 <p style="text-align: center;">Massachusetts Department Of Correction <b>POLICY</b></p>	Effective Date <p style="text-align: center;">2/14/2022</p>	Responsible Division <p style="text-align: center;">Deputy Commissioner, Clinical Services and Reentry</p>
	Annual Review Date <p style="text-align: center;">11/13/2024</p>	
Policy Name <p style="text-align: center;">103 DOC 441 INMATE TRAINING AND EDUCATION</p>	M.G.L. Reference: M.G.L. c. 124, § 1 (c), (e) & (q); M.G.L. c. 127, § 48.	
	DOC Policy Reference: 103 DOC 158; 103 DOC 403; 103 DOC 411; 103 CMR 485	
	ACA/PREA Standards: 4-ACRS-7B-02; 2-CO-5B-01; 2-CI-4A-5; 5-ACI-5E-04; 5-ACI-7A-05; 5-ACI-7B-01; 5-ACI-7B-02; 5-ACI-7B-03; 5-ACI-7B-04; 5-ACI-7B-05; 5-ACI-7B-06; 5-ACI-7B-07; 5-ACI-7B-08; 5-ACI-7B-09; 5-ACI-7B-10; 5-ACI-7B-11; 5-ACI-7B-12; 5-ACI-7B-13; 5-ACI-7B-14; 5-ACI-7B-15; 5-ACI-1F-12	
Attachments Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Inmate Library Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Applicability: Staff/Inmates
Public Access Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Location: Department Central Policy File Education Division Policy File Institution's Policy File Inmate Law Library	
<p><b>PURPOSE:</b> The purpose of 103 DOC 441 is to establish Department of Correction (Department) policy guidelines regarding inmates' involvement in academic and vocational/technological training programs.</p> <p><b>RESPONSIBLE STAFF FOR IMPLEMENTATION AND MONITORING OF POLICY:</b> Director of Inmate Training and Education</p> <p><b>CANCELLATION:</b> 103 DOC 441 cancels all previous Department policy statements, bulletins, directives, orders, notices, rules, and regulations, regarding academic and vocational/technological education for inmates.</p> <p><b>SEVERABILITY CLAUSE:</b> If any part of 103 DOC 441 is, for any reason, held to be in excess of the authority of the Commissioner, such decision shall not affect any other part of this policy.</p>		

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## **441.01**

### **DEFINITIONS**

Academic Program: A program of instruction delivered by a licensed academic teacher and designed to:

1. provide limited English proficient learners with the opportunity to attain a stronger proficiency in the English language;
2. provide adult basic education learners with the opportunity to attain a high school equivalency (HSE) credential;
3. provide students with the opportunity to access post-secondary education.

Academic Teacher: An education professional with an appropriate MA teacher's license from the Massachusetts Department of Elementary and Secondary Education (DESE) who reports to the designated Site Supervisor and is responsible for inmate class curriculum and instruction, and for maintaining appropriate educational data.

College and Career Coordinator: An education professional who reports to the designated Site Supervisor and is responsible for testing and advising inmates about academic and vocational/technological programming and for monitoring educational data quality.

Criminal Offender Management Profiling for Alternative Sanctions (COMPAS): A computerized database and analysis system for criminal justice practitioners who must make decisions regarding the placement, supervision, and case management of offenders.

Designated Site Supervisor: An education supervisory staff member, including, but not limited to, head teachers and principals, who are assigned by the Superintendent of Schools to oversee education and programming at a particular site.

Director of Inmate Training and Education: The senior Manager who reports to the Assistant Deputy Commissioner of Reentry and is responsible for academic and vocational/technological programs provided for inmates at all institutions.

Earned Good Time: Pursuant to 103 DOC CMR 411, *Deduction from Sentence*, deductions from an inmate's sentence for satisfactory participation in an approved education/vocation/technological or employment program or other approved activity.

General Education Diploma (GED): A set of tests that when passed certify the test taker has met high-school level academic skills.

Head Teacher: A licensed teacher who reports to the Principal or designee and is

responsible for supervising academic, vocational, and technological staff, and for overseeing curriculum, instruction and assessment at his/her/their designated site.

High School Equivalency (HSE) Credential: A DESE certificate issued after passing all subject area tests, including, but not limited to, Reading, Math, Social Studies, Science and Writing. A HSE credential may be obtained by passing a GED or a HiSET examination.

Manager of Continuing Education: A Manager who reports to the Director of Inmate Training and Education and is responsible for ensuring Department compliance with state and federal regulations, Title I, Special Education, American with Disabilities Act (ADA) accommodations, and access to law library materials.

Principal: A senior professional, with appropriate teacher licensure reports to the Director of Inmate Training and Education and is responsible for supervising and directing all academic, vocational, and technological teachers/instructors and their programs at designated institutions, and for utilizing educational data to make programmatic decisions.

Reception Center: A Department of Correction institution or institutions designated by the Commissioner to receive newly committed inmates for the purpose of initial classification.

Technology Instructor: An instructor appropriately trained, certified, and/or licensed in the area of technology who reports to the designated Site Supervisor. The Technology Instructor is responsible for providing training to inmates using an approved curriculum, program specific instructions, and assessments.

Technology Program: A program of instruction in the area of technology, delivered by a technology instructor, and designed to prepare individuals for employment in the field of technology.

Vocational Instructor: An instructor, appropriately trained, certified, and/or licensed in a trade or occupational skill, who reports to the designated Site Supervisor and is responsible for providing training to inmates using an approved curriculum, program specific instructions, and assessments.

Vocational Program: A program of instruction in a skilled or occupational trade, delivered by a vocational instructor, and designed to prepare individuals for employment in a specific vocation.

## **441.02**

## **ACADEMIC AND VOCATIONAL/TECHNOLOGICAL EDUCATION OVERVIEW**

The Department of Correction, through the Education Division, is committed to providing academic, vocational, and technological programming as a key component of the Department's reentry continuum. To accomplish this, the

Division participates in a risk/needs assessment upon the commitment of every inmate to the Department of Correction which identifies the inmate's risks and needs and helps to develop a personalized program plan. The Division provides a system of enrolling every inmate into suitable classes based upon his/her/their current academic achievement with a goal of the inmate attaining a High School Equivalency (HSE) credential or degree/certificate from a higher education institution. Similarly, the Division establishes quality vocational and technological programs designed to enhance employability for inmates releasing to communities. The Division also consults with educational experts, including, but not limited to, the Massachusetts Department of Elementary and Secondary Education (DESE), when designing academic curricula. The Division further consults with various government agencies, and utilizes labor, business, industry, and community resources, in developing academic and/or vocational education programs for selected inmates. As part of this process:

1. Institutions shall offer academic and vocational/technological training programs at times when the majority of inmates are able to attend.
2. The Division shall review each education program annually to determine the programmatic needs and assure quality programming.
3. Recommendations from staff and inmates may be used to ensure that resources are distributed among institutions to meet inmate needs and to enhance the chances of inmate success upon reentry.
4. Teachers in specific instructional areas, in consultation with the designated Site Supervisors, shall work together to develop and update standard based curriculum supported by appropriate instructional materials and classroom resources which incorporate College and Career Readiness Standards (CCRS) as adopted by the Massachusetts DESE in 2013, resulting in a written, standardized, competency based curriculum supported by appropriate materials and classroom resources.
5. The Division coordinates with other institutional services to provide instruction in functional social skills.
6. Vocational training programs are integrated with academic programs and are relevant to the vocational needs of the inmate population and to employment opportunities in the community. For reception and diagnostic centers, the standard only applies as follows: (1) to reception and diagnostic centers with an average offender length of stay of ninety (90) days or longer; (2) to reception and diagnostic centers with a cadre of offenders who are expected to serve more than ninety (90) days of confinement within the facility or for those sentenced offenders awaiting transfer to another facility whose stay exceeds ninety (90) days.

**INITIAL ASSESSMENTS**

An initial assessment shall be done for every incoming inmate to determine his/her/their education level and academic and/or vocational/technological programmatic need.

1. At the direction of the designated Site Supervisor/designee, all sentenced inmates shall:
  - A. Complete the Education/Vocation Assessment Questions for Risk Assessment form (Attachment #1) at the Reception Center. If the inmate is unable to complete the form by him/herself/themself for any reason, an education staff member shall assist him/her/them with the process;
  - B. Complete the Test of Adult Basic Education (TABE) locator test and the recommended level of the TABE test. If the inmate is unable to complete the TABE test because English is not his/her/their primary language, the inmate shall be given the TABE CLAS-E, which is designed for non-native English speakers. If the inmate is unable to complete the TABE test for any other reason, an education staff member shall assist him/her/them with the process;
  - C. Sign a refusal form if he/she/they declines to participate in the education intake process. If an inmate declines, the COMPAS case plan must be noted as "TABE-declined."
2. The designated Site Supervisor/designee at the reception site, or subsequent sites, shall obtain a written release to request each inmate's high school transcript/diploma, or verification of HSE credential. Other school records may be requested if those records would assist education staff with evaluating and educating the inmate.
3. The designated Site Supervisor/designee at the reception site, or subsequent sites, shall advise each inmate of educational opportunities available within the correctional system.
4. To assist in meeting the educational needs of inmates who require special placement because of physical, mental, emotional, or learning disabilities, and in compliance with the Memorandum of Understanding (MOU) between the Department of Correction and DESE, the designated Site Supervisor or designee, shall advise inmates under the age of twenty-two (22) of their special education rights and complete the following necessary forms. The MOU can be found on the Division of Inmate Training and Education intranet page.
  - A. Consent Form for Adult Inmates Seeking a Determination of

Eligibility for Special Education Services (Attachment #2)

- B. Request for Clarification of School District Assignment pursuant to 603 CMR 28.10, School District Responsibility, from the Department of Correction to the Department of Education (Attachment #3)
- C. Notice of Public Responsibility to Find and Serve Students with Disabilities (Attachment #4)

5. All initial assessment information shall be placed in the inmate's school record and entered into the Inmate Management System (IMS) and COMPAS, as required. Inmates shall receive a copy of their assessment scores upon request.

6. Student-Inmate Records:

An inmate education record shall be initiated during the initial orientation/assessment process and shall be maintained in a locked cabinet in the designated Site Supervisor's office. All information pertinent to an inmate's educational history shall be placed in the record and follow the inmate as he/she/they moves through the system. This is not a part of the six-part folder. Information may include:

- A. Pre-test results;
- B. Post-test results;
- C. Education/Vocation/Technological Assessment Questions For Risk Assessment form (Attachment #1)
- D. A copy of GED/Hi-Set testing results including GED/Hi-Set practice test results;
- E. Copies of institutional certificates earned (certificates of participation and certificates of course completion, etc.);
- F. Copies of state licenses or nationally recognized certifications;
- G. Progress reports;
- H. Copies of diplomas earned;
- I. Any other information deemed pertinent to the education of the student.

The designated Site Supervisor will ensure that all original certifications and transcripts of high school equivalency and vocational certificates are provided to the records manager/supervisor per 103 DOC 403, *Inmate Property*.

7. When an inmate transfers to a minimum or pre-release institution, the education record shall be sent to the designated Site Supervisor's primary institution.

8. When an inmate leaves the correctional system, the education record shall



be sent to MCI-Cedar Junction to be archived. Records of female offenders shall be archived at MCI-Framingham. The record shall be maintained for seven (7) years and then shall be destroyed in accordance with 103 DOC 158, *Disposal of Outdated Documents*. If an inmate returns within seven (7) years, his/her/their record shall be retrieved and will become active again.

9. The designated Site Supervisor shall ensure the maintenance and security of all education records. Inmates' rights to privacy and confidentiality shall be adhered to in accordance with state and federal laws.

#### **441.04**

#### **COUNSELING AND PLACEMENT**

The designated site supervisor or designee is responsible for the appropriate placement of inmates in academic, vocational, and/or technology programs.

1. The designated Site Supervisor shall maintain a waitlist for each class by reviewing all COMPAS-generated academic and vocational education referrals and place inmates on the appropriate wait list. The designated Site Supervisor shall call inmates when a space is available for academic classes based on the priority date and sufficient time to complete the course of instruction or to make a significant gain. The designated Site Supervisor may take into consideration additional criteria when filling available slots in grant funded classes and for specialized programming. Priority may be given to inmates under the age of twenty-two (22) or inmates who may be considered to be potentially eligible for special education services as per the Memorandum of Understanding (MOU) between the Department of Education (DOE) and DOC.
2. The designated Site Supervisor shall receive, review, and maintain, all inmate education records. The designated Site Supervisor shall review the daily IMS morning report for entry and exit information in order to determine who has come into the institution or who has transferred to another institution. A list of inmates who have left the institution shall be compiled on a weekly basis. The designated Site Supervisor shall review the transferring inmate's education records and collect any educationally pertinent materials for placement in the inmate's education folder before sending the education folder to the appropriate institution.

#### **441.05**

#### **ACADEMIC EDUCATION**

1. Any inmate who does not have either a high school diploma or a HSE credential shall be referred to the Division by his/her/their Correctional Program Officer.
2. Inmates shall be placed in the appropriate academic level based upon TABE scores and assessments so that they may receive the greatest benefit from the educational programs.

3. Inmates shall be placed in academic classes based upon their priority date. Inmates, under the age of twenty-one (21) who are potentially eligible for special education services, per the MOU between the DOE and DOC, may be given priority. The Site Supervisor may take into consideration additional criteria when filling available slots in grant funded classes and for specialized programming.
4. Once an inmate is enrolled in an education program, consideration shall be given to avoiding the transfer of the inmate from the education program's institution prior to completion of the program unless institution needs dictate otherwise. In cases where a transfer is unavoidable, preference shall be given to the transferring inmate to be placed by the designated Site Supervisor in the appropriate academic class.
5. With the exception of Shattuck Hospital Correctional Unit, at each DOC institution, high school equivalency testing shall be offered at no cost to enrolled inmates who demonstrate proficiency through a qualifying test. Special testing accommodations shall be considered on a case by case basis.
6. All education programs shall be recognized, certified, and/or licensed, by the DESE or other recognized agency having jurisdiction. Programs up to the completion of high school and/or the high school equivalency shall be available at no cost to the inmates.

#### **441.06**

#### **COLLEGE PROGRAMS**

The Department of Correction partners with local colleges and universities to provide post-secondary education. Programs are primarily funded through grants or private sources. Any costs associated with the program which are not covered by other sources shall be the responsibility of the inmate. Furthermore, the Division has the authority to receive an inmate's transcript from the college/university whenever warranted.

1. Manager of Continuing Education may work with interested programs to provide college programming as available with approval from the Director of Inmate Training and Education
2. Correspondence Courses: Inmates may initiate correspondence courses. All costs and responsibilities of the course shall be borne by the inmate. Earned Good Time is not awarded for participating in or successfully completing the correspondence courses. Additionally, inmates are responsible for securing their own approved proctors for correspondence course examinations.
3. Students who are at least 18 years of age, are currently enrolled in a college or university, and are associated with an approved tutoring

program may enter a correctional facility for the purpose of assisting inmates who require academic support within ABE academic classes or post-secondary classes. Before entering a facility, these students must complete the volunteer orientation in accordance with 103 CMR 485, *Volunteers and Volunteer Services*.

4. Students who are at least eighteen (18) years of age, are currently enrolled in a college or university, and have been approved to participate in an “Inside/Out” model post-secondary class, may enter a correctional facility upon completion of the volunteer orientation 103 CMR 485, *Volunteers and Volunteer Services*.

#### **441.07**

#### **VOCATIONAL AND TECHNOLOGICAL PROGRAMS**

1. The curriculum for vocational/technological programs shall be chosen and/or developed according to nationally recognized standards, credentials, and licenses.
2. All core programs shall require a high school diploma or its equivalent prior to placement. The Division will provide a list of available programming (Attachment #6). Grant funded or specialized programs that require concurrent enrollment for academic and vocational/technological classes may allow enrollment without a high school credential.
3. Additional qualifications and requirements may be considered for core vocational/technological programs. Literacy skills, reading level, and ability to follow safety guidelines may be considered to determine appropriate placement.
4. To adhere to evidence based practices, inmates who score medium/high on the vocational/education section of the risk assessment may be prioritized for placement in vocational/technological programs. Inmates who score low will be placed in programs when available.
5. Inmates must have sufficient time to complete the program prior to their release and shall be placed in vocational/technological programs based upon priority date. Additionally, criteria such as prerequisite courses and/or interviews may be considered.
6. Once an inmate is enrolled in a vocational/technological program, consideration shall be given to avoiding the transfer of the inmate from the vocational/technological program institution in order to allow the inmate to complete the program unless institution needs dictate otherwise. In the event an inmate is transferred to an institution that offers the same program, the designated Site Supervisor at the receiving site may give the inmate priority when an open slot becomes available so that he/she/they may complete the program.

7. One slot per class may be set aside for inmates serving a first degree life sentence. An inmate who completes a core vocational/technological program shall not be eligible for another core vocational/technological program unless the waitlist has been exhausted. The designated Site Supervisor shall evaluate each request for another core vocational/technological program on a case by case basis. An inmate who completes a vocational/technological supplemental program may be eligible for enrollment in a core vocational/technological program.

**441.08**                    **COLLABORATION WITH MASSACHUSETTS CORRECTIONAL INDUSTRIES (MASSCOR)**

1. The Education Division shall collaborate with MassCor to provide additional opportunities for training to inmates who have successfully completed vocational programs. The additional “hands on” component that MassCor can provide will broaden the pathway to viable career opportunities for these inmates.
2. The Education Division shall provide a list of inmates who have successfully completed vocational programs to the supervisor of industries at each site where vocational programs are offered.
3. Inmates who have successfully completed vocational programs will be highly considered for skilled positions within industries programs.

**441.09**                    **PAYING FOR TESTS AND CREDENTIALS**

At the start of any training program, inmates shall be given a course outline and notification of the required fees for the program credential exam. In cases where the inmate is responsible for the cost, he/she/they is expected to complete a Funds Withdrawal Form to cover the cost of the program credential exam prior to enrolling in the class. The cost of all supplemental and short term programming will be the responsibility of the inmate. The cost of the credentials for core vocational/technology programs will be the responsibility of the Department. In the event that an inmate is not able to pass the credentialing exam successfully and wishes to test again, the cost of any additional tests will be the responsibility of the inmate. If an inmate is determined to be indigent, the institution’s Inmate Benefit Fund will be utilized to pay for the cost of the program credential exam and license.

**441.10**                    **HEARING IMPAIRED OR SIGHT DISABLED INMATES**

Designated Site Supervisors shall work with institution Americans with Disabilities Act (ADA) Coordinators to allow for accommodations, if requested, for hearing impaired and sight disabled inmates. In addition, designated Site Supervisors must notify the Manager of Continuing Education of accommodations and complete the corresponding required paper work.

**441.11**

**RESTRICTED HOUSING UNITS AND SPECIALIZED HOUSING UNITS**

Inmates in Restricted Housing Units and Specialized Housing Units shall be entitled to education services. The designated Site Supervisor shall arrange for existing education staff to provide services, as needed, based upon the case plan needs of the identified inmates in that unit and staffing availability.

Inmates who have not completed a core vocational programming prior to being placed in Restrictive Housing are eligible for Post-Secondary/Vocational Services in Restrictive Housing. The Site Supervisor will assign existing education staff to provide eight (8) exploratory vocational modules to those designated inmates. Program participation will not exceed two (2) months. Once the inmate completes modules, he/she/they will no longer be eligible for post-secondary vocational services in Restrictive Housing Unit. If an inmate has completed a core vocational program prior to being placed in Restrictive Housing, he/she/they will not be eligible for participation in the Restrictive Housing Unit.

**441.12**

**SHATTUCK HOSPITAL CORRECTIONAL UNIT**

Inmates in Shattuck Hospital Correctional Unit are not eligible to receive educational services, including academic, vocational or technological programs. Inmate training and educational services are restricted due to the nature of Shattuck Hospital as a transient correctional/medical facility where priority is given to treating illness and restricting the spread of disease. Upon returning to the parent institution where the inmate was originally housed, an inmate may be eligible to receive educational services in accordance with this policy.

**441.13**

**EARNED GOOD TIME DEDUCTIONS**

Incentives are provided for educational and/or vocational participation. Awarding of good time is subject to the inmate performing at a satisfactory level and attending classes that are approved by the Deputy Commissioner on a regular basis.

1. Satisfactory attendance is defined as monthly attendance of at least eighty percent (80%) of available classes ;
2. Each teacher shall determine if an individual inmate is performing at a satisfactory level;
3. If performance and attendance criteria are met, the inmate is eligible to earn good time in accordance with 103 CMR 411, *Deduction from Sentence*.
4. An inmate may receive a ten (10) day Boost if he/she/they has been in satisfactory attendance at a program and has performed at a satisfactory level, and demonstrates competency in the subject matter, in accordance with 103 CMR 411, *Deduction from Sentence*.

**ACCOUNTABILITY**

1. Reporting

- A. Teachers/Instructors shall maintain daily attendance rosters on Department prescribed forms, enter daily attendance in IMS, and submit all required documents to the designated Site Supervisor, no later than the last working day end of each month.
- B. Teachers/Instructors shall enter inmate performance ratings into IMS no later than the last working day of each month. The designated Site Supervisor shall review these records monthly and approve the awarding of good time credits no later than the sixth day of the following month.
- C. The designated Site Supervisor shall complete an annual report. The report shall include goals for the next year's school improvement plan.
- D. Every three (3) years, as part of the external evaluation process, the designated Site Supervisor shall complete a self-evaluation of the program and provide it to the external program evaluators. The external program evaluators shall be a minimum of two (2) administrators from other institutions or from the Education Central Office. The evaluation shall detail program strengths and weaknesses approximately one (1) year prior to the institution's ACA (American Correctional Association) accreditation. The report shall include information pertaining to:
  - Instructional leadership;
  - Management & operations;
  - Professional culture;
  - Placement and assessment;
  - Differentiated instruction/curriculum.

2. Progress Reports

- A. The designated Site Supervisor shall ensure that all instructional staff use and maintain standard based progress reports.
- B. Accountability for student progress shall be measured by using pre- and post-test results and proficiency as recorded in progress reports.
- C. The standard based progress reports shall be compiled by reviewing the curriculum and listing standards that assess what an inmate should know and be able to do at each instructional level.

Standard based assessments shall be utilized to support student proficiency.

**441.15**      **PERSONNEL**

1.      Qualifications:

- A.      All academic teachers shall be licensed by DESE.
- B.      All vocational/technology education personnel shall have experience in their respective fields and are certified by DESE or other comparable authority.

2.      Policies and Practices:

Education personnel policies and practices shall be comparable to those of the local jurisdictions or other appropriate jurisdictions.

**441.16**      **PROGRAM EVALUATION**

The education programs, including academic, vocational and technological programs, shall be assessed against stated objectives of grant programming, interagency agreements, CEA and ACA standards by qualified individuals, professional groups, and/or trade associations. This assessment shall be conducted at least every three (3) years, if funds permit.

**441.17**      **PRE-RELEASE EDUCATION**

Pre-release level inmates may seek educational opportunities in the community. Any pre-release eligible inmate may be approved by the Commissioner for participation in the Education and Training release programs pursuant to M.G.L. c. 124, § 1 (c), (e) & (q), and M.G.L. c. 127, §§ 48, 49 and 49A.

**441.18**      **GRADUATIONS AND RECOGNITION CEREMONIES**

The Department acknowledges the value of recognizing inmate achievement and provides formal recognition of specific accomplishments. Therefore:

- 1.      Each full school site shall conduct at least one (1) graduation ceremony each year. The ceremony may include inmates who have achieved a high school credential, obtained a degree, or obtained a vocational or technological license/certification.
- 2.      Inmates who have earned a high school equivalency diploma, college degree, or a nationally recognized certification or license, shall be entitled to have a specified number of guests at the ceremony.

**441.19**

**ANNUAL REVIEW DATE**

This policy shall be reviewed at least annually from the effective date signed by the Commissioner or designee. The party or parties conducting the review shall develop a memorandum to the Commissioner with a copy to the central policy file indicating revisions, additions, or deletions which shall be included for the Commissioner's approval.



**MASSACHUSETTS DEPARTMENT OF CORRECTION EDUCATION/VOCATION  
ASSESSMENT QUESTIONS FOR RISK ASSESSMENT**

PLEASE PRINT UNIT: \_\_\_\_\_ DATE: \_\_\_\_\_

Name: \_\_\_\_\_ ID# \_\_\_\_\_ ID# if here before: \_\_\_\_\_  
Last First MI

Date of birth: \_\_\_/\_\_\_/\_\_\_ Age:\_\_\_ Race:\_\_\_

Language at Birth: \_\_\_\_\_ Current spoken language: \_\_\_\_\_

Do you have a high school diploma? NO YES A GED/HiSET? NO YES

Were you incarcerated when you received your GED/HiSET or High School Diploma? NO YES

If you have your GED/Hi-SET, where did you get it?

Name of Testing Center	Street Address	City	State, Zip Code
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If you do not have your GED/HiSET, have you ever taken the GED/HiSET test? NO YES  
 Where? \_\_\_\_\_

Program	City	State	When
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Were you in special education classes in school? NO YES

What was your usual grade in high school? (**Circle one ONLY**)  
 A B C D E/F DID NOT ATTEND

Were you ever suspended or expelled from school? NO YES

Did you ever repeat a grade? NO YES

What is the name of the last high school you attended?

Name of High School	Street Address	City	State, Zip Code
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What was the last grade that you completed in school?  
 1 2 3 4 5 6 7 8 9 10 11 12

Did you attend college? NO YES

Name of College	City	State
-----------------	------	-------

Degree/Program \_\_\_\_\_ Last Year Completed 1 2 3 4

**COMPLETE OTHER SIDE**

Are you job ready (skilled, semi-skilled, or professional skilled)? NO YES UNSURE

What are your current plans for employment?

- NO EMPLOYMENT PLAN
- RETURN TO PREVIOUS EMPLOYER
- HAVE FIRM JOB OFFER (OTHER THAN PREVIOUS EMPLOYER)
- HAVE EMPLOYMENT ASSURANCE LETTER
- UNABLE TO WORK OR RETIRED
- OTHER

Do you face employability problems upon release? NO YES UNSURE

Will you have any financial problems upon release? NO YES UNSURE

Did you have a job prior to this incarceration? NO YES

Do you have a skill, trade, or profession at which you usually find work? NO YES

Can you verify the employer or school attended prior to your incarceration? NO YES

In the 12 months before this incarceration, how much time did you work or attend school?

- 12 months full time
- 12 months part time
- 6+ months full time
- 0 to 6 months part time/full time

Right now, do you feel you need more training in a new job or career skill? NO YES

Right now, if you were to get a good job, how would you rate your chance of being successful?

GOOD FAIR POOR

Thinking of your financial situation prior to this incarceration, how hard was it for you to find a job ABOVE minimum wage compared to others?

EASIER SAME HARDER MUCH HARDER

Are you interested in educational programming opportunities while you are incarcerated?

NO YES

## CONSENT FORM FOR ADULT INMATES

### Seeking a Determination of Eligibility for Special Education Services

- I have been informed that I may be eligible to receive special education services while incarcerated.
- I assert that I DID receive special education services, or was found eligible to receive special education services, in the most recent educational placement in which I was enrolled.
- I understand that I must cooperate in providing personal information so that the appropriate public school district is notified of my incarceration at this facility and has an opportunity to evaluate me to determine if I am still eligible to receive special education services.
- I understand that the public school district has the right to evaluate me to determine if I have a disability that is interfering with my ability to make effective educational progress and which requires specially designed instruction. I understand I will receive the evaluation information and have the opportunity to participate in a Team meeting to discuss those results and determine if I am eligible for special education.
- I understand also that the public school district has the option of accepting my continued eligibility for special education without an evaluation at this time.
- If I am found eligible or the district has opted to accept my continued eligibility, I understand I will be given the opportunity to participate in the Team meeting to develop my Individual Education Program (IEP) for services at this facility and I will be given the choice to consent to services or to refuse services proposed on the IEP. I understand that I will receive only those services to which I consent.
- I would like to be evaluated for eligibility for special education and to receive special education services if I am determined to be eligible. I have read and I understand all of the information in this Consent Form. I knowingly and voluntarily agree to allow the Department of Correction to share with the Department of Education and the responsible public school district the following: my name, age, the DOC facility in which I reside, sentence, anticipated release date and any other information that may be relevant to my receipt of special education services.

\_\_\_\_\_  
**Signature of Inmate**

\_\_\_\_\_  
**Date**

**Please print name here:** \_\_\_\_\_

\_\_\_\_\_  
**Signature of Witness**

\_\_\_\_\_  
**Date**

**Please print name here:** \_\_\_\_\_


**REQUEST FOR CLARIFICATION OF ASSIGNMENT OF SCHOOL DISTRICT RESPONSIBILITY**

**UNDER 603 CMR 28.10**

Please type or print clearly.

LEA ASSIGNMENT APPLICANT INFORMATION	
<b>Name:</b>	<b>Title:</b> (if applicable)
<b>Agency/Organization:</b> (if applicable)	<b>Address:</b>
<b>Email:</b>	<b>Phone:</b>

STUDENT INFORMATION	
<b>Name:</b>	
<b>DOB:</b>	<b>Gender:</b> <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Non-Binary
Current Residence	
<b>Name of Current Residence, Institution, Facility, OR Foster Parents/Relative and relationship:</b>	<b>Address:</b>
<b>Current Residence Type:</b> DCF Foster Placement <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Non-DCF Group Home <input type="checkbox"/> Residential School <input type="checkbox"/> Relative's Home (parent or other) <input type="checkbox"/> Other: _____	
<b>Date Placed in Residence:</b>	<b>List All Funding Agencies:</b>
Current School Attendance	
ESSA Best Interest Determination for Students in DCF Foster Care	
<b>Is the student continuing to attend the school of origin?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No*	<b>*Has the required best interest determination meeting been held?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No**
<b>Current district of Enrollment:</b> _____ <b>Date Of Enrollment:</b>	

STUDENT INFORMATION		
* DESE and DCF <a href="#">joint guidance</a> 		_____

\*ESSA requires that foster care students continue to attend their school of origin, unless after a collaborative decision-making process it is determined to be in the student's best interest to enroll in and attend school in the district in which a foster care provider or facility is located (if different).

\*\*After the best interest determination, requests for clarification of school district responsibility for a student's special education services can be directed to DESE's Office of Special Education Policy and Planning.

STUDENT INFORMATION - continued	
<i>Current School Information</i>	
Current School of Attendance:	Address:
Date Began:	List All Funding Agencies:
<b>Educational Placement - See IEP PL 1:</b> <input type="checkbox"/> Full Inclusion Program <input type="checkbox"/> Partial Inclusion Program <input type="checkbox"/> Substantially Separate Classroom <input type="checkbox"/> Separate Day School - <input type="checkbox"/> Residential School <input type="checkbox"/> Other: _____ <input type="checkbox"/> public <input type="checkbox"/> private	
<i>Student Residence and Enrollment History – Previous 3 years</i>	
Residence – Type and Address	School of Attendance – Name and Address
Date From / Date To:	Date From / Date To: District of Enrollment:
Residence – Type and Address	School of Attendance – Name and Address
Date From / Date To:	Date From / Date To: District of Enrollment:

<b>STUDENT INFORMATION - continued</b>	
<b>Residence – Type and Address</b>  <b>Date From / Date To:</b>	<b>School of Attendance – Name and Address</b>
	<b>Date From / Date To:</b> <b>District of Enrollment:</b>
<b>Residence – Type and Address</b>  <b>Date From / Date To:</b>	<b>School of Attendance – Name and Address</b>
	<b>Date From / Date To:</b> <b>District of Enrollment:</b>
<b>Residence – Type and Address</b>  <b>Date From / Date To:</b>	<b>School of Attendance – Name and Address</b>
	<b>Date From / Date To:</b> <b>District of Enrollment:</b>

**Please attach additional documentation, if necessary.**

<b>PARENT INFORMATION</b>	
<b>PARENT 1</b>	
<b>Name:</b>	<input type="checkbox"/> Biological <input type="checkbox"/> Adoptive
<b>Deceased?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>If yes, date:</b> <b>If yes, address at time of death:</b>	<b>Rights surrendered or terminated?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>If yes, date:</b> <b>If yes, address at time termination of rights:</b>
<b>Parent 1 Residence History – at least three years, starting with current residence. Please explain gaps.</b>	
<b>Address:</b>	<b>Date From / Date To:</b>
<b>Address:</b>	<b>Date From / Date To:</b>
<b>Address:</b>	<b>Date From / Date To:</b>
<b>Address:</b>	<b>Date From / Date To:</b>
<b>Address:</b>	<b>Date From / Date To:</b>
<b>Address:</b>	<b>Date From / Date To:</b>

Please attach additional documentation, if necessary.

<b>PARENT INFORMATION</b>	
<b>PARENT 2</b>	
<b>Name:</b>	<input type="checkbox"/> Biological <input type="checkbox"/> Adoptive
<b>Deceased?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>If yes, date:</b> <b>If yes, address at time of death:</b>	<b>Rights surrendered or terminated?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <b>If yes, date:</b> <b>If yes, address at time termination of rights:</b>
<b>Parent 2 Residence History – at least three years, starting with current residence. Please explain gaps.</b>	
<b>Address:</b>	<b>Date From / Date To:</b>
<b>Address:</b>	<b>Date From / Date To:</b>
<b>Address:</b>	<b>Date From / Date To:</b>
<b>Address:</b>	<b>Date From / Date To:</b>
<b>Address:</b>	<b>Date From / Date To:</b>
<b>Address:</b>	<b>Date From / Date To:</b>

Please attach additional documentation, if necessary.



<b>GUARDIANSHIP – Legal Guardianship Appointed by the Probate Court</b>	
Legal guardian appointed? <input type="checkbox"/> Yes <input type="checkbox"/> No	Date of guardianship certificate:
Guardian Name:	Type: <input type="checkbox"/> Permanent <input type="checkbox"/> Temporary
Address:	Still in effect? <input type="checkbox"/> Yes <input type="checkbox"/> No  If no, date terminated:
<b>REQUIRED DOCUMENTATION</b>	
<b>Document</b>	<b>Attached</b>
IEP  <i>Please do not submit the student's IEP in its entirety.</i>	<input type="checkbox"/> PL1 <input type="checkbox"/> Response Section Only –Showing acceptance of IEP  <input type="checkbox"/> Administrative Data Sheet
Parental Custody Agreement (if applicable)	<input type="checkbox"/>
Other Custodial Order (if applicable)	<input type="checkbox"/>
Legal Guardianship Certificate (if applicable)	<input type="checkbox"/>
Caregiver Affidavit (if applicable)	<input type="checkbox"/>
Voluntary Surrender documentation (if applicable)	<input type="checkbox"/>

Please attach any additional information that might assist DESE in making this LEA assignment of school district responsibility.

Submit this completed form and all relevant documentation to:

Via email: [LEAssignment@doe.mass.edu](mailto:LEAssignment@doe.mass.edu)

Via regular mail: LEA Assignment Coordinator  
Office of Special Education Planning and Policy  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148-5023

# Notice of Public Responsibility to Find and Serve Students with Disabilities

Dear Parent or Guardian:

This notice is provided to ensure that you are aware that your child, or the child for whom you are responsible (hereinafter "the minor") may be eligible to receive special education services while incarcerated. You may seek an evaluation from the responsible Massachusetts school district to determine if the minor is eligible for special education. If so, an Individual Education Program ("IEP") will be developed with your assistance, and services will be provided, at no cost to you, at the correctional facility where the minor is incarcerated. Eligibility for special education requires the minor to have a disability that causes him/her to be unable to make effective educational progress and that requires specially designed instruction in order to make effective educational progress.

The requirements regarding special education are based on state and federal law. The relevant laws are the following:

**State Law:** The state special education law, popularly known as "Chapter 766" after the session law number under which it was passed in 1972, is contained in the Massachusetts General Laws (MGL) at Chapter 71B. The regulations implementing the statute are found in the Code of Massachusetts Regulations (CMR) at 603 CMR, Section 28.00.

**Federal Law:** The federal special education law is known as "IDEA" (Individuals with Disabilities Education Act). The statute is located in the United States Code at 20 U.S.C. § 1400. In 2004, Congress reauthorized the IDEA and the amended statute is popularly referred to as "IDEA-2004." The implementing regulations for IDEA are in the Code of Federal Regulations (CFR) at Chapter 34, Section 300.

Additionally, the Department of Correction (DOC) and the Department of Education have entered into an interagency agreement to allow public school district personnel reasonable access to correctional facilities in order to serve inmates who are eligible to receive special education services.

If you are interested either in determining if the minor is eligible for special education, or in continuing special education services that were provided in the past through the public school district, please contact the DOC Special Education Coordinator, as provided below. You will be asked to provide the DOC Special Education Coordinator with contact information so that the Department of Education may determine the proper Massachusetts public school district that would be responsible to provide services, if the minor is eligible.

You are not required to reply to this notice but, if you wish to do so, the contact information for the DOC Special Education Coordinator is:

Contact: Kathleen Lydon, Director of Inmate Training and Education  
Massachusetts Department of Correction  
50 Maple Street  
Milford, MA 01757  
508-422-3501

**CONSENT FORM FOR PARENTS AND GUARDIANS  
On Behalf Of Inmates Younger Than Age 18 When  
Seeking a Determination of Eligibility for Special Education Services**

- I have been informed that my child or the child for whom I am guardian (hereinafter, "the minor") may be eligible to receive special education services while incarcerated.
- I understand that if I wish the minor to receive such services then the public school district has the right to evaluate the minor to determine if the minor has a disability that is interfering with his or her ability to make effective educational progress and that requires specially designed instruction. I understand I will receive the evaluation information and have the opportunity to participate in a Team meeting to discuss those results and determine if the minor is eligible for special education.
- I understand that if the minor was receiving special education services prior to incarceration, the public school district has the option of accepting the continued eligibility of the minor for special education without an evaluation at this time.
- If the minor is found eligible or the district has opted to accept the minor's continued eligibility, I understand I will be given the opportunity to participate in the Team meeting to develop the minor's Individual Education Program (IEP) for services that would be provided to the minor while incarcerated, and I will be given the choice to consent to services or to refuse services proposed on the IEP. I understand that the minor will receive only those services to which I consent.
- I would like the minor to be evaluated for eligibility for special education or, if the district wishes to accept that the minor is eligible for services, for the Team to meet to develop a new IEP. I have read and I understand all of the information in this Consent Form. I knowingly and voluntarily agree to allow the Department of Correction to share with the Department of Education and the responsible public school district the following information: My name, address and contact information; the minor's name and age; the DOC facility in which the minor resides, information about the minor's sentence and anticipated release date, and any other information that may be relevant to the minor's receipt of special education services.

\_\_\_\_\_  
**Signature of Parent or Guardian**

\_\_\_\_\_  
**Date**

**Please print name here:** \_\_\_\_\_

**On behalf of (please print minor child's name):** \_\_\_\_\_

Please return form to:  
Kathleen Lydon, Director of Inmate Training and Education  
Massachusetts Department of Correction  
50 Maple Street  
Milford, MA 01757  
508-422-3501

## Education Division Programming

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### Academic Programming

Tufts University

### **ABE Continuum**

Boston College

Adult Basic Education (ABE)

College and Career Programming

Pre Adult Secondary Education (Pre-ASE)

Introduction to Microsoft Office

Adult Secondary Education (ASE)

Advanced Microsoft Office

### **Limited English Proficiency (LEP) Continuum**

Vocational Programming

English as a Second Language (ESL) Beginner

Auto Body Repair

English as a Second Language (ESL) Intermediate

Automotive

English as a Second Language (ESL) Advanced

Barber Training

### **Supplemental Academic Programming**

Building Trades

Education in Restrictive Housing

Cosmetology

Education in Specialized Housing

Culinary Arts: Foundations

Inside-Out Program

Food Service Training

Post-Secondary

IT Essentials

Post-Secondary Lecture Series

Small Engine Repair

Special Education\*\*

Welding

Volunteer Tutoring

Wheelchair Repair

\*\*Must qualify as per 603 CMR 28.00

Wheels for the World

NECAT-Culinary apprenticeship

### College Programming

Supplemental Vocational Technical Programming

Boston College

Computer Applications

Boston University

Nutrition

Emerson College

OSHA-10

Mount Wachusett Community College

ServSafe