

Corrections Education

Community High School of Vermont (CHSVT)

New England Association of Schools and Colleges (NEASC) accredited
Vermont approved independent school

Statute 28 V.S.A § 120 Department of Corrections Education Program: Independent School

- (a) Authority. An education program is established within the Department of Corrections for the education of persons who have not completed secondary education or are assessed to have a moderate-to-high criminogenic need by one or more corrections risk assessments and who are committed to the custody of the Commissioner.
- (b) Applicability of education provisions. The education program shall be approved by the State Board of Education as an independent school under 16 V.S.A. § 166, and shall be coordinated with adult education, special education, and career technical education.
- (c) Program supervision. The Commissioner of Corrections shall appoint a licensed administrator under 16 V.S.A. chapter 51 to serve as the Headmaster of Correction Education and coordinate use of other education programs by persons under the supervision of the Commissioner.
- (d) Curriculum. The education program shall offer a minimum course of study, as defined in 16 V.S.A. § 906, and special education programs in accordance with the program description used for independent school approval.
- (e) [Repealed.]
- (f) Reimbursement payments. The provision of 16 V.S.A. § 4012, relating to payment for State-placed students, shall not apply to the Corrections education program.
- (g) [Repealed.]
- (h) Required participation. All persons under the custody of the Commissioner who are under 23 years of age and have not received a high school diploma or are assessed to have a moderate-to-high criminogenic need and are within 24 months of reentry shall participate in an education program. The Commissioner may approve the participation of other students, including individuals who are enrolled in an alternative justice or diversion program.

Vermont Special Education Rules 2013, p. 12-13:

2360.2.5 FAPE for students who are incarcerated in adult correctional facilities:

For incarcerated persons under the age of 18, the Department of Corrections shall ensure that at intake, a screening occurs to identify those who have a disability or who are suspected of having a disability and who are in need of special education. Those who are in need of special education shall be provided with an individualized educational program (IEP) and re-evaluations as prescribed under Rule 236

For a person between the ages of 18 through age 21:

If a person in his or her last educational placement before incarceration had not been identified as a child with a disability who was eligible for special education and did not have an IEP in place, the Department of Corrections will not be mandated to provide a FAPE. The Department of Corrections shall make reasonable efforts to obtain and review whatever information is needed to determine that the incarcerated individual has not been identified as a child eligible for special education and did not have an IEP in his or her last educational placement prior to incarceration in an adult correctional facility.

A person who is incarcerated shall be entitled to a FAPE if:

- (A) The person was provided services through an IEP before incarceration;
- (B) The person had been provided services through an IEP, had left school, then was incarcerated; or
- (C) The person had not been provided services through an IEP but had been identified as a child with a disability who was eligible for special education.

The following requirements do not apply to incarcerated students aged 18 through 21 (34 CFR §300.324):

- (A) The requirement to participate in district-wide assessment programs and
- (B) The IEP requirements for transition planning and transition services, if the inmate will reach the upper age limit for a FAPE before release from prison based on consideration of sentence and eligibility for early release.

Modifications of IEP or placement:

- (A) The IEP team may modify the student's IEP or placement, if the Department of Corrections has demonstrated a bona fide security or other compelling interest that cannot otherwise be accommodated.
- (B) The LRE requirements of Rule 2364 do not apply to incarcerated students on IEPs.

Corrections Education Staff

- 1 Head of School
- 3 Central Office Staff
 - Project Manager & Data Analyst, Admin Coordinator II (Registrar), Admin Coordinator I (vendor, inventory management)
- 6 Corrections Education Supervisors (CES)
 - Marble Valley/Chittenden, Northwest, Northern, Northeast, Southern, Special Services
- 25 Correctional Educators
 - Academic and Industry Recognized Credential (IRC) Endorsed

Current Academic Endorsements

1 Art,
2 Education Administrator,
1 Education Technology Specialist,
2 Elementary Education,
4 High School English,
4 High School Mathematics,
1 Middle Grade Mathematics,
1 Middle Grade English,
1 Middle Grade Science,

1 Middle Grade Social Studies,
1 Physical Education,
1 Reading Specialist,
3 High School Science,
8 High School Social Studies,
1 Special Education Consulting
Educator,
6 Special Education,
1 Work-Based Learning Coordinator

IRC Endorsements

- 6 Cognitive Behavioral Interventions (CBI-CC) *not IRC
- 6 National Safety Council First Aid/CPR & AED
- 16 National Center for Construction Education and Research (NCCER)
- 6 OSHA Trainers
- 3 Culinary ProStart Level 1 & 2
- 7 Culinary ServSafe
- 3 UVM Master Gardner
- 9 Work Zone Flagger Trainers

Priority Population

All incarcerated individuals falling into these categories are required by statute to be enrolled in Corrections Education/CHSVT, as well as reviewed for disability per 34 C.F.R 104.32 as a “qualified person”

- 1. Under 22-year-old without a diploma with previous special education services, no matter of sentence status – Vermont AOE Special Education Rule 2360.2.5 & Title 1, Part D, Subpart 1**
 - a. Referral Source: weekly headcount review conducted by S3 team and CESs, Casework facility orientation
 - b. Enrollment & Registration: S3 CES completes initial enrollment, Facility CES completes enrollment & required registration into Orientation & Transition
 - c. Assessment: all necessary evaluations must be completed CASAS, SIM, Child Find through AOE, Previous School Records, specialized assessment as needed
- 2. Under 23-year-old without a high school diploma, no matter of sentence status – Statute 28 VSA 120(h)**
 - a. Referral Source: weekly headcount review conducted by S3 team and CESs, Casework referral
 - b. Enrollment & Registration: CES enrollment into Focus and required registration into Orientation & Transition
 - c. Assessment: CASAS, SIM, Child Find through AOE, Previous School Records, specialized assessment as needed
- 3. Sentenced moderate to high risk on the Ohio Risk Assessment System (ORAS) – Statute 28 VSA 120(h)**
 - a. Referral Source: RIS Central for enrollment into Focus
 - b. Enrollment & Registration: CES completes intake into RIS and registration into Orientation & Transition
 - c. Assessment: CASAS, SIM, specialized assessment as needed, based on education need and responsivity factors, specialized assessment as needed by S3
- 4. Current or documentation of a past 504 plan, eligibility, or suspected disability – Section 504, 29 U.S.C. 794**
 - a. Referral Source: CESs, EST, Risk Intervention Services Coordinators, Casework
 - b. Enrollment & Registration: Required enrollment and registration into Orientation & Transition
 - c. Assessment: CASAS, SIM, specialized assessment by S3 based on education need and responsivity factors, convene team based on needs

Voluntary Population

- 1. Over 23 years old, Sentenced Low and Low/Moderate Risk on the ORAS without a high school diploma**
 - a. Referral Source: CSS
 - b. Assessment: CASAS, SIM
 - c. Enrollment & Registration: dependent on available “seats”, registration into Orientation & Transition
- 2. Over 23 years old, Detainers without a high school diploma**
 - a. Referral Source: CSS
 - b. Assessment: CASAS, SIM
 - c. Enrollment & Registration: dependent on available “seats”, registration into Orientation & Transition
- 3. Sentenced Low and Low/Moderate Risk on ORAS with high school diploma**
 - a. Referral Source: CSS
 - b. Assessment: CASAS, SIM
 - c. Enrollment & Registration: dependent on available “seats”, registration into Orientation & Transition
- 4. Detainers with a high school diploma**
 - a. Referral Source: CSS
 - b. Assessment: CASAS, SIM
 - c. Enrollment & Registration: dependent on available “seats”, registration into Orientation & Transition

Focus – Student Information System (SIS)

- Focus is used by schools around the country to track student progress, attendance, scheduling, notes, assessment data and more.
- Focus allows RIS to track ALL participants no matter the service they are participating in. This allows ALL RIS staff to see, real-time, where a participant is at in services.
- Focus Tracks: all assessments, schedules, attendance, Corrective Action Plans, ADA, Personalized Learning Plans (PLP), progress and other notes, service specific notes, Risk Intervention Services Plans (RISP).

Focus Transcripts

Focus can create two types of transcripts...

- 1. High School Diploma Transcript:** When a student is enrolled in CHSVT they will have an active transcript that reflects their PLP, all graduates of CHSVT will have a formal high school transcript.
- 2. RIS Participation Transcript:** All participants in RIS will have a summative transcript showing all services they participated in, their proficiency level, IRCs completed, all courses and standards.

Enrollment...

- **Referral to education services**

- No matter the referral reason, enrollment is the same for all new students
- There is a process for referral through case management and Risk Intervention Service (RIS).

- **Enrollment Paperwork & Tasks**

- FERPA, Race/Ethnicity, 504 Rights, Focus enrollment/updating

- **Orientation and Transition Services**

- Intake advising
- Assessment
- Student Support Services (S3) referrals
- Intake interview
- Transcript review
- Developing the Personalized Learning Plan (PLP) in Focus

Assessment...

- **CASAS Math & Reading GOALS**
 - Pre-test during intake, Post-test after 90 days of instruction
- **Strategic Instructional Method (SIM) Writing**
 - Pre-test during intake to inform instruction, Post-test after 90 days of instruction
- **Test of Adult Basic Education (TABE)**
 - Should begin in March 2023 for students continuing to AEL
- **WorkKeys**
 - Offered quarterly as our workforce readiness assessment
- **Word Identification Spelling Test (WIST)**
 - Diagnostic for students with Reading CASAS below 217
- **Woodcock Johnson**
 - Cognitive diagnostic assessment to inform instruction and services

Course Registration...

- Foundational Skills Courses:
 - Specific curriculum to help build foundational skills in reading, math, writing, study skills, communication, test taking
- High School Courses:
 - CHSVT curriculum is designed to provide adult learners the high school courses required to complete their high school diploma
 - GED: As adults, incarcerated individuals may select GED. Our role is to advise on the most effective path given their current high school status.
- Career and Technical Education (CTE) Courses:
 - All CTE courses are offered at all facilities and will be working in concert with the new vocational training division of RIS.
- Post-Secondary Courses:
 - Corrections education will be partnering with higher education, mostly CCV, to offer post-secondary courses to incarcerated students who are eligible and ready.

Transition...

- How long will the student be in corrections education services?
 - Detention status, length of sentence, and required RIS provides the roadmap of what is possible for the student.
- What are realistic goals while incarcerated?
 - When we know what their incarcerated time looks like we can create realistic goals.
- What else is the student involved in for services?
 - Corrections education is one piece of many services & functions of a correctional facility. We need to know the full picture to provide a productive experience for the student.
- Is Focus reflective of their current state?
 - Focus always needs to reflect current state of the student.
 - Registrar works to collect prior records and prepare Focus for transition and request for education records.