

2018
Edition



Career Technical Education Handbook

Instructor Guide

GADSDEN CITY SCHOOLS

Career Technical Education Handbook

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Mission Statement

The mission of Career Technical Education in Gadsden City Schools is to provide students with life skills and prepare them as a workforce in which business and industry is confident while encouraging continued education. To meet the challenges of the competitive world, students grades 6-12, will be given opportunities for achievement while assessing interests, aptitudes, and learning patterns through existing programs and special activities throughout the educational process.

BASIC OBJECTIVES

- ★ To help each student develop self-awareness of individual interests, attitudes, values, aptitudes, and life goals.

- ★ To make students aware of career opportunities and their requirements.

- ★ To enable students to make valid choices concerning their career options.

- ★ To improve students' work habits, human relations skills, job attitudes, and understanding of characteristics necessary for success in their chosen profession.

- ★ To provide occupational training to students who desire it while still in high school allowing for a) direct job placement upon program completion b) continued on the job training

A CTE program is an area of study that blends academic, occupational, and life skills leading to a credential, employment, and further education.

Program components include an SDE-approved curriculum, equipment, and facilities; engaged business partners; and appropriately certified teachers utilizing a program of study.

Efforts to make Career Technical Education a more integral part of the total education program through the academic disciplines are in keeping with the mission statement that Career Technical Education should assist students in exploration and awareness of career opportunities and their requirements.

Career Technical Education is and should be a part of the curriculum for students, grades 6-12, for the ultimate aim of education is to allow one to lead a productive, satisfying life as a contributing member of society. Career Technical Education curricula remain viable options through post-secondary training and on into adult life.

Career Technical Education activities and programs provided through the Gadsden City Schools make available to students; basic entry level skills necessary to enter the workforce, prepare students for additional

technical training, while promoting successful life skills beneficial to home, community, and work.

Career Technical Education Advisory Committee

Each system will have a Career/Technical Advisory Committee. Each career/technical program shall be assisted by a Program Committee to ensure curriculum content, equipment, and materials are in keeping with current practices in the field. (Source: Alabama State Board of Education State Department of Education Alabama Administrative Code 290-6-1.06)



Alabama's Career Technical Education programs continue to change to meet the challenges faced by today's society. When educators collaborate with business, industry, and community agencies, students acquire knowledge and develop skills that are realistic and relevant to family, community, and workplace roles. Teaching career/technical education students requires the best cooperative efforts of school and community. To meet this responsibility, schools must know community needs, and communities must know school potential. The mission of Career Technical Education is to provide students with life skills and prepare them as a workforce in which business and industry is confident.

I. Gadsden City Board of Education Policy on Advisory Committees

The Gadsden City Board of Education recognizes that local citizens have special qualifications because of training, experience, or personal characteristics that can be of great value in helping to keep Career Technical education programs relevant to the needs of the students and community. The Gadsden Career Technical Education Advisory Committee (herein known as GCTEAC) serves as an arm of the Career Technical Program by providing advice and counsel to the district.

The Board and staff shall give substantial consideration to the advice of the GCTEAC. However, the Local Educational Agency (LEA) cannot relinquish responsibility for final decisions and will utilize its own judgment in making those decisions for it is not the role of the committee to set the policy. The administrative authority and responsibility for the career technical programs rest with local and state education agencies; however, it is helpful/appropriate for them to advise local and state education agencies if they believe the policy needs to be addressed and/or revised.

The Board also encourages the use of advisory craft committees for occupational preparation programs. The GCTEAC and craft committees serve at the pleasure of the school board, which reserves the right to dissolve the committee at any time for any purpose.

The GCTEAC is expected to contribute to the improvement of the Gadsden City Schools Career Educational program by:

- A. Assisting with annual and long-range planning
- B. Advising on current and long-range labor market trends
- C. Conducting and/or evaluating occupational/community surveys related to the Career Technical Education needs of the community
- D. Advising the school district concerning course content and program development
- E. Assisting in finding on-the-job and full-time placement of students
- F. Facilitating communications that create good public relations between the schools and the community
- G. Providing a consulting service to the school district and administration in the areas of equipment and facility planning
- H. Identifying and assessing community resources to support the instructional program

II. Administrative Guidelines for Career Technical Education Advisory Committees

To implement this policy, the following administrative guidelines shall be followed:

- A. Membership
 - 1. The GCTEAC shall consist of not less than fifteen members and not more than twenty members.
 - 2. Each program area at each school is required to have a local craft committee. It is recommended that these craft

committees consist of no less than five and no more than seven persons.

3. At least one member of the school district staff will meet regularly with the GCTEAC in an ex-officio status.
4. Membership will be open to qualified persons regardless of race, creed, sex or national origin.
5. The GCTEAC shall have representatives from business, industry, and education.

B. Terms of Membership

1. The membership year for the committee member shall be October 1 through September 30.
2. The Career Technical Director may appoint additional members.

C. Selection of Members

1. Local Craft Committee chairpersons automatically serve on the GCTEAC.
2. The Career Technical Director may appoint additional members to serve on the GCTEAC.

D. Operation of Committee

1. The committee will organize itself and determine its meeting times, select its officers and subcommittees, make its rules, formulate its program, and meeting agendas, provided, such do not conflict with the operational guidelines set forth herein.
2. The LEA will submit to the committee the current policies of the school system relating to advisory councils and any proposals for the revision of these policies.
3. The LEA will respond to any written recommendations submitted by the council.
4. Joint meetings of the Board and the council may be held when mutually desired. Joint meetings with instructors may also be conducted.
5. The GCTEAC is urged to appoint subcommittees as needed. Some of these may be continuing committees; some may be temporary committees to deal with special problems. Subcommittees may include members of the council, other lay citizens, members of the school staff and students. A member of the school staff may, with the approval of the school administrator, request the council to name a subcommittee to deal with special problems.

6. The committee or any of its subcommittees may request information and counsel from the school administrator or the local director of Career Technical Education on matters clearly related to issues on which the subcommittees are working.
7. Minutes of the GCTEAC meetings will be sent to its members and members of the LEA as needed.
8. Publicity regarding the work of the council and reports of the council or its subcommittees will be released only after approval of the Board of Education or its authorized agent.
9. The committee will obtain approval on all proposed studies prior to inception by the school board or its authorized agent.
10. Advisory craft committees for individual programs may submit recommendations to the GCTEAC for consideration at their meetings.

E. Orientation of Committee Members

Advisory committee members will need to become familiar with their role and the role of the committee. A person from the school staff who has experience with advisory committees or a consultant from outside the school system will be responsible for:

1. Providing new members with a general orientation
2. Reviewing the “rules of operation” for new members.
3. Orienting the new members regarding the existing GCS Career Technical program.
4. Orienting the new members to the role and function of the committee

F. Review of Procedures

The preceding operational guidelines will be reviewed periodically by the committee. Recommendations for change must be approved by a 2/3 majority vote of the committee.

**BYLAWS FOR
Gadsden City Schools Career Technical Education
PROGRAM ADVISORY COMMITTEE**

Section A: Purposes

- Article I. The Advisory Committee shall be designated and appointed by the Board of Education.
- Article II. The Advisory Committee may direct its advice toward the Career Technical education programs, instructor, the principal, or the board of education. It shall limit its activities to matters that directly concern the Career Technical Education program.
- Article III. It shall be the duty of the Program Advisory Committee to:
- a. Help maintain good public relations between Gadsden City Schools' career technical education program and the community.
 - b. Assist the administration in determining the needs of the community.
 - c. Advise the administration about addressing the needs of the community.
 - d. Help to adapt the career technical education program to changes in society.

Section B: Membership

- Article I. Number of Members: The committee shall consist of a minimum of five members from business/industry.
- Article II. Selection of Members: Local craft committee chairpersons will automatically serve on the GCTEAC. The Career Technical Director may appoint additional members.
- Article III. Representation: Members shall be selected in such a way that they represent a cross-section of business the community and is open to any qualified persons regardless of race, creed, sex, or national origin.
- Article IV. Beginning of Term: The term of a new committee member shall begin on October 1.

Article V. Loss of Membership: An individual will be subject to loss of membership if he fails to attend three successive meetings without presenting in advance a valid excuse for this absence to the Committee chairman. Members will not send alternates if they cannot attend a meeting.

Article VI. Selection of Replacement Members: The committee shall select replacements by the procedure stated in Article II, Section B.

Section C: Officers and Their Duties

Article I. The officers shall be Chairperson and Vice Chairperson. The Career Technical Director will serve as Secretary.

Article II. The officers shall be elected annually by a majority vote of the committee members at the first meeting.

Article III. The Chairperson shall be elected from a group of members who have served on the existing committee for at least one year. His/her duties shall be as follows:

- a. To preside at all committee meetings.
- b. To appoint special committees, this may include persons other than the committee members.

Article IV. The Vice Chairperson shall perform the duties of the Chairperson during his/her absence.

Article V. The duties of the Career Technical Director shall be:

- a. To prepare the Meeting Agenda
- b. To keep attendance records of committee members.
- c. To keep a record of all meetings.
- d. To distribute minutes of the committee meetings and copies of other committee documents to committee members, Gadsden City Schools members, and others who may be concerned.
- e. To notify members of time and place for meetings
- f. To prepare progress reports for committee

Article VI. The duties of the instructor(s) shall be:

- a. To assemble an Advisory Craft Committee

- b. To prepare meeting agendas for his/her craft committee meetings
- c. To reproduce meeting minutes for distribution to craft committee members and Career Technical Director.
- d. To make arrangements for all meetings.
- e. To notify members of date, time, and place for meetings.
- f. To prepare progress reports for the committee.

Section D: Meetings

- Article I. The committee shall meet at least twice a year with special meetings being called by the Chairperson and/or Career Technical Director when necessary.
- Article II. The meetings shall not last for more than two hours unless so voted by the committee members.

Section E: Changes in the Bylaws

- Article I. Changes in the Bylaws may be suggested by a two thirds majority vote of the committee membership. Changes made require the approval of the Gadsden City Board of Education before being adopted by the committee.
- Article II. Suggested changes in bylaws must be presented in writing one week before the meeting in which they are to be proposed.

NEEDS ASSESSMENT

I. Definitions and Purposes

- A. Needs Assessment is the process whereby each Career Technical instructor reviews inventory annually and makes a needs list for the upcoming year. The needs assessment is completed and reviewed by principals and local director for clarification. The ultimate needs list, of course, is submitted in the form of a Request for Purchase Order (LA5) which is initiated by the instructor, approved by the local school administrator, and the local director and/or superintendent before bidding and purchasing are done. The instructor has the primary responsibility for determining what is needed and initiating the purchases.
- B. Budgeted money for salaries, equipment, supplies, services, etc. come from three sources: local; state; and federal; and these are earmarked for certain designated purposes.
 1. State Career Technical money is the appropriated money by the state for secondary Career Technical programs. This money is separate from the school system's minimum-funded programs.
 2. Federal Career Technical money is appropriated money by the federal government for purposes of giving special assistance to the state for Career Technical programs.
- C. Local money is distributed to instructional programs in the following category:
 1. Maintenance
 - a. An instructor receives \$300.00 plus \$3.00 per student enrolled the previous year as an operating maintenance fund.

- b. This fund is for small items or service expenditures.
2. Travel
- a. Travel funds are provided annually to reimburse for in system travel expenses.
 - b. Minimal travel funds are also provided annually to reimburse out-of-system travel to conferences and workshops.

Career Technical Travel and Maintenance Policy

I. Definitions

- D. Travel - includes intra and out of system miles traveled, lodging, meals, registration fees, parking fees, all of which, are reimbursable when related to the instructional program or professional development of the instructor or other staff member.
- E. Maintenance – local financial support toward instructional supplies, materials and equipment for career technical education purposes only.

II. Purposes

- F. Intrasystem Travel is to reimburse career technical education instructor/staff member for travel expenses required in fulfillment of training requirements for students. All travel must be related to the instructional program and may include the following:
 - 1. Miles traveled for instructors who teach at more than one school.
 - 2. Cooperative work program sites to evaluate students and consult with employer.
 - 3. Health Education clinical site visits
 - 4. Travel to local vendors for instructional materials.
- G. Travel - Travel outside of our district for workshops, conferences, county, district, or state meetings for professional development or program improvement purposes.

- H. Maintenance - Local financial support is provided to emulate prevailing business and industry standards that fulfill the career cluster area requirements in an amount not less than \$300 per teacher, plus not less than \$3 per student, based upon the previous year enrollment count. These funds are in addition to the amounts otherwise allocated by the state legislature and are subject to discontinuation in times of proration.

III. Travel and Maintenance Regulations

- A. Intrasystem Travel Reimbursement must be submitted monthly to the Career Technical Director no later than the fifth day of the following month and must include the following:
 - 1. Miles traveled to and from each destination on the day(s) of travel.
 - 2. Destination, purpose, and comment
 - 3. Signature of teacher and principal
- B. Professional Leave forms are to be submitted at least two weeks prior to commencing any out of system travel and must include the following:
 - 1. Approved Professional Leave form is required prior to out of system travel.
 - 2. Official notification and /or agenda must be attached to Professional leave form for consideration.
 - 3. Estimated cost of meeting/activity is required to determine if funds are available
 - 4. Indicate Yes or No for substitute need.
 - 5. Add Aesop confirmation number.
 - 6. Signatures of Instructor and Principal are required prior to submission to Career Technical Director and Superintendent.
 - 7. Professional Leave Forms and Instructions may be located on Gadsden City Schools' web site Employees section.
- C. Registration Fees
 - 1. If Registration fees are required, a fully completed Registration form for the workshop you request to attend will be submitted to Career Technical Director.
 - 2. Registration cannot be processed until Professional Leave has been approved by Superintendent

3. Attention to conference registration due date will:
 - a. attain best rate or “early bird” rate
 - b. allow for processing time
 - c. alleviate need for Instructor to pay at the conference, in which case, registration fee receipt is required for reimbursement
- D. Travel Reimbursement Forms must include the following:
1. Attached Approved Professional Leave form
 2. Complete and accurate information as detailed on Travel Reimbursement form
 3. Receipts are required for parking, lodging, airfare, registration, if not paid in advance, and any other transportation costs not related to mileage.
 4. Mileage is reimbursed at current Board approved mileage rate
 5. Meals are reimbursed per diem with attention paid to hours of travel as stated on the reimbursement form.
 6. Principal signature or Assistant Principal may sign reimbursement and then forward to Career Tech Director.
 7. Instructor should retain copies of all forms prior to submitting to Career Technical Director.
 8. Career Technical Director and Superintendent may disallow any claims for reimbursement, which do not relate to instruction or approved professional development program. If the traveler needs an explanation, he or she will receive one upon request.
 9. Travel reimbursement checks are generally paid on Wednesday. Allow time for processing.
 10. Travel claims are for reimbursement of expenses incurred and are in no way to be interpreted as being for profit. Each teacher is liable for each entry on the claim form.
 11. Instructors are encouraged to share knowledge gained from attending workshops with co-instructors. Instructor may choose to lead a mini workshop within the local program (which may be counted towards Annual Professional Development requirements with Career Technical Director approval).
- E. Maintenance funds are from state funds and represent part of the local effort. Funds may be discontinued or postponed in times of proration. Instructors will be informed in advance when such a situation should

occur. Submission for use of funds for necessary items require attention to details outlined below:

1. Maintenance funds are available October 1. Amount is based on previous years' forty day enrollment count.
2. Instructor will complete Requisition for items needed.
3. Choose Vendor who accepts GCBOE purchase orders.
4. Career Technical Director may have purchasing knowledge and may make changes to align with bid law, and to obtain best value, delivery options, etc.
5. All requisitions should be made prior to August 1 to allow time for processing, delivery, and payment to vendor prior to fiscal year end closing of September 30.
6. It may be necessary to cancel back-ordered items if delivery delays potentially create accounting issues; such as Fiscal Year End closing.
7. Avoid purchases prior to summer dismissal and submit all outstanding paperwork to Career Technical Director prior to summer hiatus.
8. Local Vendors who do not mail invoices may present Instructor with a store receipt. Instructor is responsible for delivering receipt and signed gold copy of purchase order (materials receipt) to Career Technical Director's office immediately upon acquisition of goods.
9. Family and Consumer Science (FACS) Instructors periodically need perishable food items for instruction, prompting frequent grocery purchases. Procedure is as follows:
 - a. Instructor will submit career technical requisition near month end for following month's grocery purchases.
 - b. A blanket purchase order running on a month by month basis is issued in agreement with approved vendor.
 - c. Instructor will relinquish the approved purchase order to vendor at the first monthly transaction.
 - d. Instructor is required to assure each transaction references that month's purchase order number
 - e. Instructor verifies store is charging career technical account, and not a school account, before signing charge ticket.

- f. Instructor is required to maintain each visit's receipt to attach to signed gold copy of purchase order and submit promptly at end of month to Career Technical Bookkeeper.
- g. No purchases may be made by instructor without an approved purchase order.
- h. Instructor is the only person allowed to charge purchase with the knowledge purchase is intended for classroom use only.

Handling Live Work in Secondary Career Technical Programs

I. Live Work Definition

Live work is work done by students as part of their training program. Such work can be done either in school or on a job location and includes service, repair, or production jobs of any and all kinds.

II. Relationship to Training

Live work will be conducted when, in the opinion of instructor and Director/Administrator, the training program requires such projects for acquisition of occupational skills leading to employment. Live work will be assigned to individual students by their instructor(s) as part of the student's training program.

III. Administration

Administration and control of live work in accordance with local board of education policies are the responsibilities of the Director/ Administrator of each school. The Director/Administrator or his representative must approve all live work performed. He shall be responsible for the determination and collection of all charges and maintenance of appropriate records.

IV. Live Work Projects

Live work will be performed in specific projects for specific individuals and organizations. The scope and extent of each project will be well defined and documented before acceptance. Live work projects can be conducted for:

- A. Tax supported programs and institutions
- B. Public employees
- C. Students in the Area Career technical Centers
- D. Charitable organizations which are supported by donations
- E. Individuals and organizations
 - 1. Such live work is not designed for competition with private enterprise
 - 2. The circumstances involved are unusual and justify the acceptance of the live work
 - 3. The instructor justifies in writing why the live work is necessary for the training program
 - 4. And files a signed copy with the Director/Administrator or their representative.

V. *Release of School Liability*

The person, program, institution, organization for which live work is done shall:

- A. Assume all responsibility for the results of the work being done by the students
- B. Bear all actual cost of materials and parts involved
- C. Pay a service charge according to the schedule as prescribed by section on service charges and established by the Director/Administrator of the school to cover indirect expense
- D. Sign a form agreeing to the above conditions and specifically stipulating the work to be performed.

VI. *Service Charges for Live Work Projects*

The total charges (cost plus a service charge) for live work will be as follows:

- A. Actual cost plus percentage set by local board (20% is suggested).
- B. A minimum charge not to exceed two dollars, provided cost plus percentage does not exceed minimum charge.

In exceptional cases such as the construction of a public building, a reduced charge for the indirect expense of live work projects may be used provided the Director/Administrator or his representative concurs in writing. The school must recover all costs.

VII. *Construction Projects*

In order to protect the public, the Director must approve all construction projects of public buildings.

VIII. *Licensed Training Program*

When a licensed training program such as cosmetology or barbering is operated, services may be provided to the public within a schedule of charges established by the Director/Administrator of the school.

IX. *Restrictions on Live Work*

To avoid competition with private enterprise, live work is restricted as follows:

- A. Live work will be done only when it is essential to training and necessary for the acquisition of occupational skills leading to employment.
- B. No persons regardless of his connections shall use the Area Career Technical Centers for personal gain or profit.

X. *General Statements on Live Work*

- A. Live work is not to be started as a result of a phone conversation or as a result of a conversation with a person. A work order is to be issued for each live work project.
- B. Explain to customer before work is started that students do work.
- C. The customer must be notified when he or she should pick up the completed project.
- D. Customer is not to visit the school during the time work is in progress as this will interfere with students' instruction.
- E. Being instructional and student-oriented, projects' work cannot be guided by strict timelines.
- F. Any project done for Instructors will have a work order. Free work is not permitted in any department.

Cooperative Career Technical Education

(Alabama Work-Based Learning Manual: A Guide For Work-Based Learning Experiences in Secondary Education, November 2014)

I. Definition

Cooperative education is a structured component of the Career and Technical Education (CTE) curriculum that integrates classroom instruction with productive, progressive, supervised, paid work-based experiences in fields related to students' career objectives. Content is planned for students through a cooperative arrangement between the school and employer as a component of work-based learning.

II. Cooperative Education Seminar

Cooperative Education Seminar is a required component of the Cooperative Education work-based experience. Students enrolled in Cooperative Education programs are required to participate in the seminar one class period per week to earn a minimum of one credit. Cooperative Education is supervised by a teacher who holds a Class B or higher certificate in CTE, has taken the *Functions of the Coordinator* or *Principles of Coordination* coursework, and who completes two hours of Child Labor Law training annually.

III. Purpose

The purpose of cooperative education is to provide paid work-based experiences in an occupational setting that typically cannot be obtained in the classroom.

IV. Prerequisites

It is recommended that a student obtain concentrator status, (two courses within a CTE program), prior to enrollment in cooperative education. Students who have not obtained concentrator status must have successfully completed a minimum of one CTE credit within a program and be taking the second course required for concentrator status. This course must be taken concurrently with the Cooperative Education Seminar. In both instances the courses must be related to the student's career objective.

V. Related Instruction

Students participating in Cooperative Education work-based experiences are required to participate in Cooperative Education Seminar equivalent to one full class period per week. This one-credit course provides students with the opportunity to discuss workplace issues, submit required reports, and create/maintain a career portfolio. Students will develop additional skills in employability, ethics, personal finance, leadership, teamwork, and technical foundations in preparation for future employment or continuing education.

VI. State Department of Education Requirements

The following are essential components of cooperative education that must be in place in order for the work-based learning experiences to be recognized by the State Department of Education (herein referred to as the Department):

- A. Administrative support that ensures that instructional activities promote a quality, work-based learning experience.
- B. Qualified, certified Work-based Learning/Cooperative Education coordinators (herein referred to as the coordinator) that manage work-based learning experiences in compliance with the *Alabama Administrative Code, Career and Technical Education Methods of Administration Manual, the General Business/Industry Certification Standard, and all federal and state Child Labor Laws*.
- C. Student-learners that meet student selection criteria.
- D. WBL Seminar course offering per LEA discretion or local plan of action.
- E. Training agreements that stipulate the essential responsibilities and conditions of student employment.
- F. Training plans that list processes, knowledge, and skills that the student is expected to learn in the work-based experiences/apprenticeships and/or internships.

- G. Continually supervise work-based experiences/apprenticeships or internships performed in approved training stations under the supervision of a work-place mentor and the Coordinator.
- H. Student evaluations by the coordinator and employer/mentor.
- I. Monthly training station visits for each student.

VII. *Local Education Agency (LEA) Responsibilities*

It is the role of the LEA administration to ensure that instructional activities support and promote quality, work-based learning experiences. Positive administrative support is vital to the success of cooperative education and should be demonstrated in the following ways:

- A. Develop written policies regarding WBL at least every three years in cooperation with the Coordinator to be adopted by the local board of education for use in decision-making situations and to provide guidance in achieving program goals. See *School Regulations/Policies page 19*, (Alabama Work-Based Learning Manual: A Guide For Work-Based Learning Experiences in Secondary Education, November 2014)
- B. Assure compliance with written state and local boards of education policies.
- C. Provide facilities and up-to-date equipment to meet Business/Industry Certification standards.
- D. Facilitate the procurement of instructional materials.
- E. Schedule students into a regular school schedule until they are placed in work-based experiences.
- F. Provide opportunities for recruitment of students through assembly programs, meetings, school visits, and other venues to create awareness of cooperative education.
- G. Ensure the review of student transcripts to verify eligibility for participation in cooperative education. (*Example: Student assessment database Kuder.*)
- H. Cooperate with the Coordinator and/or career and technical education teachers in the selection of prospective students and in making school records available. (*Example: Kuder, INow*)
- I. Provide orientation for students and parents.
- J. Visit training stations.
- K. Attend the employer-mentor orientation (recommended).
- L. Review student and teacher files for required forms: *Training Agreement, Training Plan, Application for Enrollment, Teacher Recommendations, Weekly Wage and Hour Sheet, R-1, Training Station/ Agency Visit Coordinator Summary and Student Evaluations.*

- M. Require and facilitate a monthly meeting of all personnel who supervise cooperative education to discuss programs, placements, successes, and problems.
- N. Ensure that the student selection is equitable and addresses the needs of each student.
- O. Ensure that students accepted shall have met the application/selection criteria for WBL and shall have been approved for participation by the Coordinator.
- P. Ensure that the coordinator has a coordination period as identified in the table below:

Four Period Day Block Schedule	
WBL Coordinator	<ul style="list-style-type: none"> • One period for planning • Three periods for coordination

- Q. Provide the following financial support in order to support cooperative education:
 - Access to Computer Lab and Facilities when needed, classroom space, furniture, and equipment required for Business/Industry Certification.
 - Local Maintenance Funds based on state standards (not less than \$300 per teacher, plus not less than \$3 per student based on enrollment.(BIC section 4).
 - Travel funds for the Coordinator’s work-based training supervision.
- R. Place, when possible, the Coordinator on an extended contract that provides the time to plan and carry out required activities needed to manage the experience. This also allows for the possibility of *summer work-based learning experiences/ apprenticeships or internships* if desired by the LEA. The coordinators must be on an extended contract if the student is enrolled in summer school and credit is awarded for summer work-based experience.

VIII. Roles and Responsibilities

WBL requires time, commitment, and collaboration of the following partners:

- A. **Students** may, at the LEA discretion, meet with the Coordinator one class period per week (WBL Seminar) to maintain all required documentation and coursework and to accommodate student and/or employer needs based on individual circumstances. The LEA may use the online Kuder Portfolio for **updating records and/or regularly** scheduled visits by the Coordinator to meet with students. The Student

must adhere to all policies of the program and training station/agency. Students must maintain transportation to continue with work-based experience.

- B. **Parents/guardians** should provide ongoing support to the student. They should support the goals and policies of WBL and assume responsibility for the conduct of the student. Parents/guardians must sign all required forms. Parents/guardians must arrange transportation for the student to and from the training station.
- C. **Business and community partners** agree to serve as training stations/agencies providing placements for students to complete work-based learning experiences. Training mentors are responsible for evaluating student performance, ensuring that students are scheduled to meet the minimum work hours required as participants in an apprenticeship or internship, as defined in the Training Agreement, and for providing rigorous and progressive employment experiences.
- D. **Coordinators** will provide ongoing supervision to the student and will manage all requirements of cooperative education. This includes, but is not limited to, collaboration with partners, selection of students, selection of training stations, placement of students, coordination of WBL components, documentation and submission of required reports.

IX. Coordination of WBL Components

Coordination is the process of aligning administrative, organizational, and instructional activities to accomplish the objectives of WBL that requires time released from school as detailed in this manual. The Coordinator must be constantly aware of the student's performance on the job and instructional activities for optimum results. The Coordinator ensures that normal progression takes place and that a complete series of manipulative skills is acquired. These skills are supplemented by technical and general information that will make the student a competent and well-rounded employee.

During the coordination period(s), the Coordinator performs the necessary out-of-school activities including visiting training stations, observing students at work, and consulting business individuals responsible for training the student.

Coordination functions ensure that certain essential objectives are attained:

- A. Prevent any possible exploitation of students.
- B. Determine progress of students' performance on the job and in instructional activities.
- C. Help resolve problems that occur on the job.
- D. Increase the coordinator's understanding of the employer's viewpoint.

- E. Check on student's work performance, progress, habits, and attitudes.
- F. Evaluate the employer's and the employee's satisfaction with the job placement.
- G. Promote enforcement of the school's policies and procedures by the employer.
- H. Collaborate with the employer to determine the student's job performance.
- I. Make school instruction relevant to the student.

X. *Coordinator Responsibilities*

The Coordinator will:

- A. Create a Training Plan for each WBL participant.
- B. Complete training agreement with required signatures. It is through this training agreement that the essential functions are outlined and agreed to by the training mentor, student, coordinator, parent, and school administrator (see Training Agreement, page 13).
- C. Explain to the employer prior to the first written evaluation, the Work-Based Experiences/Apprenticeships or Internships "Evaluation Report" that rates the student on personal qualities and job tasks as defined in the Training Plan. (See Work-Based Learning Training Plan, page 23)
- D. Secure an evaluation at least once per grading period, at the end of the semester/term, and at other times deemed appropriate.
- E. Encourage students to become active in a CTSO related to their career objectives, career pathways, and career clusters.
- F. Prepare students for Work-Based Experiences/Apprenticeships or Internships, expectations.
- G. Inform all students within the system of the WBL opportunity.
- H. Conduct an annual follow-up with employers.
- I. Conduct an annual self-evaluation to facilitate continuous improvement.
- J. Have communication, contact, or visit (CCV) the training station of each student a minimum of once per month. (More frequent

communication, contacts, or visits (CCV) may be required to monitor students experiencing difficulties.)

- K. The student must have a “minimum” of 140 hours of apprenticeship experience or 140 hours of internship experience. The student will be awarded one credit per period for which the student is registered (the student may not receive two credits in the same class period), for successful completion (end of the term) of the career experience. (Example: Minimum of 140 hours per period per semester on a BLOCK schedule or a minimum of 140 hours per year per period on a 7 period day) A majority of these hours should be worked Monday through Friday. (WBL students may earn one credit for the completion of a work-based experience/apprenticeship or internship in the summer if they are enrolled in a formal summer school program, provided the Coordinator is on a 12-month contract).
- L. Complete and submit reports as required by the Department and LEA, (including the R-1 report that is due November 1 and March 1).
- M. Validate that all students complete all components of the coursework required for the Cooperative Education Seminar, have averaged 15 hours per week and completed a minimum of 270 hours of work-based experience per credit awarded. A majority of these hours must be worked Monday through Friday. (Cooperative education students may earn one credit for the completion of a minimum of 270 hours of work-based experience in conjunction with the Cooperative Education Seminar in the summer, if they are enrolled in a formal summer school program provided the coordinator is on a 12-month contract. Hours earned during the summer may not count toward hours in any other term.)
- N. Manage an advisory committee according to procedures outlined in the SDE Advisory Committee Handbook located at www.alsde.edu and the Business/Industry Certification standards.
- O. Complete and submit reports as required by the Department and LEA, (including the R-1 report that is due October 1 and March 1.)

XI. Coordinator Business/Community Contact Responsibilities

The coordinator needs adequate time prior to the opening of school to make business/community contacts in order to facilitate the implementation of work-based learning experiences. Making contacts in the community is critical to the success of the work-based learning experience. The coordinator will:

- A. Visit the business and industry leaders in the community to explain the opportunities available, as well as benefits of the work-based learning experiences to the employer.
- B. Develop a work-based learning brochure/handbook to distribute to business, industry, the school community, and other stakeholders.
- C. Develop a communication plan to keep the community informed regularly of work-based learning experiences. Suggested forms of media include, but are not limited to, presentations, articles, television programs, billboards, radio spots, etc.
- D. Facilitate placement of students in employment. No job is guaranteed.
- E. Participate in Program Advisory Committee meetings for all school CTE programs.

XII. Required Documentation

Each step in the WBL process has documentation that must be completed. This documentation must be kept on file a minimum of three years or as directed by LEA Policy. Required documents must be on file (paper or electronic) in the Coordinator's office and must include the following:

- A. Individual Student Record:
 - 1. Application for Enrollment
 - 2. Resume (recommended)
 - 3. Interview Evaluation form
 - 4. Training Plan
 - 5. Training Agreement
 - 6. Work-based Learning Evaluation Reports (one per grading period)
 - 7. Training Station/Agency Visit Coordinator Summary
 - 8. Wage and Hour Reports
 - 9. School Regulations and Policies (signed)
 - 10. Teacher Recommendation forms (3) including a recommendation from the cluster course teacher related to the student's career objective
 - 11. Interest/Aptitude Inventory (recommended)
 - 12. Safety training documentation
 - 13. Proof of Insurance and Emergency Contact Form
 - 14. Potential Training Station Evaluation (recommended)

15. Student Evaluation of Training Station/Agency (at conclusion of work-based experience)
16. Alabama Career Readiness Certificate or Work-Based Readiness Credential (if applicable)
17. Other forms as required by the LEA or training station

XIII. Documentation of Monthly Coordinator Visits

All coordination communication, contacts, or visits (CCV) must be documented. A written summary is required for each CCV. Each coordination visit must include documentation of a contact with a supervisor to ensure implementation of the Training Plan and Training Agreement. When making the monthly coordination communication, contact, or visit, (CCV) the Coordinator's records may include

- A. Duties and tasks relative to the Training Plan.
- B. Student's performance on assigned responsibilities and work habits including dress, grooming, general appearance, attendance, safety, etc.
- C. Quality and quantity of work expected and performed.
- D. Student's attitude toward the job, employer, co-workers, etc.
- E. Student's reaction to rewards, criticism, and disciplinary action.
- F. Safety conditions of the training station.
- G. Validation of the student's work hours for work-based experiences/apprenticeships or internships, including punctuality and regularity of attendance.
- H. Student's rotation through different job experiences ensuring that they are diverse, rigorous, and progressive.
- I. Student's preparation for position/job change or advancement.
Additional opportunities for involvement in work-based learning experiences.

XIV. Extended Contract Responsibilities

It is recommended that the Coordinator should be on an extended contract that provides the time to plan and carry out required activities needed to manage the experience. Listed below are a number of activities that must be completed in preparation for the next school year if the student and community needs are to be met:

- A. Schedule meetings with parents.
- B. Coordinate summer work-based learning experience.
- C. Locate and secure prospective training stations.

- D. Provide summer coordination for students continuing in apprenticeships or internships throughout the summer break.
- E. Plan the instructional program.
- F. Assess and counsel students.
- G. Participate in professional development through job shadowing to meet the technical awareness hours required by BIC.

XV. LEA Supervision of the Coordinator Extended-Contract Period

Supervision of the extended-contract period is the responsibility of the LEA. The minimum standards for an extended contract for the Coordinator beyond the regular school term require the submission for LEA approval of a written Program of Work for the extended time period. The LEA shall have on file documentation of appropriate CTE activities with measurable goals, objectives and timelines for each teacher with an extended contract. The Coordinator must file a weekly itinerary in advance with the local CTE administrator or principal to account for time both on and off campus. (This does not exclude the LEA from requiring weekly itineraries for 9 and 10 month Coordinators during the school year.)

XVI. Selection of Students

The student is the most important component in work-based learning. In all cases, the coordinator must ensure that the student has a clearly defined career objective in the cluster for which employment is being considered. Students must have the ability, aptitude, and attitude for successful employment.

In situations where students have an IEP and/or pursuing the Alabama Occupation Diploma (AOD), it is required that the Coordinator participate in the development of the Individual Education Program (IEP) prior to placement in work-based learning experiences. It is also strongly recommended that a CTE teacher representing the cluster related to the student's occupational objective also be included in the IEP development process.

XVII. Determination of Student Eligibility

The coordinators shall ensure that all requirements for cooperative education are met. The Coordinator ensures that the student:

- A. Is at least 16 years of age.
- B. Is classified as an 11th or 12th grader.
- C. Is on track for graduation
- D. Has a clearly defined career objective.

- E. Possesses the knowledge, skills, behavioral qualities, and abilities required for successful employment.
- F. Is physically and mentally capable of performing the “essential functions” of the desired work-based experience. (Essential functions are responsibilities that must be performed by the position as identified by business and industry professionals. This list should be discussed with all students and/or at all IEP meetings).
- G. Has successfully completed the required prerequisite course, Career Preparedness, or documentation of course content objectives achieved for students on a regular diploma track.
- H. Has an acceptable attendance, grade and discipline record as validated by the Coordinator.
- I. Has completed an *Application for Enrollment*.
- J. Has provided the names of a minimum of three educators who know and are not related to the student who will complete recommendation forms including the teacher of the career cluster course if applicable.

XVIII. *The Steps for selection are:*

- A. **Recruitment by Coordinator** - A planned recruitment campaign is appropriate and necessary. Support is needed from teachers, counselors, administrators, parents, and students. Activities should be planned well in advance to articulate with overall school calendars and to have adequate time to visit feeder schools. Publicity should include purposes, career opportunities, and enrollment procedures. Designate a specific time frame for recruitment activities. The following are suggested recruitment activities:
 - 1. Classroom Visits
 - 2. Posters/Flyers/Brochures
 - 3. Awareness Presentations
 - 4. CTSO Presentations
 - 5. Assembly Programs
 - 6. Advisory Committee Presentations and participation for all CT Program areas
 - 7. Distribution of Enrollment Information and Applications
 - 8. Personal and Parental Contact
 - 9. Other
- B. **Application by students** - To be considered for acceptance in cooperative education, the student must submit a completed application. The application provides information relative to the

student’s interests, abilities, and adaptability in relation to the chosen career objective ((See *Application for Enrollment pages 30-31*, (Alabama Work-Based Learning Manual, November 2014)) A ***minimum of three completed recommendation forms*** must be submitted to the Coordinator. These forms must be submitted by the current/former course teachers. *Other teachers, counselors, or administrators may submit additional forms.* ((See *Teacher Recommendation Form*, page 28, (Alabama Work-Based Learning Manual, November 2014))

C. Evaluation -The Coordinator will accept or reject an application based on:

1. Document and record review, such as attendance, academic and discipline.
2. Student interview.
3. Specified career objective. (Example: Listed in Kuder along with the Four Year Plan)
4. Interest in learning the skills for a chosen career.
5. Incomplete forms.

XIX. Placement of Students

The Coordinator will ensure that all placements relate to the student’s career objective and adhere to all state and Federal and Alabama Child Labor Laws.

Students may be employed at businesses or industries where immediate family members will be acting as their supervisor. A student may not be employed in any hazardous occupation, as defined by Federal and Alabama Child Labor Laws.

The Coordinator could send the training mentor more than one applicant or trainee, if appropriate. If an employer wants to train a specific student, they must agree to abide by the work-based learning policies. The student’s career objective should align with the training placement and the Coordinator must approve it.

XX. Selection of Training Stations

Appropriate training stations meet the following criteria:

- A. Comply with Office for Civil Rights regulations.
- B. Provide worker compensation insurance when applicable.
- C. Provide on the job experiences.
- D. Understand the goals and objectives of work-based learning.
- E. Collaborate with the Coordinator to identify the student’s additional training and teaching needs.

- F. Provide rigorous and progressive occupational training and educational opportunities.
- G. Participate in the development of the student’s training plan. (See Work-Based Learning Training Plan, page 14)
- H. Allocate time to work with the Coordinator to monitor the implementation of the training plan and evaluate the progress of the student in meeting the goals and objectives of the work-based experiences.
- I. Provide the required hours for work-based experiences/apprenticeships or internships for course credit.
- J. Provide compensation information.
- K. Ensure a safe work environment and complies with local, state, and federal labor regulations related to minors.
- L. Exemplify high ethical standards.
- M. Meet geographic requirements as defined by the LEA.
- N. Assign Interns a mentor who is willing and able to,
- O. Assist the student in establishing goals relative to career development, provide training to develop skills for the immediate task and future opportunities, reinforce the value and relevance of academic skills, advise the student in terms of job performance, growth opportunities, and networking.
- P. Coach the student on specific job skills. Reinforce the health and safety requirements in the workplace.

XXI. Student Information and Reporting

- A. Student Grading - The Coordinator must set high standards for students and expect high-quality work. *A complete record of all grades earned must be maintained.* Grades for work-based experiences/apprenticeship or internship are determined by the Coordinator through utilization of written evaluations of the students' job performance and consultation with the employment supervisor. Written employment evaluations are given **at least once per grading period**, and at other times deemed appropriate. It is the responsibility of the Coordinator to secure ratings from the employer on the student’s personal qualities, job performance and incorporate this information into the final grades for each student. Evaluations must be reflective of progress on skills, knowledge, and processes identified in the *Training Plan*. Reports are to be included in the student’s portfolio or as outlined in the WBL Seminar course in the *Alabama Course of Study: Career and Technical Education*.

- B. Student Attendance- If it is necessary for a student to be absent from the job, the students must contact the employer and the Coordinator prior to the absence to provide notification and/or secure permission.
- C. Weekly Wage and Hour Report - Compliance with all Federal and Alabama Child Labor and minimum wage laws is required. Students may not work in a training station that would pay a lower training wage for hours worked. Each student must keep a record of hours worked each day and wages earned in an apprenticeship or internship. These records are checked weekly by the Coordinator and verified with the training station.

JOB PLACEMENT PROGRAM

Purpose: A Career Technical Education program lacks total meaning without a job placement program. Not only is job placement everybody's business. It is also everybody's business to know how he fits into the total coordinated effort to place trainees. The purpose of this document is to clarify the roles of teachers, counselors, administrators, and all others that will be involved in the job placement process.

I. LEA Commitment To Job Placement

The Gadsden City Board of Education recognizes the need for, and shortage of, qualified workers in Alabama and Gadsden. It is their goal to provide business with educated, productive, wage-earning and tax-paying students. The Board highly favors a coordinated job placement program that allows for the fullest development of one's individual abilities, and will continue to strive to serve the needs of the community businesses.

- A. Provide job skills and work ethics through classroom instruction.
- B. Assess student's interests, skills, aptitudes, and abilities to determine training and job placement.
- C. Provide early leavers or completers with support services for acquiring jobs or further training.
- D. Arrange a central contact person or coordinator for contacting employers or coordinating contacts with employers.
- E. Arrange placement program that allows coordination within and among schools, other related agencies, and employers.

- F. Make the job placement program a twelve-month program for year-round services and utilize twelve-month personnel in doing this.
- G. Arrange a public relations program for promoting training and job placement.
- H. Conduct job surveys yearly
- I. Conduct follow-up of completers/leavers.
- J. Involve non-Career Technical and Career Technical staffs in the planning of comprehensive job placement program.

II. Continuous In-Service Training In Job Placement and Follow-Up

- A. The Career Technical teachers, counselors, and administrators have worked on the development of a job placement program. When all plans have been formulated for all phases of the coordinated job placement program, the responsibilities of teachers, counselors, administrators, and other related persons will be outlined. The job placement plans for cooperative programs are outlined in another section of this document.

III. Career Technical Staff Responsibilities

- A. Teachers
 - 1. Gather job related information from Career Technical students upon enrollment and just prior to exit, including:
 - a. Work experience
 - b. Interests
 - c. Plans
 - d. Social security number
 - e. Resume
 - 2. Help students plan a Career Technical program leading to full-time employment.
 - 3. Contact employers and continuing education personnel concerning students' employment or postsecondary training.
 - 4. Solicit help of craft committee in identifying job opportunities.
 - 5. Provide employment information and orientation to students.

6. Work closely with counselors in interpreting results of interest inventories and aptitude tests.
7. Prepare a comprehensive "documentation of evidence" on each student's Career Technical and related skills for use in referral to jobs and further training.
8. Arrange job interviews for students.
9. Work with others to:
 - a. Develop and implement a follow-up study for improvement of career and placement services
 - b. Develop a data system for recording and updating information on job openings, job referrals, placements, and follow-up
10. Prepare students for their roles in the follow-up process.

B. School Administrators

The school superintendent, principal, and Career Technical director must provide leadership for the coordinated efforts of job placement. Their responsibilities include:

1. Designate the different roles of coordinators for the placement program in the local school and the school system.
2. Participate in planning and evaluating sessions.
3. Help in arrangement of in-service programs concerning job placement.
4. Encourage the coordinated/team concept of job placement.
5. Meet with community groups to publicize the school placement service.
6. Provide leadership for a public relations program for promoting job development and placement services.

C. Advisory/Craft Committee

Advisory and Craft Committee persons can make an invaluable contribution to the job placement program since they have day-to-day contact with employers in business and industry. A few of the responsibilities would include:

1. Perform public relations for introducing the placement service to the public and gaining acceptance.

2. Identify community resources and persons who may assist in meeting the objectives of the placement service.
3. Assist with the formulation and dissemination of information regarding the operation of the placement service.
4. Provide assistance to the continuing placement program review and evaluation.
5. Locate employers willing to participate in the placement service.
6. Assist with community job surveys.

IV. Coordinated Team Effort Needed

Successful installation and maintenance of a job placement program requires student, teacher, school and school system administrators, and the business community's cooperation.

The successful job placement service is the result of cooperation and coordination among all participants. Although each participant views the placement service from a different perspective, each is intrinsically involved in the success of the program. Without the willing cooperation and participation of each member of the placement team, the placement service will, at best, fulfill only a small portion of its potential.

A cooperative effort is required to identify all facets of job placement to be performed in a school. The school administrators need to recognize the placement service as an opportunity to sell the school's product and build community support for the school program. On the other hand, the business community needs to be made aware of the benefits it can derive from participating willingly in such a program. Career Technical teachers may view the placement of the student on the job with personal satisfaction, and many feel it is a reward for their investment of time in a student. The Career Technical counselor can view placement as an opportunity to extend supportive services to students in helping them reach job-oriented goals or higher education. The students need to be made aware that the placement service is a natural outgrowth of their Career Technical preparation, and that eventually all responsibilities of this team effort will rest on their shoulders. They will have to sell their own skills in order to get a job, retain a job, and for a promotion on a job.

Some functions listed are overlapping; while for some schools, additional unlisted functions will need to be performed.

NON-DISCRIMINATORY POLICY

I. Purpose

To establish policy assuring compliance with the following legislation:

- A. Social Security Act, 1933
- B. Civil Rights Act, 1964
- C. Title IX, Educational Amendments of 1972
- D. Rehabilitation Act of 1973
- E. Section 504, Rehabilitation Act of 1975

II. Policy

The Gadsden City Board of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

III. Procedure

- A. Appoint an employee to coordinate compliance with Title IX of the Education Amendments of 1972, and Section 504, Rehabilitation Act of 1975.
- B. Disseminate this policy statement and name, title, and telephone number of coordinators to employees and students in the Gadsden City School System.
- C. Place non-discriminatory policy statement on all publications developed by the school system, including student handbooks.
- D. Disseminate grievance procedures to employees and students annually.

General Information

This section of the handbook outlines some administrative guidelines, policies and procedures which should be helpful to Career Technical personnel in understanding the total operation of the Career Technical program and following established procedures in carrying out their responsibilities.

I. Admission

A. Priority

1. Two-year occupational preparation program
 - a. Top priority will be given to students who have completed one year of the program.
 - b. Second priority will be given to those beginning the program as 11th graders, so that they will have the opportunity to complete the entire two-year program.
 - c. Third priority will be given to those beginning the program as 12th graders and fourth priority to those beginning as 10th graders.
2. Three-year occupational preparation programs
 - a. Top priority will be given to students who have previously been enrolled for one or two years.
 - b. Second priority will be given to those beginning the program as 10th graders, so they will have the opportunity to complete the entire three-year program.
 - c. Third priority will be given to those beginning as 11th graders and

- d. Fourth priority to those beginning as 12th graders.

II. Student Conduct/Discipline

Student conduct and discipline procedures will follow rules and regulations established in the Code of Student Conduct for the Gadsden City Public Schools.

The Gadsden City Public Schools are obligated to provide an atmosphere in which high performance can be achieved within a framework of high expectations. This task can be achieved only if an appropriate amount of time and resources are given to maintaining an environment of discipline conducive to the teaching/learning process. Parents and students are urged to be supportive of the Code of Student Conduct and committed to the concept of the “right to learn.”

III. Tuition And Fees*

Subject	High School	Middle School	Student Organizations	
Automotive	\$20		Skills USA	\$13
Business and Office Management Principles	\$30 \$10	\$20	FBLA	\$8
Computer Electronics	\$20		Skills USA	\$13
Cosmetology	\$20		Skills USA	\$13
Electricity	\$20		Skills USA	\$13
Electronics	\$20		Skills USA	\$13
Family and Consumer Science	\$20	\$20	FCCLA	\$12
Food and Nutrition Class	\$30			
HVAC	\$20		Skills USA	\$13
Health Occupations	\$20		HOSA	\$16
Marketing	\$30		DECA	\$12
Teaching and Learning	\$30		FTA	\$20

In addition to the fees shown, certain courses require books, tools, and/or materials that the student must furnish. As noted in the table,

additional fees are also assessed for membership to student organizations related to each course.

*Note: Refunds of fees will not be made after two weeks of a term. In accordance with state law, tuition and fees will be waived for students who cannot afford to pay.

IV. Grading System

Grades in Career Technical education programs are based upon periodic examinations, individual interest, enthusiasm, willingness to cooperate, participation, competence in the skills taught, ability to stay with a job until it is completed, and a good attitude on the part of the student. Accuracy and quality of performance is emphasized over speed.

The following grading scales are followed in Gadsden City Schools:

100-90	A	Excellent or highest performance
89-80	B	Good performance
79-70	C	Satisfactory performance
69-60	D	Poor performance
59 or below	F	Unsatisfactory performance

Each instructor will conduct a sufficient number of assessments during each six weeks period to determine accurately the level of performance.

The occupational competencies demonstrated by students in occupational preparation programs will be recorded on a suitable form. Each program will provide access to an industry recognized credential.

V. Housekeeping

The shop instructor is responsible for the care and cleanliness of the classroom and shop area. Since each classroom or shop is somewhat different, each instructor should work out a method of classroom and shop management for maintaining high housekeeping standards. In most instances, a few minutes at the end of each time block will serve to keep the shop/classroom reasonably clean and ready for the next group.

The value of student participation in clean-up cannot be over emphasized. The practice of student participation in clean-up of workbenches, machines, and their shop is founded partly on belief that it teaches habits of order and cleanliness which would be expected in their career, as well as the fulfillment of pride in a job well done.

Specific tasks that should be done to keep a shop clean are as follows:

1. Require students to brush off equipment and machines after use.
2. Instruct students to wipe tools that have come in contact with grease or oil.
3. Require benches to be cleaned at the end of each work period.
4. At least once a week, have all students on a rotating squad spend ten to fifteen minutes dusting and cleaning areas not normally covered by the janitor.

VI. *Insurance*

Every student enrolled in a Shop-based Career Technical program must carry accident insurance for his/her protection or show proof that they are covered by their parent's insurance policy in case of injury. School insurance is available at each school. The Board has made arrangements for school day insurance coverage and full coverage to be offered to the students

A student is required to take either school day coverage or full day coverage if he participates in any of the following activities:

1. Any instructional program involving the use of machinery
2. Any such other activity as the superintendent may prescribe.

VII. *Course Outline/Lesson Plans*

Each Career Technical teacher must develop/adapt and maintain on file, course outlines and lesson plans to support the instructional objectives of the course. These lesson plans/outlines are subject to review by the principal and/or Career Technical director. The course outline will include major units of study, performance task statements, instructional sequence, time requirements, etc. The lesson plan will incorporate classroom instruction, laboratory work, student organization activities, field trips, and other sources to be used in the instruction related to the lesson.

VIII. *Equipment Maintenance And Inventory*

The Career Technical teacher is expected to keep all machines, equipment, tools, and other items needed for effective instruction in good repair. He should develop a program of preventive maintenance by periodic checkups and routine maintenance of machines and equipment in order to prolong their use.

In addition to routine inventories of equipment and tools, a detailed inventory of all items should be made at the end of each semester. Current copies of this inventory should be kept in the instructor's file, with a copy of the inventory evaluation at the end of the year being filed with the Career Technical director.

Each Career Technical teacher shall:

1. Make the students aware of the importance of the proper care of: tools, equipment, furnishings, and building. Both at school and in the work situation.
2. Maintain equipment on a day-to-day basis.
3. Maintain a current inventory of all equipment.
4. Report improper heating/cooling, lighting, etc., to insure that the area is conducive to learning.
5. Report persons who abuse the facility and/or equipment to the principal/Career Technical director.
6. Secure tools and work areas before leaving the class or shop at any time.
7. Maintain a clean and well-organized learning area.
8. Insure proper ventilation at all times.
9. Do not loan tools or equipment to the public or take these items home for personal use.

IX. Procedures For Requesting Supplies, Materials, and Equipment and Reimbursement For Travel

A. Maintenance

The Gadsden City Board of Education will provide a minimum local maintenance fund of \$300.00 per teacher plus \$3.00 per student for each Career Technical teacher unit based on the preceding year's enrollment. These funds shall be in addition to the amounts otherwise allocated by the State Legislature. The amount of money budgeted for each program is provided to the teacher at the beginning of the school year.

B. Travel

Each teacher shall be reimbursed at the current board approved mileage rate for travel related to the job assignment. Appropriate forms as provided by the Board of Education must be submitted to request travel reimbursement.

Actual cost of lodging and registration fees are reimbursable as long as the traveler uses good judgment (reasonable, economical) and all expenses are well documented and properly receipted. Meals are reimbursed at a board approved per diem rate.

X. *Public Relations*

Public relations shall be a continuing responsibility of all school personnel. The Career Technical director shall be responsible for the overall coordination for the public relations program for Career Technical education. This program cannot be over-emphasized. If citizens in the school community and school system employees understand the purposes and goals of the Career Technical program, their support will be stronger for the total educational program. Individual Career Technical teachers should conduct an effective public relations program to keep the public informed about their program and should cooperate with the Career Technical director in efforts to publicize and promote the total Career Technical program in Gadsden City Schools.

XI. *Records And Reports*

Each Career Technical teacher in the Gadsden City School System is responsible for devising and using a record and filing system to ensure maintenance of current and accurate documentation of all records pertaining to his program. These records shall include:

1. Attendance record
2. Student occupational objective
3. VIP's (if applicable)
4. Inventory of equipment and furnishings
5. Student organization membership list
6. Student progress record
7. Document of evidence
8. Craft committee and minutes of meetings
9. Any other documentation required for maintaining Business and Industry Certification.

XII. *Relationship Among Teachers, Principals and Career Technical Director*

The Career Technical teachers located at the various schools are under the direct supervision of the school principal. The administrative policies, communication from the Board, assignments of daily work, and instructional schedules will reach the teachers through the principal. The

principal and Career Technical teacher are to consult with the Career Technical director before initiating new procedures, plans or activities in or related to Career Technical programs in the schools. The principal will share any evaluations he conducts with the Career Technical director. The Career Technical director will share any program evaluation information with the principal at the school where the program is located.

XIII. Safety

- A. It is the responsibility of each instructor to teach safety as an integral part of all job tasks. Students are to be properly instructed in safety procedures before they are allowed to operate any piece of equipment. Teachers are to be sure that adequate safety protective equipment is available, in good repair, and used when necessary.
- B. Section 1 and 2 of Act No. 168, Special Session 1965 of the Alabama Legislature, provide the following:

Section 1. Every pupil and every teacher in the public schools shall wear industrial quality eye protection devices while participating in the following courses.

- 1. Career Technical or industrial arts, shops, or laboratories involving experience with:
 - a. hot molten metals
 - b. milling, sawing, turning, shaping, cutting or stamping of any solid materials
 - c. heat treatment, tempering, or kiln firing of any metal or other materials
 - d. gas or electric arc welding
 - e. repair or servicing of any vehicle
 - f. caustic or explosive materials
- 2. Chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids.
- 3. The board of education or other governing authority of each school shall furnish the eye protective devices prescribed in this section free of charge to the pupils and teachers of the school participating in the courses described in subsection (a) of this section.
- 4. The board of education or other governing authority shall furnish eye protective devices to all visitors to the courses heretofore named.

Industrial quality eye protective devices as used in this section shall mean devices meeting the current standards of the American Standard Safety Code for head, eye and respiratory protection, promulgated by the American Standards Association, Incorporated. ((Acts 1965, 1st Ex. Sess., No. 168, p. 219, §§ 1-3.), 1965)

XIV. Student Organizations

- A. The Gadsden City Board of Education recognizes that co-curricular activities are valuable to the total school program.
- B. All Career Technical students shall have access to and be encouraged to affiliate with the national and state chartered Career Technical student organization that relates to the program in which they are enrolled.
- C. Career Technical student organizations will be organized as an integral part of Career Technical education instructional programs with each Career Technical teacher participating as advisor or assisting the advisor the principal/Career Technical director shall provide sufficient time during the school day for monthly/bimonthly meetings of the organizations at their schools.
- D. All fund-raising activities for any Career Technical student organization must be approved first by the Career Technical director or by the principal if the organization is at the home school.
- E. The organizations and their advisors will keep accurate records of sales and purchases.
- F. All money must go through the school office where the organization is located. All moneymaking funds are to be turned in to the office. Records will be kept in the office.

XV. Visitors To Classes

- A. Instructors should not permit visitors during class time unless cleared through the office. The principal/director should be aware of visitors on campus.
- B. Visitors are required to register with the main office.
- C. Students must have a pass from their instructor before visiting another department. This policy is important to keep class and shop interruption to a minimum.

XVI. Student Fees

State laws and administrative rules of the State Board of Education restrict the collection of fees from students:

Alabama Code § 16-13-13 Fees for courses. It is the intent of the Legislature that no fees shall be collected in the future in courses required for graduation. In courses not required for graduation, local school boards may set reasonable fees for courses requiring laboratory and shop materials and equipment, provided, however, that such fees shall be waived for students who cannot afford to pay the fee. Any funds collected in fees shall be spent on the course for which the fee was levied. This section shall not be construed to prohibit community groups or clubs from fundraising activities, provided, however, that student shall not be required to participate in such fundraising activities.

Alabama Code § 16-6B-2 Core curriculum. (a) The following words and phrases used in this section shall, in the absence of a clear implication otherwise, be given the following respective interpretations: (1) **REQUIRED COURSES.** Courses which (FINANCIAL PROCEDURES FOR LOCAL SCHOOLS, Student Fees, Section 8 Page 1, Approved June 10, 2010)

In reading the guidance above, it can be noted that academic fees during the regular school term (excluding driver education) may only be charged for materials and equipment used in instructional courses, and that the fees collected may only be used in the course for which the fee was collected. Actions against a non-paying student, such as withholding grades, report cards, transcripts, academic recognitions, and graduation activities, are prohibited. However, state laws governing textbooks may require the withholding of additional textbooks for a student due to unpaid lost or damaged textbook fines. (See Alabama Code § 16-36-69)

Glossary

1. Accountability. The measurement of the educational effectiveness and efficiency of a program.
2. Accommodations. Alterations in the way tasks are presented that allow students with learning disabilities to complete the same assignments as other students. Accommodations do not alter the content of assignments; give students an unfair advantage; or in the case of credentialing, technical skill attainment, and business and industry skill assessments, change what a test measures.
3. Advisory Committee. A core group of business, industry, and community individuals with knowledge related to a specific CTE program that provides advice on program components.
4. Advisory Council. Skilled and knowledgeable individuals organized at the state or system level organized to provide advice on occupational and employment trends, societal needs, and relevance of CTE offerings in meeting these needs.
5. Business/Industry Certification (BIC). The validation that CTE programs comply with and maintain quality standards as agreed upon by business and industry, education professionals, and the Department.
6. Career Cluster. A grouping of occupations and broad industries based on commonalities. The 16 career clusters provide a framework designed to prepare students to

transition successfully from high school to employment or further education.

7. Career Objective. A student's statement of interest toward seeking future employment in a given occupation based on knowledge obtained from a career assessment, personal experiences, exploration and discovery experiences, etc.
8. Career Pathway. A specialized grouping of knowledge and skills within a career cluster.
9. Career and Technical Alternative Baccalaureate Certificate (CTABC). A teaching certificate requested for an individual who holds a B.S. degree from a regionally accredited institution and meets additional Department requirements as outlined in the *CTABC Summary*.
10. Career and Technical Education Center. A specialized school that may serve two or more high schools that shall provide five or more occupational program to be used exclusively or principally in providing services to students in preparation for employment or further education.
11. CTE Program. An area of study that blends academic, occupational, and life skills leading to a credential, employment, or further education.
12. Career and Technical Implementation Plan (CTIP). A component of the Individualized Education Program (IEP) for the CTE student who needs accommodations and/or modifications in the CTE course.
13. Career and Technical Education Level Certificate or Specialty Area Certificate. A CTE teaching certificate awarded to individuals who meet occupational standards and Department requirements for technical education and health science endorsements.
14. Career and Technical Student Organization (CTSO). An organization that functions as an integral part of the CTE instructional program with state and national affiliation that provides support for skill attainment and leadership development. CTOSs recognized in Alabama are: DECA-An Association for Marketing Students, FBLA-Future Business Leaders of America, FCCLA-Family, Career and Community Leaders of America, FFA, HOSA, SkillsUSA, TSA-Technology Student Association.
15. Clinical Experiences. Planned activities (non-paid) promoting the acquisition of knowledge by providing opportunities for the application of theory through

- assignments in a health care setting such as a hospital, long-term care facility, clinic, community health agency, or other approved health care provider as part of a Health Science program.
16. Completer. A student earning concentrator status in a CTE program and one additional CTE credit.
 17. Concentrator. A student earning two credits in a CTE program. Courses with prerequisites must be taken sequentially.
 18. Cooperative Education. A structured component of CTE that integrates classroom instruction and learning with productive and progressive supervised work-based experiences in fields related to students' career objectives or career clusters.
 19. Courses of Study. State Board of Education approved curriculum describing minimal instructional content for CTE.
 20. Educational Plan. A developmental plan used to outline a student's course choices in support of a career goal.
 21. Extended Contract. Time that a CTE teacher is employed by the LEA beyond the traditional contract period.
 22. Lesson Plan (CTE). A CTE prescribed structured outline that guides curriculum, instruction, and assessment for a designated period of time based on course content.
 23. Live Work. Work presented from outside the classroom (may be from community sources, school-based projects, etc.) to be conducted by students that relates to the knowledge and skills taught as part of a CTE program of study.
 24. Local Maintenance Funds. Local financial support provided to emulate prevailing business and industry standards that fulfill the career cluster area requirements in an amount not less than \$300 per teacher, plus not less than \$3 per student based upon previous year 40-day enrollment count. These funds are in addition to the amounts otherwise allocated by the state legislature.
 25. Maintenance of Effort. A requirement that no local board shall be permitted to spend fewer state dollars for CTE than it did during the 1994-95 school year.
 26. Methods of Administration Manual. Document containing policies and procedures for managing CTE programs and their components. Sections within this manual include:

- Administrative Code
 - Administrative Code Interpretation
 - Administrator’s Desk Reference
 - Advisory Committee Handbook
 - Business and Industry Certification (BIC) Guidelines
 - Definitions Manual
 - Equipment Lists
 - Partnerships
 - Program Application
 - Work-based Learning Manual
27. Methods of Administration for Office of Civil Rights. Policies and procedures to ensure the rights of individuals according to the U.S. Department of Education Office of Civil Rights.
28. Modifications. Changes made to the course content. Modifications can only be made for students with an IEP seeking certificates of attendance, not for students seeking diplomas. When course content is modified, the student is not pursuing the required content standards for completion of CTE programs. In order for any student (including a student with disabilities) to earn credit that can be applied toward obtaining an Alabama High School Diploma, the content that is prescribed in the applicable Alabama course of study must be taught. If the prescribed content is not taught, then credit may not be given for this course toward the Alabama High School Diploma.
29. Negotiated Level of Performance. Level of performance agreed upon between the U.S. Department of Education and Alabama State Department of Education for state performance expectations; and between the Department and local education agencies for local performance expectations.
30. New Administrator Academy. Required professional development activities during the first year of employment, provided by the CTE section to new CTE administrators to orient them to instructional leadership, administrative tasks, and program responsibilities.
31. New Teacher Institute (NTI). Professional development activities provided to new teachers to meet requirements for a CTE Level or Specialty Area Certificate endorsed in

- technical education or health science education, or a Career and Technical Alternative Baccalaureate Certificate.
32. Nontraditional Student. A student in a program that addresses an occupational area in which the student's gender group is less than 25 percent of individuals employed nationally in the occupational area.
 33. Postsecondary Education. Education after high school.
 34. Professional Development Plan. A document that details the professional development framework, methods of delivery, and the learning outcomes for CTE teachers and administrators.
 35. Program Application and Accountability Plans for CTE. The funding application that is a part of the LEA's comprehensive plan addressing the administration and management of CTE programs. The Department distributes federal funds based on this application and pursuant to the policies, procedures, rules, and regulations of the State Board of Education.
 36. Program of Study. A sequence of instruction consisting of coursework, co-curricular CTSO activities, work-based learning, and other learning experiences that provides preparation for a career.
 37. Program of Work. An organized list of tasks and objectives that includes timelines, activities, responsibilities, and evaluations.
 38. Safety Assessment. The means of determining that students can perform at a proficient level (100%) regarding safety requirements of the CTE course.
 39. Special Populations. Individuals with disabilities; from economically disadvantaged families, including foster children; preparing for nontraditional training and employment; and single parents, including single pregnant women.
 40. State Plan for CTE. Accountability plan written by the state CTE Section and approved by the State Board of Education and the U.S. Department of Education addressing requirements of federal legislation to ensure continued Career and Technical funding.
 41. Syllabus (CTE). An overview, summary, or outline of a course listing the course name, prerequisites, course goals, course description, and assessment procedures.

42. Work-Based Experience. A methodology that provides students with educational opportunities in a work setting that typically cannot be obtained in a classroom.
43. Work-Based Learning/Cooperative Education Coordinator. An individual who holds a Class B or higher certificate in Career and Technical Education, has taken the coursework “Functions of the Coordinator” or “Principles of Coordination,” and coordinates a program of study and practice that provides legal employment for students with structured work-based experiences and school-based instruction. (Morton, Repealed and Adopted effective January 12, 2006)