Legal Reference	N	Yes	No	NA	Corrective Actions
IEP 28: Complete IEP Team Composition	8VAC20-81-110 C.1.a-g	25	22	3	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 33: IEP Consideration: Behavior Intervention Strategies and Support to Address Behavior	8VAC20-81-110 F.2.a	25	23	2	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 43: IEP Includes: Measurable Annual Goals (Academic and Functional) to Enable Involvement and Progress in General Curriculum	8VAC20-81-110 G.2.a-b	25	24	1	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 45: IEP Includes: How Student Will Participate in Assessments	8VAC20-81-110 G.8.a	25	24	1	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 47: Appropriate Assessment and Child Meets Alternate Assessment Criteria	8VAC20-81-110 G.8.b.(2)	25	24	1	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 48: Impact of Non-Participation	8VAC20-81-110 G.8.b.(3)	25	24	1	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified

IEP 49: Projected Date, Frequency, Location, Duration of Services and Modifications	8VAC20-81-110 G.7	25	24	1	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 50: How Progress Toward Annual Goals Measured	8VAC20-81-110 G.8.a	25	22	3	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
IEP 51: Periodic Reports on Progress Toward Annual Goals	8VAC20-81-110 G.8.b	25	20	5	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
SECONDARY TRANSITION SERVICES						
Question	Legal Reference	N	Yes	No	NA	Corrective Actions
SEC TR 57: IEP Includes Age-Appropriate Measurable Postsecondary Goals Based on Assessments	8VAC20-81-110 G.10.a.(1)	25	17	8	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
SEC TR 58: Courses of Study to Reach Transition Goals	8VAC20-81-110 G.10.a.(2)	25	24	1	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
SEC TR 59: Annual Goals Related to Student's Transition Services Needs	300.43(a)(2)(iv), 300.320(a)(2)(i)(b))	25	24	1	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
SEC TR 60: Beginning at 16, Younger If Appropriate, Statement of Interagency Responsibilities or Linkages	8VAC20-81-110 G.10.b	25	23	2	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
SEC TR 61: Age of Majority: Parent and Student Notified One Year Before Student Turns 18	8VAC20-81-110 G.11	25	24	1	0	Individual Student Corrections Must Be Completed Where Noncompliance Identified
SEC TR 62: Parent Consent Obtained When Inviting Participating Agency	8VAC20-81-170 E.1.h.	25	24	1	0	Not Correctable at Student Level

SUMMARY OF GENERAL SUPERVISION MONITORING						
SPECIAL EDUCATION STAFFING REQUIREMENTS						
Question	Legal Reference	N	Yes	No	NA	Corrective Actions
1: Personnel Assignment	8VAC20-81-40.A.2.a, b			1		General Supervision Corrections Must Be Completed Where Noncompliance Identified
INDIVIDUAL EDUCATION PROGRAM (IEP)						
Question	Legal Reference	N	Yes	No	NA	Corrective Actions
16: IEP Accountability	8VAC20-81-110.B.3.a - b	1	0	1		General Supervision Corrections Must Be Completed Where Noncompliance Identified

**Virginia Department of Juvenile Justice
ATTACHMENT B - INDIVIDUAL STUDENT CORRECTIONS**

Date of Notification: **May 3, 2016**

By: **April 2, 2017**

Directions for Correcting IDEA Individual Student Noncompliance Findings

Step 1: The LEA is required to correct all instances of noncompliance for each student where noncompliance was identified. Division Validator must fill in the Corrective Action Code and the date of correction for each student prior to submitting this report to VDOE. This page must be signed with the name and date of the LEA Validator.

Corrective Action Code:

- 0 = Not correctable (Possibly not correctable for REF 4, EVAL 14, SEC TR 54, DIS 71, dependent on specific noncompliance)
- 1 = Correction has been made as required for this student
- 2 = Student no longer enrolled in LEA
- 3 = Student no longer receives special education services
- 4 = Student no longer in school (graduation, dropout, deceased)

Step 2: LEA Validator must submit this completed form to the VDOE Compliance Monitor via SSWS dropbox. LEA validator's signature may be typed. Date must be written as: 00/00/00.

Step 3: VDOE Compliance Monitor must verify all corrections.

The LEA is reminded of its obligation to ensure all records are in compliance, not just records identified by the VDOE's monitoring team. Where noncompliance is determined, the LEA must review its policies, procedures, and practices to determine if any change is needed. It is recommended that the LEA maintain an action log (Attachment B - 1) documenting actions taken to correct each finding of non-compliance. This process will help keep track of progress to ensure all corrections are made timely, not to exceed one year from the date of the monitoring report. Attachment C- General Supervision identifies required actions of the LEA and must be returned to VDOE upon implementation. The LEA is expected to maintain the action log incorporated in Attachment C to include person/position responsible for implementation; timelines for implementation and LEA action taken.

Attachment B - Verification of Correction

Signature of LEA Validator	Date of Signature	Signature of VDOE Validator	Date of Signature

Question from File Review	IEP 28: Completes IEP Team Composition			Corrective Action	Reconvene IEP team with complete team as soon as possible as required.			
Student Demographic Information			School	LEA Verification of		VDOE Verification of Correction		
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification
8/22/1998			BON AIR					
10/20/1998			BEAUMONT					
11/12/1997			BON AIR					
Question from File Review	IEP 33: IEP Consideration: Behavior Intervention Strategies and Support to Address Behavior			Corrective Action	Reconvene IEP team as soon as possible and document consideration of behavior concerns.			
Student Demographic Information			School	LEA Verification of		VDOE Verification of Correction		
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification
4/21/1998			BEAUMONT					
11/12/1997			BON AIR					
Question from File Review	IEP 43: IEP Includes: Measurable Annual Goals (Academic and Functional) to Enable Involvement and Progress in General Curriculum			Corrective Action	Reconvene IEP team as soon as possible and include required measurable annual goals and base on needs of student.			
Student Demographic Information			School	LEA Verification of		VDOE Verification of Correction		
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification
10/6/1995			BON AIR					
Question from File Review	IEP 45: IEP Includes: How Student Will Participate in Assessments			Corrective Action	Reconvene IEP team as soon as possible and address participation in state and LEA-wide assessment.			
Student Demographic Information			School	LEA Verification of		VDOE Verification of Correction		

Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification
9/17/1997			BEAUMONT					
Question from File Review	IEP 47: Appropriate Assessment and Child Meets Alternate Assessment Criteria			Corrective Action	Reconvene IEP team as soon as possible and address why particular assessment is appropriate for student.			
Student Demographic Information			School		LEA Verification of		VDOE Verification of Correction	
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification
4/21/1998			BEAUMONT					
Question from File Review	IEP 48: Impact of Non-Participation			Corrective Action	Reconvene IEP team as soon as possible and address impact of nonparticipation relative to promotion/graduation.			
Student Demographic Information			School		LEA Verification of		VDOE Verification of Correction	
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification
4/21/1998			BEAUMONT					
Question from File Review	IEP 49: Projected Date, Frequency, Location, Duration of Services and Modifications			Corrective Action	Reconvene IEP team as soon as possible or, amend IEP as soon as possible to include missing modification information.			
Student Demographic Information			School		LEA Verification of		VDOE Verification of Correction	
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification
10/6/1995			BON AIR					
Question from File Review	IEP 50: How Progress Toward Annual Goals Measured			Corrective Action	Reconvene IEP team as soon as possible (or amend IEP) to provide statements of how child's progress toward annual goals will be measured.			
Student Demographic Information			School		LEA Verification of		VDOE Verification of Correction	
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification

9/17/1997									
3/22/1997			BEAUMONT						
9/17/1997			BEAUMONT						
Question from File Review	IEP 51: Periodic Reports on Progress Toward Annual Goals			Corrective Action	Reconvene IEP team as soon as possible (or amend IEP) to provide statements of periodic progress reports or provide progress reports to parents.				
Student Demographic Information			School		LEA Verification of		VDOE Verification of Correction		
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification	
9/27/1997			BON AIR						
11/18/1996			BEAUMONT						
9/17/1997			BEAUMONT						
8/13/1998			BON AIR						
10/21/1999			BON AIR						
Question from File Review	SEC TR 67: IEP Includes Age-Appropriate Measureable Postsecondary Goals Based on Assessments			Corrective Action	Reconvene IEP team immediately to develop measurable postsecondary goals for all applicable areas.				
Student Demographic Information			School		LEA Verification of		VDOE Verification of Correction		
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification	
12/1/1998			BON AIR						
10/21/1999			BON AIR						
9/27/1997			BON AIR						
8/22/1998			BON AIR						
9/17/1997									
11/18/1996			BEAUMONT						
3/22/1997			BEAUMONT						
8/13/1998			BON AIR						
Question from File Review	SEC TR 58: Courses of Study to Reach Transition Goals			Corrective Action	Reconvene IEP team as soon as possible (or amend IEP) to identify transition services including courses of study.				
Student Demographic Information			School		LEA Verification of		VDOE Verification of Correction		
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification	

11/12/1997			BON AIR					
Question from File Review	SEC TR 59: Annual Goals Related to Student's Transition Services Needs			Corrective Action				
Student Demographic Information			School		LEA Verification of		VDOE Verification of Correction	
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification
3/22/1997			BEAUMONT					
Question from File Review	SEC TR 60: Beginning at 16, Younger If Appropriate, Statement of Interagency Responsibilities or Linkages			Corrective Action	Reconvene IEP team as soon as possible to develop statement of interagency responsibilities or linkages.			
Student Demographic Information			School		LEA Verification of		VDOE Verification of Correction	
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification
3/22/1997			BEAUMONT					
11/2/1996			BEAUMONT					
Question from File Review	SEC TR 61: Age of Majority: Parent and Student Notified One Year Before Student Turns 18			Corrective Action	Reconvene IEP team if needed to amend the student's IEP to include a statement the student and parent(s) have been informed of their rights that will transfer to the student on reaching the age 18.			
Student Demographic Information			School		LEA Verification of		VDOE Verification of Correction	
Student Date of Birth	First Name	Last Name	Attendance Center	Corrective Action Code	Signature of LEA Validator	Date of Correction	Signature of VDOE Validator	Date of Verification
11/18/1996			BEAUMONT					

ATTACHMENT C - GENERAL SUPERVISION FINDINGS OF NONCOMPLIANCE

Virginia Department of Juvenile Justice

Date of Notification: **May 3, 2016**

All Actions Completed By: **May 2, 2017**

SPECIAL EDUCATION STAFFING REQUIREMENTS

2012-13 Criteria: 100%	Additional Actions	Division Completion		Verification of Completion	
		Division Signature	Division Completion Date	VDOE Signature	VDOE Date
1: Personnel Assignment	The LEA is required to review all teacher assignments and revise its policies, procedures, and practices to comply with the staffing requirements.				
<p>Comments: The Department of Corrections has not had a speech and language pathologist for the 2005-16 school year. They have one student who is in need of services. Services are being provided by the classroom teacher in addressing the goals in the IEP. There is no oversight of their services by some one qualified to address speech and language deficits.</p>					
<p>Person/Position Responsible for implementation (Telephone No.)</p>		<p>Timelines for Implementation:</p>			
<p>1: Personnel Assignment: LEA action steps and resources to ensure compliance and a statement as to how the LEA will monitor implementation:</p>					
<p>1: Personnel Assignment: VDOE Verification Notes:</p>					

INDIVIDUAL EDUCATION PROGRAM (IEP)

		Division Completion		Verification of Completion	
2012-13 Criteria: 100%	Additional Actions	Division Signature	Division Date	VDOE Signature	VDOE Date
16: IEP Accountability	The LEA is required to review and revise its policies, procedures, and practices to ensure compliance with the specific requirement.				
Comments: Students are not receiving the services on their IEPs due to the shortage of teachers. Specific services not being provided are speech/language and resource services. Speech and language services have not been provided during the 2015-16 school year. Resource classes have become academic classes. This is discussed in detail earlier in this report under Program Improvement Finding # 1. IEP teams will need to determine what students have been affected by this practice and discuss how compensatory services will be provided.					
Person/Position Responsible for Implementation (Telephone No.)			Timelines for Implementation:		
16: IEP Accountability: LEA action steps and resources to ensure compliance and a statement as to how the LEA will monitor implementation:					
16: IEP Accountability: VDOE Verification Notes:					

SPECIAL EDUCATION PROGRAM IMPROVEMENT CORRECTIVE ACTION PLAN

The Virginia Department of Education (VDOE) is required to monitor the implementation of Part B of the *Individuals with Disabilities Education Act* (IDEA), (34 CFR 300.600(b)). The IDEA establishes requirements for state monitoring, enforcement, and annual reporting, and requires that the primary focus of monitoring be on:

1. Improving educational results and functional outcomes for all children with disabilities; and
2. Ensuring that public agencies meet the program requirements under this part, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

Consistent with the requirements, the VDOE has revised its monitoring of special education to a system of "results-driven accountability" (RDA) that provides greater supports to local education agencies in improving results for children and youth with disabilities, and their families. The RDA brings a more balanced approach to determining program effectiveness—focusing on how well students are performing while continuing to protect their rights. The revised monitoring system will be based upon targeted need as determined by data analyses of the state's Special Education Annual Performance Report (APR), which incorporates both results data and compliance data generated from several different sources, including the *Elementary and Secondary Education Act*; Virginia's Standards of Learning; Discipline, Crime, and Violence Annual Report; Special Education Child Count; and other quantitative and qualitative data sources.

The RDA requires variant levels of intervention; therefore, monitoring activities may require that a school division attend and participate in staff development activities related to the eligibility process, participate in a review of data, complete a self-assessment, and/or be involved in on-site reviews.

For more information about the Department's monitoring of special education, contact the Division of Special Education and Student Services, Office of Special Education Program Improvement Web site at:
http://www.doe.virginia.gov/special_ed/program_improvement/index.shtml.

LEA: Department of Juvenile Justice
SPECIAL EDUCATION PROGRAM IMPROVEMENT
CORRECTIVE ACTION PLAN

Date Notified of Needing Assistance:

May 3, 2016

VDOE Special Education RDA Specialist:

Dr. Patricia Rascoe

Program Improvement Area of Concern	Timeline for Completion of Corrective Actions	Essential Action(s)	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Documentation Required to Support Evidence of Progress/Completion
Results Finding #1- Curriculum, Instruction, and Assessment: <ul style="list-style-type: none"> • Properly endorsed teachers and related service personnel. <ul style="list-style-type: none"> ○ Sped. teachers being used as substitutes to teach content courses ○ Takes a long time to hire teachers due to State HR process. 	<u>Compliance driven</u> (action completed within one year timeline)				
	<input checked="" type="checkbox"/> <u>Results driven</u> (action may require additional time beyond one year for successful closure) <u>8/31/2016</u>	<ul style="list-style-type: none"> • Building Administrators will investigate and utilize other methods to fill vacant positions (such as combining classes, using instructional assistants differently, distance learning, sharing teachers from the other facility). Special education teachers will fill vacant positions only after other options are exhausted and only in times of significant need. Education will assign a person (Program Support Technician) to coordinate with principals and HR to track teacher vacancies, complete all pre-paperwork in preparation for selection and interview staff, in an effort to decrease the number of days to hire teachers and increase the number of teachers hired who 	Building Principals and Assistant Principals Compliance Specialist(s) Program Support Technician, Principal, Human Resource/recruitment	Director of Special Education Deputy Director of Education	The building administrator will report on the Education Weekly Report all teacher absences and how coverage and educational services through the IEP will be provided Compliance Specialist will keep written record of when special education teachers are pulled to substitute for gen. ed. teachers.

Program Improvement Area of Concern	Timeline for Completion of Corrective Actions	Essential Action(s)	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Documentation Required to Support Evidence of Progress/Completion
<ul style="list-style-type: none"> • Elective courses used as an avenue for gaining CTE credits are not offered to all students. <ul style="list-style-type: none"> ◦ Some electives only offered to post-grad. students. 		<p>are highly qualified. In addition, principals have been asked to obtain "letters of separation" as soon as possible so critical content positions can be double encumber, in an effort to fill positions quicker. Create a central interview team, rather than separate teams at each building, designed to streamline the hiring process.</p> <ul style="list-style-type: none"> • Elective offerings are in-line to meet graduation requirements and provide a smooth transition back to the school district where the student will re-enter. Opportunities for post-graduates are not intended for the purpose of meeting graduation requirements. Post-graduate offerings are specific to the resident's re-entry to the community (not school) and a transition to employment opportunities upon leaving DJJ. In addition, post-graduate staff requirements are different from the requirements for high school teachers who teach elective courses. Post-graduates do not fall under the VDOE licensure requirement. 	Principals and Assistant Principals	Director of Special Education Deputy Director of Education	<p>Program Support Technician will provide a document that shows where positions fall in the hiring process.</p> <p>Student schedules.</p>

Program Improvement Area of Concern	Timeline for Completion of Corrective Actions	Essential Action(s)	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Documentation Required to Support Evidence of Progress/Completion
<ul style="list-style-type: none"> • Safeguarding the academic environment to enhance learning. <ul style="list-style-type: none"> ◦ Movement taking up to 20 minutes between classes and lunch, interfering with instruction. ◦ Security staff congregating in the hall having conversations loud enough to be heard in the classrooms, which interferes with instruction. 		<ul style="list-style-type: none"> • Track student movement between classes and during transition times (morning/evening). The building principal will communicate with the operation staff, directly responsible for movement, to work on solutions. The Deputy Director of Education will update the Director of Operations regarding this process during weekly meetings. Beginning July 2016, the overall movement of students will decrease, all together, due to the implementation of a new community model in education. Students will remain together, by subject, for ½ day while taking core classes and will move to elective classes the other ½ of the day. Students will no longer transition between core classes. <p>Building Administrators (Principals and Assistant Principals) will monitor halls and redirect officers who are causing a disruption. Principals will communicate and work with the building Operation staff to address concerns as needed. Additionally, the Community Model in Education will redirect the efforts of residential staff to be</p>	<p>Classroom teachers</p> <p>Principal and Assistant Principals</p> <p>Operation Staff</p>	<p>Deputy Director of Education</p>	<p>Movement Logs</p> <p>Meeting notes and emails between building principals and building superintendents.</p>

Program Improvement Area of Concern	Timeline for Completion of Corrective Actions	Essential Action(s)	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Documentation Required to Support Evidence of Progress/Completion
<ul style="list-style-type: none"> • Define "resource" classroom expectations related to special education services. <ul style="list-style-type: none"> ○ Not "resource" classes but instead academic classes taught by teachers. Appears, staff shortages caused morphing of resource services into academic classes. ○ Grading for one subject in resource classes when two subjects were taught. ○ Review IEP's and provide services as indicated on IEP regarding "resource." 		<p>included more within the classroom and less in the hallways.</p> <ul style="list-style-type: none"> • A class titled "Academic Support." will function as a self-contained resource class beginning January 2016 (2nd semester). The title was changed from "resource" to "academic support" to alleviate further confusion at DJJ. If a student needs this type of support, the IEP team will consider using all or portions of this class to provide the necessary support. The IEP document would capture this support under the service page of the student's IEP. The student will earn an elective credit and receive only one grade for the class. Safeguards that have been put in place to eliminate misuse, are: <ol style="list-style-type: none"> 1) A guidance document, which clearly describes the purpose of the class, is reviewed during the IEP team meeting. This document justifies the need for the class and the specific areas that each individual student will focus on during the class. Those things may include: remediation; specific skill 	<p>Principal and Assistant Principals</p> <p>School Counselors</p> <p>Compliance Specialist(s)</p>	<p>Director of Special Education</p>	<p>Students and school schedule</p> <p>On the IEP under services and documentation on the individual student performance plans for the Academic Support class.</p>

Program Improvement Area of Concern	Timeline for Completion of Corrective Actions	Essential Action(s)	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Documentation Required to Support Evidence of Progress/Completion
		<p>development (organization, planning, self-monitoring...etc.); transition planning, goals in the IEP, skills in a particular area of a general education course; and a number of other areas that will support and strengthen the ability of the student to have success during the time they are in the regular education setting.</p> <p>2) Each student has an individual performance plan for this class outlining what the IEP team determined was critical for the student to achieve while attending this class.</p>			
<p>Results Finding #2 – Climate and Culture:</p> <ul style="list-style-type: none"> • Communication between staff and administrators. <ul style="list-style-type: none"> ○ Transition to a new community model has been problematic and affects student behavior 	<p><u>Compliance driven</u> (action completed within one year timeline)</p>				
	<p><input checked="" type="checkbox"/> <u>Results driven</u> (action may require additional time beyond one year for successful closure)</p> <p>Timeline of implementation of</p>	<ul style="list-style-type: none"> • Education and Operations Leadership have partnered to implement the community model with a goal of protecting treatment needs, maintaining security, and improving academic performance. Education has been proactive in developing a timeline for 	<p>Principals and Assistant principals</p> <p>Compliance Specialist(s)</p>	<p>Director of Special Education</p> <p>Deputy Director of Education</p>	<p>Meeting agendas and emails regarding the new model.</p> <p>Professional Development Calendar</p>

Program Improvement Area of Concern	Timeline for Completion of Corrective Actions	Essential Action(s)	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Documentation Required to Support Evidence of Progress/Completion
<p>and staff's ability to maintain discipline in the classroom.</p> <ul style="list-style-type: none"> o Two behavior systems being implemented- REACH and adapted Missouri Community Model(MCM). o Behavior problems: REACH is addressed immediately and the MCM is addressed when students return to the unit. Appears to be an inequity in the students are treated. o Staff are concerned about their future with DJJ. Closing of a facility is causing anxiety among staff. As a result, staff morale was extremely low and expressed during interviews. 	<p>Community Model mapped through June 2017.</p> <p>Education training on implementation community model was held in April, 2016.</p> <p>Completed: 8/31/2018</p>	<p>implementation and creating a master schedule to address staff and student needs. Communication has been through faculty meetings, division meetings, training by the Agency on the community model, training by education on implementation of the community model, and updates from the Director to all staff. A Future Planning Group (FPG) meets weekly to review the timeline and address concerns.</p> <p>As the Agency transitions to the Community Model, training will be provided to staff regarding behaviors. Communication regarding how education will address behaviors has been provided at faculty meetings and Dialogue Training.</p> <p>Education leadership has addressed the timeline and final job positions at faculty meetings and individually. The Deputy Director of Education met individually with staff who will not have placement in preparation for the HR discussions. HR has addressed staff concerns about jobs throughout the month of April in large group settings and individually.</p>			

Program Improvement Area of Concern	Timeline for Completion of Corrective Actions	Essential Action(s)	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Documentation Required to Support Evidence of Progress/Completion
		<p>The Education Department has contracted and will train staff on <i>Responsibility Centered Discipline</i>, with Larry Thompson, June 14, 2016. This is designed to train staff on overall behavior strategies and interventions to use daily in the classroom. Mr. Thompson will return twice in September to check-in, answer question, concerns, and assist with techniques. Also, DJJ procured a contract with Commonwealth Autism to hire a Board Certified Behavior Analyst (BCBA) to work with staff daily, provide the Registered Behavior Technician (RBT) training, and provide a 3 day training in Basic Behavior Skills. The BCBA, who will work directly in the facility and assist with the training will begin July 1, 2016. DJJ has will hire a full-time Behavior Specialists next school year, 2016-2017.</p>			

Program Improvement Area of Concern	Timeline for Completion of Corrective Actions	Essential Action(s)	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Documentation Required to Support Evidence of Progress/Completion
	Compliance driven (action completed within one year timeline)				
<p>Results Finding #3 – Professional Development (PD):</p> <ul style="list-style-type: none"> Staff request additional PD in: Collection and analyzing data; Providing services in the IEP; Writing measurable goals; Working with students with emotional disabilities; Effects of trauma and mental health; and the community model. PD on the services provided by support personnel such as behavior specialists and other related service personnel. Team building activities to unite staff and administration as they continue to move forward with the community model transition. Self-monitoring for compliance to ensure fidelity with special education processes and practices. 	<p><input checked="" type="checkbox"/> Results driven (action may require additional time beyond one year for successful closure)</p> <p>1/31/2017</p>	<ul style="list-style-type: none"> Opportunities for professional development (PD) both internal and external are ongoing. Staff were provided a PD calendar on April 25th, during a training on the Community Model in Education. At the same training, information was shared regarding the two behavior contracts DJJ has procured to begin June 14th and July 1, 2016. Additionally, websites, such as TTAC online were provided to staff at building special education meetings to provide access to on-line training modules on a variety of topics. Since November, the following trainings were offered and several staff have attended each (internal and external 	<p>Principal and Assistant Principal</p> <p>Compliance Specialist(s)</p>	<p>Director of Special Education</p>	<p>Professional Development Calendar</p> <p>Certificates of Completion</p> <p>Meeting Agendas including trainings held during the meeting.</p> <p>Internal audit forms.</p>

Program Improvement Area of Concern	Timeline for Completion of Corrective Actions	Essential Action(s)	Title of Person(s) Responsible for Essential Action	Title of Person(s) Monitoring	Documentation Required to Support Evidence of Progress/Completion
		<p>opportunities); 5/8/16 Teach Like a Champion, book presentation ; 5/12/16 The Fundamental 5, book presentation; 5/4/2016 UVA: Making Learning Visible Symposium; 5/2/16 VAAP Scoring; 4/25/16 Community Model in Education/Behavior Supports; 4/20/16 Goal writing and interpreting data; 4/8/16 education in alternative settings; 3/29/16 IEP writing, interpreting test scores and eligibility process; 3/16/2016 SEAS WebEx training – forms; 1/19/16 Career Readiness Certification/ Work Keys Proctor training; 1/2016 MAP Assessment / On-line modules, 12/16/2015 Special education reporting, times lines, and new classes (Academic Support and Learning Center); 7/22/15 FBA training / VDOE: .</p> <p>Upcoming Behavior trainings: June 14 and September, 2016. Behavior trainings in RBT and Basic Skills during the 2016-17 school year.</p> <p>Additional PD in the area of trauma, behavior management,</p>			

FY 2017-2018 VJCCA Plan Detail

Locality	Program Type	Year 1 Youth	Year 1 Budget	Year 2 Youth	Year 2 Budget
Accomac, Northampton	Surveillance/Intensive Supervision	25	\$14,275	25	\$14,275
Accomac, Northampton	Community Service	45	\$9,229	45	\$9,229
Accomac, Northampton	Outreach Detention/Electronic	30	\$30,162	30	\$30,162
Alexandria	Shelter Care and Less Secure	60	\$220,601	60	\$220,601
Alexandria	Life Skills	48	\$52,000	48	\$52,000
Alexandria	Shoplifting Programs	28	\$8,000	28	\$8,000
Amelia	Community Service	12	\$6,321	15	\$6,321
Amelia	Pro-Social Skills	4	\$6,321	6	\$6,321
Amherst	Shelter Care and Less Secure	20	\$53,580	20	\$53,580
Amherst	Outreach Detention/Electronic	30	\$11,675	30	\$11,675
Arlington	Alternative Day Services and Day	25	\$353,970	1 yr plan renewal	
Arlington	Group Homes	22	\$984,328		
Bath	Coordinator/Administrative	0	\$25	0	\$25
Bath	Supervision Plan Services	3	\$6,560	3	\$6,560
Bedford County	Shelter Care and Less Secure	15	\$30,000	15	\$30,000
Bedford County	Shelter Care and Less Secure	15	\$30,000	15	\$30,000
Bedford County	Outreach Detention/Electronic	25	\$24,941	25	\$24,941
Bland	Supervision Plan Services	3	\$6,585	3	\$6,585
Campbell	Community Service	48	\$12,378	48	\$12,378
Campbell	Coordinator/Administrative	0	\$5,653	0	\$5,653
Campbell	Shelter Care and Less Secure	36	\$61,495	36	\$61,495
Campbell	Outreach Detention/Electronic	15	\$23,322	15	\$23,322
Campbell	Parenting Skills	4	\$3,200	4	\$3,200
Caroline	Outreach Detention/Electronic	45	\$6,392	45	\$6,392
Caroline	Substance Abuse Treatment	15	\$9,926	15	\$9,926
Caroline	Supervision Plan Services	10	\$7,011	10	\$7,011
Charlotte, Appomattox,	Pro-Social Skills	3	\$500	3	\$500
Charlotte, Appomattox,	Substance Abuse Education	12	\$1,700	12	\$1,700
Charlotte, Appomattox,	Outreach Detention/Electronic	25	\$26,000	25	\$26,000
Charlotte, Appomattox,	Supervision Plan Services	6	\$10,000	6	\$10,000
Charlotte, Appomattox,	Life Skills	20	\$25,274	20	\$25,274
Charlottesville,	Group Homes	6	\$98,550	3	\$49,275
Charlottesville,	Community Service	25	\$35,000	25	\$35,000
Charlottesville,	Community Service	6	\$20,000	6	\$20,000
Charlottesville,	Pro-Social Skills	20	\$5,000	20	\$5,000
Charlottesville,	Individual, Group, Family	48	\$147,119	81	\$248,429
Charlottesville,	Outreach Detention/Electronic	15	\$30,000	15	\$30,000
Charlottesville,	Employment/Vocational	25	\$56,000	25	\$56,000
Charlottesville,	Case Management	40	\$52,035	0	\$0
Charlottesville,	Outreach Detention/Electronic	35	\$9,000	35	\$9,000
Chesterfield	Case Management	66	\$63,200	66	\$63,200
Chesterfield	Case Management	64	\$46,600	64	\$46,600
Chesterfield	Community Service	160	\$128,700	160	\$128,700
Chesterfield	Supervision Plan Services	6	\$11,451	6	\$11,451
Chesterfield	Alternative Day Services and Day	68	\$220,810	68	\$220,810
Chesterfield	Alternative Day Services and Day	30	\$94,590	30	\$94,590
Chesterfield	Outreach Detention/Electronic	130	\$243,100	130	\$243,100
Chesterfield	Community Service	115	\$14,000	115	\$14,000
Chesterfield	Sex Offender Treatment	14	\$48,300	14	\$48,300
Chesterfield	Coordinator/Administrative	0	\$0	0	\$0
Colonial Heights	Community Service	45	\$11,250	45	\$11,250
Colonial Heights	Parenting Skills	8	\$2,812	8	\$2,812
Colonial Heights	Office on Youth	0	\$37,500	0	\$37,500

FY 2017-2018 VJCCCA Plan Detail

Locality	Program Type	Year 1 Youth	Year 1 Budget	Year 2 Youth	Year 2 Budget
Colonial Heights	Shoplifting Programs	210	\$7,032	210	\$7,032
Colonial Heights	Supervision Plan Services	0	\$0	0	\$0
Colonial Heights	Pro-Social Skills	18	\$7,032	20	\$7,032
Colonial Heights	Coordinator/Administrative	0	\$3,454	0	\$3,454
Craig	Supervision Plan Services	5	\$6,585	5	\$6,585
Culpeper	Pro-Social Skills	16	\$7,000	0	\$7,000
Culpeper	Pro-Social Skills	16	\$6,000	16	\$6,000
Culpeper	Coordinator/Administrative	0	\$2,646	0	\$2,646
Culpeper	Life Skills	2	\$3,575	35	\$3,575
Culpeper	Supervision Plan Services	20	\$37,275	20	\$37,275
Danville	Life Skills	40	\$9,600	40	\$9,600
Danville	Outreach Detention/Electronic	50	\$51,443	50	\$51,443
Danville	Outreach Detention/Electronic	60	\$65,786	60	\$65,786
Dinwiddie	Pro-Social Skills	20	\$22,322	20	\$22,322
Dinwiddie	Pro-Social Skills	10	\$7,573	10	\$7,573
Emporia, Brunswick,	Community Service	120	\$70,749	120	\$70,749
Emporia, Brunswick,	Outreach Detention/Electronic	30	\$38,766	30	\$38,766
Fairfax County/City	Shelter Care and Less Secure	210	\$1,329,044	210	\$1,329,044
Fairfax County/City	Group Homes	30	\$1,736,662	30	\$1,736,662
Fairfax County/City	Group Homes	24	\$1,414,846	24	\$1,414,846
Fairfax County/City	Outreach Detention/Electronic	315	\$1,328,175	315	\$1,328,175
Fairfax County/City	Group Homes	12	\$1,247,360	12	\$1,247,360
Falls Church	Group Homes	19	\$904,977		1 yr plan
Fauquier	Coordinator/Administrative	0	\$1,830	0	\$1,830
Fauquier	Home-Based, In-Home Services	18	\$30,000	18	\$30,000
Fauquier	Individual, Group, Family	22	\$12,000	22	\$12,000
Fauquier	Substance Abuse Treatment	10	\$11,000	10	\$11,000
Fauquier	Restitution/Restorative Justice	10	\$2,000	10	\$2,000
Fauquier	Pro-Social Skills	10	\$15,000	10	\$15,000
Fauquier	Outreach Detention/Electronic	2	\$1,000	2	\$1,000
Fauquier	Sex Offender Treatment	3	\$2,500	3	\$2,500
Fauquier	Surveillance/Intensive Supervision	12	\$15,392	12	\$15,392
Fluvanna	Supervision Plan Services	10	\$6,585	10	\$6,585
Floyd	Supervision Plan Services	7	\$6,585	7	\$6,585
Franklin County	Outreach Detention/Electronic	10	\$31,456	10	\$31,456
Frederick, Clarke,	Surveillance/Intensive Supervision	45	\$43,800		recommending 1 yr plan renewal
Frederick, Clarke,	Case Management	150	\$55,800		
Frederick, Clarke,	Supervision Plan Services	10	\$6,258		
Frederick, Clarke,	Substance Abuse Treatment	30	\$11,500		
Frederick, Clarke,	Substance Abuse Education	25	\$1,000		
Frederick, Clarke,	Parenting Skills	6	\$1,000		
Frederick, Clarke,	Sex Offender Treatment	3	\$5,000		
Frederick, Clarke,	Pro-Social Skills	35	\$4,000		
Fredericksburg	Case Management	5	\$20,000	5	\$20,000
Fredericksburg	Shelter Care and Less Secure	5	\$35,000	5	\$35,000
Fredericksburg	Outreach Detention/Electronic	30	\$6,500	30	\$6,500
Fredericksburg	Supervision Plan Services	10	\$19,890	10	\$19,890
Fredericksburg	Restitution/Restorative Justice	20	\$3,000	20	\$3,000
Fredericksburg	Substance Abuse Education	12	\$3,000	12	\$3,000
Fredericksburg	Community Service	20	\$3,000	20	\$3,000
Giles	Outreach Detention/Electronic	6	\$7,473	6	\$7,473
Giles	Supervision Plan Services	2	\$2,155	2	\$2,155
Goochland	Community Service	40	\$6,585	40	\$6,585

FY 2017-2018 VJCCA Plan Detail

Locality	Program Type	Year 1 Youth	Year 1 Budget	Year 2 Youth	Year 2 Budget
Grayson, Carroll, Galax	Pro-Social Skills	48	\$1,800	48	\$1,800
Grayson, Carroll, Galax	Community Service	135	\$33,300	135	\$33,300
Grayson, Carroll, Galax	Outreach Detention/Electronic	15	\$5,417	15	\$5,417
Grayson, Carroll, Galax	Shoplifting Programs	11	\$400	11	\$400
Grayson, Carroll, Galax	Substance Abuse Education	38	\$900	38	\$900
Greene	Supervision Plan Services	10	\$7,596	10	\$7,596
Halifax	Outreach Detention/Electronic	32	\$44,517	32	\$44,517
Halifax	Outreach Detention/Electronic	15	\$13,001	15	\$13,001
Halifax	Pro-Social Skills	8	\$11,522	8	\$11,522
Halifax	Pro-Social Skills	6	\$5,000	6	\$5,000
Hampton	Pro-Social Skills	120	\$40,800	120	\$40,800
Hampton	Individual, Group, Family	10	\$22,627	10	\$22,627
Hampton	Individual, Group, Family	20	\$12,000	20	\$12,000
Hampton	Outreach Detention/Electronic	166	\$124,500	166	\$124,500
Hampton	Outreach Detention/Electronic	70	\$52,500	70	\$52,500
Hampton	Substance Abuse Treatment	80	\$48,000	80	\$48,000
Hampton	Surveillance/Intensive Supervision	70	\$126,000	70	\$126,000
Hanover	Surveillance/Intensive Supervision	40	\$23,213	40	\$23,213
Hanover	Community Service	125	\$25,328	125	\$25,328
Hanover	Outreach Detention/Electronic	50	\$27,859	50	\$27,859
Hanover	Coordinator/Administrative	0	\$5,089	0	\$5,089
Hanover	Surveillance/Intensive Supervision	50	\$20,310	50	\$20,310
Henrico	Pro-Social Skills	180	\$30,416	180	\$30,416
Henrico	Pro-Social Skills	46	\$3,700	46	\$3,700
Henrico	Community Service	76	\$21,279	76	\$21,279
Henrico	Coordinator/Administrative	0	\$155,391	0	\$155,391
Henrico	Home-Based, In-Home Services	68	\$207,570	68	\$207,570
Henrico	Supervision Plan Services	36	\$52,000	36	\$52,000
Henrico	Outreach Detention/Electronic	330	\$292,138	330	\$292,138
Henrico	Outreach Detention/Electronic	120	\$17,400	120	\$17,400
Henrico	Parenting Skills	50	\$6,400	50	\$6,400
Henrico	Shoplifting Programs	190	\$26,192	190	\$26,192
Henrico	Case Management	140	\$64,162	140	\$64,162
Henrico	Case Management	50	\$20,400	50	\$20,400
Henrico	Coordinator/Administrative	0	\$155,391	0	\$155,391
Highland	Coordinator/Administrative	0	\$346	0	\$346
Highland	Surveillance/Intensive Supervision	13	\$6,239	13	\$6,239
Hopewell	Outreach Detention/Electronic	51	\$71,506	51	\$71,506
Hopewell	Supervision Plan Services	5	\$22,804	5	\$22,804
Hopewell	Home-Based, In-Home Services	2	\$7,500	2	\$7,500
Hopewell	Pro-Social Skills	40	\$13,550	40	\$13,550
Hopewell	Community Service	55	\$24,905	55	\$24,905
Hopewell	Case Management	7	\$2,198	7	\$2,198
Hopewell	Coordinator/Administrative	0	\$7,405	0	\$7,405
Hopewell	Law Related Education	27	\$11,350	27	\$11,350
Hopewell	Substance Abuse Education	21	\$7,930	21	\$7,930
King George	Outreach Detention/Electronic	30	\$7,000	30	\$7,000
King George	Community Service	20	\$4,298	20	\$4,298
King George	Supervision Plan Services	10	\$5,000	10	\$5,000
King William, Charles	Coordinator/Administrative	0	\$8,905	0	\$9,172
King William, Charles	Community Service	75	\$30,098	75	\$29,557
King William, Charles	Law Related Education	55	\$35,055	55	\$35,756
King William, Charles	Surveillance/Intensive Supervision	20	\$39,255	20	\$39,281
King William, Charles	Outreach Detention/Electronic	20	\$41,849	20	\$42,864

FY 2017-2018 VJCCA Plan Detail

Locality	Program Type	Year 1 Youth	Year 1 Budget	Year 2 Youth	Year 2 Budget
King William, Charles	Group Homes	0	\$0	0	\$0
King William, Charles	Supervision Plan Services	0	\$0	0	\$0
King William, Charles	Group Homes	0	\$0	0	\$0
King William, Charles	Substance Abuse Education	50	\$22,938	50	\$22,887
Lexington, Buena Vista,	Office on Youth	0	\$16,003	0	\$16,003
Lexington, Buena Vista,	Coordinator/Administrative	0	\$3,602	0	\$3,602
Lexington, Buena Vista,	Supervision Plan Services	2	\$1,000	2	\$1,000
Lexington, Buena Vista,	Surveillance/Intensive Supervision	40	\$59,420	40	\$59,420
Loudoun	Shelter Care and Less Secure	75	\$428,773	75	\$428,773
Loudoun	Life Skills	24	\$47,641	24	\$47,641
Louisa	Supervision Plan Services	10	\$10,933	10	\$10,933
Lynchburg	Shelter Care and Less Secure	46	\$197,543	0	\$197,543
Lynchburg	Shelter Care and Less Secure	87	\$197,543	0	\$197,543
Madison	Supervision Plan Services	10	\$8,079	10	\$8,079
Manassas/Manassas	Surveillance/Intensive Supervision	40	\$86,371	1 year plan renewal	
Manassas/Manassas	Case Management	40	\$107,888		
Martinsville, Henry,	Group Homes	23	\$221,515	1 year plan renewal	
Martinsville, Henry,	Outreach Detention/Electronic	50	\$56,143		
Martinsville, Henry,	Surveillance/Intensive Supervision	18	\$14,069		
Mecklenburg	Life Skills	10	\$19,998	10	\$19,998
Mecklenburg	Supervision Plan Services	8	\$5,000	10	\$5,000
Mecklenburg	Outreach Detention/Electronic	10	\$7,711	10	\$7,711
Montgomery	Community Service	100	\$30,841	100	\$30,841
Montgomery	Outreach Detention/Electronic	4	\$12,581	4	\$12,581
Montgomery	Supervision Plan Services	2	\$6,150	2	\$6,150
Nelson	Shelter Care and Less Secure	4	\$7,000	4	\$7,000
Nelson	Outreach Detention/Electronic	8	\$3,566	8	\$3,566
Newport News	Outreach Detention/Electronic	308	\$384,240	308	\$384,740
Newport News	Outreach Detention/Electronic	204	\$324,241	204	\$323,741
Norfolk	Outreach Detention/Electronic	240	\$416,415	240	\$416,960
Norfolk	Outreach Detention/Electronic	350	\$35,500	350	\$35,500
Norfolk	Group Homes	35	\$295,500	35	\$295,500
Norfolk	Group Homes	5	\$3,000	5	\$3,000
Norfolk	Group Homes	5	\$30,000	5	\$30,000
Norfolk	Law Related Education	200	\$22,000	200	\$22,000
Norfolk	Pro-Social Skills	250	\$100,000	250	\$100,000
Norfolk	Pro-Social Skills	75	\$47,500	75	\$47,500
Norfolk	Pro-Social Skills	150	\$63,200	150	\$63,200
Norfolk	Employment/Vocational	15	\$30,000	15	\$30,000
Norfolk	Substance Abuse Treatment	12	\$50,000	12	\$50,000
Norfolk	Parenting Skills	15	\$32,703	15	\$32,703
Norfolk	Alternative Day Services and Day	61	\$47,990	61	\$47,990
Norfolk	Supervision Plan Services	5	\$7,000	5	\$7,000
Norfolk	Restitution/Restorative Justice	15	\$5,000	15	\$5,000
Norfolk	Life Skills	10	\$10,000	10	\$10,000
Norfolk	Coordinator/Administrative	0	\$63,990	0	\$63,990
Norfolk	Alternative Day Services and Day	10	\$20,000	10	\$20,000
Nottoway	Community Service	0	\$10,676	0	\$10,676
Nottoway	Pro-Social Skills	0	\$9,340	0	\$9,340
Orange	Office on Youth	0	\$3,705	0	\$3,705
Orange	Coordinator/Administrative	0	\$1,000	0	\$1,000
Orange	Community Service	35	\$100	35	\$100
Orange	Pro-Social Skills	12	\$4,900	12	\$4,900

FY 2017-2018 VJCCA Plan Detail

Locality	Program Type	Year 1 Youth	Year 1 Budget	Year 2 Youth	Year 2 Budget
Orange	Pro-Social Skills	12	\$1,000	12	\$1,000
Orange	Substance Abuse Treatment	10	\$4,800	10	\$4,800
Orange	Supervision Plan Services	10	\$8,404	10	\$8,404
Page	Surveillance/Intensive Supervision	8	\$5,500	8	\$5,500
Page	Pro-Social Skills	10	\$11,520	10	\$11,520
Page	Substance Abuse Treatment	25	\$9,000	25	\$9,000
Page	Supervision Plan Services	5	\$4,056	5	\$4,056
Petersburg	Community Service	80	\$31,412	80	\$31,412
Petersburg	Pro-Social Skills	30	\$27,519	30	\$27,519
Petersburg	Coordinator/Administrative	0	\$8,935	0	\$8,935
Petersburg	Surveillance/Intensive Supervision	50	\$28,894	50	\$28,894
Petersburg	Outreach Detention/Electronic	200	\$55,963	200	\$55,963
Petersburg	Law Related Education	50	\$7,927	50	\$7,927
Pittsylvania	Pro-Social Skills	27	\$7,782	27	\$7,782
Pittsylvania	Outreach Detention/Electronic	24	\$25,200	24	\$25,200
Pittsylvania	Outreach Detention/Electronic Moni	23	\$38,539	23	\$38,539
Powhatan	Community Service	30	\$5,262	30	\$5,262
Powhatan	Pro-Social Skills	20	\$5,262	20	\$5,262
Prince George	Community Service	70	\$50,577	70	\$50,577
Prince George	Individual, Group, Family	5	\$2,000	5	\$2,000
Prince George	Outreach Detention/Electronic	10	\$22,170	10	\$22,170
Prince William	Surveillance/Intensive Supervision	75	\$5,000	75	\$5,000
Prince William	Shelter Care and Less Secure	183	\$1,281,733	192	\$1,315,925
Prince William	Outreach Detention/Electronic	136	\$390,281	157	\$400,753
Pulaski	Outreach Detention/Electronic	12	\$7,939	12	\$7,939
Pulaski	Community Service	74	\$13,382	74	\$13,382
Radford	Community Service	20	\$7,650	20	\$7,650
Radford	Supervision Plan Services	6	\$2,549	6	\$2,549
Rappahannock	Home-Based, In-Home Services	4	\$2,500	4	\$2,500
Rappahannock	Surveillance/Intensive Supervision	2	\$1,000	2	\$1,000
Rappahannock	Pro-Social Skills	3	\$1,400	3	\$1,400
Rappahannock	Restitution/Restorative Justice	1	\$200	1	\$200
Rappahannock	Substance Abuse Treatment	3	\$1,389	3	\$1,389
Rappahannock	Individual, Group, Family	2	\$1,200	2	\$1,200
Rappahannock	Sex Offender Treatment	1	\$1,500	1	\$1,500
Rappahannock	Coordinator/Administrative	0	\$484	0	\$484
Richmond City	Community Service	140	\$117,108	130	\$103,780
Richmond City	Outreach Detention/Electronic	235	\$379,288	235	\$409,431
Richmond City	Outreach Detention/Electronic	40	\$8,000	40	\$12,080
Richmond City	Coordinator/Administrative	0	\$20,000	0	\$20,000
Richmond City	Surveillance/Intensive Supervision	60	\$207,420	120	\$173,098
Richmond City	Alternative Day Services and Day T	36	\$226,960	36	\$226,960
Richmond City	Supervision Plan Services	0	\$0	0	\$0
Richmond City	Home-Based, In-Home Services	50	\$189,223	50	\$197,906
Rockingham,	Community Service	32	\$6,400	1 year plan renewal	
Rockingham,	Surveillance/Intensive Supervision	40	\$3,898		
Rockingham,	Coordinator/Administrative	0	\$4,341		
Rockingham,	Coordinator/Administrative	45	\$49,117		
Rockingham,	Pro-Social Skills	20	\$4,000		
Rockingham,	Pro-Social Skills	50	\$4,675		
Rockingham,	Supervision Plan Services	10	\$12,900		
Rockingham,	Pro-Social Skills	20	\$1,500		
Roanoke City	Pro-Social Skills	30	\$9,506	30	\$9,506

FY 2017-2018 VJCCA Plan Detail

Locality	Program Type	Year 1 Youth	Year 1 Budget	Year 2 Youth	Year 2 Budget
Roanoke City	Community Service	70	\$79,239	70	\$79,239
Roanoke City	Life Skills	45	\$21,647	45	\$21,647
Roanoke City	Individual, Group, Family	30	\$25,000	30	\$25,000
Roanoke City	Parenting Skills	30	\$3,000	30	\$3,000
Roanoke City	Coordinator/Administrative	0	\$33,430	0	\$33,430
Roanoke City	Shelter Care and Less Secure	9	\$86,122	9	\$86,122
Roanoke City	Supervision Plan Services	9	\$5,000	9	\$5,000
Roanoke City	Outreach Detention/Electronic	120	\$147,736	120	\$143,040
Roanoke City	Outreach Detention/Electronic	45	\$61,161	45	\$61,161
Roanoke City	Substance Abuse Education	150	\$57,494	150	\$57,494
Roanoke City	Restitution/Restorative Justice	15	\$1,950	15	\$1,950
Roanoke City	Restitution/Restorative Justice	20	\$4,000	20	\$4,000
Roanoke City	Surveillance/Intensive Supervision	200	\$133,309	200	\$133,309
Roanoke County, Salem	Outreach Detention/Electronic	100	\$175,850	100	\$175,850
Roanoke County, Salem	Substance Abuse Assessment	175	\$25,000	175	\$25,000
Roanoke County, Salem	Community Service	150	\$27,000	150	\$27,000
Roanoke County, Salem	Restitution/Restorative Justice	20	\$25,600	20	\$25,600
Roanoke County, Salem	Coordinator/Administrative	0	\$13,445	0	\$13,445
Shenandoah	Supervision Plan Services	10	\$15,104	10	\$1,514
Shenandoah	Substance Abuse Assessment	25	\$4,500	25	\$4,500
Shenandoah	Pro-Social Skills	5	\$10,000	5	\$10,000
Shenandoah	Outreach Detention/Electronic	5	\$1,600	5	\$1,600
Spotsylvania	Restitution/Restorative Justice	10	\$1,000	10	\$1,000
Spotsylvania	Case Management	5	\$20,000	5	\$20,000
Spotsylvania	Community Service	40	\$37,431	40	\$37,431
Spotsylvania	Substance Abuse Treatment	6	\$4,000	6	\$4,000
Spotsylvania	Shelter Care and Less Secure	8	\$55,000	8	\$55,000
Spotsylvania	Substance Abuse Education	15	\$6,365	15	\$6,365
Spotsylvania	Supervision Plan Services	1	\$500	1	\$500
Stafford	Community Service	30	\$5,500	30	\$5,500
Stafford	Shelter Care and Less Secure	7	\$45,750	7	\$45,750
Stafford	Case Management	8	\$20,000	8	\$20,000
Stafford	Restitution/Restorative Justice	20	\$5,500	20	\$5,500
Stafford	Surveillance/Intensive Supervision	75	\$63,025	70	\$58,025
Stafford	Supervision Plan Services	10	\$5,000	10	\$10,000
Surry	Office on Youth	150	\$6,585	100	\$6,585
Surry	Supervision Plan Services	6	\$3,000	0	\$3,000
Surry	Law Related Education	15	\$3,275	15	\$3,275
Tidewater Youth	Shelter Care and Less Secure	191	\$567,929	191	\$567,929
Tidewater Youth	Shelter Care and Less Secure	64	\$191,825	64	\$191,825
Tidewater Youth	Shelter Care and Less Secure	151	\$448,565	151	\$448,565
Tidewater Youth	Life Skills	11	\$15,150	11	\$15,150
Tidewater Youth	Substance Abuse Treatment	170	\$353,741	170	\$353,741
Tidewater Youth	Outreach Detention/Electronic	285	\$410,189	285	\$410,189
Tidewater Youth	Outreach Detention/Electronic	222	\$63,633	222	\$63,633
Tidewater Youth	Pro-Social Skills	13	\$17,500	13	\$17,500
Tidewater Youth	Restitution/Restorative Justice	340	\$82,700	340	\$82,700
Tidewater Youth	Individual, Group, Family	18	\$39,406	18	\$39,406
Tidewater Youth	Community Service	200	\$28,462	143	\$28,462
Tidewater Youth	Home-Based, In-Home Services	30	\$49,544	30	\$49,544
Tidewater Youth	Individual, Group, Family	9	\$15,000	9	\$15,000
Tidewater Youth	Pro-Social Skills	48	\$63,154	48	\$63,154
Warren	Surveillance/Intensive Supervision	15	\$36,630	1 year plan renewal	

FY 2017-2018 VJCCA Plan Detail

Locality	Program Type	Year 1 Youth	Year 1 Budget	Year 2 Youth	Year 2 Budget
Washington, Bristol,	Shoplifting Programs	25	\$1,000	1 year plan renewal	
Washington, Bristol,	Community Service	275	\$80,689		
Washington, Bristol,	Outreach Detention/Electronic	120	\$359,767		
Waynesboro, Augusta,	Office on Youth	0	\$7,302	0	\$7,302
Waynesboro, Augusta,	Shoplifting Programs	30	\$1,443	30	\$1,443
Waynesboro, Augusta,	Pro-Social Skills	20	\$4,000	20	\$4,000
Waynesboro, Augusta,	Supervision Plan Services	3	\$4,500	3	\$4,500
Waynesboro, Augusta,	Outreach Detention/Electronic	15	\$10,200	15	\$10,200
Waynesboro, Augusta,	Surveillance/Intensive Supervision	60	\$20,560	60	\$20,560
Waynesboro, Augusta,	Employment/Vocational	5	\$9,086	5	\$9,086
Waynesboro, Augusta,	Community Service	90	\$2,588	90	\$2,588
Waynesboro, Augusta,	Case Management	165	\$17,804	165	\$17,804
Waynesboro, Augusta,	Coordinator/Administrative	0	\$25,377	0	\$25,377
Waynesboro, Augusta,	Parenting Skills	10	\$10,000	10	\$10,000
Waynesboro, Augusta,	Life Skills	20	\$5,275	20	\$5,275
Westmoreland, Essex,	Substance Abuse Education	15	\$5,000	10	\$5,000
Westmoreland, Essex,	Community Service	65	\$84,051	65	\$85,051
Westmoreland, Essex,	Outreach Detention/Electronic	35	\$57,000	35	\$56,000
Westmoreland, Essex,	Supervision Plan Services	10	\$14,215	10	\$14,215
Westmoreland, Essex,	Life Skills	15	\$5,000	15	\$5,000
Westmoreland, Essex,	Life Skills	15	\$38,187	15	\$38,187
Wythe	Community Service	88	\$15,857	88	\$50,507
Wythe	Outreach Detention/Electronic	10	\$5,139	10	\$5,139
Wythe	Pro-Social Skills	20	\$12,160	20	\$12,160
York, Gloucester, James	Group Homes	11	\$277,808	recommending 1 yr plan renewal	
York, Gloucester, James	Shelter Care and Less Secure	17	\$117,280		
York, Gloucester, James	Surveillance/Intensive Supervision	25	\$47,707		
York, Gloucester, James	Outreach Detention/Electronic	35	\$70,708		
York, Gloucester, James	Community Service	125	\$45,004		
York, Gloucester, James	Law Related Education	150	\$35,195		
York, Gloucester, James	Substance Abuse Education	45	\$28,000		
York, Gloucester, James	Supervision Plan Services	5	\$2,000		

**Summary of FY 2017 - FY 2018 VJCCCA Programs
Number of Youth Projected / Projected Budgets**

Program Type	2017 Youth	2017 Budget	2018 Youth	2018 Budget
Case Management	740	\$490,087	510	\$273,764
Community Service	2836	\$1,135,649	2340	\$1,025,337
Coordinator/Administrative	45	\$569,856	0	\$516,665
Employment/Vocational	45	\$95,086	45	\$95,086
Group Homes	192	\$7,214,545	114	\$4,776,642
Home-Based, In-Home Services	172	\$486,337	172	\$495,020
Individual, Group, Family Counseling	164	\$276,352	197	\$377,662
Law Related Education	497	\$114,802	347	\$80,308
Life Skills	260	\$253,347	293	\$253,347
Office on Youth	150	\$71,095	100	\$71,095
Outreach Detention/Electronic Monitoring	4598	\$6,163,638	4414	\$5,717,579
Parenting Skills	123	\$59,115	117	\$58,115
Pro-Social Skills	1415	\$593,454	1278	\$579,279
Restitution/Restorative Justice	471	\$130,950	471	\$130,950
Sex Offender Treatment	21	\$57,300	18	\$52,300
Shoplifting Programs	494	\$44,067	469	\$43,067
Substance Abuse Assessment	200	\$29,500	200	\$29,500
Substance Abuse Education	383	\$134,327	308	\$105,276
Substance Abuse Treatment	361	\$503,356	331	\$491,856
Supervision Plan Services	275	\$329,730	246	\$299,982
Surveillance/Intensive Supervision	983	\$1,001,287	855	\$729,516
Shelter Care and Less Secure Detention	1203	\$5,384,782	1062	\$5,301,695
Alternative Day Services and Day Treatment	230	\$964,320	205	\$610,350
Grand Total	15858	\$26,102,981	14092	\$22,114,391

**Summary of FY 2017 - FY 2018 VJCCCA Programs
Number of Programs by Type**

Program Type	2017 Programs	2018 Programs
Case Management	12	11
Community Service	37	35
Coordinator/Administrative	23	21
Employment/Vocational	3	3
Group Homes	13	11
Home-Based, In-Home Services	6	6
Individual, Group, Family Counseling	9	9
Law Related Education	6	5
Life Skills	12	12
Office on Youth	5	5
Outreach Detention/Electronic Monitoring	55	52
Parenting Skills	7	6
Pro-Social Skills	37	33
Restitution/Restorative Justice	10	10
Sex Offender Treatment	4	3
Shoplifting Programs	6	6
Substance Abuse Assessment	2	2
Substance Abuse Education	10	8
Substance Abuse Treatment	10	9
Supervision Plan Services	37	34
Surveillance/Intensive Supervision	22	19
Shelter Care and Less Secure Detention	19	19
Grand Total	345	319

FY2017-FY2018 VJCCCA Funding Distribution

Locality	FY2017 MOE	FY2017 State	FY2018 MOE	FY 2018 State	FIPS
Accomack	\$0.00	\$ 23,933.00	\$0.00	\$ 23,933.00	001
Albemarle	\$52,231.00	\$ 71,218.00	\$52,231.00	\$ 71,218.00	003
Alleghany	\$3,617.00	\$ 18,476.00	\$3,617.00	\$ 18,476.00	005
Amelia	\$2,729.00	\$ 9,913.00	\$2,729.00	\$ 9,913.00	007
Amherst	\$28,233.00	\$ 37,022.00	\$28,233.00	\$ 37,022.00	009
Appomattox	\$332.00	\$ 9,071.00	\$332.00	\$ 9,071.00	011
Arlington	\$ 475,383.00	\$ 270,059.00	\$ 475,383.00	\$ 270,059.00	013
Augusta	\$0.00	\$ 26,808.00	\$0.00	\$ 26,808.00	015
Bath	\$0.00	\$ 6,585.00	\$0.00	\$ 6,585.00	017
Bedford County	\$14,190.00	\$ 70,751.00	\$14,190.00	\$ 70,751.00	019
Bland	\$0.00	\$ 6,585.00	\$0.00	\$ 6,585.00	021
Botetourt	\$3,300.00	\$ 13,138.00	\$3,300.00	\$ 13,138.00	023
Brunswick	\$635.00	\$ 11,703.00	\$635.00	\$ 11,703.00	025
Buchanan	\$809.00	\$ 67,453.00	\$809.00	\$ 67,453.00	027
Buckingham	\$287.00	\$ 8,798.00	\$287.00	\$ 8,798.00	029
Campbell	\$ 53,024.00	\$ 53,024.00	\$ 53,024.00	\$ 53,024.00	031
Caroline	\$8,460.00	\$ 14,869.00	\$8,460.00	\$ 14,869.00	033
Carroll	\$2,940.00	\$ 18,929.00	\$2,940.00	\$ 18,929.00	035
Charles City	\$9,400.00	\$ 6,585.00	\$9,400.00	\$ 6,585.00	036
Charlotte	\$268.00	\$ 12,976.00	\$268.00	\$ 12,976.00	037
Chesterfield	\$202,459.00	\$ 668,292.00	\$202,459.00	\$ 668,292.00	041
Clarke	\$0.00	\$ 8,990.00	\$0.00	\$ 8,990.00	043
Craig	\$0.00	\$ 6,585.00	\$0.00	\$ 6,585.00	045
Culpeper	\$1,119.00	\$ 51,802.00	\$1,119.00	\$ 51,802.00	047
Cumberland	\$0.00	\$ 6,585.00	\$0.00	\$ 6,585.00	049
Dickenson	\$2,739.00	\$ 10,437.00	\$2,739.00	\$ 10,437.00	051
Dinwiddie	\$9,014.00	\$ 19,549.00	\$9,014.00	\$ 19,549.00	053
Essex	\$4,885.00	\$ 22,825.00	\$4,885.00	\$ 22,825.00	057
Fairfax County	\$1,431,099.00	\$ 600,996.00	\$1,431,099.00	\$ 600,996.00	059
Fauquier	\$2,886.00	\$ 36,836.00	\$2,886.00	\$ 36,836.00	061
Floyd	\$0.00	\$ 6,585.00	\$0.00	\$ 6,585.00	063
Fluvanna	\$0.00	\$ 6,585.00	\$0.00	\$ 6,585.00	065
Franklin County	\$10,124.00	\$ 21,332.00	\$10,124.00	\$ 21,332.00	067
Frederick	\$0.00	\$ 53,031.00	\$0.00	\$ 53,031.00	069
Giles	\$385.00	\$ 9,243.00	\$385.00	\$ 9,243.00	071
Gloucester	\$57,125.00	\$ 44,727.00	\$57,125.00	\$ 44,727.00	073
Goochland	\$0.00	\$ 6,585.00	\$0.00	\$ 6,585.00	075
Grayson	\$0.00	\$ 6,585.00	\$0.00	\$ 6,585.00	077
Greene	\$0.00	\$ 7,596.00	\$0.00	\$ 7,596.00	079
Greensville	\$8,668.00	\$ 6,585.00	\$8,668.00	\$ 6,585.00	081
Halifax	\$10,476.00	\$ 63,762.00	\$10,476.00	\$ 63,762.00	083
Hanover	\$20,556.00	\$ 81,243.00	\$20,556.00	\$ 81,243.00	085
Henrico	\$209,620.00	\$ 390,110.00	\$209,620.00	\$ 390,110.00	087
Henry	\$34,009.00	\$ 131,661.00	\$34,009.00	\$ 131,661.00	089
Highland	\$0.00	\$ 6,585.00	\$0.00	\$ 6,585.00	091
Isle of Wight	\$10,716.00	\$ 23,984.00	\$10,716.00	\$ 23,984.00	093
James City	\$144,572.00	\$ 91,512.00	\$144,572.00	\$ 91,512.00	095
King & Queen	\$2,535.00	\$ 9,336.00	\$2,535.00	\$ 9,336.00	097
King George	\$1,040.00	\$ 15,258.00	\$1,040.00	\$ 15,258.00	099
King William	\$10,300.00	\$ 6,951.00	\$10,300.00	\$ 6,951.00	101
Lancaster	\$7,908.00	\$ 20,530.00	\$7,908.00	\$ 20,530.00	103
Lee	\$3,333.00	\$ 27,260.00	\$3,333.00	\$ 27,260.00	105
Loudoun	\$330,708.00	\$ 145,706.00	\$330,708.00	\$ 145,706.00	107
Louisa	\$1,028.00	\$ 9,905.00	\$1,028.00	\$ 9,905.00	109

FY2017-FY2018 VJCCA Funding Distribution

Lunenburg	\$1,047.00	\$ 13,270.00	\$1,047.00	\$ 13,270.00	111
Madison	\$1,494.00	\$ 6,585.00	\$1,494.00	\$ 6,585.00	113
Mathews	\$10,651.00	\$ 22,790.00	\$10,651.00	\$ 22,790.00	115
Mecklenburg	\$1,349.00	\$ 31,360.00	\$1,349.00	\$ 31,360.00	117
Middlesex	\$3,241.00	\$ 6,585.00	\$3,241.00	\$ 6,585.00	119
Montgomery	\$179.00	\$ 49,393.00	\$179.00	\$ 49,393.00	121
Nelson	\$202.00	\$ 10,364.00	\$202.00	\$ 10,364.00	125
New Kent	\$14,391.00	\$ 10,557.00	\$14,391.00	\$ 10,557.00	127
Northampton	\$0.00	\$ 12,336.00	\$0.00	\$ 12,336.00	131
Northumberland	\$6,626.00	\$ 29,083.00	\$6,626.00	\$ 29,083.00	133
Nottoway	\$617.00	\$ 19,399.00	\$617.00	\$ 19,399.00	135
Orange	\$2,181.00	\$ 21,728.00	\$2,181.00	\$ 21,728.00	137
Page	\$0.00	\$ 30,076.00	\$0.00	\$ 30,076.00	139
Patrick	\$5,984.00	\$ 25,241.00	\$5,984.00	\$ 25,241.00	141
Pittsylvania	\$29,756.00	\$ 41,765.00	\$29,756.00	\$ 41,765.00	143
Powhatan	\$2,056.00	\$ 8,468.00	\$2,056.00	\$ 8,468.00	145
Prince Edward	\$0.00	\$ 10,840.00	\$0.00	\$ 10,840.00	147
Prince George	\$21,972.00	\$ 52,775.00	\$21,972.00	\$ 52,775.00	149
Prince William	\$509,171.00	\$ 394,413.00	\$509,171.00	\$ 394,413.00	153
Pulaski	\$0.00	\$ 21,321.00	\$0.00	\$ 21,321.00	155
Rappahannock	\$0.00	\$ 9,673.00	\$0.00	\$ 9,673.00	157
Richmond Cour	\$11,698.00	\$ 10,751.00	\$11,698.00	\$ 10,751.00	159
Roanoke Count	\$24,644.00	\$ 179,982.00	\$24,644.00	\$ 179,982.00	161
Rockbridge	\$0.00	\$ 14,600.00	\$0.00	\$ 14,600.00	163
Rockingham	\$0.00	\$ 44,867.00	\$0.00	\$ 44,867.00	165
Russell	\$411.00	\$ 28,355.00	\$411.00	\$ 28,355.00	167
Scott	\$35.00	\$ 23,096.00	\$35.00	\$ 23,096.00	169
Shenandoah	\$0.00	\$ 31,204.00	\$0.00	\$ 31,204.00	171
Smyth	\$4,392.00	\$ 29,786.00	\$4,392.00	\$ 29,786.00	173
Southampton	\$6,340.00	\$ 10,485.00	\$6,340.00	\$ 10,485.00	175
Spotsylvania	\$39,655.00	\$ 84,641.00	\$39,655.00	\$ 84,641.00	177
Stafford	\$37,265.00	\$ 107,510.00	\$37,265.00	\$ 107,510.00	179
Surry	\$6,275.00	\$ 6,585.00	\$6,275.00	\$ 6,585.00	181
Sussex	\$3,321.00	\$ 6,585.00	\$3,321.00	\$ 6,585.00	183
Tazewell	\$923.00	\$ 46,689.00	\$923.00	\$ 46,689.00	185
Warren	\$0.00	\$ 36,630.00	\$0.00	\$ 36,630.00	187
Washington	\$11,856.00	\$ 34,727.00	\$11,856.00	\$ 34,727.00	191
Westmoreland	\$30,339.00	\$ 58,808.00	\$30,339.00	\$ 58,808.00	193
Wise	\$6,815.00	\$ 54,899.00	\$6,815.00	\$ 54,899.00	195
Wythe	\$0.00	\$ 33,156.00	\$0.00	\$ 33,156.00	197
York	\$44,146.00	\$ 54,684.00	\$44,146.00	\$ 54,684.00	199
Alexandria	\$95,575.00	\$ 185,026.00	\$95,575.00	\$ 185,026.00	510
Bristol	\$9,828.00	\$ 28,057.00	\$9,828.00	\$ 28,057.00	520
Buena Vista	\$0.00	\$ 11,657.00	\$0.00	\$ 11,657.00	530
Charlottesville	\$108,415.00	\$ 220,840.00	\$108,415.00	\$ 220,840.00	540
Chesapeake	\$83,014.00	\$ 246,857.00	\$83,014.00	\$ 246,857.00	550
Colonial Heights	\$0.00	\$ 69,080.00	\$0.00	\$ 69,080.00	570
Covington	\$1,054.00	\$ 7,575.00	\$1,054.00	\$ 7,575.00	580
Danville	\$26,324.00	\$ 86,999.00	\$26,324.00	\$ 86,999.00	590
Emporia	\$8,917.00	\$ 63,101.00	\$8,917.00	\$ 63,101.00	595
Fairfax City	\$0.00	\$ 12,378.00	\$0.00	\$ 12,378.00	600
Falls Church	\$2,815.00	\$ 120,679.00	\$2,815.00	\$ 120,679.00	610
Franklin City	\$6,195.00	\$ 15,521.00	\$6,195.00	\$ 15,521.00	620
Fredericksburg	\$33,165.00	\$ 54,975.00	\$33,165.00	\$ 54,975.00	630
Galax	\$0.00	\$ 13,363.00	\$0.00	\$ 13,363.00	640

FY2017-FY2018 VJCCCA Funding Distribution

Hampton	\$110,724.00	\$ 315,703.00	\$110,724.00	\$ 315,703.00	650
Harrisonburg	\$0.00	\$ 41,964.00	\$0.00	\$ 41,964.00	660
Hopewell	\$42,913.00	\$ 105,185.00	\$42,913.00	\$ 105,185.00	670
Lexington	\$0.00	\$ 6,608.00	\$0.00	\$ 6,608.00	678
Lynchburg	\$147,370.00	\$ 247,716.00	\$147,370.00	\$ 247,716.00	680
Manassas	\$2,510.00	\$ 59,873.00	\$2,510.00	\$ 59,873.00	683
Manassas Park	\$0.00	\$ 20,794.00	\$0.00	\$ 20,794.00	685
Martinsville	\$22,756.00	\$ 72,076.00	\$22,756.00	\$ 72,076.00	690
Newport News	\$226,485.00	\$ 339,437.00	\$226,485.00	\$ 339,437.00	700
Norfolk	\$1,059,098.00	\$ 639,899.00	\$1,059,098.00	\$ 639,899.00	710
Norton	\$10.00	\$ 12,062.00	\$10.00	\$ 12,062.00	720
Petersburg	\$64,836.00	\$ 84,000.00	\$64,836.00	\$ 84,000.00	730
Poquoson	\$22,659.00	\$ 10,295.00	\$22,659.00	\$ 10,295.00	735
Portsmouth	\$45,877.00	\$ 184,000.00	\$45,877.00	\$ 184,000.00	740
Radford	\$0.00	\$ 10,199.00	\$0.00	\$ 10,199.00	750
Richmond City	\$459,084.00	\$ 347,683.00	\$459,084.00	\$ 347,683.00	760
Roanoke City	\$274,384.00	\$ 394,210.00	\$274,384.00	\$ 394,210.00	770
Salem	\$9,418.00	\$ 52,851.00	\$9,418.00	\$ 52,851.00	775
Staunton	\$0.00	\$ 35,093.00	\$0.00	\$ 35,093.00	790
Suffolk	\$57,855.00	\$ 124,169.00	\$57,855.00	\$ 124,169.00	800
Virginia Beach	\$662,505.00	\$ 869,280.00	\$662,505.00	\$ 869,280.00	810
Waynesboro	\$0.00	\$ 55,484.00	\$0.00	\$ 55,484.00	820
Williamsburg	\$31,908.00	\$ 39,383.00	\$31,908.00	\$ 39,383.00	830
Winchester	\$0.00	\$ 66,337.00	\$0.00	\$ 66,337.00	840
	\$7,634,873.00	\$10,379,921	\$7,634,873.00	\$10,379,921	



Andy K. Block, Jr.
Director

COMMONWEALTH OF VIRGINIA

Department of Juvenile Justice

MEMORANDUM

TO: State Board of Juvenile Justice

FROM: Virginia Department of Juvenile Justice

DATE: June 15, 2016

SUBJECT: Legislative Summary, 2016 General Assembly Session

I. CRIMINAL / CIVIL PROCEDURE

- **HB 227 (Albo) / SB 358 (McDougle):** Hearsay Exception; admissibility of statements by children in certain cases
 - The bills create § 19.2-268.3 of the *Code of Virginia* to establish a hearsay exception for certain out of court statements made by a child who is under 13 years of age at the time of trial or hearing who is the alleged victim of an “offense against children” describing any act (i) directed against the child and (ii) relating to the offense against the child if certain conditions are met.
 - The conditions require that (i) there is “sufficient indicia of reliability so as to render it inherently trustworthy and (ii) the child testifies or is declared by the court to be unavailable as a witness (if unavailable, the statement may be admitted only if there is corroborative evidence of the act relating to the “offense against children”).
 - The bills list six factors the court *may* consider in determining trustworthiness: (i) the child’s personal knowledge of the event; (ii) the age, maturity, and mental state of the child; (iii) the credibility of the person testifying about the statement; (iv) any apparent motive the child may have to falsify or distort; (v) whether the child was suffering pain or distress when making the statement; and (vi) whether extrinsic evidence exists to show the defendant’s opportunity to commit the act.
 - In this section “offense against children” includes certain felony sexual offenses and certain felony offenses resulting in physical injury, specifically, alleged or attempted:
 - Capital, first degree, and second degree murder; Voluntary manslaughter;
 - Abduction by force, with the intent to extort money, or for immoral purposes;
 - Shooting, stabbing, etc., with the intent to maim, kill, etc.; Aggravated malicious wounding or injury by means of caustic substance, fire, etc.; Strangulation;

Attempt to poison; Adulteration of food, etc.; Rape; Forcible sodomy; Object sexual penetration; Aggravated sexual battery; Soliciting a minor for the purpose of prostitution; Human trafficking; Certain prostitution offenses; Incest; Taking indecent liberties with a minor; Cruelty to children; and Other sexual offenses.

- **HB 671 (Peace) / SB 7 (Stanley):** Appointed counsel for parents or guardians; attorneys who qualify as guardian ad litem
 - The bills amend § 16.1-266.1 of the *Code of Virginia* to require court-appointed counsel for a parent or guardian of a child in cases of (i) alleged child abuse or neglect or (ii) termination of parental rights to be selected from the list of attorneys who qualify as guardians ad litem (GAL).
 - If a qualified GAL is reasonably not available or appropriate, considering the circumstances of the parent or case, the judge has the discretion to appoint any attorney authorized to practice law in Virginia.
- **HB 1213 (Albo):** Minors; certain education records as evidence
 - This bill creates § 16.1-274.2 of the *Code of Virginia* to allow the court to enter any previously created Individual Education Program, Section 504 plan, behavioral intervention plan, or functional behavioral assessment as evidence to whether the juvenile acted intentionally or willfully if: (i) the alleged delinquent offense would be a misdemeanor if committed by an adult; (ii) whether such act was intentional or willful is an element of the offense; and (iii) the act was committed during school hours and during school-related or school sponsored activities on the property of a school or child care center, or on a school bus for school activities.
 - The document must have been created prior to the alleged delinquent act.
 - The juvenile must give notice to the attorney for the Commonwealth at least 10 days prior to the proceeding of the intent to offer the document and must make copies available.
 - The record custodian or the person to whom the record custodian reports must authenticate the document to be true and accurate. Such authentication may be done through an affidavit.
 - Any such documents that are admitted in the proceedings may be placed under seal by the court.
- **SB 417 (Vogel):** Department of Social Services; unauthorized practice of law
 - This bill amends various sections of the *Code of Virginia* to allow designated nonattorney employees of a local department of social services to: (i) initiate a case on behalf of the local department by appearing before an intake officer; and (ii) complete, sign, and file with the clerk of the juvenile and domestic relations district court, on forms approved by the Supreme Court of Virginia, petitions for foster care review, petitions for permanency planning hearings, petitions to establish paternity, motions to establish or modify support, motions to amend or review an order, and motions for a rule to show cause.

- The bill also directs local social service directors to designate nonattorney employees to perform these tasks.
- The bill is intended to overturn a 2015 Virginia State Bar opinion declaring local social service officers to be engaging in the unauthorized practice of law when they file routine petitions with the juvenile and domestic relations court.

II. JUVENILE JUSTICE / DELINQUENCY

- **HB 541 (Watts):** Law enforcement records concerning juveniles; disclosure
 - The bill amends § 16.1-301 of the *Code of Virginia* and allows the disclosure of law-enforcement records concerning a juvenile who is referred to a court service unit-authorized diversion program and prohibits further disclosure of these records by the diversion program or participants in the program.
 - Law enforcement officers may prohibit disclosure to protect a criminal investigation or intelligence information.
 - The law-enforcement agencies would be permitted to provide diversion programs with juvenile arrest information.
- **HB 784 (Adams):** Firearms; possession by persons adjudicated delinquent, military service exception
 - The bill amends §§ 18.2-308.09 and 18.2-308.2 of the *Code of Virginia* and creates an exception to the prohibition against possessing or transporting a firearm, etc. or carrying a concealed weapon for certain individuals who were previously adjudicated delinquent for an act that would be a felony if committed by an adult. This exception to the prohibition applies if (i) the person completed a term of service of no less than two years in the Armed Forces of the United States, (ii) the person was honorably discharged from service, and (iii) the person is not otherwise prohibited from possession or transportation.
 - This exception to the prohibition does not apply to juveniles adjudicated delinquent of murder, kidnapping, use of a firearm in the commission of a felony, or rape.
 - If adjudicated delinquent as a juvenile 14 years of age or older at the time of the offense for murder, kidnapping, use of a firearm in the commission of a robbery or rape, the person has a lifetime prohibition from possessing or transporting firearms, etc. or carrying a concealed weapon. For all other felony offenses, the person is prohibited until the age of 29.
- **HB 1013 (Massie):** Threat assessment teams; dissemination of certain records and information
 - The bill amends several sections of the *Code of Virginia* relating to school threat assessment teams and allows threat assessment teams to obtain juvenile criminal history records as provided in § 19.2-389.1 governing the dissemination of Virginia State Police's Central Criminal Records Exchange (CCRE) and not juvenile court services units, DJJ, or juvenile and domestic relations district court records.

- CCRE contains a Juvenile Virginia Criminal Information System (JVCIN) and has all juvenile delinquency information. One of the JVCIN requirements (also applicable to the adult VCIN) is that any information/records printed from the terminal must be destroyed after the information is obtained. Therefore the delinquency information may not be placed in a student's educational file. In fact, it is a crime to disseminate records/information outside of the scope of the accessing individual's criminal justice duties and responsibilities (see § 18.2-152 computer invasion of privacy and § 18.2-152.7 personal trespass by computer).
- **SB 454 (Stanley):** Juvenile court; retained jurisdiction, procedures in case of adults, penalties
 - This bill amends various sections of the Code of Virginia relating to the supervision of individuals on delinquency matters who are adults before the juvenile and domestic relations district courts (J&DR).
 - It specifies procedures to be used for adults under the age of 21 who are subject to retained jurisdiction of the juvenile court for delinquency matters. Specifically, that (i) a *capias* and not a detention order is issued if the individual requires secure confinement, (ii) the detainment is reviewed by a magistrate and not through a J&DR detention hearing, (iii) and on petitions for violation of court orders or probation that parents are not summoned to appear at the associated court hearings.
 - In cases where J&DR court proceedings were not initiated prior to the defendant reaching the age of majority, it requires the proceedings to be initiated on a petition with the same procedural requirements for process as for VCOs and VOPs. It also specifies the dispositional alternatives available to the court which are (i) a jail sentence not to exceed 36 continuous months; (ii) a total fine not to exceed \$2,500; (iii) deferred disposition with dismissal if the individual exhibits good behavior during the period of deferral; (iv) defer adjudication, place on probation, and, upon fulfillment of the conditions, discharge the case; (v) place on probation supervision; (vi) order public service; (vii) impose available traffic penalties for traffic violations; (viii) commit to DJJ for an indeterminate or determinate period of time; and (ix) order restitution.
 - Under current law the maximum jail sentence is 12 months for a single or multiple offenses.
 - This bill was a recommendation of the Virginia Criminal Justice Conference.

III. MISCELLANEOUS

- **HB 1117 (Loupassi):** Immunity of persons at public hearing; awarding of reasonable attorney fees and costs
 - The bill amends § 8.01-223.2 of the *Code of Virginia* and provides that any person who has a suit against him dismissed due to certain immunity from civil suit may be awarded reasonable attorney fees and costs.

- Immunity applicable to this bill attaches to individuals who testify at local public hearings or before boards, commissions, agencies, authorities, and other local governing bodies if the suit is based solely on this testimony and the suit alleges that the individual: (i) combined with one or more parties to injure another's reputation, trade, business, or profession or compelled another to do or perform an act against his will or (ii) tortiously interfered with an existing contract or contractual expectancy.
- The immunity does not apply to any statements made with knowledge that they are false or with reckless disregard for whether they are false.
- **HB 1348 (Pillion):** Smoking in motor vehicles; presence of minor under age of eight, civil penalty
 - The bill creates § 46.2-112.1 of the *Code of Virginia* to impose a \$100 civil penalty for any person who smokes a pipe, cigar, or cigarette or any other lighted smoking equipment in a motor vehicle, whether in motion or at rest, when a minor under the age of eight is in the motor vehicle
 - This is a secondary offense and may be charged on a uniform traffic summons
- **SB 294 (DeSteph):** State officers and employees; retaliatory actions against persons providing certain testimony
 - The bill amends § 2.2-309 and creates § 2.2-2832 of the *Code of Virginia* and prohibits any officer or employee of a state agency from using his public position to retaliate or threaten to retaliate against a person providing testimony before a committee or subcommittee of the General Assembly.
 - To be covered by the bill, the testifying person must provide the testimony (i) in good faith and (ii) upon a reasonable belief that the information is accurate. Testimony that is reckless or that the person knew or should have known was false, confidential, malicious, or otherwise prohibited by law or policy is excluded from the good faith requirement.
 - The bill further allows any person who believes that he is subject to retaliatory action by an officer or employee of a state agency to file a complaint with the Office of the State Inspector General (OSIG) and invests such investigative authority with the OSIG.
 - If the state agency officer or employee *intentionally* uses his public position to retaliate or threaten to retaliate against a person for testifying before a General Assembly committee or subcommittee, it constitutes malfeasance in office and will result in the officer or employee being suspended or removed from office (as prescribed in law for other cases of malfeasance).
- **Commission on Youth Study of SB 215 (Favola):** Isolation in Secure Juvenile Facilities
 - During the 2016 General Assembly Session, Senator Favola introduced Senate Bill 215. The substitute version of SB 215 requires the Board of Juvenile Justice to promulgate regulations on the use of room segregation in juvenile detention homes and juvenile correctional facilities that (i) include relevant definitions, criteria for use

of room segregation, frequency of required room checks, training requirements for staff, and follow-up requirements after using room segregation; (ii) allow the use of room segregation only when other less restrictive options have been exhausted and for certain purposes; (iii) allow the use of room segregation only for the minimum amount of time required to address the resident's behavior; (iv) provide to the resident a means of communication with staff during room segregation; (v) specify that if a resident in room segregation exhibits self-injurious behavior, when and under what conditions staff shall consult with a mental health professional; and (vi) detail the circumstances under which the director of the juvenile detention home or juvenile correctional facility shall develop a plan for improved behavioral outcomes for the resident.

- The House Courts of Justice Committee reviewed this legislation and it was laid on the table. The Commission on Youth received a letter from the Chair of the House Courts of Justice Committee requesting a review of the bill and the concept it addresses and to make recommendations prior to the 2017 General Assembly Session.

IV. BUDGET

- **DJJ Reinvestment – Budget (HB 30):** The Budget Bill does not reduce DJJ’s baseline budget and gives DJJ, in conjunction with the Department of Planning and Budget, the ability to reallocate to other services and programs savings derived from less reliance on secure custody in accordance with a DJJ Transformation Plan approved by the Secretary of Public Safety and Homeland Security.
- **DJJ Capital Funding – Bond Package (HB 30 and HB 1344):** The bills approve funding for DJJ to construct a new juvenile correctional center in Chesapeake, with certain requirements for reports from a Task Force on Juvenile Correctional Centers, which is chaired by the Secretary of Public Safety and Homeland Security and includes representatives from the Departments of Corrections and Behavioral Health and Developmental Services, Juvenile Justice, and Corrections and the Children’s Services Act. They further authorize future planning money for the construction or renovation of another juvenile correctional center.
- **Social Services Fostering Futures – Budget (HB 30):** The Budget Bill provides for a tiered extension of foster care (excluding congregate care) through the age of 21 (see bill language below)
- **State Employee Raises – Budget (HB 30):** 3% salary increase; 2% for teachers – Revenues contingent

**Health and Human Resources
Department of Social Services Language**

Language:

Page 302, after "L." insert "1."

Page 302, after line 32 insert:

"2. In order to implement the Fostering Futures program, the Department of Social Services shall set out the requirements for program participation in accordance with 42 U.S.C. 675 (8) (B) (iv) and shall provide the format of an agreement to be signed by the local department of social services and the youth. The definition of a child for the purpose of the Fostering Futures program shall be any natural person who has reached the age of 18 years but has not reached the age of 21. The Department of Social Services shall develop guidance setting out the requirements for local implementation including a requirement for six-month reviews of each case and reasons for termination of participation by a youth. The guidance shall also include a definition of a supervised independent living arrangement which does not include group homes or residential facilities. Implementation of this program includes the extension of adoption assistance to age 21 for youth who were adopted at age 16 or older and who meet the program participation requirements set out in guidance by the Department of Social Services.

3. The Department of Social Services shall issue guidance for the program's eligibility requirements and shall be available, on a voluntary basis, to an individual upon reaching the age of 18 who:

(i) was in the custody of a local department of social services either:

- (a) prior to reaching 18 years of age, remained in foster care upon turning 18 years of age; or
- (b) immediately prior to commitment to the Department of Juvenile Justice and is transitioning from such commitment to self-sufficiency.

(ii) and who is:

- (a) completing secondary education or an equivalent credential; or
- (b) enrolled in an institution that provides post-secondary or vocational education; or
- (c) employed for at least 80 hours per month; or
- (d) participating in a program or activity designed to promote employment or remove barriers to employment; or
- (e) incapable of doing any of the activities described in subdivisions (a) through (d) due to a medical condition, which incapability is supported by regularly updated information in the program participant's case plan.

4. Implementation of extended foster care services shall be available for those eligible youth reaching age 18 on or after July 1, 2016."