



Virginia Department of Corrections

Educational Services

Operating Procedure 601.6

Career and Technical Education Programs

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REVIEW

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

The office of primary responsibility reviewed this operating procedure in May 2020 and necessary changes are being drafted.

COMPLIANCE

This operating procedure applies to all units operated by the Virginia Department of Corrections. Practices and procedures must comply with applicable State and Federal laws and regulations, ACA standards, PREA standards, and DOC directives and operating procedures.

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PURPOSE

This operating procedure provides for Correctional Education to offer career and technical education programs to all identified offenders assigned to Department of Corrections facilities.

PROCEDURE

I. Career and Technical Education (CTE) Mission

- A. It is the policy of Correctional Education to provide offenders committed to the Department of Corrections (DOC) with the opportunity to participate in career and technical education or apprenticeship training programs that increase the opportunity for students to secure and maintain gainful employment in a chosen career field upon release.
- B. Participation will be voluntary.
- C. CTE programs are integrated with academic programs and are relevant to and consistent with the vocational needs of offenders and to employment opportunities in the facility and community. (5-ACI-7B-03, 4-4467; 2-CI-4A-5)

II. Initial Assessment and Evaluation (5-ACI-7B-09, 4-4474)

- A. An educational evaluation of all offenders will be conducted at intake to the DOC in accordance with Operating Procedure 601.4, *Educational Testing*.
- B. Offenders will be evaluated with instruments selected from a battery of achievement/classification tests, approved by the Superintendent or designee at the recommendation of the Assistant Superintendent of CTE Programs or designee.
- C. Educational evaluation/test results will be generated from the results of the achievement/diagnostic testing of offenders.
- D. Evaluation results will be entered in VACORIS for use by the facility to which the offender is permanently assigned.
- E. CTE evaluations results will be discussed orally with each student in an individual counseling session with the tester/evaluator.
- F. Testers/evaluators will advise offenders of the CTE program offerings at the offender's assigned facility.
- G. Testers/evaluators will advise students of the school enrollment process.

III. Admission to Career and Technical Education Classes

- A. All CTE programs will have an established minimum TABE reading score and a combined math score prerequisite or a High School Equivalency (HSE)/high school diploma (HSD) requirement that all students must meet prior to enrolling into the programs. (See Attachment 1.)
 1. These prerequisites will be established and updated as needed by the Assistant Superintendent of CTE Programs.
 2. These standards will be based on the reading level of the primary textbook(s) and the math required for completion of the course.
 3. The prerequisite will be one grade level below the actual reading and math requirements as determined by the analysis of the course materials. This will give students who do not quite meet the actual reading and math requirements the ability to grow and learn as they work through the program.
 4. Students who do not have a current TABE test score but have a HSE/HSD may enroll. The principal has the discretion to have a student re-tested if the TABE test score is deemed too old.
 5. Exceptions:



- a. Identified students with disabilities must meet the pre-requisites for entry into CTE programs. Academic remediation will be provided in accordance with Operating Procedure 601.5, *Academic Programs*. This will enable students a greater chance of success when enrolled in the CTE programs. Once these identified students meet the pre-requisite for the CTE program, they move to the front of the waiting list to take the next available seat if participation in a specific CTE program has been identified as a goal on the students' current *Individualized Education Plan (IEP)*.
 - b. If the CTE course enrollment drops below the established course capacity due to entry criteria, offenders will be admitted based on their place on the waiting list and the entry criteria will be dropped for that facility until a waiting list can be established with potential students who meet the entry criteria.
 - c. Reasonable accommodation must be made to ensure that the testing procedure is not discriminatory to offenders with disabilities based on the disability. Reasonable accommodation includes extended time to complete the test, reading aides, interpreters, and/or tape recorded questions.
- B. Offenders will receive a general orientation to all Career and Technical Education programs offered by the facility prior to their names being placed on any CTE waiting list. The general orientation may be in the form of an audio visual presentation, or a verbal explanation with supplementary reading material.
- C. The Principal or designee will provide counseling regarding course content and course requirements.
- D. Prior to assigning an offender to a CTE program, the following information pertaining to the offender in question should be assembled by the principal or designee and made available in VACORIS to the appropriate CTE instructor:
1. Good Time/Mandatory Release Date
 2. Medical Information (including side effects of any medication being taken, lifting restrictions, or other significant factors which may limit certain activities)
 3. TABE scores
 4. Current Work Assignment
 5. Academic Program Status
 6. Other Institutional Program Assignments
 7. Institutional Adjustment Record (charges for infractions that occur in Correctional Education schools)
 8. Career and Technical Education Assessment Recommendations (where available)
- E. Prior to being assigned to a CTE program and where security is not an issue, it is recommended that the offender be provided an opportunity to observe the class, meet the teacher, and ask questions about the program.
- F. An offender who scores below the established criteria may be retested, with the recommendation of the teacher providing remedial instruction.
- G. When the demand for a course exceeds available capacity, a separate waiting list will be maintained for each CTE program at each facility. This will not preclude having a waiting list for a sequential academic course, which generates a secondary list for each CTE program.
- H. The waiting list for each CTE program will be maintained in VACORIS.
- I. Offenders will be enrolled based on their Good Time/Mandatory Release Date and not the date they sign up for the program, with offenders having shorter sentences having priority. Offenders who do not have sufficient time left on their sentence to complete the course or a substantial portion of the course, which could give them employable skills, will not be enrolled in the CTE program.
- J. Offenders may be on ONLY one CTE waiting list at any given time.



1. If an offender declines a CTE program, their name will be dropped from that list. The offender must wait a minimum of 90 days to reapply to be placed on any CTE waiting list.
 2. A student may not request to have their name added to a CTE waiting list while currently enrolled in a CTE program.
- K. When a vacancy occurs in a CTE class, the Principal or designee should inform the Program Assignment Reviewer (PAR) to assign the appropriate offender from the waiting list and document the assignment in VACORIS in accordance with Operating Procedure 830.1, *Institution Classification Management*.
- L. If a student is removed from a CTE class for attendance or disciplinary infractions within the school, they must wait a minimum of 90 days before their name can be added to the end of a CTE waiting list.
- M. At the discretion of the Principal, if an offender whose name is on a CTE waiting list cannot enroll in a program due to DOC disciplinary action taken against them, the offender's name may be placed back on the waiting list effective the last day of the disciplinary action.
- N. It is the policy of Correctional Education to provide as many offenders as possible with a viable educational background that can be used as a resource for competition in the public job market upon release from the correctional system. To achieve that result within the budget resources provided by the General Assembly requires that the DOC restrict a student from completing more than one CTE program in total while confined to the DOC subject to the following exceptions:
1. The DOC needs additional, trained offenders in a given program to aid the operational work force of its system or of a particular institution.
 2. A student has completed a program in a Security Level 4, 5, or 6 institution and has been transferred to a less secure institution which has more programs than those offered in a maximum security setting will be eligible to take one additional program after a five year waiting period from the date of the completion of the first program.
 3. When multiple CTE classes are designed specifically to be sequential in nature
 4. If a program is able to provide a short term refresher course for a student to brush up their skills just prior to release.
 5. For sound and compelling reasons the student can demonstrate to the satisfaction of the Assistant Superintendent of CTE Programs, who has discretion in this matter, that an additional CTE program is sufficiently related to the program which they previously completed or that the enrollment in the additional program would significantly enhance their job opportunities upon release. Only under exceptional circumstances should the Assistant Superintendent of CTE Programs allow a student to complete more than two programs.
- O. If classroom enrollment for a CTE program falls below the established classroom capacity because all students on the waiting list need remedial instruction, students will be assigned to the CTE program while still awaiting or receiving remedial instruction. Assignments will be made based on each student's location on the waiting list.
- P. Offenders who are referred for remedial instruction prior to entry into a CTE Program, but who refuse such instruction, will be removed from the CTE waiting list.
- Q. When offenders, who were enrolled in a CTE course, transfer to a different facility, and wish to enroll in the same course, they will be given the next available slot for that particular course.

IV. Career and Technical Education Instruction

- A. Students will be provided CTE instruction through competency-based instruction and programming.
- B. Student strengths and weaknesses will be identified by the instructor within the first 30 days of enrollment.
- C. An Individualized Education Program (IEP) will be prepared for each student under the age of 22 years



who has been identified as requiring special education services. Each IEP includes performance objectives that must be addressed during a specified time period. (See Operating Procedure 601.5, *Academic Programs*.)

- D. All CTE programs will be open-entry/exit to permit offenders to enter at any time and to proceed at their own learning pace. (5-ACI-7B-11, 4-4476)
 - E. Students shall be provided CTE instruction based on the facility's designated class schedule.
 - 1. Some students may be permitted to attend class all day dependent on available classroom space.
 - 2. Other schedules must have the approval of the Assistant Superintendent of CTE Programs or the Superintendent.
 - F. Student achievement/progress will be monitored regularly.
 - 1. Mastery of performance objectives will be noted in the IEP, if applicable, or the Personal Learning Plan (PLP).
 - 2. Mastery of CTE competencies will be noted.
 - G. Incentives for participation in the CTE programs will include the following:
 - 1. When a student meets the established contact time and has mastered the required percentage of competencies, the student will be awarded a certificate of Course Completion.
 - 2. Educational progress is used for consideration in good time awards, parole decisions, and pay deliberations.
 - 3. Educational progress will be recognized and certified through graduation ceremonies and other special events.
 - H. Students must attend school daily unless they have an excused absence. Offenders may be administratively dropped from a program because of excessive unexcused absences or behavioral problems.
 - I. Monthly reports on enrollment, attendance, program completions, and exits will be entered in VACORIS by each principal or designee to be viewed by the Assistant Superintendent of CTE Programs or designee.
- V. Career and Technical Advisory Council (5-ACI-7B-04; 4-4469; 2-CI-4A-5)
- A. The Career and Technical Education Advisory Council provides information on current trends in the labor market, technology, and business. The council assists and advises school officials in the review, modernization, and updating of curricula, equipment, and instructional methods to help ensure that high quality CTE programs and services are available to all students.
 - B. The Council is composed of persons with specific occupational knowledge and expertise and others required by state and federal regulations, and in accordance with applicable federal and state requirements.
 - C. The twelve CTE Advisory Council members are appointed by the Superintendent for Education upon consideration of their expertise in business, industry, or labor.
 - 1. Members should understand the importance of individuals possessing job skills prior to entering the work force.
 - 2. Members' services help create a quality CTE program.
 - 3. Members are appointed to three-year terms of office. Provisions are made for staggering replacements in order to keep experienced members on the Council.
 - 4. The Assistant Superintendent of CTE Programs makes recommendations for Advisory Council members to the Superintendent.
 - 5. Upon approval, a letter of invitation is sent to a potential member by the Assistant Superintendent of CTE Programs.



6. Upon receipt of acceptance of the invitation from the potential member, a letter of appointment is sent by the Superintendent.

D. Meetings are held quarterly on a convenient date, time, and place as called by the Chairperson.

1. Correctional Education central office staff will send each member notification and the agenda ten days in advance of each meeting.
2. Attendance at all meetings is essential.
3. All members must come to the meeting prepared to take an active part in the discussion.

VI. Career and Technical Assessment of Disadvantaged Offenders or those with Disabilities (5-ACI-7B-10, 4-4475)

A. The needs, interests, and abilities of students who are disadvantaged or have disabilities are assessed to allow for appropriate placement in CTE classes and to ensure that no otherwise qualified student is excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any Department of Corrections program or activity.

B. See Operating Procedure 601.5, *Academic Programs*, for information related to offenders eligible for Special Education Services.

C. In cooperation with the facility staff, the Principal establishes a process to identify offenders who need special services prior to school enrollment. For example, visually impaired, hearing impaired, or mobility impaired students should have certain resources made available to them at the time they are notified of educational and service opportunities.

D. Using the established student referral system for educational programs, the Principal shall screen students for conditions requiring possible program modifications or special services.

E. The Principal or designee will complete the [Career and Technical Assessment Profile \(CTAP\) 601_F2](#) to include such information as the student's strengths and weaknesses as well as any applicable assessment information that can be used for school placement. This information is derived from the offender's records or from sources such as institutional staff (counselors, work supervisors, etc.).

F. The Principal or designee should conduct an informal assessment interview with the offender at which time the offender's interests are noted and placed on the CTAP.

G. In determining the appropriateness of the student's admission to the school's programs and services, it is the responsibility of the Principal to seek assistance from outside resources. This will occur in the following cases:

1. The student's disabling condition requires special expertise to determine the necessary program restrictions and modifications.
 - a. Students are not restricted from operating equipment or eliminated from activities based on the principal's or the teacher's perception of "safety factors" related to a specific type of function.
 - b. Restrictions are determined using the multi-disciplinary approach.
2. The student's program request appears to be unrealistic in terms of that student's abilities, in which case appropriate resources are contacted to determine program feasibility.
3. In the case of both 1. and 2., a multi-disciplinary approach is utilized which includes the outside resource, principal, offender, counselor or psychologist, and the teacher.

H. Special resources and program modifications are noted on the [Career and Technical Assessment Profile \(CTAP\) 601_F2](#) and Principals use the CTAP to assess students' progress and determine if additional program modifications are needed.



VII. Apprenticeship Program

- A. The DOC Correctional Education and skilled trades staff in cooperation with the Virginia Department of Labor and Industry offer the registered apprenticeship program to provide offenders with documented training and experience to apply while in DOC and on re-entry to the community.
- B. The DOC Apprenticeship Coordinator in Correctional Education oversees apprenticeship programs for the Department of Corrections.
- C. Requirements for offenders who wish to participate in the apprenticeship program:
 1. The offender expresses personal interest in participating.
 2. The offender has been permanently assigned to the institutional work crew for the chosen trade for a minimum of three months.
 3. The potential apprentice's work supervisor recommends the offender to the school Principal for participation.
 4. If approved, the Principal forwards a recommendation to the DOC Apprenticeship Coordinator for final approval.
 5. Once approved, the Program Assignment Reviewer (PAR) must be notified to document the apprenticeship assignment in VACORIS in accordance with Operating Procedure 830.1, *Institution Classification Management*.
- D. The offender should be informed of approval to participate in the apprenticeship training program.
- E. The Principal or designee shall:
 1. Conduct an in-depth interview to apprise the potential apprentice of job expectations and responsibilities for Related Studies
 2. Complete the Registered Apprenticeship Agreement with the apprentice
 3. Send the completed Registered Apprenticeship Agreement to the Apprenticeship Field Representative and send a copy to the DOC Apprenticeship Coordinator in order to begin the registration process
- F. When the Registered Apprenticeship Agreement is sent back to the institution, the Principal or designee should conduct another interview with the apprentice in which:
 1. The apprentice reviews the contents of the agreement
 2. The apprentice is shown how to properly complete and maintain the work and classroom record
 3. The apprentice is advised of class schedules for related studies classes
- G. Apprenticeship Related Studies Classes
 1. Related studies classes are conducted for individual trades.
 2. Unless institutional limitations mandate otherwise, related studies classes are conducted for a minimum of three hours, one night per week.
- H. Apprentice achievement and progress are regularly monitored.
 1. The apprentice should submit the work and classroom record to the Principal or designee to review and copy on a monthly basis.
 2. The work site and related studies classes are visited.
 3. The related studies coordinator should make regular progress reports to the Principal for each apprentice.
- I. Each Principal will provide monthly reports of enrollments, completions, and cancellations to the DOC Apprenticeship Coordinator to be compiled and provided to the Assistant Superintendent of CTE Programs.
- J. Program completion entails the satisfactory completion of the prescribed number of hours of on-the-job



training and related studies classes.

1. The Principal will send a completed change of status form and related studies transcript to the appropriate agencies to notify them of an Apprenticeship Program completion.
2. Offenders completing the program will be awarded Certificates of Completion and participate in graduation ceremonies.

VIII. Shop Safety

- A. CTE programs will be provided in a safe and secure environment, protecting the safety of staff, offenders, and visitors at all times. Through instruction, demonstration, practice, and example, safety is not only a priority in the operation of a CTE program, but shall be emphasized as a necessary set of skills that must be mastered as part of any CTE program or occupational job readiness skills program.
- B. Safety programs will be maintained in accordance with Operating Procedure 261.1, *Department Safety Functions*.
- C. This section provides the minimum required safety procedures. Teachers are encouraged to further define safety standards for their specific areas of responsibility. Any questions regarding safe practices should be addressed to the Assistant Superintendent of CTE Programs.
- D. Before using any tool, equipment, or machine, the student and aides must receive instruction on the operation of that tool, equipment, or machine and the related safety rules. The student must document receiving instruction regarding the safety rules, and pass safety tests with 100% accuracy for each tool, equipment, or machine. One safety exam can cover multiple tools.
- E. All students and aides will take and pass a general shop safety examination with 100% accuracy.
 1. The instructor must document the student's completion of all required safety tests and maintain a copy of all safety tests in the student's folder.
 2. Safety instruction will be provided prior to any safety test, and the safety test must be administered prior to beginning any program competency related instruction.
- F. When instructional activities are in progress, all visitors to CTE shops must wear glasses or goggles when the activities in progress may create airborne debris.
- G. Students must wear appropriate eye protection when:
 1. Grinding, boring, drilling, or sawing
 2. Welding, brazing, or soldering
 3. Chipping, sanding, or blowing dirt or debris from an item
 4. Using cleaning fluids, paints, or sprays
 5. When deemed necessary by the instructor
- H. Only state-issued work shoes are approved as footwear in CTE shops. If a student does not have state-issued shoes, then only shoes with a substantial sole, heel, and leather uppers are permitted. Canvas footwear, flip-flops, shower shoes, sandals, and the like are not permitted.
- I. No one is permitted to use defective equipment, tools, or machines. Grounding devices and safety devices must always be in proper working order and the tool may not be operated until repairs are completed.
- J. When welding, individuals wear protective clothing and safety glasses or goggles in addition to the welding helmet (shield).
- K. When respiratory protection is required, all individuals in the hazardous breathing areas must wear the protective gear.
- L. Radios, tape/CD players, televisions, and record players are not permitted except in Consumer Electronics



programs or when they are used for instructional purposes.

- M. Horseplay, fighting, arguing, and other distracting or inappropriate behavior is never permitted.
- N. Shops are orderly and clean at all times. During work periods, debris and obstructions are removed as soon as possible. Spills are cleaned immediately. Shop cleanliness is everybody's responsibility.
- O. All safety/hazard signs and zones are observed.
- P. Students and aides are never permitted to operate machines or equipment without the instructor's authorization. Instructors are expected to provide supervision of students while they are using machines or equipment.
- Q. Proper clothing must be worn at all times. All loose jewelry must be removed.
- R. Long hair must be tied back so as not to obstruct vision or possibly be caught in machinery.
- S. Protective headgear must be worn when appropriate.
- T. All injuries, no matter how slight, must be reported to the Principal immediately.
- U. Compressed air must not be used on one's person. If, for example, the air is being used to blow debris from clothing, the clothing is taken off first.
- V. All safety violations and defective equipment must be reported to the Principal immediately.
- W. All hazardous materials must be handled in a conscientious and safe manner, according to currently accepted standards. Flammable materials are stored as necessary, according to currently accepted standards. (See Operating Procedure 302.2, *Control of Hazardous Materials*.)
- X. Appropriate disciplinary measures will be invoked for those who fail to adhere to the foregoing safety rules and procedures. (See Operating Procedure 861.1, *Offender Discipline, Institutions*, and Operating Procedure 135.1, *Standards of Conduct*.)

IX. Tool Control

- A. Tool Control will be managed in accordance with Operating Procedure 430.2, *Tool, Culinary, and Medical Equipment Control*.
- B. Each CTE instructor will receive orientation and institutional training in accordance with Operating Procedure 102.6, *Staff Orientation*, and Operating Procedure 350.2, *Training and Development*, provided by the local DOC Training Department to include training on key control and tool control.
- C. The CTE instructor will not have access to keys or begin programs until they have completed the institutional training.
- D. Tool Inventory
 - 1. Each CTE instructor will maintain an accurate inventory list that identifies all tools assigned to the CTE program.
 - 2. The tool inventory list will be kept in each tool cage and tool room identifying each tool by name, number, and location.
 - 3. The storage location of a tool cannot be changed from one location to another without updating the inventory list.
 - 4. All surplus tools must be removed from the program area as soon as possible. The CTE instructor will modify the inventory list accordingly.
- E. Management of Keys
 - 1. CTE lab keys, to include keys to entrance doors, interior storage rooms, tool cages, and exterior storage



buildings, will be treated and handled as security keys.

2. Instructors will check keys out from the facility's designated key control location on arrival and check them in to that same location on departure. Institutional keys are not to be removed from inside the facility.
3. All keys must be kept out of direct view of students by being worn on a key ring, wherever practicable, and kept on the inside of the employee's pocket.
4. Keys will not be given to students for any reason.
5. If any security key is lost or misplaced, it must be immediately reported to the school Principal and the Shift Commander.

F. Management of Classroom Tool Room or Tool Cage

1. Each applicable CTE lab will maintain a lockable tool room or steel cage area to secure all tools assigned to the program.
2. The tool room or steel cage areas must remain locked except when issuing or receiving tools.
3. The tool room or steel cage areas must contain shadow boards with silhouettes to display the tools and equipment.
4. Only the CTE instructor may enter the tool room or steel cage area to issue or receive tools. Offender aides or students are not to be allowed inside the tool room or steel cage areas at any time.
5. All tools assigned to a CTE program must be engraved with a number established by the institutional Tool Control Officer. This number must be reflected on the inventory list.
6. All tools assigned to a CTE program must be either locked in tool room or steel cage areas and must be displayed and silhouetted on a shadow board. Only one tool or piece of equipment is to be displayed on an individual silhouette.
7. Attachments to equipment shall be shadow boarded and numbered to the extent practicable.
8. All portable electric tools, which cannot be practicably placed on a shadow board, will have a designated location in the tool room with a silhouette of the tool.
9. All tool sets or kits, which cannot be practicably placed on a shadow board, must have an inventory card placed inside of the kit that itemizes the tools contained in that kit. This tool kit will be placed in a designated location in the tool room with a silhouette of the tool kit.
10. In some instances, such as the Horticulture program, it may become necessary to have a tool room that is outside of the primary classroom space, but within the perimeter of the institution. The outside tool room is to be managed in the same manner as the regular tool room.

G. Management of Chit System

1. A chit system must be used in CTE programs to manage issue and return of tools. Facility practice may require the use of a tool issuance log in addition to the chit system.
2. Each chit will contain an identifying number that is specifically assigned to an individual student in that program.
 - a. These number assignments should be maintained on a log or roster kept next to the chits. The CTE instructor must use a permanent ink or computer generated list of the number assignments to alert them to the possibility of alterations.
 - b. The chits and student number assignment log will be locked in the tool room or on an organized panel of the locked steel cage.
3. The school administration may request that a copy of the chits and student number assignment log be submitted to the office on a routine basis for administrative review.

H. Management of Grinders



1. All grinders assigned to a CTE program will be either placed in a locked cage, or locked in the tool room. Grinding wheels shall be removed at the end of each day and returned to the Class A tool room.
2. Grinding wheels not mounted on a grinder during the school day must be locked in the tool room.
3. Students will only have access to grinders while under close supervision.
4. When the student completes use of the grinder, the grinder must be immediately secured.

I. Management of Supplies

1. Brooms, mops, mop buckets, and metal dustpans must be labeled and locked in the storage room or steel cage area in accordance with procedures established by the facility.
2. All waste materials must be stored and disposed of in accordance with strict procedures. The CTE instructor should notify the facility Safety Officer of the need to dispose of waste materials from CTE program.
3. The CTE instructor should notify the facility Tool Control Officer to arrange for the removal of surplus tools.
4. Scrap materials, to include pieces of wood, metal, plastic, wires, cables, or other discards that are left over from student projects should be maintained and secured in a locked cage, storage room, or other methods approved by the local facility, until arrangements are made with the facility Safety Officer for the removal.

J. Management of Daily Check Out/In of Tools or Equipment

1. When a student checks a tool out, the offender's chit must be placed on the shadow board silhouette designated for that specific tool in the tool room or steel cage area. A chit will be placed on a tool holder for an entire tool set.
2. When a student checks a tool in, the offender's chit will be removed from the shadow board silhouette designated for that specific tool in the tool room or steel cage area. A chit must be removed from a tool holder for an entire tool set.
3. When not indicating a tool has been issued, chits will be maintained in a storage area in the tool room or cage.

K. Management of Daily Tool Check Log

1. Each CTE instructor must keep a *Daily Tool Check Log*.
2. The *Daily Tool Check Log* must be initialed each morning (before the first morning class period) and afternoon (after the last afternoon class period) to verify that the CTE instructor has checked the tools and that nothing is missing.

L. Reporting Lost or Missing Tools and Equipment

1. If a tool, to include an individual piece of a tool kit, is discovered missing, the CTE instructor must immediately notify the assigned Corrections Officer and the immediate Correctional Education supervisor.
2. Students will not be allowed to leave the shop area.
3. The students and the program area will be searched to locate the tool.
4. The CTE instructor must document the loss and actions taken on an Internal Incident Report. (See Operating Procedure 038.1, *Reporting Serious or Unusual Incidents*.)

M. Management of Broken Blades

1. Broken blades, such as coping saw blades, dull razor blades, or hacksaw blades shall be reported to the facility Tool Control Officer for guidance on disposal.
2. The CTE instructor must make certain that all individual pieces of the broken blade are recovered.



3. The CTE instructor must never put broken blades in a trashcan in the school or a dumpster within the security perimeter.

N. Discarding Tools and Equipment

1. If tools are broken or generally beyond use, notify the facility Tool Control Officer so that arrangements can be made to remove the broken tools from the institution.
2. Broken tools should be replaced as soon as possible.
3. The shadow board silhouette designated for the broken or discarded tool must contain information that reflects that the tool was broken or discarded. That information should remain on the shadow board silhouette until the tool is replaced.

O. Receiving New Tools and Equipment

1. Before a new tool is ordered, the Correctional Education School must obtain approval from the facility Tool Control Officer. A completed *Facility Equipment Request Approval* 601_F3 must be sent to and signed by the Facility Unit Head prior to ordering any tools, equipment, or chemicals as indicated in Operating Procedure 601.1, *Education and Administration Management*.
2. Before a new tool can be used by students or staff, it must be engraved by the facility Tool Control Officer; added to the program inventory list, and be placed on the shadow board in the locked tool room or steel caged area.
3. Prior to ordering new tools or equipment, the CTE instructor must be certain that the shadow board has sufficient space to allow for the placement of the silhouette for that tool. If necessary, an additional shadow board may have to be installed in the tool room or steel cage area.

X. "Live Work" Program

- A. Correctional Education strives to incorporate practical work experiences into the CTE training programs wherever these experiences can enhance a student's proficiency in an identified, work-related competency. In order to make these practical work experiences available to students at a minimal cost, Correctional Education maintains a system of accepting appropriate requests for services and products (live work experiences) from employees of the Commonwealth and other qualified customers.
- B. Funds generated from the "Live Work" program are used to increase vocational training activities and to purchase work tools and work clothes for offenders upon release. Up to 25% of the funds may be used for re-entry efforts; the remainder should be used to purchase materials or tools needed by the program.
- C. Service projects are where maintenance or repair work is performed on customer owned items or an item is specially constructed to customer requirements. The customer must be a current state employee, a state, county, or local government agency, or a non-profit organization.
- D. To order a service project, the customer must read and complete the *Training-Related Work Request* (See Attachment 2 for a sample), which must show the amount of recovery the customer is required to pay and submit the completed form to the Principal.
- E. When the Principal has reviewed and signed the forms, distribution is as follows:
 1. The original form (white copy) is sent to the Correctional Education Headquarters Office and is attached to the customer's money order. All money orders are made payable to the "Treasurer of Virginia".
 2. The green copy is attached to the customer's money order, only in select circumstances authorized by the Assistant Superintendent such as horticulture programs and sent to the facility Business Office. All money orders are made payable to the "Treasurer of Virginia."
 3. The canary copy is retained for the Principal's records.
 4. The pink copy is given to the customer.



- F. Each school is expected to have sufficient quantity of the price list on hand. No alterations or additions to the forms or the price list are allowed without prior review and written authorization of the Assistant Superintendent for CTE Programs. Each school is provided with a supply of *Training-Related Work Request* forms, numbered sequentially. The Principal is responsible for ensuring that the form numbers are logged and accounted for.
- G. If a Training-Related Work Request is voided, it must be logged and copies distributed as above.
- H. The Principal will be responsible for ensuring that each service project customer agrees to the following:
1. The customer will assume the responsibility of removing materials that may be considered contraband from their vehicle or the item to be serviced, prior to its entrance onto state property.
 2. The customer will also assume the responsibility of proving ownership of the item brought in for repair or service.
 3. The work or services performed will be for training purposes only and must be appropriate for the class activities at the time they are to be performed. Correctional Education, therefore, will not provide “production” type work or services at the convenience or demand of the customer.
 4. Tips, gratuities, and labor charges must never be paid to instructors or students.
 5. The customer must provide repair parts and supplies needed for the work or service prior to the work being performed.
 6. Correctional Education will charge a small fee to recover the costs of the consumable supplies used in the performance of the work or service.
- I. Competency projects are items that are produced as a result of offenders demonstrating required competencies in a CTE course.
- J. Sale of competency projects may be documented by order form, receipt book, or purchase log.
- K. The customer must pay for the item when ordering.
- L. Competency projects are based on availability and no definitive time frame can be placed on the customer’s receipt of the item
- M. The sale of competency projects is only for Virginia residents and cannot be used for resale.
- N. The customer may be required to sign an agreement written by Correctional Education, detailing the terms of the sale.
- O. The Principal:
1. Will ensure that each order is filled or that the customer is notified if the item is not available
 2. Will ensure that all competency projects are based on what the student has learned in the CTE classroom
 3. Will ensure that any classroom waiting lists continue their normal, timely rotations
 4. Will be responsible for forwarding all necessary paperwork to the facility Business Office in a timely manner
- P. The Principal will be responsible for ensuring that each customer agrees and understands that the Department of Corrections, Correctional Education, the School, its administrators, instructors, and students assume no responsibility for injury or damage to persons or property that results from training-related work or services requested by a customer. All work and services provided are shall be CTE training-related; therefore, the time required to perform the service and the quality of work is not guaranteed.
- Q. Principals must conduct a review of this operating procedure and related forms with their CTE employees and must provide each CTE instructor, whose course includes a “live work” component, with a copy of this operating procedure.

DEFINITIONS OF TERMS USED IN THIS OPERATING PROCEDURE

Apprenticeship Training Program - A program of work and study that trains individuals for journeyman-level skills

Career and Technical Education (CTE) Programs - Courses with an emphasis on cultivation of career information, technical skills, employability skills, and related academic and workplace readiness skills

Competency-Based Education - A system or program in which objectives and skills are specified in performance terms and are hierarchically and sequentially arranged

Disability - An actual physical or mental impairment that substantially limits one or more of the major activities; or a record of such impairment; or being regarded as having such an impairment

Disadvantaged - Individuals (other than persons with disabilities) who are academically disadvantaged and who require special services and assistance in order to succeed in Career and Technical Education programs

High School Equivalency (HSE) - Instruction for students with 9.0 and above grade level TABE test scores; successful completion of this level of instruction requires that the offender pass a Virginia Department of Education approved HSE test and results in the awarding of a HSE certificate.

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

On-the-Job Training (OJT) - "Hands on," practical work portion of the apprenticeship program; work supervisors tell, show, help, or direct students to learn the job or work area to which they have been assigned; the apprentice learns the trade under actual production conditions.

Program Assignment Reviewer (PAR) - The institution staff person designated to conduct informal offender case review hearings such as outside work classification, job assignments/removals, academic/vocational assignments/removals, and assignments/removals from treatment programs

Related Studies - The area of apprenticeship training that involves the specific information and knowledge essential to the apprentice for full trade mastery

REFERENCES

- Operating Procedure 038.1, *Reporting Serious or Unusual Incidents*
- Operating Procedure 135.1, *Standards of Conduct*
- Operating Procedure 102.6, *Staff Orientation*
- Operating Procedure 261.1, *Department Safety Functions*
- Operating Procedure 302.2, *Control of Hazardous Materials*
- Operating Procedure 350.2, *Training and Development*
- Operating Procedure 430.2, *Tool, Culinary, and Medical Equipment Control*
- Operating Procedure 601.1, *Educational Administration and Management*
- Operating Procedure 601.4, *Educational Testing*
- Operating Procedure 601.5, *Academic Programs*
- Operating Procedure 861.1, *Offender Discipline, Institutions*

ATTACHMENTS

- Attachment 1: Prerequisites for CTE Programs
- Attachment 2: Training Related Work Request - Sample

FORM CITATIONS

[Career and Technical Assessment Profile \(CTAP\) 601_F2](#)



[Facility Equipment Request/Approval](#) 601_F3

