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GADSDEN CITY SCHOOLS

Instructor Guide

GADSDEN CITY SCHOOLS

Career Technical Education Handbook

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Table of Contents

Mission Statement..... 1

Career Technical Education Advisory Committee 3

Needs Assessment 10

Career Technical Travel and Maintenance Policy 12

Handling Live Work in Secondary Career Technical Programs 17

 Release of School Liability 18

 Licensed Training Program..... 19

 Restrictions on Live Work 19

 General Statements on Live Work..... 19

Cooperative Career Technical Education..... 20

Dual Enrollment 27

Job Placement Program 28

Non-Discrimination Policy..... 32

General Information..... 33

Glossary 43

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.

A Career Technical Education 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.

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 those characteristics necessary for success in the workforce.
- To provide occupational training to students allowing for job placement upon program completion and continued on the job training.

Career Technical Education has become a critical part of the K-12 experience for students across Alabama. By helping students connect knowledge and technical skills through problem-based and hands-on instruction, CTE is laying the foundations for Alabama's future workforce. Whether a student wants to pursue post-secondary education, military enlistment, or go directly into the workforce, CTE provides students with the opportunity to find their passion, develop critical skills, build leadership and teamwork characteristics, and understand how K-12 education is preparing them for adulthood.

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 workforce and to contribute in the home.

Career Technical Education does more than simply prepare students for careers; it provides Gadsden City Schools' students with an opportunity of a seamless education-to-workforce continuum equipping them with 21st Century technical skills necessary for success in career and in life.

Career Technical Education Advisory Committee

“Advisory Councils and Committees consist of a core group of business, industry, and/or community members who serve as advisors to the program. Each LEA shall have a system-level CTE Advisory Council and each CTE program shall have an advisory committee.” (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 seven 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 capacity.
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 as ex-officio members of GCTEAC.
2. The Career Technical Director may appoint additional members to serve on the GCTEAC.

D. Operation of Committees

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 and 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. The instructor and /or fellow experienced craft committee members will be responsible for:

1. Providing new members with a general orientation
2. Reviewing the “rules of operation” for new members, and providing the Alabama State Dept. of Education Career Technical Advisory Committee handbook available from ALSDE
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 Gadsden City Board of Education Career Technical Education Director.
- 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. Method of Selection of Members: The members may be chosen from a large sampling of individuals who shall be nominated by a selection committee. The school administrator and school representative may serve on the selection committee.

- Article III. Representation: Members shall be selected in such a way that they represent a cross-section of business, industry, and 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, 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 the 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 is submitted in the form of a Funding Request 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, based upon the previous year 40-day enrollment count, as an operating maintenance fund.
 - b. A written budget shall be developed by each CTE program.

- c. 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

- A. 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.
- B. Maintenance – local financial support toward instructional supplies, materials and equipment for career technical education purposes only.

II. Purposes

- A. 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.
- B. Travel – Travel outside of our district for workshops, conferences, county, district, or state meetings for professional development or program improvement purposes.
- C. 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 previous year 40-day 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. Official notification and /or agenda must be attached to Professional leave form for consideration.
 - 2. Estimated cost of meeting/activity is required to determine if funds are available.
 - 3. Indicate Yes or No for substitute need
 - 4. Frontline Confirmation Number
 - 5. Signatures of Instructor and Principal are required prior to submission to Career Technical Director and Superintendent.
 - 6. Professional Leave Forms and Instructions may be located on school system web site under Employees section <https://www.gcs.k12.al.us/employees/>
 - 7. Approved Professional Leave form is required prior to out of system travel and must be attached to travel reimbursement form after workshop or conference.
- 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 proceed 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 Aesop Frontline Approved Absence email printout
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 or meals.
4. Mileage is reimbursed at current Board approved per mile rate
5. Meals are reimbursed per diem with attention paid to hours of travel as stated on the reimbursement form. Meals provided by conference are not reimbursable as they are included in registration cost.
6. Instructor should retain copies of all forms prior to submitting to Career Technical Director.
7. 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.
8. 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.
9. 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 unless proration prohibits. 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 correct 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. **SECTION 9 Page 1 of 3**

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 their representative must approve all live work performed. He/she 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.

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. Persons who are having work done are not to visit the school to check on projects during the time work is being done.
- 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

Work-Based Learning 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. The purpose of cooperative education is to provide paid work-based experiences in an occupational setting that typically cannot be obtained in the classroom. (Alabama Work-Based Learning Manual, (Revised: November 2014)(December 2015))

I. The Gadsden City Board of Education recognizes the importance of the school and community linkage in training individuals for specific occupations; assisting individuals with the transition from school to the world of work; providing an environment for developing proper skills, knowledge, work and safety habits, and pride in achievement. As such, WBL/Cooperative Career Technical Education programs will be provided to the extent possible to strengthen this linkage. These programs will operate in compliance with general Career Technical education policies established by the Gadsden City Board of Education and program standards outlined in Alabama Career Technical Education Standards and Policies for Quality Programs in Secondary Schools.

Each WBL/Cooperative Education Career Technical education program shall provide on-the-job training that:

- A. Is related to existing employment opportunities which offer promotion and advancement;
- B. Is related to the students' occupational objective

- C. Does not displace other workers who can perform such work;
 - D. Is conducted in accordance with written training agreements and training plans.
- II. Guidelines for Operation of WBL/*Cooperative Education* Career Technical Education Programs
- A. Selection of Training Stations
- 1. Training Stations will be selected by the coordinator of each Career Technical education WBL training program (herein known as the coordinator) to provide an adequate training program to develop the student's career objective. The following criteria will be considered in selecting training stations:
 - a. Employer's attitude toward cooperation with the school in the operation of cooperative education
 - b. The range and scope of the work-based experience provided by the training station.
 - c. Adequacy of equipment and facilities to provide the training necessary to achieve the student's occupational objective
 - d. The instructional potential of the training station
 - e. Location of the work-based learning
 - f. Employer's assurance that students will be employed and compensated in conformity with federal, state and local laws and regulations
 - g. Employer's agreement to employ students for the time specified to achieve the student's occupational objective
 - 2. A Training Station evaluation form will be completed by the coordinator and maintained on file for each training station.
- B. Selection of Students
- 1. All eligible students shall be provided information relating to the content of cooperative education programs, basic entry requirements, and process of enrollment.
 - 2. Any student interested in enrolling in Work-Based Learning Career Technical education must complete the application for entry and be interviewed by the

cooperative coordinator prior to enrollment in a cooperative program.

3. Students will be selected for the program without regard to race, color, handicap, sex, religion, creed, and national origin.
4. The selection process must be fair, equitable, and address the needs of all students.
5. The student's application, career objective, and interview record will be kept on file by the WBL coordinator.
6. The career technical counselor will assist in placing students in the proper instructional program in relation to the student's placement and career objective.
7. Students selected for the WBL program must be placed in on-the-job training to receive credit.
8. Those not placed will be returned to the regular school program.

C. Basic entry requirements are:

1. Student must be at least (16) years of age
2. Student must have earned fourteen (14) credits at beginning of the Junior school year
3. or twenty-two (22) credits at beginning of the Senior school year

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

1. Possesses the knowledge, skills, behavioral qualities, and abilities required for successful employment.
2. Has successfully completed the required prerequisite course(s).
3. Is classified as an 11th or 12th grader.
4. Is on track for graduation.
5. Has an acceptable attendance, grade and discipline record as validated by the Coordinator.
6. Has completed an Application for Enrollment.

E. Training Agreements and Training Plans

1. Who Approves Training Agreement
 - a. Coordinator
 - b. Employer
 - c. Local Administrator

- d. Student
- e. Student's Parents
- 2. Training Plan
 - a. Will specify the learning experience tasks to be provided through the on-the-job training,
 - b. Will specify the related study for developing competencies related to the student's occupational objective.
 - c. Will be on file for each student
- F. Student Visitation and Evaluation
 - 1. Coordinator will visit each student at the training station one or more times per grading period.
 - 2. Coordinator will observe and evaluate student progress.
 - 3. Coordinator will document observations of each visit and keep in student folder.
 - 4. The employer will be given an opportunity to formally evaluate the student during each grading period.
- G. Standards for Class Enrollment
 - 1. The Gadsden City Board of Education follows the criteria for enrollment in WBL classes set forth by the Alabama State Department of Education.
 - 2. Cooperative education programs shall have 30-50 employed students per teacher. (May exceed 50 if coordinator is not responsible for teaching related study.) If a combination of preparatory/basic program with coop, the number shall be 36-60 with a minimum of 20 placed.
 - 3. Students in good standing in one WBL program may be allowed to change into another WBL program only with the consent of both WBL instructors involved.
 - 4. Students who have been eliminated from one WBL program for failure to carry out the responsibilities of that program may not enroll in another WBL program unless approved by both WBL instructors involved and the principal.
- H. General WBL/*Cooperative Education* Career Technical Education Student Policies
 - 1. The student is the most important component in work-based learning.

2. Students involved in work-based learning programs are representatives of their school and their behavior should always reflect the best interest of the program and the school.
3. Students should always remember that this is a training program to aid them in their future goals. The money received is secondary to the training.
4. Once a student has been accepted and placed on a job, he or she cannot change from one work-based learning program to another within the school year without the consent of the coordinator and principal.
5. A WBL student who is absent from school cannot go to his training station without prior permission of the coordinator. A student who is ill enough to be out of school is also too ill to train. Violation of this policy will be justification for removal from the program.
6. A student who is absent from school and training for any reason, must contact both the employer and coordinator. A student failing to contact both persons will receive an unexcused absence for this class.
7. A student enrolled in the WBL program accepts an obligation to the training station for the entire school year; therefore, he cannot change jobs during the school year except in the case of a lay-off. Violating this policy may result in removal from the program and subject to grading policy failure.
8. A WBL student will be removed from the program for quitting the job without teacher/coordinator approval, and will be placed in regular scheduled classes and subject to grading policy failure.
9. A student who is fired from his training station is subject to removal from the WBL program. The coordinator and school principal will conduct a hearing of the matter before invoking a decision and is subject to grading policy failure.
10. WBL students should be members of student organizations; DECA, HOSA, SKILLS, FCCLA or FBLA. This involves paying dues, and supporting all club activities. The student organization is a part of the program, and the club activities are centered on the related training. Any exceptions must be approved by the coordinator and school administration.
11. WBL programs are one-year programs. Students are obligated to stay in the program for the entire year.

Students must reapply each succeeding year in a cooperative program.

12. A student can be enrolled in only one Career Technical program that prepares a student for an occupation.
13. Any policies not covered in this section would be more specifically covered by the coordinator in his/her orientation to the students and would be so specified in the training plan and agreement and on the co-op application.

I. Instructional Program

1. Each full-time coordinator shall teach at least two blocks of related instruction per day.
2. Classroom instruction will be based on the individualized training plan for each student.
3. Individual and group instruction will be used to develop those competencies required for achieving the student's career objectives.
4. Up-to-date training material will be available for each student's training program.
5. Community resources will be used to supplement classroom activities.

J. Student Organizations

1. Students shall have access to the Career Technical student organization appropriate for their cooperative program.
2. The student organization shall be organized as an integral part of the instructional program to complement and enrich instruction.
3. Each local chapter shall be affiliated with the respective state and national organizations.
4. The coordinator shall serve as advisor for the local chapter.

K. Summer Program of Work for Coordinators

1. A written plan of summer work including objectives and activities for the summer months will be submitted to the Local Director of Career-Technical Education by June 1 for approval.
2. Summer work would include supervision of students who work during the summer as well as developing workstations, training plans, and programs.

L. Awarding Credit for Work-Based Learning Programs

1. One unit of credit will be awarded for passing work for each classroom period or block of related study, and one unit for supervised on-the-job training provided the student completes a minimum of 30 weeks and a minimum of 540 hours of on-the-job training during the school year. Credit for summer work can only be counted when the student is enrolled in a WBL program and the work performed relates to the program. This must have prior approval from the coordinator and school administrator.

Chapter

7

Dual Enrollment

Dual enrollment permits eligible high school students to enroll in college courses concurrently with high school classes available online, on a Gadsden State campus or at the student's high school. They are earning college and high school credit simultaneously.

Eligible students may enroll during the Fall, Spring and Summer terms. Students may enroll in any Gadsden State course deemed acceptable by the student's high school, including general education courses and career technical courses. Dual Enrollment students are responsible for the cost of all tuition, fees, books, materials/supplies, unless covered by alternative funding sources, such as scholarships. Some dual enrollment students may qualify to participate in the tuition repayment plan. Students not enrolled in the tuition repayment plan, who fail to pay tuition and fees by the end of the drop/add period are not considered enrolled and may be dropped from course rolls.

SCHOLARSHIP OPPORTUNITIES FOR HIGH-WAGE, HIGH- DEMAND PROGRAM AREAS

- ★ Automotive Manufacturing Technology
- ★ Automotive Service Technology
- ★ Child Development
- ★ Computer Science
- ★ Electronic Engineering Technology
- ★ Electrical Technology
- ★ Health Information Technology
- ★ Office Administration
- ★ and more

Contact Gadsden State Dual
Enrollment office at 256.549.8305
dualenrollment@gadsdenstate.edu

Students must apply for dual enrollment by May 1 each year to be considered for a scholarship. However, priority is given to technical programs and STEM classes. Books, materials/supplies may be provided based upon the availability of funding.

High school students must meet the following criteria to be admitted into program.

- ✓ Be in the 10th, 11th or 12th grade
- ✓ 2.0 GPA on a 4.0 scale for approved programs only.
- ✓ 2.5 GPA for other
- ✓ Approval from Parents and high school official
- ✓ Complete an Admissions application
- ✓ Complete Dual Enrollment Form with signatures from the student, parent, and high school official
- ✓ Provide ACT or Accuplacer scores for placement into Electrical Engineering
- ✓ English and Math.
- ✓ Earn a "C" or better in all dual enrollment classes
- ✓ Students who do not earn a "C" or higher or withdraw (W) from a course, are suspended from dual enrollment for one-term not to include the summer term
- ✓ Students may reapply following the one-term suspension

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

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. The successful placement service is the result of cooperation and coordination among all participants.

Successful installation and maintenance of a placement program requires student, teacher, school and school system administrators, and the business community's cooperation. Some of the functions listed above are overlapping; while for some schools, additional unlisted functions will need to be performed. A cooperative effort is required to identify all facets of 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 or promotion on a job.

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

It is the official policy of the Gadsden City Board of Education that no person shall, on the grounds of race, color, handicap, sex, religion, creed, national origin, or age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program, activity, or employment.

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.

3. Students qualifying for the Alabama Occupational Diploma may be enrolled:
 - a. In the Occupational Discovery class upon the recommendation of the IEP committee.
 - b. Following a career assessment students are then enrolled in a Career/Technical course or program.
4. Student attendance in Career Technical programs is expected to conform to the regulations for that particular school. The students will be informed of these regulations through the student handbooks that are distributed annually.

B. Career Technical Education Programs

1. Admission to other Career Technical education programs shall be based on the student meeting established requirements for admission.

II. ATTENDANCE

A. Career Technical Programs

1. Career Technical Programs will adhere to the Gadsden City Board of Education policies regarding absences and Time for Time as outlined in the student handbook.

B. Recording and Reporting Absentees

1. A student's absences will be recorded using the coding system adopted by the school board.
2. Admission to other career technical programs shall be based on the student meeting established requirements for admission.

C. Withdrawal from a Career Technical Program

1. The Career Technical counselor will counsel with each student who withdraws from a Career Technical program.
2. Career Technical teachers in the high school will maintain records in their files for any student who withdraws from their program.

III. 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."

IV. TUITION AND FEES*

| Subject | High School | Middle School |
|---|--------------------|----------------------|
| Automotive | \$20 | |
| Business Technology | \$20 | \$20 |
| Multimedia Design | \$30 | |
| Computer Technology | \$20 | |
| Cosmetology | \$20 | |
| Education and Training | \$15 | |
| Electricity | \$20 | |
| Robotics/Electronics | \$20 | |
| Culinary Arts High School/ Middle School Teen Discoveries and Teen Connections | \$30 | \$20 |
| HVAC | \$20 | |
| Marketing Education | \$15 | |

*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. Fees may increase due to rising costs.

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

V. 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 |
| | FA | Failure Due to Excessive Absenteeism |

Each instructor will conduct a sufficient number of assessments during each nine 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 such as the "Document of Evidence".

VI. HOUSEKEEPING

The 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 using student participation in clean up cannot be over emphasized. The practice of having students clean workbenches, machines, and shop is founded in part on the belief that it teaches habits of order and cleanliness.

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.

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/she 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.
10. Insure proper ventilation at all times.
11. 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 MAINTENANCE

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.

D. Travel

Each teacher shall be reimbursed at the rate \$.655 per mile 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, meals, registration fees, and maintenance supplies and services are reimbursable as long as the traveler uses good judgment (reasonable, economical) and all expenses are well documented and properly receipted. Receipts are not necessary for meals. Breakfast allotment is \$8.00, lunch is \$14.00, and dinner is \$22.00.

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. CTIP'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 State 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.
- E. 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. Vocational 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 county board of education or other governing authority shall furnish eye protective devices to all visitors to the courses heretofore named.
5. 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.

- F. 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.
- G. The organizations and their advisors will keep accurate records of sales and purchases.
- H. 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. SUBSTITUTE TEACHERS

- A. It is the responsibility of the teacher to secure a substitute when one is needed. The approved substitute list is available from Aesop Frontline.
 - 1. It shall be the responsibility of the principal/director and the regular teacher to insure that the substitute teacher has the necessary instructions and materials to teach effectively. This includes:
 - a. Textbooks
 - b. Any necessary login credentials
 - c. Lesson plans
 - d. Class rolls
 - e. A policies and procedures handbook
 - 2. The substitute teacher will provide the regular teacher with a report of the day's activities. Substitute teachers shall be paid at a rate set by the Board on a full day or half day basis.

XVI. 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.

XVII. 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). 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, HOSA-Future Health Professionals, SkillsUSA-careers in technical, skilled and service occupations.
 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 provide 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)