

Additional Information

How many teaching positions are held by dual certified teachers?

During the 2019-2020 school year, 124 detention teachers carried endorsements in more than one content area. This does not mean 124 teachers could be responsible for teaching more than one content area at their center.

- Teachers are endorsed in a content area and Administration/Supervision.
- Teachers are endorsed in multiple subject areas under the same content.
Example: A science teacher may be endorsed in Earth Science and Biology.
- Teachers may be endorsed in an area not applicable to the detention setting.
Example: A math teacher may be endorsed in PreK-Elementary and Algebra.
- Facility limitations may prevent teachers who have multiple endorsements from providing instruction in more than one area. For example, the history teacher at Blue Ridge JDC is also endorsed in English. BRJD typically rotates four academic groups per day. If this teacher were required to teach both history and English she would have to:
 - Teach eight periods per day which is not possible in the master schedule
 - Teach eight periods per day which is not allowed per HR regulations/teacher contracts
 - Be responsible for all academic preparations from fifth grade through 12th grade (approximately 17 different subject areas)

This would also create inequity in the academic program when comparing duties and responsibilities of teaching staff.

How many teachers work in more than one detention center?

Three teachers work at more than one detention center.

- The Health/PE teacher employed by Loudoun County Public Schools works at Loudoun JDC and N.W. Regional JDC (Frederick County).
- The Music Therapist employed by Frederick County Public Schools works at N.W. Regional JDC (Frederick County) and Loudoun JDC.
- The Art teacher employed by Lynchburg City Public Schools works at Lynchburg JDC and Piedmont Regional JDC (Farmville).

SOP teachers employed by Henrico County rotate between James River JDC (Goochland County) and Henrico JDC (Henrico County) when possible.

Are there any requirements for a detention center to have a Lead Teacher or Principal position?

Yes – VDOE requires each detention center academic program to have a principal or lead teacher on site to oversee the academic program. The principal or lead teacher is the liaison between VDOE, the employing school division, and the detention home administration. These leaders have many of the same responsibilities as traditional public school principals:

- Supervision and evaluation of academic staff
- Supervision and administration of the instructional program
- Maintenance of state and federal budgets, purchasing, and finance procedures
- Collaboration with public school personnel, probation, parents/guardians, Court Service Units, and other agencies
- Serve as the LEA representative at School Based and IEP team meetings
- Re-enrollment contact per Virginia's re-enrollment regulations
- Oversee SOL, GED®, and WIDA™ assessments
- Oversee academic program communication with school divisions, CSU's, and parents/guardians
- Member of the detention facility's leadership and/or treatment teams
- Serve as substitute teachers
- Lead on-site professional development

The employing school division is the HR and fiscal agent for the SOP academic program. The division does not oversee the academic program or have administrative oversight of the program.

Previously when a program did not have on-site administration from a lead teacher or principal, the program suffered because there was no daily supervision. Teachers were not working contracted hours, teachers had no clear direction on duties and responsibilities, re-enrollment requirements were not met nor were federal requirements for students with disabilities or students identified as ELLs. Teachers were not provided effective feedback or evaluations and received little to no professional development. Additionally, detention home administration did not have an onsite leader to contact when issues arose.

Do any of the detention centers have support positions for education administration?

Each JDC academic program employs an administrative assistant. In six of the smaller facilities, the administrative assistant position is a part-time position.

Primary responsibilities include:

- Prepare and maintain a variety of written materials (e.g. state attendance reports, school attendance reports, budget documents, professional correspondences, memos, letters, purchase orders, staff leave documents, time sheets, substitute payroll documents, etc.) for the purpose of documenting activities, providing written reference and/or conveying information.
- Respond to an array of inquiries from internal/external parties for the purpose of providing information, facilitating communication and/or providing direction.
- Plan, organize, and schedule a variety of activities, meetings, and/or events.
- Prepare files and records for entering and withdrawing students on a web based system.
- Manage the site budget.
- Prepare purchase orders and facilitate the purchase process.
- Attend local and state meetings, training, and workshops for the purpose of professional growth, recording events, and conveying and/or receiving information.
- Other duties as assigned.

What is DOE's involvement in online learning within juvenile detention centers?

Our goal is the same as traditional public schools in that we want to teach students to be responsible consumers of online content and online learning. Since the 2016-2017 school year, SOPs have used GradPoint™ as an online learning platform. GradPoint™ correlates with Virginia's Standards of Learning. Students in detention centers typically use GradPoint™ for:

- The sequential electives requirement for graduation
- Coursework the JDC academic program can't provide (foreign languages, advanced level courses, certain electives)
- Courses where the JDC academic program doesn't have an endorsed teacher
- Credit recovery courses required for graduation

While opportunities to use online instruction have increased over time, online instruction cannot replicate a professional teacher trained to work with at-risk populations. The majority of adolescent students do not have the maturity and self-regulation skills required to successfully complete online learning without additional support. Most online programs require students to have an independent reading level between seventh and eighth grade. The majority of students who enter our programs do not meet that independent reading requirement. The majority of students in detention center academic programs also have learning gaps due to poor school attendance, transiency, and histories of suspension and/or expulsion that cannot be addressed with online learning.

Approximately 35% of our students in detention academic programs are identified as having an educational disability. These students require specialized instruction, services, and accommodations and modifications that cannot be delivered via online instruction. In addition, our English Language Learners require specialized instruction from qualified teachers.

Online activity of students in detention must be closely monitored. Because safety and security staff are not educators and are not always in classrooms, teachers must monitor online activity while also providing direct instruction. Even with firewalls and internet filters, some students are able to access email, social media, and news sites. This continues to be a challenge in the secure detention setting and one that can not only interfere with online learning, but pose a risk to the safety of individuals in the community.

Some students have been charged with crimes that involve technology and are not candidates for online instruction while detained. Many online learning programs require access to an email address, which our students can't use while detained.

SOP teachers embrace technology and are skilled at providing blended learning opportunities. As professional educators, we understand a "one-size fits all" method is not appropriate for our students and we continue to make instructional decisions based on what is best for the individual student.

What is the state cost to administer the teaching programs in detention centers compared to mental health facilities and hospitals/clinics?

2018-2019

	# of students enrolled + post grads	Personnel Costs	Non-Personnel Costs*	Total Budget	Average LOS during the academic year for school aged students
Detention	3,232	\$22,945,645	\$1,762,150	\$24,707,795	52 calendar days
CHKD	238	\$1,043,362	\$57,500	\$1,100,862	9 calendar days
MCV-VCU**	224	\$2,124,160	\$77,400	\$2,201,560	21 calendar days
UVA	180	\$1,158,216	\$46,080	\$1,204,296^	7 calendar days
CCCA	467	\$1,173,509	\$58,188	\$1,231,697	8 calendar days
VTCC	610	\$957,558	\$58,500	\$1,016,058	5 calendar days

*Includes non-personnel costs for clinics

**Includes Children’s Hospital at Brook Road, which is a long-term medical placement for students whose medical needs are such that they cannot live at home.

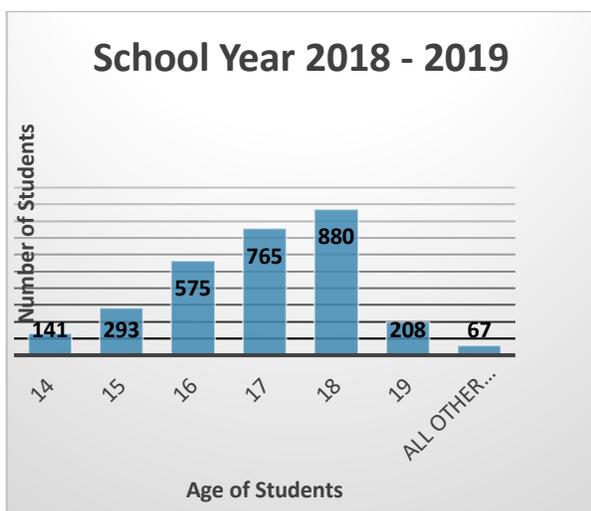
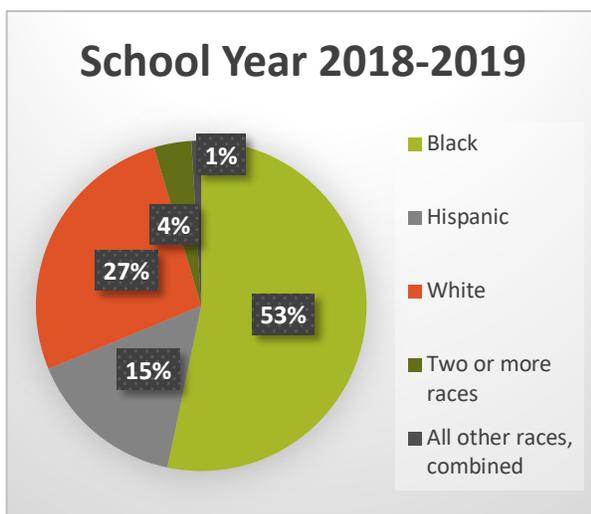
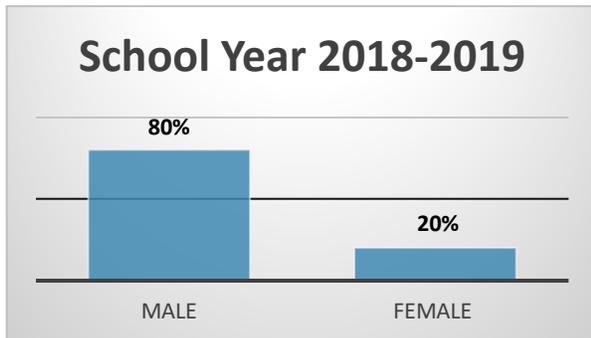
^Estimated total.

2018-2020*

	# of students served by state-funded teachers	Personnel Costs	Non-Personnel Costs	Total Budget
WWRC	416	\$1,198,046	\$118,400	\$1,316,446

*Data was provided as one set and not broken into separate school years.

Is there any additional information you can provide that would help the Commission understand the educational needs and requirements at detention centers?



Our detention academic programs serve some of Virginia’s most at-risk students. Our students often come from backgrounds of poverty, trauma, and violence. The majority of our students come from struggling public schools and are behind in both classes and credits needed for graduation.

We are often the first academic program where a student may experience academic success because we are able to provide small group instruction delivered by highly qualified teachers in a structured environment.

VDOE is committed to providing equitable resources for all Virginia students, including those who are court-involved. We understand the significant impact a high school dropout has on society. Our goal is to meet students wherever they are on their path to high school completion, provide excellent instruction, and maintain momentum towards graduation. With an average LOS at **52 calendar days**, it is critically important to provide comparable education services in our detention academic programs.

For the 2018-2019 school year, the average cost-per-pupil in detention academic programs was **\$7,645**. That is a lower cost-per-pupil than any of the 23 school divisions where the programs are geographically located.

2018-2019 Average Per Pupil Expenditure (from non-federal funds)

Albemarle County	\$14,366
Alexandria City	\$17,448
Bristol City	\$10,034
Chesapeake City	\$11,136
Chesterfield County	\$9,926
Danville City	\$11,674
Fairfax County	\$15,669
Frederick County	\$12,410
Henrico County	\$9,738
Loudoun County	\$15,040
Lynchburg City	\$10,873
Montgomery County	\$10,834
Newport News City	\$11,116
Norfolk City	\$10,233
Prince Edward County	\$10,459
Prince George County	\$9,198
Prince William County	\$11,350
Richmond City	\$12,946
Roanoke City	\$12,558
Spotsylvania County	\$11,063
Staunton City	\$10,763
Virginia Beach City	\$11,466
Williamsburg-James City County	\$12,133

Our students are the children who are written off in so many ways. Anything that can be done to help our most at-risk children find effective coping strategies and engage in their education has significant long-term financial impacts. We can help them to break the cycle of crisis that results in long-term institutionalization and help influence their positive contributions to society.