



DISTRICT OF COLUMBIA
DEPARTMENT OF CORRECTIONS

POLICY AND PROCEDURE

**EFFECTIVE
DATE:**

May 11, 2015

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SUPERSEDES:

4110.7D
May 1, 2013

OPI:

PROGRAMS

REVIEW DATE:

May 11, 2016

**Approving
Authority**

Thomas Faust
Director

SUBJECT:

EDUCATIONAL SERVICES

NUMBER:

4110.7E

Attachments:

Attachment A – Notice of Special Education Services
Attachment B – Education Program Student Enrollment Referral Form
Attachment C – Consent to Provide Special Education Assessment & Services
Attachment D – Student Progress Report
Attachment E – GED Block General Rules
Attachment F – Incident/Behavioral Counseling

SUMMARY OF CHANGES:

Section	Change
§12	<i>Revisions to §12 (a), "ACADEMIC PLACEMENT TESTING FOR ADULTS".</i>
§17	<i>Revisions to §17 (f), "ATTENDANCE".</i>

APPROVED:

Thomas Faust, Director

5/11/2015

Date Signed

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1. PURPOSE AND SCOPE

- a. To implement operational procedures for delivery of youth general education programs, adult educational programs and special education programs for persons incarcerated in District of Columbia adult correctional facilities;
- b. It is DOC policy to implement operational procedures so that youth and adults up to the age of twenty-two (22) years of age receive general and special education pursuant with District of Columbia Municipal Regulations (DCMR) Title 5 and pursuant to the Memorandum of Understanding (MOU) between the District of Columbia Public Schools (DCPS) and the District of Columbia Department of Corrections (DOC); and
- c. To introduce Technical Reference Manual “Special Education for Incarcerated Youth - Policy and Procedures Guide for the DC Public Schools Office of Special Education Incarcerated Youth Program and the DC Department of Corrections.” The Technical Reference Manual (TRM) provides more specific guidance in implementing the joint delivery of educational services by the DC Public Schools, the DC Department of Corrections (DOC) and the Corrections Corporation of America (CCA).

2. POLICY. It is DC Department of Corrections (DOC) policy to provide inmates with access to educational programs that are designed to meet their needs as follows:

- a. DOC shall provide inmates with access to educational programs through open enrollment and self-paced instruction that is designed for adult learners.
- b. Consistent with 20 U.S.C. §1400, et. seq. and Title 5 of the DCMR the District of Columbia Public Schools (DCPS) will provide special education services to eligible youth until they reach their twenty-second birthday, DOC shall work in conjunction with DCPS so that incarcerated youth who are committed to DOC and its contract facilities receive mandated educational opportunities.
- c. Consistent with 20 U.S.C. §1400, et. seq. and Title 5 of the DCMR the District of Columbia Public Schools (DCPS) will provide general education services to youth until they reach their eighteenth birthday. DOC shall work in conjunction with DCPS so that incarcerated youth who are committed to DOC and its contract facilities receive mandated educational opportunities.

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3. **PROGRAM OBJECTIVES.** The expected results of the program are:
- a. To give inmates opportunities to improve themselves while confined.
 - b. To create a program to screen, identify and provide Special Education and Related Services to a youth who was a special education student before incarceration as well as to youth who may have an eligible disability but never previously received appropriate special education services.
 - c. Efforts through educational counseling and classification program reviews shall be made to encourage youth to remain in special education and related programs when appropriate.

4. **NOTICE OF NON-DISCRIMINATION**

- a. In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code § 2-1401.01 et seq., (hereinafter, “the Act), the District of Columbia does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination that is also prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action.

5. **AUTHORITY**

- a. D.C. Code § 24-211.02, Powers; Promulgation of Rules.
- b. 20 U.S.C. §1400 et seq., 34 C.F.R. Part 300, Individuals With Disabilities Education Act (IDEA)
- c. 20 U.S.C. § 1232g; 34 C.F.R. Part 99, Family Educational Rights and Privacy Act of 1974 (FERPA)
- d. D.C. Code 38-101, et seq., Public Education – Primary and Secondary

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- e. D.C. Code § 38-2501, et seq., Special Education
- f. District of Columbia Municipal Regulations (DCMR) Title 5, Education
- g. D.C. Code § 24-221.01c, Credits for good behavior, rehabilitation programs, work details, and special projects Educational Good Time Credits
- h. District of Columbia Municipal Regulations (DCMR) Title 28, Chapter 6, Good Time Credits
- i. Memorandum of Understanding between the District of Columbia Public Schools and District of Columbia Department of Corrections.

6. **DIRECTIVE AFFECTED**

a. **Directives Rescinded**

- 1) PP 4110.7D Educational Services (05/01/13)

b. **Directives Referenced**

- 1) TRM 4110.7 Educational Services – Special Education
- 2) PP 1300.1 Freedom of Information Act (FOIA)
- 3) PS 2000.2 Retention and Disposal of Department Records
- 4) PP 3700.2 Employee Training and Staff Development
- 5) PP 4030.1 Inmate Grievance Procedures (IGP)
- 6) PP 4060.2 Inmate Record
- 7) PP 4340.2 Educational Good Time Credits

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7. STANDARDS REFERENCED

- a. American Correctional Association (ACA), 4th Edition, Performance-Based Standards for Adult Local Detention Facilities: 4-ALDF-5A-01, 4-ALDF-5A-02 and 4-ALDF-5A-09.

8. DEFINITIONS

- a. **Special Education** – specifically designed instruction, to meet the unique needs of a child with a disability.
- b. **Individualized Educational Plan (IEP)** – the written plan that identifies special education and related service supports needed for a student with a disability that includes a statement of the incarcerated youth’s present levels of academic achievement and functional performance; measurable annual goals including academic and functional goals; a description of how the progress toward meeting the annual goals will be measured when periodic reports on the progress the incarcerated youth is making toward meeting the annual goals will be provided; a statement of the special education and related services and supplementary aids and services to be provided to the incarcerated youth, or on behalf of the incarcerated youth.
- c. **Multi-disciplinary Team (MDT)** – the involvement of two or more disciplines or professions in the provision of integrated and coordinated services.
- d. **Related Services** – corrective and other supportive services as may be required to assist an incarcerated youth with a disability to benefit from special education.
- e. **Adult Basic Education (ABE)** – a planned program of basic school subjects for adults.
- f. **General Education Development Program (GED)** – a course of study to obtain a universal alternative to a traditional high school diploma.
- g. **Incarcerated Youth** – offenders ages 16 through 21 committed to DOC.

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9. EDUCATION PROGRAM SERVICE PROVIDERS

- a. DOC shall provide instructors for the Adult Basic Education and GED Preparation at the Central Detention Facility (CDF).
- b. CCA shall provide instructors for Adult Basic Education, GED Preparation and Vocational Education programs at the Correctional Treatment Facility (CTF).
- c. DOC and CCA shall respectively provide designated classrooms for special education instruction. Classroom space shall be accessible to inmates with disabilities.
- d. DOC and CCA shall also provide space for DCPS staff to conduct re-evaluations, assessment testing and related services.
- e. DCPS will coordinate, manage and provide certified special education teachers, general education teachers, education aides for class room instruction and service providers for related services at the DOC/CDF and CCA/CTF for eligible youth.
 - 1) Related services are those that provide ancillary support and improve opportunities for the individual to further benefit from special education. Services may include counseling, orientation and mobility, physical and occupational therapy, psychological services and hearing, speech and language services.
- f. DCPS will also provide support to DOC and CCA instructors when special education program youth also attend the ABE/GED and vocational programs that DOC and CCA provide.
- g. Professional Skills and Certification for Service Providers. DOC educational staff shall be certified consistent with DC Personnel qualifications and DOC conditions of employment.
- h. Employee Background Checks
 - 1) DOC and CCA shall conduct background investigations and screening, including urinalysis testing on all volunteers and education staff they

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employ to provide adult education and special education prior to incumbents providing services at the respective facilities.

- 2) Pursuant to the MOU, DOC shall conduct background investigations and screening, including urinalysis testing on DCPS education staff who provide services at the CDF and CCA/CTF prior to their providing services.
- 3) DOC and CCA shall provide orientation, pre-service and in-service training for their respective employees and DCPS staff who are assigned to their facility. For DOC staff and DCPS staff assigned to CDF, training shall be maintained as required in *PS 3700.2 "Employee Training and Staff Development"*.

10. **NOTICE OF EDUCATIONAL SERVICES.** Inmates shall be notified of educational services as follows:

- a. During the intake/orientation process DOC/CDF and/or CCA/CTF Case Managers shall interview all inmates regarding their educational level and during one-on-one intake interviews:
 - 1) Advise adults of the availability of ABE and GED educational services;
 - 2) When determining that a youth has not reached the age of 18 years, advise them of mandatory requirements that they participate in general education through the DCPS program;
 - 3) Advise inmates who have not reached their 22nd birthday of the possibility of participation in special education if they are eligible; and
 - 4) Determine possible special education eligibility and placement pursuant to Section 11 of this directive.
- b. Inmates may also be notified when intake videos are used at orientation.
- c. Inmates shall receive a copy of the inmate handbook that includes information regarding access to educational services.

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- d. Notice of General Education Requirements for Youth and Special Education Services (Attachment A) shall be conspicuously posted throughout the facility to inform the inmates of access to educational services.
- e. Inmates shall again be notified of educational programs at Initial Classification and Reclassification Hearings.

11. IDENTIFYING AND REFERRING YOUTH FOR SPECIAL EDUCATION PROGRAMS.

Youth up to their twenty-second birthday have the following opportunities to be identified as eligible for special education and related services.

- a. Case Managers shall interview incarcerated youth and enter required information into the Lotus Notes “Education Program Student Enrollment Referral Form” (Attachment B) in order to identify those inmates who received or were eligible to receive special education and related services prior to incarceration.
- b. Case Managers shall ensure that during the interview the individual provides written permission or denial of permission for further evaluation and involvement in special education services (Attachment C). This form shall be forwarded to DCPS even if the inmate states no desire to be enrolled in educational services.
- c. A DCPS Placement Specialist Monitor (PSM), on a daily basis, shall review the DOC database report of every newly incarcerated youth, the Case Manager’s referrals and the DCPS database to determine whether each newly incarcerated youth has already been identified for special education services by the public schools.
- d. Youth may be considered for placement in special education classes by referral from DOC, CCA/CTF, their parent/guardian, or DCPS program and/or academic professionals based upon observations or standardized assessments.
- e. A youth may submit an inmate request to be considered for special education and related services at any time during his/her incarceration, not just during intake. Comprehensive assessments shall be scheduled for the youth to determine eligibility.

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12. **ACADEMIC PLACEMENT TESTING FOR ADULTS**

- a. Prior to academic program placement, a trained DOC or CCA/CTF education staff member shall administer an educational placement test.
- b. Copies of the inmate's test results shall be placed in the inmate's educational record. Upon request, the inmate will be provided a copy of his/her scores during enrollment counseling.

13. **DOC ADULT EDUCATION PROGRAMS**

a. ***Adult Basic Education (ABE)***

- 1) The Adult Basic Education program is designed to provide instructional and counseling services for inmates whose reading, writing and mathematical skills test below an academic level of eighth grade (7.9 or below).
- 2) Inmates enrolled in ABE that are functioning below the 8.0 academic grade level in more than one subject area (reading comprehension, mathematics, computation, applied mathematics, language and spelling) will attend classes for a minimum of one (1) hour and maximum of six (6) hours of instruction per day.
- 3) After thirty (30) days of instruction and weekly tests, each inmate will be provided a progress report.
- 4) Completion of ABE occurs when the inmate achieves an average score of academic grade level 8.0 or above.

b. ***General Education Development (GED)***

- 1) The General Education Development program is designed to provide instructional and counseling services for the inmates whose test scores are above an academic level of eighth grade (8.0).
- 2) After thirty (30) days of instruction and weekly tests, each inmate shall receive a progress report.
- 3) Youth who are enrolled in DCPS general and special education instruction may also enroll in the GED program.

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c. **Academic Counseling**

- 1) Inmates enrolled in ABE/GED/Vocational programs shall receive formal quarterly counseling regarding academic progress and other issues that may be adversely affecting performance (Attachment D).
- 2) The instructor/counselor shall record recommendations and actions to be taken to include, but not be limited to: continuation in the program, academic promotion, academic termination due to completion, transfer or release from incarceration, and program termination for adverse reasons.
- 3) Youth who are enrolled in DOC academic and vocational programs and DCPS general and/or DCPS special education may be terminated from the DOC program when they complete the course or for adverse reasons. These youth shall be allowed to continue in the DCPS programs.

14. **DCPS EDUCATIONAL SERVICES**

a. **General Education**

- 1) By law all youth, until their 18th birthday, are required to participate in the DCPS general education program.
- 2) DCPS shall notify parents and guardians of the services the youth is receiving.
- 3) Students who do not attend school as required while they are incarcerated are subject to discipline under DCPS truancy regulations and the DOC Code of Discipline.

b. **Special Education**

- 1) Youth, up to their twenty-second birthday, who have not earned a high school diploma and who are verified by the DCPS as current or former special education students in a public school are immediately eligible for placement in special education and related services while incarcerated. DCPS can refer youth who are not verified as current or former special education and related services while incarcerated on an individual basis.

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- 2) DCPS shall provide eligible youth with special education and related services until they receive a high school diploma or until their twenty-second birthday.
 - 3) Special education is a modified adult education curriculum with related services, if needed, and based on the incarcerated youth's individual needs as identified in his/her Individualized Educational Plan (IEP).
 - 4) A Multi-Disciplinary Team (MDT) shall develop or modify an IEP for each special education student.
 - 5) A representative from DOC educational staff shall serve as a member of the MDT if DOC also provides educational services to the student.
 - 6) The IEP shall be reviewed and revised as necessary to address an incarcerated youth's current needs for special education and related services.
 - 7) Withdrawal from Special Education
 - a) Parent(s) or the legal guardian can remove a youth under eighteen years of age from the DCPS special education program; and
 - b) Incarcerated youth who have reached the age of eighteen have the right to refuse or withdraw from special education and related services. Further, they have the right to reverse their refusal or withdrawal — without penalty — and request special education services at any time during their incarceration.
15. **STATUS INMATES.** Special status generally includes inmates in protective custody or administrative segregation, inmates housed on the Special Management Unit (SMU) and those with disabilities, including temporary disabilities.
- a. Educational services are available to inmates classified as special status, except those segregated for disciplinary infractions.
 - b. Inmates in Administrative Segregation (AS) and those being housed in the Special Management Unit (SMU) may receive a more individualized educational program due to security and custody reasons.

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- c. An incarcerated youth shall be reassigned to an appropriate special education classroom when no longer classified and detained in AS or on the SMU.
- d. DOC and CCA/CTF shall notify DCPS of any changes in the housing location and/or status of incarcerated youth so the individual may continue general and special education consistent with the law.

16. **PASSES AND ESCORT**

- a. DOC/CDF administrators shall ensure that a signed student enrollment identification card is issued upon admittance to the educational programs and retrieved when the inmate is removed for any reason other than release. These cards include the inmate's photo, name, DOC identification number, class schedule and effective dates.
- b. General population inmates may be allowed to travel to the school without escort. They must, however, have valid school enrollment identification in their possession.
- c. Correctional Officers shall escort inmates who are enrolled in DCPS education to the educational services unit.

17. **ATTENDANCE**

- a. Inmates shall attend all classes to which they are assigned and shall promptly report to their respective classroom(s).
- b. The housing unit officers shall ensure that all inmates participating in educational services are released from the unit in a timely manner in order to arrive promptly.
- c. If inmates do not arrive on time, the instructor shall inform the principal.
- d. The principal shall contact the officer assigned to the education unit to determine the cause for delay.
- e. Inmates may be disciplined when there is no excuse for late arrival.

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- f. The principal will consult with the Deputy Warden for Operations, the Deputy Warden for Programs, and Case Management to appropriately correct operational issues that are consistently identified as the reason for the delay.

18. COUNT

- a. Inmates attending class during an official institutional count shall remain in the classroom without interruption of educational services.
- b. In the event of an institutional emergency, or an official restriction of movement, the inmates shall comply as mandated by the correctional staff.

19. STUDENT CLASSROOM CONDUCT

- a. *All Students*
- 1) Inmates are expected to conduct themselves in a respectful manner at all times and adhere to classroom rules (Attachment E).
 - 2) Inmates are to be alert and engaged in supervised activities at all times during class.
- b. *Incarcerated Youth*
- 1) Progressive behavioral counseling shall be provided to any inmate who manifests a pattern of social maladjustment or disruptive behavior in the classroom setting. Behavioral counseling shall be documented on the Incident/Behavioral Counseling Report (Attachment F). Continued occurrences of such behavior can result in disciplinary action.
 - 2) An incarcerated youth with disabilities who exhibits behavior during class that warrants a disciplinary infraction shall be referred to a Multi-Disciplinary Team (MDT), which includes education and corrections professionals from DCPS and the affected facility. The team will determine if the behavior is likely a manifestation of their disability. If such a determination is made, the team will make appropriate interventions and/or accommodations that will enable the youth to continue receiving special education and related services, consistent with the IDEA provisions on discipline.

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- 3) For infractions that are serious enough to require issuance of a disciplinary report, the MDT will make an effort to convene before the scheduled adjustment hearing so that the DOC Adjustment Board can consider any recommendations.
- 4) When infractions occur outside of school, to the extent time allows, DCPS will work with DOC/CCA to provide any MDT information that would be helpful in decision making.

c. *DOC Students*

- 1) Informal counseling is generally verbal counseling. However instructors and counselor's are expected to record notes of the informal counseling to include but not be limited to the date, nature of counseling and any follow-up action that was taken.
- 2) Incident/Behavioral Counseling. An inmate shall be counseled regarding behavioral issues that do not warrant disciplinary action but are having an adverse affect on the inmate's academic performance (Attachment F).
 - a) *Examples of such behavior include, but are not limited to:* the inmate's general behavior in class that causes disruption to the learning process, sleeping or other inattention while in class, failure to perform assignments, or tardiness or poor attendance.
 - b) *Actions taken in response to the behaviors discussed in (a) above may include but are not limited to:* performance or behavioral contract agreements, academic probation or suspension, or in the case of a special education student, referral to DCPS for intervention and related services or referral to the multi-disciplinary team.
- 3) Disciplinary or Administrative Action. In the event that an inmate is removed from class and returned to his/her housing unit due to disciplinary reasons, the instructor shall, before the end of his/her tour of duty, submit either a disciplinary report, or, when discipline is not warranted, an incident report.

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20. **EDUCATIONAL GOOD TIME (EGT).** Pursuant to DC Code 24-221.01c, DCMR Title 28, Chapter 6, and DOC policy, inmates sentenced in a court of the District of Columbia to a misdemeanor sentence and whose conduct complies with institutional rules shall be eligible to earn good time credit. Inmates sentenced to a misdemeanor who demonstrates successful participation in one or more rehabilitation programs, work details or special projects shall be eligible to receive good time credits.

21. **EDUCATIONAL RECORDS**

- a. Student education records are confidential. DOC, CCA and DCPS staff shall ensure that student education records are stored in locked and secured file cabinets located in an area designated by the respective Principal.
- b. The Principal shall ensure the records are secured and available only for review upon authorization.
- c. No inmate shall have access to another inmate's record.
- d. Requests to access education records, release a record to a third-party or challenge information in special education records shall be submitted to the DCPS staff and processed in accordance with DCPS policy and the Technical Reference Manual (TRM).
- e. An inmate enrolled in adult education programs may access files via a written request as outlined in PP 1300.1, *Freedom of Information Act (FOIA)*, Chapter 8. Inmates enrolled in adult education programs may consent to the release of information contained in their files in accordance with PP 4060.2, *Inmate Records*.
- f. A former inmate who was enrolled in adult education programs may access files in accordance with Freedom of Information Act (FOIA) policy and procedures.

22. **RECORDS RETENTION.** DOC student records and records of each teacher's certification shall be maintained on file in the education unit consistent with the DOC, or when applicable the DCPS, records retention policy.

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DOC/PP4110.7/5/11/15



SPECIAL EDUCATION PROGRAM

- If you are under 22 years of age and are confined in a District of Columbia Department of Corrections facility, and
- Have not received a high school diploma or its equivalent (G.E.D.),

You may be eligible to participate in the Adult Basic Education/ Special Education Programs available within this institution.

If you would like to receive Adult Basic Education/ Special Education Services, contact your Case Manager, Education or Correctional Staff.



<input type="checkbox"/>			
<input type="checkbox"/>			
Home Logout Help			
By DCDC # By Inmate Name	By Interview Month By Case Manager	By Assistance Requested By Release Date	By Status

1. Identification			
First Name	<input type="text"/>	Middle Name	<input type="text"/>
Last Name	<input type="text"/>	Interview Date	<input type="text"/>
DCDC Number	<input type="text"/>	SSN	<input type="text"/>
Release Date (mm/dd/yyyy)	<input type="text"/>	Institution	CDF <input type="button" value="v"/>
Case Manager	--Select-- <input type="button" value="v"/>	Housing Unit	--Select-- <input type="button" value="v"/>
Status	<input checked="" type="radio"/> In-Process <input type="radio"/> Complete	Birthdate	<input type="text"/>

<p>Read the following to the interviewee:</p> <p>Is English your native language? (If student answers yes, begin at A. If student answers no, ask following question.)</p> <p>Are you comfortable enough with the English language to answer some questions? (If the student answers no, find an interpreter. If student answers yes, proceed.)</p> <p>A. I'm going to ask you some questions about your school background. This will help us provide you with the best education services we can while you are with us. If you don't know the answer to a question, that's fine, but please do the best you can to remember. Are you ready?</p> <p>(If the student answers no, answer any questions he/she has and deal with any concerns before proceeding. If the student answers yes, proceed to questions.)</p> <p>Read the questions to the student and record the answers.</p>	<input checked="" type="radio"/> Yes <input type="radio"/> No
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2. General Education Information	
a) When did you last attend school?	<input type="text"/>



<p>b) Where did you last attend school?</p>	<table border="1"> <tr> <td data-bbox="950 199 1144 294">School:</td> <td data-bbox="1144 199 1611 294"><input type="text"/></td> </tr> <tr> <td data-bbox="950 294 1144 367">City:</td> <td data-bbox="1144 294 1611 367"><input type="text"/></td> </tr> <tr> <td data-bbox="950 367 1144 462">State:</td> <td data-bbox="1144 367 1611 462"> <input type="text" value="-- No State Selected --"/> </td> </tr> </table>	School:	<input type="text"/>	City:	<input type="text"/>	State:	<input type="text" value="-- No State Selected --"/>
School:	<input type="text"/>						
City:	<input type="text"/>						
State:	<input type="text" value="-- No State Selected --"/>						
<p>c) Who was your last teacher?</p>	<input type="text"/>						
<p>d) Who was the principal of the school you last attended?</p>	<input type="text"/>						
<p>e) Who was the principal of any school you attended in the past?</p>	<input type="text"/>						
<p>f) How long did you attend that school? (If the student answers less than three months, ask information about previous schools until you get historical information on a school of attendance that lasted three months or more.)</p>	<table border="1"> <tr> <td data-bbox="950 682 1291 892"> <input type="text"/> </td> <td data-bbox="1291 682 1611 892"> <input type="radio"/> Weeks <input type="radio"/> Months <input type="radio"/> Years </td> </tr> </table>	<input type="text"/>	<input type="radio"/> Weeks <input type="radio"/> Months <input type="radio"/> Years				
<input type="text"/>	<input type="radio"/> Weeks <input type="radio"/> Months <input type="radio"/> Years						
<p>g) What was the last grade you completed in school?</p>	<input type="text"/>						
<p>h) Did you graduate from high school or earn a GED?</p>	<input type="radio"/> Yes <input type="radio"/> No						

<p>3. Special Education Information</p>									
<p>a) Were you ever in a special or alternative school? (If the student answers yes, ask name and years in residence.)</p>	<input type="radio"/> Yes <input type="radio"/> No								
<p>b) Did you ever receive any extra help for any problems you were having either in your class or in a special place? (Probe for speech services, counseling, resource room assistance.)</p>	<input type="radio"/> Yes <input type="radio"/> No								
<p>c) Did you ever receive special education services? (If the student is unsure or says no but there is reason to suspect that he/she may have been in special education, ask follow-up questions to get more information.)</p>	<table border="1"> <tr> <td colspan="2" data-bbox="950 1365 1421 1438"> <input type="radio"/> Yes <input type="radio"/> No </td> </tr> <tr> <td data-bbox="950 1438 1421 1564"> <p>i) Were you in the same class with the same teacher all day long?</p> </td> <td data-bbox="1421 1438 1611 1564"> <input type="radio"/> Yes <input type="radio"/> No </td> </tr> <tr> <td data-bbox="950 1564 1421 1648"> <p>ii) How many students were in your class?</p> </td> <td data-bbox="1421 1564 1611 1648"> <input type="text"/> </td> </tr> <tr> <td data-bbox="950 1648 1421 1743"> <p>iii) How many teachers were in your class?</p> </td> <td data-bbox="1421 1648 1611 1743"> <input type="text"/> </td> </tr> </table>	<input type="radio"/> Yes <input type="radio"/> No		<p>i) Were you in the same class with the same teacher all day long?</p>	<input type="radio"/> Yes <input type="radio"/> No	<p>ii) How many students were in your class?</p>	<input type="text"/>	<p>iii) How many teachers were in your class?</p>	<input type="text"/>
<input type="radio"/> Yes <input type="radio"/> No									
<p>i) Were you in the same class with the same teacher all day long?</p>	<input type="radio"/> Yes <input type="radio"/> No								
<p>ii) How many students were in your class?</p>	<input type="text"/>								
<p>iii) How many teachers were in your class?</p>	<input type="text"/>								
<p>d) Do you know why you were receiving special education services or extra help? (Ask only if the answer to question 2b or 2c is yes. Probe for information about the type of disability for which the student was receiving services.)</p>	<input type="text"/>								



e) Is there anything else that you think we should know that would help us make sure that you get the most appropriate education services while you are here?

Form Edit History

Revision	Revised by	Date / Time	Description of Change
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GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CORRECTIONS
 Central Detention Facility

CONSENT TO PROVIDE SPECIAL EDUCATION ASSESSMENT AND SERVICES

Inmate's Name		DCDC #	
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Based on information provided by the D.C. Public Schools, I was involved in Special Education and related services while in the community.

I understand that there is a possibility that some of those same services could be provided to me during my period of confinement with the D.C. Department of Corrections.

<input type="checkbox"/>	I give permission to the District of Columbia Public Schools or it's designee to conduct any evaluations necessary to determine the need for special education and related services.
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<input type="checkbox"/>	I do not give permission to the District of Columbia Public Schools or it's designee to conduct any evaluations or to provide any special education and related services.
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I understand that a waiver of my consent of special education services, at this time, does not prevent me from requesting special education in the future. I understand that I am eligible to receive identified special education services until my 22nd birthday.

Inmate Name (Print)		Signature	
DOC Personnel		Date	
Witness		Date	
Parent's Name (Print)		Signature	
Address			
Phone			



GED-Block General Rules

1. Outside Recreation starts at times according to the Unit Schedule, Monday to Friday.
2. Cell Doors will open at 9:00 am for you to take shower and be ready for class. Remember to strip your bed and clear your desk, and clean your cell before leaving for class.
3. Classes are from 10:00 am to 12:00 pm and from 1 pm to 2:30 pm Monday through Friday. **All students must be out of their cells by 10:00 am and in class** unless excused by correctional/educational staff.
4. **No phones will be tied up**; no phone is to be placed upside down. You should respect the next person waiting for the phone, and show some courtesy. **No one "owns" any of the phones.**
5. **Phones can be used from 9:00 AM to 10:00 AM, from 12:00 PM to 1:00 PM, and after the 4:00 PM count. No Exceptions during class hours!**
6. All requests slips to the C&P should be put in the "Request Slip Folder" outside the C&P door on the bottom right tier, or slide under the office's door. There will be no lining up outside the C&P'S door she will call you when it is your turn to be seen.
7. At count time, you should be in your cell within 5 minutes before the count. Count times are **2:30 pm, 7:30 pm & 10:30 pm.**
8. Canteen comes on Thursday between seven and 9 am.
9. The barber schedule for the unit falls on every other weekend Saturday or Sunday morning. Subject to Change due to unforeseen emergencies.
10. You should wear your jumpsuit and armbands at all times to include to and from shower. The only exception is when you are working out inside the gym or on the bottom tier!!!!
11. There should be no sitting on tables and rails.
12. Please respect the correctional staff and other inmates.
13. **Absolutely no flashing or exposing yourself to any correctional staff. You will receive a Disciplinary Report (DR) and you will be removed from the block!**
14. Any Disciplinary Report (DR) from any of the correctional staff can lead to your expulsion from the unit.
15. **All intakes** should be housed in cells 21-40 (SE2).
16. Inmates are allowed out of their cells on the 2nd & 3rd shift after a good unit count is conducted.
17. The Chancellor and Vice-Chancellor are responsible for the overall program operations of the unit during the 2nd & 3rd shift. They along with the Program Coordinator should be allowed to come out of their cells to perform program duties.



18. Upon discharge from the educational unit, all inmates' property should be searched for educational materials and turned over to the program Chancellor.
19. Tutors **ARE** the Units Details. Only tutors can be details, no exemptions!
20. Tutors tests are to be administered as needed.
21. A weekly test for students is to be administered for all students' progress.

I, _____ DCDC# _____ - _____, have read and fully understand all of the rules above. I understand that any violation of these rules will lead to my immediate removal from the unit with no chance of reentry later.

Students Signature Date

Operational Staff Date

