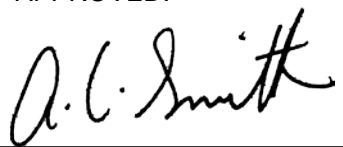


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| SUBJECT: Comprehensive Education Programs | PAGE <u> 1 </u> OF <u> 13 </u> |
| | NUMBER: 57-EDU-02 |
| RULE/CODE REFERENCE: | SUPERSEDES: 57-EDU-02 dated 09/25/17 |
| RELATED ACA STANDARDS: 4464, 4465, 4467, 4468, 4470, 4477, 4478, 4480 | EFFECTIVE DATE: December 2, 2019 |
| | APPROVED:  |

I. AUTHORITY

Ohio Revised Code 5120.01 authorizes the Director of the Department of Rehabilitation and Correction, as the executive head of the department, to direct the total operations and management of the department by establishing procedures as set forth in this policy.

II. PURPOSE

The purpose of this policy is to establish the criteria for a comprehensive education program available to all eligible inmates within the Ohio Department of Rehabilitation and Correction (ODRC).

III. APPLICABILITY

The policy is applicable to all persons employed by the Ohio Department of Rehabilitation and Correction (ODRC), contractors providing a service to the ODRC, inmates and volunteers.

IV. DEFINITIONS

Average Daily Attendance (ADA) - The actual number of students who attend a class on any given day. This count is usually less than the number of students on the roster but will not exceed the number of students on the roster.

Career Enhancement Programs - Career Enhancement Programs cover a variety of technical skill areas and are offered twice a quarter.

Extended Restrictive Housing (ERH) - A security classification level represented as “E” in the Departmental Offender Tracking System (DOTS). ERH is the most restrictive security level in the ODRC reserved for inmates who constitute the greatest threat to the safety and security of the community, staff, others, and/or the secure operations of a correctional facility.

High School Equivalency (HSE) - A comprehensive way to secure a high school diploma through a HiSET exam, General Educational Development (GED), or Test Assessing Secondary Completion (TASC).

Lesson Plans - Refers to written plans of instruction by classroom instructor for each school subject taught.

Limited Privilege Housing (LPH) - Assignment of an inmate to a designated area for the purpose of reducing their privileges, controlling movement, and reducing his/her access to other inmates. An LPH inmate is considered general population and shall have access to prison services, although that access can be reasonably limited as part of his/her privilege reduction. Designated out-of-cell time shall be more than two (2) hours daily.

Residential Treatment Unit (RTU) - A specialized housing unit within the institution that facilitates a secure treatment environment and on-site care from a multidisciplinary team consisting of psychiatrists, nurse practitioners, psychologists, social workers, nurses and other specialized mental health professionals.

Restrictive Housing (RH) - Housing that separates an inmate from the general population and restricts the inmate to his/her cell twenty-two (22) hours or more per day.

Special Population Status - Inmates assigned to Restrictive Housing status, death row, medical infirmary, crisis stabilization unit, Residential Treatment Unit (RTU), Extended Restrictive Housing (ERH), or inmate-patients at the Allen/Oakwood Correctional Institution or Franklin Medical Center.

Student Educational Goal Agreement (DRC2488) - The agreement completed by the student and teacher at the beginning of each quarter stating goals the student expects to achieve during that quarter.

Transitional Education Program (TEP) - A voluntary educational program that provides instruction on necessary skills for successful community transition.

Transitional Program Unit (TPU) - A specialized housing unit requiring close supervision of inmates that are placed in Restrictive Housing, Extended Restrictive Housing, or may be placed in Limited Privilege Housing.

Youth Transitional Program (YTP) - A transitional educational component for Title I students on necessary skills for successful community transition.

V. POLICY

It is the policy of the Ohio Department of Rehabilitation and Correction (ODRC) to provide for a comprehensive education program available to all inmates who are eligible, to include the following: educational philosophy and goals, communication skills, general education, basic academic skills, high school equivalency (HSE) preparation, special education, career-technical education, advanced job training education, high school education, and apprentice programming. Other educational programs shall be developed as dictated by the needs of the institution population.

VI. PROCEDURES**A. Education Philosophy and Goals**

Under the district/charter issued by the Ohio Department of Education, the Ohio Central School System (OCSS) provides a correctional education program that is equal in quality and requirements to equivalent programs in the community. In fulfilling the requirements of the Ohio Department of Education, programs up to and including the completion of high school and HSE are available to inmates at no cost. The OCSS shall be responsible for monitoring each institution's compliance with the Ohio Department of Education requirements.

1. The OCSS shall develop a written document detailing the strategic plan of the school system including mission and vision statements and educational philosophy and goals.
2. The OCSS strategic plan shall be reviewed and updated annually by a representative panel of education staff from throughout the ODRC. The strategic plan shall include a comprehensive listing of educational programming available at each institution, developed in accordance with the identified needs of their inmate population.

B. Education Program Provisions

1. The ODRC, through the OCSS, shall provide inmates with access to educational programs that grant credentials, diplomas and/or licenses recognized by employers and/or other educational entities.
2. In providing quality education programming to the inmate population, the ODRC shall ensure all qualified students have access to the following classes and programs regardless of race, disability, sex, age, national origin, creed, religion, sexual orientation, ancestry, or any other legally protected classification, in conformance with eligibility and priority enrollment guidelines.

C. Participation in Holistic Programming

1. Education staff shall collaborate with other areas of Holistic Services to ensure the holistic needs of the inmates at the institution are met.
2. Education staff shall participate in a holistic family event at least quarterly. Each quarter, a service area under holistic services shall be responsible for coordinating the event. The event shall be extended to the family and support persons of incarcerated individuals and community partners when applicable. When Education Services are not responsible for coordinating the quarterly event, it shall be an active participant in the event providing materials, information, staff and other needed resources to ensure Education Services are appropriately represented.

D. General Education

1. Each institution shall provide a comprehensive education program to meet the basic academic needs of the inmate population. The program shall provide eligible inmates with basic academic skills, literacy, Pre-HSE, HSE, career enhancement, high school credit, communication skills, and social-emotional skills.
2. Mandatory education criteria, as determined by ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs, may be met either through enrollment in General Education programs, Career Technical Education programs, Transitional Education Program (TEP) classes, or Release Preparation classes, depending on which affords the inmate first access.
3. Literacy
 - a. Literacy is a mandatory academic program for all inmates who read at or below 226 on a Comprehensive Adult Student Assessment System (CASAS) or 6.0 or below on the Test of Adult Basic Education (TABE) and do not possess a high school diploma or HSE verified by the OCSS.
 - b. Inmates assigned to the literacy program are assigned to the literacy-housing unit, based on the capacity of the unit and the needs of the institution. Literacy classroom units shall have two (2) AM and two (2) PM sessions with fifteen (15) students, or one (1) AM and one (1) PM session with thirty (30) students enrolled in each session for a total of sixty (60) students, Average Daily Attendance (ADA). If the capacity of the unit does not lend itself to the configuration of sixty (60) students, a waiver shall be requested by the school administrator to the superintendent.
 - c. All literacy unit programs shall be provided under the guidelines set forth in ODRC Policy 57-EDU-14, Literacy Programs.
 - d. Inmates who have previously withdrawn from the literacy unit program may volunteer to re-enroll at any time during their incarceration, in accordance with the guidelines set forth in ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs.
 - e. Unless waived by the regional director and the OCSS superintendent, each level three institution shall maintain one (1) literacy unit. Each level one/level two institution shall maintain two (2) literacy units.
 - i. Letters requesting waivers from the criteria above shall be submitted to the OCSS superintendent from the school administrator through the appropriate managing officer.
 - ii. The OCSS superintendent shall submit a letter to the regional director for final approval.

iii. Copy of the approved waiver shall be kept on file at the institution and be reviewed, modified if needed, and renewed on an annual basis. The school administrator shall generate the annual review.

4. Adult Basic Literacy Education (ABLE)

- a. Adult Basic Literacy Education (ABLE) is a mandatory academic program for all inmates who read at or below a 226 or below on a CASAS or 6.0 or below on the TABE and do not possess a high school diploma or HSE verified by the OCSS.
- b. Inmates assigned to the program may or may not be assigned to the literacy-housing unit, based on the capacity of the unit and the needs of the institution.
- c. Inmates who have previously withdrawn from the ABLE program may volunteer to re-enroll at any time during their incarceration in accordance with the guidelines set forth in ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs.

5. Pre-HSE Program

- a. Participation in the Pre-HSE program may be used to satisfy the mandatory enrollment criteria established in ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs, for inmates whose reading level scores are at a level of 227 up to and including 239 on a C or higher level test of the CASAS or 6.1 to 9.0 on the TABE and do not possess a high school diploma or HSE verified by the OCSS.
- b. Inmates who have previously withdrawn from the Pre-HSE program may volunteer to re-enroll at any time during their incarceration in accordance with the guidelines set forth in ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs.
- c. The classroom capacity of the Pre-HSE Program will be twenty (20) students ADA, per session for each of the four (4) sessions per day.

6. HSE Program

- a. Participation in the HSE program may be used to satisfy the mandatory enrollment criteria as established in ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs, for those inmates whose reading level scores are at a level of 240 or above on a C level or higher test of the CASAS or above 9.0 on the TABE and do not possess a high school diploma or HSE verified by the OCSS.
- b. Inmates who have previously withdrawn from the HSE program may volunteer to re-enroll at any time during their incarceration, in accordance with the guidelines set forth in ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs.

- c. The classroom capacity for the HSE program shall be twenty-five (25) students ADA per session with four (4) sessions per day.

7. **High School Education**

- a. The high school or high school options program may be used to satisfy the mandatory enrollment criteria as established in ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs.
 - b. The OCSS operates two (2) fully staffed high school programs. The high school program at the Correctional Reception Center (CRC) is available only to youthful inmates who are assigned to the custody of ODRC and to the specialized housing units within that institution.
 - c. The high school program at the London Correctional Institution (LoCI) is available to all male inmates who have not yet earned a high school diploma or HSE. Male inmates who desire to earn a high school diploma at the high school site may request a transfer to the LoCI in order to complete in-class high school credits towards a diploma.
 - d. The school administrator, and/or guidance counselor shall also determine those male or female inmates whose needs can best be met through the high school options program. The high school options program is designed to allow those inmates who have the necessary amount of time needed to complete their diploma to do so at their parent institution.
 - e. High school and high school options programming shall be provided under the guidelines set forth in ODRC Policy 57-EDU-13, High School Programs.
8. Special Education services shall be available within each institution's education program. Special Education programming shall be provided under the guidelines set forth in ODRC Policy 57-EDU-11, Special Education.

E. Specialized Educational Programming

1. Specialized educational programming may be offered at specific institutions based on the needs of the ODRC inmate population.
2. Eligible inmates who are interested in participating in educational programming that is offered at a limited number of institutions may request an educational transfer before the institution reclassification committee. Prior to requesting such transfer; however, the inmate must work with the school administrator to obtain documentation verifying the inmate is eligible for the desired program.

3. Specialized education programs vary at each institution based on the needs of the facility and the availability of necessary space and equipment:
 - a. Career Technical Education
 - i. Career Technical Education programs shall be integrated with academic programs and structured to be relevant to the career technical needs of inmates and to employment opportunities in the community.
 - ii. Education staff shall monitor career technical programming to ensure it is consistent with the needs of the inmate population during the annual institutional needs assessment. Career Technical Education programs shall be administered under the guidelines set forth in ODRC Policy 57-EDU-12, Career Technical Education programs.
 - iii. Mandatory education criteria, as determined by ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs, may be met either through enrollment in General Education programs or Career Technical Education programs, depending on which affords the inmate first access.
 - b. Career Enhancement:
 - i. Career Enhancement programs are non-traditional education programs designed to address education needs of offenders which are not addressed through the other education programs listed in this policy. These programs are short term programs with specific topics of instruction.
 - ii. The Career Enhancement programs shall cover a variety of employment readiness, life skills, soft skills, trade skills and safety issues.
 - iii. Program participants shall be scheduled to allow participation in other program areas.
 - iv. These programs shall be delivered by existing education staff including career technical teachers, academic teachers and other education staff.
 - c. College and Advanced Job Training
 - i. College programming includes college level courses designed to meet the requirements of an Associate's or Bachelor's degree from a college.
 - ii. Advanced Job Training programs are college-level training programs provided by a college or university that is a member of the Ohio Penal Education Consortium.

- iii. Advanced Job Training programming shall be provided at selected institutions within ODRC, based on the needs of the inmate population and the availability of services.
- iv. All on-site Advanced Job Training programs shall be provided under the guidelines set forth in ODRC Policy 57-EDU-04, Advanced Job Training Programs.
- d. Apprenticeship Programming
 - i. Apprenticeship programs shall be provided at selected institutions within ODRC, based on the needs of the inmate population and the availability of services.
 - ii. Apprenticeship programs shall be provided under the guidelines set forth in ODRC Policy 57-EDU-07, Apprenticeship Programs.
- e. Title I Services
 - i. Title I services are provided to meet the needs of all educationally disadvantaged inmates under the age of twenty-two (22) (up to but not including the date of their 22nd birthday) with supplemental services in the areas of college and career readiness (including counseling), math, language arts, character education, and other academic content areas. Students under the age of twenty-one (21) have priority.
 - ii. Title I Academic service students are to be enrolled in a regular instructional program for fifteen (15) hours a week. This is defined as classroom instruction in basic school subjects, such as reading, mathematics, transitional and vocationally oriented subjects, not to include Title I class time.
 - iii. Title I Academic services shall be provided at selected institutions within ODRC based on the needs of the inmate population and the availability of services.
 - iv. Title I Academic classes taught by the Title I teacher shall include no more than ten (10) students per session and shall consist of only students receiving Title I services. Regular classrooms may contain both Title I and Non-Title I Students.
 - v. YTP may be offered as the transitional component.
- f. Transitional Education Program (TEP)
 - i. TEP programs shall be provided under the guidelines set forth in ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs.

- ii. Mandatory education criteria, as determined by ODRC Policy 57-EDU-01, Inmate Assessment and Placement in Educational Programs, may be partially met through TEP.

F. Provisions of Services to Inmates in Transitional Program Units (TPU) or Extended Restrictive Housing (ERH)

1. In the absence of documented security concerns, every effort shall be made to allow inmates who are housed in limited privilege housing (LPH) or a transitional program unit (TPU) the opportunity to attend classes in person.
2. Inmates who are assigned to the special education program shall be reviewed by the appropriate education staff within ten (10) days of being placed in a special population or restrictive housing unit.
3. In addition, inmates who are assigned to special population units or restrictive housing (RH), shall be provided with educational and library services. Each institution shall develop a written procedure detailing the provision of services to this population, as approved by the managing officer/designee. Information regarding the availability of education and library services shall be accessible in each special population housing area, including RH.
4. To ensure the accessibility of education staff and continuity of services, a member of the education staff, as well as a library staff member, shall visit each special population or RH unit at least weekly. The area's logbook shall be signed for accountability as well as documenting the visit on the Restrictive Housing Program Staff Activity Log (DRC4112).
5. Upon release from RH, inmates shall automatically return to the education program in which they were enrolled prior to being placed in RH, unless security reasons prevail.

G. School Administration

1. Unless exempted from the OCSS school superintendent, each facility will have a school administrator.
2. The school administrator's primary role and responsibility is to provide instructional leadership for the teachers and ensure the school operates in accordance with the applicable policy, rules and laws. If it is determined the school administrator is needed for duties beyond this, the facility administration shall ensure that the extra duties are minimized so the administrator is able to perform his/her primary duties.
3. The school administrator shall manage the day-to-day operations of the school. These include, but are not limited to: scheduling students to classes, ensuring students receive needed academic and career counseling and support services, ensure the completion of earned credit, compile information for and comply with all applicable standards and laws (i.e., ACA, FERPA), complete necessary paperwork for all education programming areas and serve as the apprenticeship coordinator for the facility.

4. The school administrator shall conduct observations and evaluate education staff on an annual basis in accordance with ODRC Policy 3E-ERD-02, Performance Reviews.
5. The school administrator shall serve as the district representative on IEP and ETR teams and shall ensure special education laws are upheld.

H. Principal Oversight

1. OCSS will assign a principal to provide oversight and support to schools and school administrators in facilities without a principal.
2. The principal may be an OCSS employee or one who is on the table of organization of another facility.
3. The principal shall do the following at the facility(ies) he/she is assigned to:
 - a. Conduct site visits at least once every two months;
 - b. Conduct observations and evaluate the teachers who are on probation at the required intervals (see ODRC Policy 33-ERD-02, Performance Reviews, and Article 8 of the SCOPE contract). The school administrator shall nominate the principal to the process so he/she can complete this task;
 - c. Review and monitor school operations. This includes, but is not limited to, classroom observations, ACA files, special education documentation review, budget compliance, review of earned credit, review of schedule, review of other policy areas as needed.
4. In the instances where there is no school administrator assigned to a facility, the assigned principal shall provide technical support to the school through increased visits and duties as needed to ensure the orderly operations of the school.
5. If additional assistance is needed by the assigned principals, the field operations director of OCSS shall be contacted and an additional principal shall be assigned to assist.

I. Coordination with Institutional Programs and Services

1. The OCSS shall provide comprehensive education programs that are available to all eligible inmates at a time when the majority can take advantage of the programs.
2. To facilitate consistent attendance to education programming, eligible full-time inmates shall be assigned to the education program as their institution work assignment, for which they shall receive state pay, by the institution reclassification committee.
3. In providing holistic rehabilitation opportunities to the inmate population, the appropriate deputy warden shall ensure the education program staff coordinates with other institutional services to provide instruction in functional social skills.

4. The institution education department shall also use business, industry, and community resources in developing academic and/or career-technical education programs within the established curriculum.

J. Recognition of Educational Accomplishments

1. Each education department within an institution shall provide incentives for educational participation and formal recognition of specific educational accomplishments.
2. Eligible inmates shall be provided with sentence reduction for education programming consistent with ODRC Policy 80-INC-02, Earned Credit for Productive Program Participation.
3. To facilitate formal recognition of educational accomplishments, each institution shall conduct an annual inmate graduation ceremony, recognizing those inmates who have attained a high school diploma, ABLE, PRE-HSE, HSE, Career Technical, College and Advanced Job Training, or other forms of certification of completion for educational programming. If possible, light refreshments shall be served. If feasible, program completers shall be allowed to invite two (2) guests.
4. The OCSS superintendent/designee shall attend a minimum of one (1) graduation ceremony per institution, per year.

K. Annual Educational Needs Assessment

1. The OCSS strives to provide an education program that is consistent with the needs of the inmate population.
2. To determine the needs of the inmate population, the school administrator shall develop and conduct an annual educational needs assessment, to include specific recommendations for changes in the current educational program.
3. The annual educational needs assessment shall include input from inmates, multi-disciplinary institutional services staff, and representatives from the community.
4. The written educational needs assessment is to be forwarded to the appropriate deputy warden, managing officer/designee, and OCSS superintendent no later than January 31st of each year.

L. Reports

1. It is the responsibility of the school administrator to ensure completion of the following monthly reports and submission to OCSS:
 - a. Monthly Enrollment Report (DRC2311) – due on the 5th of the month.
 - b. Career Technical Monthly Report (DRC4340) – due on the 5th of the month.
 - c. Special Education Monthly Report (DRC4346) – due on the 5th of the month.
 - d. Library Monthly Report (DRC4389) – due on the 5th of the month.

2. It is the responsibility of the school administrator to ensure completion of the following reports:
 - a. Student Educational Goal Agreements (DRC2488)
 - i. All students, with input from the teacher, shall complete student educational goal agreements at the beginning of each quarter.
 - ii. Student educational goal agreements shall be submitted to the school administrator, assistant principal and principal for review and signature on the Monday after the first two (2) full weeks of the quarter.
 - iii. Student educational goal agreements shall be returned to the teachers.
 - iv. Student educational goal agreements shall be completed by the teacher at the end of the quarter and submitted to the principal the 1st Tuesday of the next quarter.
3. It is the responsibility of the OCSS superintendent to generate the OCSS annual report, as requested by the Director of ODRC.

M. Lesson Plans

1. The school administrator shall be responsible for developing a procedure to ensure the continuous monitoring of lesson plans for each instructional program within their shared service area.
2. The procedure shall require all instructional staff to maintain lesson plans outlining the instructional program for that subject area.
3. All lesson plans shall be submitted to the school administrator weekly and reviewed by the school administrator.
4. The school administrator shall ensure the lesson plans appropriately detail the classroom activities, the objectives of those activities, and the instructional materials that will be used. Lesson plans shall also detail the date(s) of lesson, as well as the correlation to approved OCSS course of study competencies.
5. The school administrator shall document the submission of all lesson plans by recording the date received, the instructor's name, and the instructional program area. The principal shall document the review of all lesson plans by initialing the log entries.
6. The school administrator shall maintain the previous quarter's lesson plans.

Related Department Forms:

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| Monthly Enrollment Report | DRC2311 |
| Student Educational Goal Agreements | DRC2488 |
| Restrictive Housing Program Staff Activity Log | DRC4112 |
| Monthly Attendance Record | DRC4299 |
| 3-Shift Monthly Attendance Report | DRC4328 |
| Career Technical Monthly Report | DRC4340 |
| Special Education Monthly Report | DRC4346 |
| Library Monthly Report | DRC4389 |