



# Virginia Department of Corrections

## Educational Services

### Operating Procedure 601.5

#### *Academic Programs*

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## REVIEW

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

## COMPLIANCE

This operating procedure applies to all units operated by the Virginia Department of Corrections (DOC). Practices and procedures must comply with applicable State and Federal laws and regulations, American Correctional Association (ACA) standards, Prison Rape Elimination Act (PREA) standards, and DOC directives and operating procedures.

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## DEFINITIONS

**Adult Basic Education Program (ABE)** - Instructional services provided to individuals with a grade equivalency of 0.0 to 8.9 that provides educational skills necessary to function independently in society including, but not limited to: reading comprehension, writing, and arithmetic computation.

**Adult Secondary Education (ASE)** Instructional services provided to individuals with a grade equivalency of 9.0 or higher. Successful completion of this level of instruction requires that the individual pass a Virginia Department of Education approved High School Equivalency (HSE) test and results in the awarding of a HSE certificate.

**Chief of Housing and Programs (CHAP)** - The facility/institutional staff member designated to conduct informal inmate or CCAP probationer/parolee case review hearings such as outside work classification, job assignments/removals, academic and vocational assignments/removals, and assignments/removals from treatment programs.

**Child Find** –A legal requirement that schools find all individuals who have a disability and who may be entitled to special education services.

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

**Eligible Status** - The status assigned to an inmate/probationer/parolee who has not earned a HSE certificate or verified high school diploma.

**High School Equivalency (HSE)** - Recognized alternative to a high school diploma published by a Virginia Department of Education approved HSE publisher.

**Individualized Education Plan (IEP)** - A written educational plan developed for a student with disabilities to help meet their unique needs.

**Ineligible Status** - The status assigned to an inmate/probationer/parolee who is presently incarcerated or under community supervision and has a verified HSE certificate or high school diploma, or has been exempted.

**Pending Status** - The status assigned to an inmate/probationer/parolee who has been declared eligible but has not requested participation.

**Personal Learning Plan (PLP)** - A student directed planning and monitoring tool that customizes instructional services, throughout the student's learning experience, which supports attainment of goals.

**Reading Enables All Learners (REAL) Program** - A tutor/aide assisted program to help inmates on the wait list gain skills in reading and to prepare for entry into the ABE classroom.

**Refused Participation Status** - The status assigned to an ABE eligible inmate/probationer/parolee who elects not to enroll in the ABE program.

**Refused Receiving Test Status** - The status assigned to an inmate/probationer/parolee who refused to take the TABE test when the test was first offered at the receiving site.

**Refused Second Test Status** - The status assigned to an inmate who refused TABE testing at the receiving site and refused a second test opportunity after leaving the receiving center.

**Special Education (SPED)** – Instruction designed to meet the needs of individuals who qualify for services under the Individuals with Disabilities Act including those with cognitive impairment, learning disabilities, physical disabilities, or qualifying emotional disabilities.

**Student** - An inmate or CCAP probationer/parolee assigned to a DOC facility who is enrolled in an educational program.

**Test of Adult Basic Education (TABE)** - An aligned series of norm referenced tests that measure a student's achievement level in reading, math, and language arts. The TABE provides a uniform assessment of a student's achievement and determines eligibility for completion of the ABE Program and eligibility for the WorkKeys Assessment for the National Career Readiness Certificate.

**Waiting List, Academic** - The list composed in VACORIS of the names of eligible inmates/probationers/parolees

assigned based on their release date and TABE scores to participate in the program. The VACORIS waiting list will be the official waiting list used to determine student placement.



## PURPOSE

This operating procedure provides for correctional education to offer functional literacy instruction, through the Adult Basic Education (ABE) program, to all identified inmates and Community Corrections Alternative Program (CCAP) probationers/parolees assigned to DOC facilities.

## PROCEDURE

### I. Eligibility for ABE Program

A. Inmates and CCAP probationers/parolees will be identified for eligibility during the intake process. Eligibility is based on whether the inmate or CCAP probationer/parolee has earned a High School Equivalency (HSE) certificate or verified high school diploma.

1. Inmates and CCAP probationers/parolees will be tested with the Test of Adult Basic Education (TABE) Locator upon arrival at the receiving unit or assigned facility when an inmate is placed there directly from the jail. Inmates will be tested with the complete TABE test at all adult institutions; see Operating Procedure 601.4, *Educational Testing*.
2. Inmates and CCAP probationers/parolees will be informed of their intake TABE Locator results and eligibility for participation within 15 days of testing.
3. Results of the TABE screening will be entered into VACORIS.
4. Six distinct categories will be used to determine participation in the ABE program.

National Reporting System (NRS) Level	Educational Functioning Level	TABE Grade Equivalency
1	ABE Beginning Literacy	0 – 1.9
2	ABE Beginning Basic Education	2 – 3.9
3	ABE Intermediate Low	4 – 5.9
4	ABE Intermediate High	6 - 8.9
5	ASE Low	9 – 10.9
6	ASE High	11- 12.9

B. Each inmate and CCAP probationer/parolee will be informed, during institutional orientation at their assigned facility, of the ABE eligibility criteria, the program's purpose, policies, benefits, and consequences.

C. Once enrollment notification has been sent to the inmate or CCAP probationer/parolee, responses regarding participation in ABE will be placed in the inmate's or CCAP probationer's/parolee's school office file.

D. If an inmate refuses to test at a receiving unit, the inmate will be assigned Refused Receiving Test status. Inmates refusing educational testing should be charged with Offense Code 119b in accordance with Operating Procedure 861.1, *Inmate Discipline*.

1. The inmate will be given one additional opportunity to test for ABE program eligibility at the facility.
2. An inmate or CCAP probationer/parolee who refuses to take the initial TABE Test while at the receiving unit must sign an *Adult Basic Education Program: Test Refusal* 601\_F1 witnessed by the Testing Instructor.
3. If the inmate or CCAP probationer/parolee refuses to sign the refusal form, the Testing Instructor will indicate the inmate's or CCAP probationer's/parolee's refusal to sign in the presence of a witness.



**II. ABE Program****A. Eligible students will be provided ABE instruction, that:**

1. Is the equivalent of at least 1½ hours per day, five days per week. The specific class schedule may be determined by the Principal of the school; see Operating Procedure 601.2, *Class Organization and Management*.
2. Is individualized according to each student's needs and will emphasize the development of functional literacy skills. Each student must have a Personal Learning Plan (PLP) in their file based upon their latest academic standardized testing.

**B. Student achievement and progress will be monitored regularly by Teachers.**

1. Appropriate academic assessments, based upon individual need, will be administered in accordance with Operating Procedure 601.4, *Educational Testing*, to determine student progress.
2. There should be documentation of student progress based upon mastery of prescribed adult education competencies aligned to College and Career Readiness Standards, student educational history, student activity sheets, PLP's, and Teacher observations.
3. This documentation should be used to determine whether the student qualifies for an ABE Program exemption.

**C. Program evaluation - The Assistant Superintendent of Academics or designee will prepare and submit an annual program evaluation report to the Superintendent.****D. Facility job placements**

1. Inmates at Security Level 2 and higher institutions, who are ABE eligible, must be enrolled in ABE classes or on an initial waiting list to be eligible for an institutional job assignment; see Operating Procedure 841.2, *Inmate Work Programs*.
2. Inmates who are on a waiting list due to removal from ABE class are not eligible for an institutional job assignment.  
In Security Level 1 institutions and work centers, exceptions may be granted or alternative job/class schedules developed to maximize student participation.
3. Inmates working prior to April 6, 2015, are not required to meet the academic requirement for continuing their employment in their current job or for a promotion in a related job.
  - a. ABE eligible inmates who change jobs will be subject to the academic requirements.
  - b. Reasonable efforts should be made to allow inmates currently working an opportunity to earn their HSE.
4. ABE eligible inmates who are removed from academic class will be terminated from their job and be ineligible for earning good time, transfer requests, housing in an honor pod, or receiving special incentives.
  - a. The Academic Teacher will charge the student with Offense Code 200 (in addition to any other offenses that may be related to the removal), notify the Chief of Housing and Programs (CHAP) to remove the inmate from any institutional job assignment, and refer the inmate to the Institutional Classification Authority (ICA) to reduce the inmate to Good Time Class IV; see Operating Procedure 861.1, *Inmate Discipline*.
  - b. The inmate must request to be placed on the waiting list but will remain ineligible for work until they enroll in class.
5. Exceptions to the academic requirement may be granted for those inmates working for Corrections Construction Unit (CCU), environmental services, or for an inmate in an institutional job assignment deemed critical by the Facility Unit Head. Jobs to be exempted will be reviewed annually by the Facility Unit Head and forwarded to the Regional Administrator and the Deputy Director for Institutions for final approval.

6. Students who have been exempted from academic classes by the Principal will be eligible for institutional job assignment.

E. Virginia Correctional Enterprises (VCE) employment (Must have a verified HSE or GED)

1. Participation in ABE or a valid exemption is a VCE hiring condition for all ABE eligible inmates.
2. Students who are administratively dropped or voluntarily withdrew from ABE should be removed from VCE employment by the ICA within 30 days.
3. VCE Shop Managers are not to discriminate against ABE eligible inmates in their hiring practices.

F. Students in refused participation, withdrew voluntarily, or dropped administratively status

1. Case Management Counselors should regularly discuss the following with all ABE eligible inmates on their caseloads:
  - a. The importance of participation in ABE
  - b. ABE effect on classification and parole decisions
2. Impact to Good Conduct Allowance (GCA), Earned Sentence Credit (ESC) or Extraordinary Good Time (EGT); see Operating Procedure 830.3, *Good Time Awards*.
  - a. Students in the status of refused participation, withdrew voluntarily, or dropped administratively must be assigned to GCA/ESC Class IV, COV §53.1-32.1, *Classification system; program assignments; mandatory participation*.
  - b. Any student who participates in ABE but who withdraws voluntarily or is administratively dropped should be reduced to Class IV immediately.
  - c. No student in the status of refused participation, withdrew voluntarily, or dropped administratively should be given EGT for the period assigned to these statuses.
3. Inmates and CCAP probationers/parolees at all security levels who refuse participation, withdraw voluntarily, or are dropped administratively will be charged under disciplinary procedures; see either Operating Procedure 861.1, *Inmate Discipline* or Operating Procedure 940.4, *Community Corrections Alternative Program*.

### III. Reading Enables All Learners (REAL) Program

A. Roles and responsibilities

1. Principals are responsible for the oversight, content, tutor/aide training, educational delivery model, enrollment documentation, and testing associated with the REAL Program, in collaboration with the Organizational Unit Head or designee regarding facility or operational issues.
2. Organizational Unit Heads or designees are responsible for operational issues, in consultation with Principals, including but not limited to:
  - a. Determining location(s) for the REAL Program that allow effective program operation while utilizing existing supervision posts where possible, such as libraries, prison housing unit day rooms, or program spaces not in use by other programs.
  - b. Ensuring operational support to minimize cancellations.
3. Principals, in consultation with Organizational Unit Heads or their designee, will collaborate to determine acceptance criteria for each REAL Program at each location.
4. Organizational Unit Heads and Principals should agree on location-specific student selection criteria and inform the Academic Curriculum Coordinator.
5. Principals will coordinate tutoring and testing schedules.
6. Principals will submit monthly program attendance registers to the Academic Coordinator of Curriculum.

B. Enrollment





1. Principals will designate staff to enter and update enrollment weekly in VACORIS under A30.00.00 REAL Program.
2. Students are encouraged to participate when listed on the VACORIS *Eligible for ABE* report, to include all statuses except Exempt and Refused Participation.
3. Principals are responsible for ensuring REAL Programs must be at NRS Level 1 or 2 and have the soonest Guaranteed Release Dates. REAL class sizes are limited to five students.
4. Special populations and inmates in restorative housing may be considered for participation in the REAL Program on a case-by-case basis.
5. Special populations and inmates in restorative housing may be considered for participation in the REAL Program on a case-by-case basis.
6. Student enrollment and status changes will be documented in VACORIS at *Programs/Offender Enrollment*.
7. Students participating in the REAL Program will be assigned to participate in an ABE or HSE class as soon as space becomes available.
  - a. Exceptions may be made on a case-by-case basis, only when the student is unable to participate in a classroom setting.
  - b. For students able to attend ABE classes, REAL Program participation culminates with enrollment in ABE or HSE class as space becomes available.
8. Inmates with life or long sentences may be enrolled in class, but no more than four per Teacher at any given time, unless the waiting list is low.

#### C. Instruction and testing

1. Students will be provided with access to ABE tutoring that:
  - a. Is individualized according to each student's needs and emphasizes the development of functional literacy skills. Students should have a PLP based on their latest academic standardized tests whenever possible.
  - b. Totals at least sixty hours to qualify for each standardized testing cycle.
  - c. Includes appropriate academic assessments, based upon individual need, administered in accordance with Operating Procedure 601.4, *Educational Testing*, to determine student progress.
2. REAL Program Facilitators will work with correctional education to prepare and submit students' qualifying paperwork to schedule testing (TABE, GED® Ready, and GED®).
3. Tutors and Facilitators will monitor student progress and achievement regularly; to include documenting student progress based on student activity sheets and Tutor and Facilitator observations.

#### D. Program monitoring and evaluation

1. Students attending the REAL Program can receive educational credit in their *Case Plans* while awaiting entry into ABE classes.
2. Computers for REAL Program students should be located so that the Facilitator can see the screen.
3. The Academic Curriculum and Instruction Coordinator will prepare and submit an annual evaluation of the REAL Program to the Assistant Superintendent of Academics.

### IV. ABE Program Exemptions

- A. An exemption from the ABE Program will not impact the student's ability to participate in other DOC programs unless program prerequisites have been established that are higher than the student's level of academic achievement. The student will not be allowed to enroll in the ABE program but may participate if a waiver is granted.
- B. Program exemption requests require documentation stating the student's enrollment and educational



history and the rationale for the recommendations.

C. Discretionary exemptions

1. All students will be evaluated with the complete TABE test at least four times annually after enrollment to determine academic progress and effort.
  - a. In evaluating student progress and effort, Teachers should take into consideration the student's TABE scores, the PLP, and classroom performance.
  - b. If the Teacher decides that the student has made little or no progress or effort, the Teacher will develop a remediation plan, based upon the PLP, for the next scheduled TABE testing cycle.
2. This section does not apply to students who have been identified for Special Education (SPED) services or students with disabilities.

D. Mandatory exemptions

1. A student should be exempted from the ABE Program if the student does not show significant progress over an 18-month period of continuous enrollment as demonstrated by the student's TABE scores on at least three TABE tests and the PLP.
2. At the discretion of the Principal, the student may be allowed to remain in class as long as there is no waiting list.
3. This section does not apply to students who have been identified for SPED services or students with disabilities.

E. Unspecified exemptions - A student will be exempted from the program if medical and/or psychological documentation can be provided by DOC that clearly indicates the student cannot participate in classroom activities.

F. A student who has reached the age of retirement under Social Security guidelines and does not wish to participate in the ABE program may request a waiver.

V. Special Education Services

A. Eligibility

1. The SPED Case Manager or designee at each receiving unit will screen students at intake to identify all incoming students under the age of 22 who may be eligible for SPED services.
  - a. All students complete a screening form in which they identify whether they have ever received SPED services.
  - b. Educational records are requested for all students under age 18.
  - c. Educational records are requested for all students under the age of 22, and who identify that they have received SPED services in the past.
  - d. Educationally relevant information will be entered into VACORIS for the purpose of determining appropriate institutional placement.
2. Upon receipt of scholastic records, the SPED Case Manager or Individualized Education Plan (IEP) Coordinator reviews all packets and identifies students currently eligible or eligible in the past for SPED services.
3. If SPED records have been received and reviewed by the SPED team, the SPED eligibility determination process should be completed while the student is still housed at the receiving unit.
4. Annual reviews can occur at the receiving unit or receiving school/facility once educational records are received. The SPED Case Manager or designee will gather all scholastic records as well as evaluations and screenings completed at the receiving center and forwards them with the student upon transfer to the receiving school.
5. Receiving schools are notified, in writing, regarding identified students with disabilities as well as

students who may require further child study review.

**B. Receiving school**

1. Within 30 school days of the student's arrival in general population, the SPED Case Manager will contact the student to ascertain their interest in receiving SPED services and review the file to determine the status of the IEP and eligibility.
2. The SPED Case Manager will establish the date for the upcoming IEP meeting, within 30 days of the student's arrival, if the student has indicated they would like SPED services.
3. The SPED Coordinator will establish a date for the Review of Existing Data (RED) meeting if the triennial date is not current.

**C. Annual reviews**

1. The SPED Case Manager will be responsible for the following:
  - a. Sending a meeting notice letter to the adult student or the parent(s) of a student under the age of 18, inviting them to attend the IEP meeting at a designated date within 30 days of the student's arrival or indication that they want SPED services; the letter will include a copy of the procedural safeguards.
  - b. Sending a notice to all participants inviting them to attend the IEP meeting.
  - c. Meeting with the student to obtain any information regarding their previous school history, interests, strengths and weaknesses, and any information they would like addressed in the IEP.
2. If the parent of a student under age 18 does not respond to the invitation to attend the IEP meeting within seven school days, the SPED Case Manager will place a minimum of two telephone calls in an attempt to verify attendance and solicit input for the IEP. All telephone calls will be documented on the Log of Contacts.
3. The SPED Case Manager will prepare the IEP draft based on a review of the records and all input received from the Teachers, parents, and the student.
4. Parents or the adult student who are present will sign the IEP and be informed that a copy is kept in their scholastic file for confidentiality purposes. The student can review or have a copy upon request.
5. If the IEP needs to be revised and/or the parent or adult student was not present, the revised IEP will be mailed to the parent or the adult student within one school day of the meeting.
6. If the signature page is not returned within 10 school days, the SPED Case Manager will contact the parent or the adult student to obtain the written signature.
  - a. By day 15, the SPED Case Manager will commence with weekly efforts to obtain the written signature via a variety of avenues to include seeking additional contact information from the student, enlisting the assistance of the Case Management Counselor, meeting with the parent at visitation, etc.
  - b. Beginning day 15, the SPED Case Manager will notify the Principal regarding efforts to obtain written permission and by day 30 the SPED Case Manager will notify the Assistant Superintendent of Academics regarding efforts to obtain written permission.
  - c. Services will not be provided on the new IEP until the signature sheet is returned. Telephone permission to implement the IEP is not acceptable.
7. Within one school day of receipt of the parent's or adult student's signature, the SPED Case Manager will implement the IEP and provide assigned Teachers copies of the annual goals and classroom accommodations pages.
8. Within one school day of receipt of the parent or adult student's signature, the SPED Case Manager will send a copy of the IEP to the SPED Coordinator.

**D. Amendments/addendums**



1. After the annual IEP meeting, the parents or adult student and designated school staff can agree to change the IEP during a formal meeting. Designated staff required by DOC includes the SPED Case Manager and the Principal.
2. Changes can be implemented only after the parent or adult student has provided written consent.
3. A copy of the addendum will be forwarded to the SPED Coordinator within one school day of receiving written permission from the parent or adult student.

#### E. Child Find

1. Referrals are made to the SPED Case Manager who will set up a child study committee meeting within 10 school days of the receipt of the referral. The child study committee may do one of the following:
  - a. Identify and recommend strategies to address the identified concerns.
  - b. Make a referral for SPED and related services to be evaluated prior to implementing strategies.
2. Within three school days of the child study committee meeting, the SPED Case Manager will provide copies of suggested strategies to assigned Teachers. The child study committee will reconvene within 60 days to review the results of the implementation.
3. The SPED Case Manager will schedule a RED meeting to occur within 10 school days of the child study committee's recommendation to refer for SPED and related services.

#### F. RED Eligibility

1. The SPED Coordinator will set up a RED meeting to include the parent or the adult student, the student, and other qualified professionals as appropriate to review the student's scholastic records and current assessments to determine the needed evaluation data.
2. The SPED Coordinator will obtain written consent to perform educational evaluations from the parent or guardian of those students who are under age 18 or from the student who is over age 18.
3. If the parents of a student under 18 cannot be identified, or located, or if the court has terminated parental rights, a surrogate parent is assigned.
4. The SPED Coordinator will schedule an eligibility meeting within 65 school days from the date the referral was deemed appropriate.
5. The SPED Coordinator will send the parent or the adult student notification of the results of the eligibility meeting within three working days of the meeting and schedule an IEP Meeting for the eligible student within 30 days of the eligibility determination.

#### G. SPED case management

SPED Case Managers are responsible for the following:

1. Serving as a resource to Teachers of assigned students.
2. Documenting a minimum of one monthly contact with students not in their class and the Teachers of identified students on their caseload. Contact with Teachers may be either in person or via a monthly checklist.
3. Making recommendations regarding academic and behavioral needs as appropriate based upon monthly contacts, review of progress notes, and report cards.

#### H. Delivery of services

1. The full continuum of SPED services is available, based upon the student's individual needs. Special services, such as interpreters for the deaf, will be contracted as needed and in accordance with applicable law.
2. Service delivery options at adult schools may include the following:
  - a. Consultation - A consulting SPED Teacher provides guidance and support regarding a student with disabilities by meeting with assigned Teachers and sometimes the student, rather than providing

direct instructional services to the student.

- b. Correspondence - Specialized individual instruction is provided by a SPED Teacher through intra-facility mail for those students who cannot physically attend class due to security restrictions.
  - c. Itinerant Services - Students with disabilities receive resource or related services, such as speech therapy, by a Teacher who may work at various locations.
3. Teachers assigned to students with disabilities will complete progress reports on identified annual goals at the completion of each trimester. Progress reports are sent to parents (if the student is under 18) and adult students.
  4. Principals will be responsible to ensure that progress reports are completed and sent out each trimester.
  5. Principals are responsible for ensuring that SPED students are enrolled in classes according to their IEP.

## VI. Admission to Academic Classes

- A. Prior to assigning a student to an academic program, the following information pertaining to the student in question should be assembled:
  1. Good Time/Mandatory Release Date
  2. Medical information (including side effects of any medications being taken or other significant factors which may limit certain activities or otherwise affect class behavior)
  3. TABE scores
  4. Current work assignment
  5. Career and Technical Education program status
  6. Other institutional program assignments (education has priority over other institutional programs that do not involve security issues)
  7. Institutional adjustment record (charges for infractions that occur in schools)
- B. The following TABE scores will be used to indicate the proper placement of the student in the appropriate ABE level:

NRS Level	Educational Functioning Level	TABE Grade Equivalency
1	ABE Beginning Literacy	0 – 1.9
2	ABE Beginning Basic Education	2 – 3.9
3	ABE Intermediate Low	4 – 5.9
4	ABE Intermediate High	6 - 8.9
5	ASE Low	9 – 10.9
6	ASE High	11- 12.9

- C. Students eligible for SPED services (up to 22nd birthday) will be immediately placed in school and be provided services as outlined in the *SPED Services* section of this operating procedure.
- D. Reasonable accommodations must be made for students with disabilities to ensure that the testing procedure is not discriminatory based on the disability. Reasonable accommodations may include extended time to complete tests, reading aides, interpreters, etc.
- E. Waiting list process
  1. Inmates and CCAP probationers/parolees will receive a general orientation to all academic programs

offered by the facility prior to their names being placed on any academic waiting list. The general orientation may be in the form of an audio-visual presentation or a verbal explanation with supplementary reading material. The waiting list policy should be explained at this time; see Operating Procedure 601.2, *Class Organization and Management*.

2. The Principal or designee will provide counseling regarding course content and course requirements if needed.
3. All required information regarding the student will be collected by the Principal or designee. Criteria to establish the priorities used to enroll students include length of sentence and TABE scale score.

F. Special waiting list categories

1. SPED students will not be wait listed for academic classes.
2. HSE FastTrack - Students with qualifying scores on the appropriate TABE or Steck Vaughn Test; see Operating Procedure 601.4, *Educational Testing*, for eligibility.
3. Educational services should not be disrupted for individuals who are demonstrating appropriate behaviors. A change in security level, which results in the transfer of the student, should not have a negative impact.
  - a. When students are in an academic program and are transferred to another facility prior to completion due to a decrease in their security level, they should be placed into the classroom immediately.
  - b. When students are in an academic program and are transferred to another facility prior to completion due to an increase in their security level, they must be placed on the waiting list.

G. Classroom vacancies

1. All academic classroom vacancies are to be filled as expeditiously as possible. Principals may transfer students from one academic group to another to best accommodate student and class needs and to assist in filling vacancies.
2. When the demand for a course(s) exceeds available capacity, a waiting list will be maintained.
3. A student will be placed on the waiting list based on the Good Time/Mandatory Release Date. A change in the length of a sentence will alter the student's place on the waiting list.
4. The waiting list for academic programs will be maintained in VACORIS, and updated as students are enrolled.
  - a. Enrollment information, including the student's name, grade level, action taken, date, and reason for the action will be part of the waiting list.
  - b. The VACORIS Administrator will determine persons authorized access to the waiting list information.
5. If a student declines enrollment in an academic program, their name will be dropped from the waiting list.
  - a. The student should be charged with Offense Code 200 in accordance with Operating Procedure 861.1, *Inmate Discipline*.
  - b. The student's Case Management Counselor should be notified for appropriate classification actions.
6. If a student whose name is on an academic waiting list cannot enroll in a program due to DOC disciplinary action taken against them, their name may be placed back on the waiting list effective the last day of the disciplinary action.
7. Reenrollment on the waiting list after a student is dropped from ABE class is contingent upon the student's request and CHAP approval.
8. A copy of the waiting list procedures will be posted prominently in the school area and/or reviewed during orientation.

## **REFERENCES**

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

Operating Procedure 601.2, *Class Organization and Management*

Operating Procedure 601.4, *Educational Testing*

Operating Procedure 830.3, *Good Time Awards*

Operating Procedure 841.2, *Inmate Work Programs*

Operating Procedure 861.1, *Inmate Discipline*

Operating Procedure 940.4, *Community Corrections Alternative Program*

## **ATTACHMENTS**

None

## **FORM CITATIONS**

*Adult Basic Education Program: Test Refusal* 601\_F1