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The Arcadia Valley Career Technology Center is committed to a policy of nondiscrimination on the basis of race, age, religion, sex, color, national origin, creed, handicap, marital or parental status, in admission, educational programs or activities and employment, as specified by federal and state laws and regulations.

Introduction

Career & Technical education has helped thousands of Missourians develop the skills necessary to succeed in life, and become productive citizens. Students with disabilities should have the same opportunities to succeed. During the past several decades, there has been increased awareness of the rights of individuals with disabilities. These rights are guaranteed by The Education for All Handicapped Children Act of 1975, The Rehabilitation Act of 1973, The Workforce Investment Act, The Carl Perkins Vocational Act of 1984, The Carl Perkins Vocational and Applied Technology Education Act of 1990 (P.L.101-392), and any individual who has been evaluated under the Individuals with Disabilities Education Act (IDEA). Barriers are being removed and efforts are being made to provide equal educational rights that include access to regular vocational programs.

Enrollment in career technology classes for students with disabilities is generally accomplished through mainstreaming. Not every student with a disability can or will be integrated into regular technology programs. However, each learner as an individual must be given the chance to develop his/her potential to the maximum degree. Arcadia Valley Career Technology Center is committed to these rights for all students.

It is the purpose of this handbook to facilitate the placement of each student in the appropriate career technology class. It is also the purpose of this handbook to comply with the Carl L. Perkins Vocational Act (P.L.98-524), which has mandated new services including assessment for students with disabilities enrolled in career technology education programs. The interest, abilities, and aptitude of the students with disabilities will be assessed with respect to successfully completing a career technology education program. The results will be used to assist in formulating a realistic career plan and placement in an appropriate program. For students with disabilities, career goals are included in their IEP (Individual Education Plan).

General Information

Career & Technical education's primary goal is to prepare students for the world of work, where few traits are as important as regular, punctual

attendance on the job. The person who has a record of regular attendance will have an advantage when applying attendance habits plus the knowledge and skills of an occupation. A student is paid in grade points each day just as an employee is paid in money. A missed day cannot be made up, therefore, points are not earned. The only portion of the missed activities that can be made up is the taking of a test.

In the world of work, the only true way an employee earns their pay is by producing something useful or by providing a service which is useful and therefore valuable. In the training situation, the only true way a trainee earns a grade is by learning something that prepares them for successful employment. The grading system is designed to reward the student for the amount of work done right. Grades will be based on the following areas of activity:

- ✓ Attendance
- ✓ Promptness (on time to class)
- ✓ Shop Work
- ✓ Tests and written work

The following grading scale is used:

90-100%	A's
80-89%	B's
70-79%	C's
60-69%	D's
59-0%	F

Procedure

The Career Technology Center has a Career Expo' in the spring of each year for all area sending school eighth grade students. The students are given a brief demonstration in 3 different program areas that they are interested in.

During the tenth year, a representative of the Career Tech visits the area sending schools. A presentation is given on career technology education and a discussion of what this education can do for them and the importance

of goal setting. Also, all the tenth graders that show an interest in career technology training will have an opportunity to visit the school. They will select three areas that they have the most interest in and visit those classes.

If a student is interested in attending the Career Technology Center, he/she would pick up a packet which would include an application, a summary of the Career Technology Classes, and 3 teacher/administrator recommendation sheets. The student would return the completed application to the counselor, and the teacher and administrator would return the completed recommendation sheet. The counselor is responsible for completing the required data on the Level I Assessment page for each student that wishes to be enrolled in a CTC program. If appropriate placement is indicated, the student's name and his/her points would be put on the list as a possible candidate for that particular program-if appropriate placement is still not decided, the Career Tech and sending school would work together on Level II. It will be determined after each level if a student's name should be placed on the list of candidates for each program, if more testing is needed, or, in some cases, if placement is not appropriate. The sending school may request help from the Career Technology Center at anytime. The sooner assessments are begun the better we will be able to determine an appropriate program for each student.

Once the sending schools have their list of possible candidates compiled along with assessment results, each student's application, recommendations and assessment information should be sent to the CTC. Once a decision is made, the sending school will be informed as to the students that were approved to be in each program.

Early Assessment Guidelines

1. Identified as disadvantaged or handicapped by home school in their Freshman year.
2. Explore test results from 8th grade year must be sent to the VRE at the CTC
3. In the 9th grade students must be given a Career Cluster Assessment to determine interest in specific programs.

4. Student must have adequate readiness skills for vocational training, including behavioral and other skills as determined by the CTC PSRA given by the VRE in their 10th grade year.
5. Students will be asked to complete the CTC PSRA. This is a system that consists of three test batteries; Aptitude Test Battery, Occupational Interest Inventory, and Educational Skills Development Battery.
6. Prior to placement, the IEP team will review the CTC PSRA to identify the competencies to be completed and the IEP will be written.
7. Early assessment applications will be reviewed on a case by case basis. This process is to ensure that our training programs will continue to train students in the career areas they plan to pursue after graduation.

Assessment

Assessment is divided into two levels. Level I is the gathering of pre-existing information about a student. Since appropriate placement is important for all students, Level I assessment needs are to be conducted on all students. It requires data collection and interpretation rather than additional testing. 1 copy of the rating scale is provided in this manual.

In some cases, Level I assessment may reveal a need for additional assessment. Some of the Level II assessment instruments are:

- ✓ Informal Assessment Instruments (questionnaires, rating forms)
- ✓ Entry Level Skills Criteria based on Prevocational assessment
- ✓ CTC Program Specific Readiness Assessment (PSRA)
- ✓ Shadowing/Work Samples - exploratory participation in one or more vocational classes in which the student has expressed an interest
- ✓ Formal Assessment Instruments (i.e. EXPLORE, Career Cluster Interest Inventory)

Special Services

Special services are available to those who have disabilities, or disadvantages.

The term individuals with disabilities means (1) any individual who has a physical or mental disability that substantially limits one or more of the major life activities of that individual, has a record of such disability, or is regarded as having such a disability; (2) any individual who has been evaluated under the Individuals with Disabilities Education Act (IDEA), P.L.101-476 determined to have a disability, and who is in need of special education and related services. Also, (3) any individual who is considered disabled under section 504 of the Rehabilitation Act of 1973.

Vocational Resource Education

The Vocational Resource Educator (VRE) assists in insuring that the student with disabilities has success in a regular vocational program by providing appropriate vocational opportunities with reasonable vocational objectives; providing resource assistance for the vocational instructors; and serving as a liaison with the sending schools. Other roles of the VRE are to assist in the placement process of students into gainful employment after training and to provide tutorial assistance to those handicapped students mainstreamed into regular vocational program.

Definitions of Special Needs Individuals

The term **Disadvantaged** means individuals (other than those with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to succeed in vocational education programs. The term includes members of economically disadvantaged families, migrants, individuals of limited English proficiency, and dropouts (or those identified as potential dropouts) from secondary schools.

Educationally disadvantaged means an individual who scores at or below the 25th

percentile on standardized achievement or aptitude tests, whose secondary school grades are below 2.0 on a 4.0 scale (where grade "A" equals 4.0), or who fails to attain minimal academic competencies. This definition does not include individuals with disabilities.

Economically disadvantaged family or individual includes families or individuals who are determined to be low-income according to the latest available data from the Department of Commerce. Other indicators include Aid to Families with Dependent Children (AFDC); food stamps; Chapter 1, Elementary and Secondary Education Act (ASEA); free or reduced lunch; National School lunch Act; Pell Grant or Title II, Workforce Investment Act (WIA) eligibility.

Foster Children are children who receive, share or are afforded parental care and nurturing from an adult who is not legally or blood related.

Migrant means an individual, or the child of such an individual, who has moved within the past twelve months (or who has had a pattern of moving within the last five years) for the purpose of obtaining temporary or seasonal employment in an agricultural or fishing activity.

Limited English Proficiency (LEP) individuals are individuals who were not born in the United States or whose language is a language other than English; who come from environments where a language other than English is dominant.

Criminal offender means an individual who is charged with, or convicted of any criminal offense, including a youth offender or a juvenile offender.

Nontraditional men and women are persons entering a vocational program or occupation nontraditional to their gender. An enrollment of 80 percent of one gender is considered traditional.

Placement Services

The Job Placement Program that is located in the Arcadia Valley Career Technology Center is a program that is designed to serve students in a variety of ways. The placement coordinator with the cooperation of the instructors will help the graduates find jobs. Career Tech students will

participate in a pre-employment preparation program during which they will prepare a resume, write a cover letter, complete an application form and develop essays to learn about themselves. The program works with advisory committees, job development, follow-up, and evaluation of job placement services.

Student Organizations

Students enrolled in a program at the Career Technology Center may elect to participate in one of three national level student organizations: SkillsUSA, FBLA, FTA.

SkillsUSA is for students enrolled in trade and industry, health occupations and teacher preparation courses which include: Auto Collision Repair, Automotive Technology, Building & Grounds Maintenance, Computer Repair and Networking, Graphic Communications, Health Sciences, Career Pathways for the Teaching Profession and Welding.

Future Business Leaders of America (FBLA) membership is open to students enrolled in or having taken a business course including: Business Technology I, II, or III, Computer Applications, Desktop Publishing and Multimedia.

Future Teachers of America (FTA) is an organization for students enrolled in the Career Pathways for the Teaching Profession.

Participation in a student organization offers leadership, citizenship, and character development programs to complement the career education student's skill training.

FBLA, FTA, and SkillsUSA offer prestige and recognition through a national program of awards and contests. Members may participate in individual competitions and group competitions. Competitive activities in the respective trade skills as well as leadership events such as public speaking, job interview, parliamentary procedures, and the opening and closing ceremony are vital aspects of the organizations' programs. The students' perspectives are broadened through local, state

and national activities that make their education and training more meaningful.

Arcadia Valley Career Technology Center students are very active in the school and community and extremely proud of its trophies and medals from district, state, and national competitions. Membership in a student organization is a mandatory part of every program in the career center.

Embedded Credit

The Arcadia Valley Career Technology Center has developed embedded academic credit for those students who complete a six-hour vocational program and specific, additional academic criteria. Students who complete a six-hour vocational program will be eligible to receive the following:

- ✓ One hour of elective mathematics credit, Technical Mathematics, if they pass a competency test within their two years in the vocational program. The mathematics credit could be used to meet the math credit requirements of the sending school if the student has failed a previous mathematics class. All awarding of credit is based on the sending school's policies and preferences.
- ✓ One hour of elective communication arts credit, Technical Writing, if they meet the requirements for all established components of a Technical Writing portfolio. Each required element will be assessed by a scoring guide with minimum levels established.

Auto Collision Repair

Arcadia Valley Career Tech offers a cutting edge Collision Repair training program that, over the years, has enabled graduates to enter the industry and pursue successful careers. The program is designed for two years of study. You start the program in Auto Collision I as a Junior and come back as a Senior for Auto Collision II. Upon successful completion of the program, students are awarded vocational certification in Auto Collision Repair.



Job Opportunities

The employment outlook in collision repair remains hot and extremely lucrative. Technicians and entry-level trainees are in short supply. The short supply, and need to keep up with technology, tends to keep pay and benefits at a premium. Although many students get jobs right out of high school, others may decide to seek a two-year associate degree from the local community college. Some of the career opportunities are:

- Insurance claims adjusters
- Paint technician
- Glass technician
- Body repair technician
- Frame/unibody repair technician
- Auto detailer
- Automotive engineer
- Automotive designer

Units of Study

The student can earn 6 practical arts credits toward graduation and has the option to earn both a math credit and a Communication Arts credit. Also, the student can earn certification in ADP Shoplink Estimating and National Air Conditioning Certification. The areas studied in the Auto Collision Repair program are:

- Computer estimating using ADP Shoplink software
- Computer based color mixing using PPG Access

- Welding and cutting with state of the art MIG, plasma, plastic welding, and gas equipment
- Chief EZ-Liner frame machine with computer based laser-measuring equipment
- HVLP spray equipment and air brushes
- Metal shaping and fabrication
- Air conditioning
- Glass replacement
- Fiberglass repair
- Paintless dent repair
- Steering and suspension
- Interior repairs
- Automotive electrical

College Credit Available

As a part of the Collision Repair class, the student has the opportunity to earn college credit through the 2+2 agreement with Mineral Area College. The student can earn up to 36 hours of college credit while enrolled in Auto Collision Repair. Listed below are the classes that are credited:

- | | |
|--------------|---------------------------------|
| • ACT102-1 | Shop Management & Estimating |
| • ACT110-1 | Metal Welding & Cutting |
| • ACT120-1 | Non-Structural Damage Analysis |
| • ACT122-1 | Non-Structural Damage Repair |
| • ACT130-1 | Refinish-Undercoats |
| • ACT140-1 | Structural Damage Analysis |
| • ACT142-1 | Structural Damage Repair I |
| • ACT144-1 | Structural Damage Repair II |
| • ACT150-1 | Refinishing & Painting I |
| • ACT152-1 | Refinishing & Painting II |
| • ACT160-1 | Plastics & Adhesives |
| • PAW106-1-B | Preparation for Employment |
| • PAW120-1-B | Occupational Leadership Dev. I |
| • PAW122-1-B | Occupational Leadership Dev. II |



Automotive Technology

Auto technology is a two-year program in which students will learn repairs, diagnose and restoration of engines, steering and suspension systems, electrical systems and brake systems. Students are also able to learn how to use the latest machines and technology to diagnose these problems.

Students will learn to use:

- Engine diagnostic analyzers and scanners
- Valve grinding equipment
- Multimeter
- Dial indicator
- Micrometer
- Brake lathe
- Front-end alignment equipment
- Electronic computer programs
- Other basic repair techniques

What Can I Do with This Training?

All students who successfully complete this class will have the skills to obtain entry-level technician jobs in the automotive field. Students can also further their education at technical schools or colleges by majoring in aircraft technology, diesel technology, heavy equipment technology and other mechanic related occupations

Job Opportunities

Opportunities available with a certification in Automotive Technology and possibly additional training include:

- Auto Electrician
- Brake Repairer
- Fluid Power Mechanic
- Aircraft Mechanic
- Automotive Mechanic
- Auto Technician
- Diesel Mechanic
- Heavy Equipment Mechanic
- Parts Manager



National Certification

The Automotive program is working towards ASE certification through the National Automotive Technicians Education Foundation. (NATEF) The purpose of Automotive Technician Training Certification Program is to improve the quality of training offered at the secondary and post-secondary levels. Our goal is to be ASE certified in four areas; Brakes, Electrical/Electronic Systems, Engine Repair and Steering & Suspension.



College Credit Available

Students enrolled in Auto Technology are eligible to receive up to 36 college credit hours through Mineral Area College. Students will receive credit in these classes:

- | | |
|--------------|-----------------------------------|
| • AUT108-1 | Intro to Automotive Technology |
| • AUT120-1 | Automotive Electrical Systems I |
| • AUT122-1 | Automotive Electrical Systems II |
| • AUT124-1 | Automotive Electrical Systems III |
| • AUT130-1 | Automotive Braking Systems Drum |
| • AUT132-1 | Automotive Braking Systems Disc |
| • AUT140-1 | Automotive Steering & Suspension |
| • AUT150-1 | Emissions & Fuel Control Systems |
| • AUT160-1 | Auto Heating & Air Conditioning |
| • AUT170-1 | Auto Tire & Wheel Alignment |
| • AUT180-1 | Auto Electronic Test Equipment |
| • PAW106-1-C | Preparation for Employment |
| • PAW120-1-C | Occupational Leadership Dev I |
| • PAW122-1-C | Occupational Leadership Dev II |

Building & Grounds Maintenance

The Building and Grounds Maintenance program is a two-year program. It is offered to juniors and seniors as well as adults. The student will take Building & Grounds I the first year and then return the second year for Building & Grounds II. The student that successfully completes both years will receive their vocational certification in Building and Grounds Maintenance.

Job Opportunities

The employment outlook in building and grounds maintenance is good. Students with training in this area have a wide variety of options for future employment. The student could seek employment in such areas as:

- Maintenance Crew
- Electricians Assistant
- Plumbing Assistant
- Self-Employed
- Mower Repair
- Carpenter Helper
- Concrete & Masonry Assistant
- Greens/Grounds Workers
- Dry Wall Helper/Painter
- Air Conditioner/Refrigerator Helper
- Small Engine Repair
- Carpentry
- Electrician's Helper
- Plumber's Helper
- Janitorial Worker
- Concrete Helper

Requires Further Training

- Maintenance Foreman
- Equipment Mechanic
- Journeyman Plumber
- Journeyman Electrician
- Landscaper/ Gardener
- Air. Conditioner/Refrigerator Repairman
- Small Engine Mechanic
- Painting Contractor
- Drywall Contractor
- Concrete Finisher
- Carpenter
- Laborer

Units of Study

The student earns 6 practical arts credits toward graduation and has the option to earn both a math credit and a Communication Arts credit. Areas studied in the Building and Grounds Maintenance program are:

- Carpentry skills
- Electrical wiring skills
- Floor/wall layout & framing
- Roofing materials & skills
- Exterior/interior finishes
- Concrete & masonry skills
- Basic small engine repair
- Plumbing skills
- Welding skills

College Credit Available

As a part of the Building and Grounds Maintenance class, the student has the opportunity to earn college credit through the 2+2 agreement with Mineral Area College. The student can earn up to 24 hours of college credit while enrolled in Building & Grounds Maintenance and the best news of all, there is no charge for credits! Listed below are the classes that are credited:

- CBT102-1 Construction Carpentry Skills I
- CBT130-1 Concrete and Forms
- CBT140-1 Floor/Wall Layout & Framing
- CBT160-1 Exterior Finishes
- CBT170-1 Interior Finishes
- CBT180-1 Plumbing
- PAW106-1-E Preparation for Employment
- PAW120-1-E Occupational Leadership Dev. I
- PAW122-1-E Occupational Leadership Dev. II



Entry Level Skills

- Use a measuring edifice to within 1/16th
- Climb a stepladder
- Identify size differences among fractions
- Demonstrate acceptable social behavior
- Follow verbal instructions
- Follow 7 written instructions
- Demonstrate the ability to work with others
- Manipulate small objects
- Work without constant supervision
- Read and understand labels
- Write legibly
- Use scissors and knife safely
- Perform the 4 basic math operations of whole numbers
- Attend school 95% of the time
- Remain on task for 30 minutes
- Obtain notes from chalkboard
- Tell time to the hour and minutes

Business Technology

Businesses are becoming more and more technical in nature, which means that highly-trained workers are in great demand. Arcadia Valley Career Technology Center (AVCTC) offers much-needed training in business-related fields.

Business Technology I (Office Procedures)

will provide students with the skills needed to work as support staff in an office setting. The focus is on computer skills, records management, filing techniques, 10-key calculator skills, office procedures, career planning, resumes, business correspondence, communication skills, and information processing.

Business Technology II and III (Computer Business Applications)

will allow students to receive advanced training in word processing, spreadsheet applications, database management and presentation designs using the latest software applications. Programs used include: Microsoft Office 2007 (Word, Excel, Access, and PowerPoint)

Desktop Publishing

will provide students with basic desktop publishing principles. An array of computer software is used including Adobe InDesign CS3, Adobe Photoshop CS, Microsoft Publisher 2007, and Microsoft Word 2007. This course includes preparation of, but is not limited to, photo editing, mouse pads, calendars, notepads, flyers, posters, business cards, booklets, menus, buttons, and newsletters. Emphasised is lots of hands on practice to produce interesting and useful projects while learning the fundamentals of desktop publishing.

Multimedia

will introduce students to some of the most popular multimedia software available. Students learn to design, build, and edit web sites using Macromedia Dreamweaver MX, create professional presentations using Microsoft PowerPoint 2007, create movies using Movie Maker and Photo Story 3, learn basic image editing with Adobe Photoshop, and basic animations with Macromedia Flash. While completing these units, students will utilize digital cameras, digital camcorders, scanners, and the Internet.

National Certification

Microsoft Certified Application Specialists, the premier Microsoft desktop certification, is a globally recognized standard for demonstrating computing skills. This Microsoft certification gives you a competitive edge in the job market by showing potential employers you have the necessary computing skills for the office. Microsoft Certified Application Specialist certifications are designed for office workers who utilize Microsoft Office programs as part of their daily job. We provide certification opportunities for the following Microsoft

programs: Word, PowerPoint, Excel, and Access (2007).



Skills Needed For Success In Business Technology

- Treat customers with courtesy and respect
- Use math skills to solve business problems
- Keep accurate records and write detailed reports
- Understand and explain company policy about such things as finance charge
- Compute cost and prepare cost estimates
- Follow directions completely and reliably
- Work independently at the computer

Job Opportunities

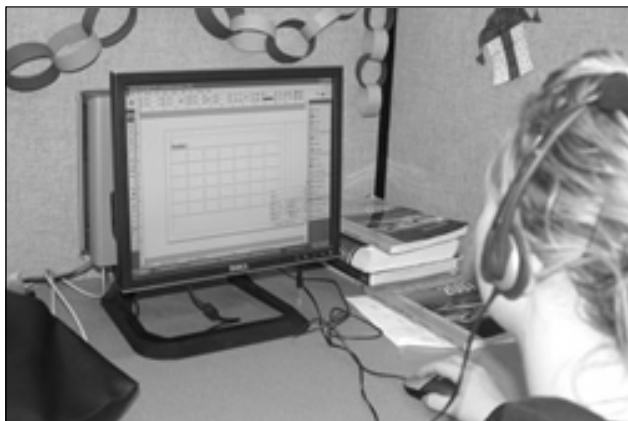
- Administrative Assistant
- Banking
- Cashier
- Data Entry
- Business Manager
- Customer Service Representative
- Medical Office Assistant
- Graphic Designer
- Receptionist
- Clerical
- Insurance Clerk
- Legal Office Assistant
- Real Estate Secretary
- Secretary
- Word Processor

College Credit Available

You can select one of these programs and receive college credit from Mineral Area College at no cost to you through Tech-Prep Education. Tech-Prep is an alternative to the college prep course of study. It prepares the student for a highly-skilled technical occupation that either allows direct entry in to the workplace as a qualified technician or to continue with further education leading to baccalaureate and advanced degrees. Tech-Prep is a four-year sequence of study beginning in the junior year of high school through two years of post-secondary occupational education. If you receive passing grades in the four

semesters at AVCTC, you will have 15-21 hours of college credit. Students will receive credit in these classes at MAC:

- CIS175-1 Microcomputer Applications
- CIS210-1 Microcomputer Database Management
- CIS220-1 Microcomputer Spreadsheet Applications
- CIS235-1 Word Processing
- OST108-1 Ten-Key Numeric Skills
- OST110-1 Filing Systems/Records Management
- OST130-1 Office Procedures I
- CIS170-1 Desktop Publishing
- PAW106-1-O Preparation for Employment



Entry Level Skills

Students planning on attending college or technical school to study a business related area or enter an office/business related position should take Business Technology to acquire basic skills used in the business environment. Also, Microsoft Certified Application Exams are administered in this program.

Required prerequisites:

- Successfully completed Computer Applications
- Work independently
- Read diagrams
- Proofread own work
- Follow written directions
- Demonstrate basic English skills
- Use dictionary, table of contents, index and appendix
- Alphabetize words
- Listen and take notes in order to follow oral directions
- Use basic math
- Understand and use a calendar
- Arrive on time and attend school 95% of the time
- Cooperate and communicate with peers and those in authority
- Demonstrate good basic hygiene and personal grooming

Career Pathways for the Teaching Professions

Career Paths for Teaching Professions is a relatively new concept for Career and Technical Education in the State of Missouri. The Arcadia Valley R-II School District, plus Arcadia Valley Career Technology Center and its seven sending schools feel that this program will meet the needs of many of our students.

Teaching is a career field that has growth for our graduates and we feel that we can better prepare our students who believe that teaching is their career field.

Students will:

- learn the history of teaching
- discuss the philosophy of teaching
- learn teaching strategies
- do observation at three levels (Elem, MS, HS)
- write observation reports
- prepare lesson plans and classroom presentations of lessons
- gain experience in the field of teaching (180 hours)
- become an active member of FTA
- be expected to attend school regularly and to be on time
- be given the opportunity to gain college credit
- technology skills attainment will be a major component of the program.

Job Opportunities

The following careers are available either right after school or with continuing education.

- Day Care Worker
- Elementary Teacher
- Middle School Teacher
- High School Teacher
- Teacher's Aide
- School Administrator
- Preschool Teacher
- Early Childhood Teacher



Computer & Network Repair

The Computer Repair and Networking program is a two-year program. It is offered to juniors and seniors as well as adults. The student will take Computer Repair & Networking I the first year and then return the second year for Computer Repair & Networking II. The student that successfully completes both years will receive their vocational certification in Computer Repair & Networking. Also, students prepare for certification exams in CISCO Networking (CCNA) and A+ Computer Repair which they can take on their own after graduation.



Job Opportunities

The employment outlook for computer repair and networking students is very good. Students with training in this area have a wide variety of options for future employment. The student could seek employment in such areas as:

- Computer sales
- Computer technician
- Networking technician
- Software sales
- Network cable installer

Units of Study

Areas studied in the Computer Repair & Networking program are:

- Computer repair skills
- Troubleshooting hardware problems
- Troubleshooting software problems
- Networking software skills
- Networking hardware skills
- Network cabling skills

The student earns 6 practical arts credits toward graduation and has the option to earn both a math credit and an communication arts credit.

College Credit Available

As a part of the Computer Repair and Networking class, the student has the opportunity to earn college credit through the 2+2 agreement with Mineral Area College. The student can earn up to 27 hours of Arcadia Valley Career Technology Center Admissions Manual

college credit while enrolled in Computer Repair and Networking. Listed below are the classes that are credited:

- CIS105-1-D Introduction to Computers
- CIS175-1-D Microcomputer Applications
- CIS185-1 Internetworking I
- CIS186-1 Internetworking II
- CIS267-1 Internetworking III
- CIS269-1 Internetworking IV
- CIS200-1 Microcomputer Operating Systems
- MGT194-1 Management Seminar
- PAW106-1-D Preparation for employment

Negotiable Entry level Skills

- Communicate and cooperate with peers and those in authority
- Write legibly
- Demonstrate good basic hygiene
- Ability to learn computer/networking vocabulary
- Follow oral directions
- Follow written directions
- Add, subtract, multiply and divide fractions, decimals and whole numbers
- Arrive on time 95% of the time
- Attend school 95% of the time
- Tolerate frustration and stay on task
- Ask for help when needed
- Have an awareness of safety hazards
- Obtain information from text and related materials
- Demonstrate concern for quality finished product
- Work independently and with others
- Demonstrate good manual dexterity and hand/eye coordination



Graphic Communications

Graphic Communications I and II will cover every aspect of print production, from composition on the computer, to packaging and delivery to the customer. Also included in the program is digital photography, non-linear digital video editing, web page design, screen printing and vinyl sign making. A strong emphasis is placed on desktop publishing and design through the use of professional layout and offset printing press.

What You Will Learn?

By enrolling in this class you will learn how to operate both the Macintosh and PC computers. You not only will become accustomed to the traditional 35mm. camera and learn how to develop the film and print out the pictures, but you will also get acquainted with digital cameras, the differences in the file formats, and how to manipulate photographs, both digital and scanned. You will also learn the basics of non-linear digital video editing. Students will become proficient in desktop publishing opening up opportunities in graphic design and computerized pagination of newspapers and magazines.



Job Opportunities

With your experience you could become an ad composer for newspapers or magazines: other exciting careers include digital photo editor for a newspaper or magazine, offset press operator, web page designer

National Certification

Microsoft Certified Application Specialist, the premier Microsoft desktop certification, is a globally recognized standard for demonstrating desktop skills. The Office Specialist program is helping meet the demand for qualified and knowledgeable people in the modern workplace.

College Credit Available

By enrolling in Graphic Communications and successfully completing the classroom work you are eligible for college credit through Mineral Area College. A total of 36 credit hours will be given in the following class:

- GRA110-1 Intro. to Graphic Arts/Printing
- GRA116-1 Graphic Design 1
- GRA120-1 Desktop Publishing I
- GRA132-1 Image Assembly
- GRA143-1 Platemaking
- GRA140-1 Press Systems I
- GRA118-1 Graphic Design II
- GRA122-1 Desktop Publishing II
- GRA130-1 Darkroom Procedures
- GRA142-1 Press Systems II
- GRA150-1 Bindery and Finishing
- PAW106-1-J Prep. for Employment
- PAW120-1-J Occ. Leadership Dev. I
- PAW122-1-J Occ. Leadership Dev. II

Negotiable Entry level Skills

- Communicate and cooperate with peers and those in authority
- Write legibly
- Follow oral directions
- Follow written directions
- Add, subtract, multiply and divide fractions, decimals and whole numbers
- Arrive on time 95% of the time
- Attend school 95% of the time
- Ask for help when needed
- Have an awareness of safety hazards
- Obtain information from text and related materials
- Demonstrate concern for quality finished product
- Work independently and with others as a team
- Demonstrate good manual dexterity and hand/eye coordination



Health Sciences

Health Sciences is a program designed to introduce students to the health care system and to prepare them for an entry-level position. If you put care in your work and enjoy working with other people, you will enjoy this class! This course includes the study of medical technology, anatomy, communication, safety, and infection control. We will also discuss related disorders and treatments. Basic patient care skills are applied in a clinical setting. Students are then given the opportunity to take the state of Missouri Certified Nurse Assistant (CNA) exam.

Students interested in a career in the health field should consider taking this program as a Senior. During the Junior year it is suggested that students take the following courses if they have not already completed them. These courses will help prepare students for the Health Sciences program as well as future education and training in this field.

- Chemistry
- Biology
- Algebra
- Computer Applications
- Anatomy

Students can also take this program as a 2-year program when they are a Junior but they **MUST** have access to a job in the health care field so they can do an externship there during their Senior year.

It is highly recommended that students take the courses suggested above as a Junior and take the Health Sciences program as a Senior.



Health Sciences also offers one-hour classes to those students unable to attend AV CTC or to fit a three-hour block into their schedule. Medical Terminology I and II is offered over ITV and is available for college credit through Mineral Area College (MAC). A total of 6 college hours are available. Health Careers gives students insight into the health care field.



Entry level Jobs

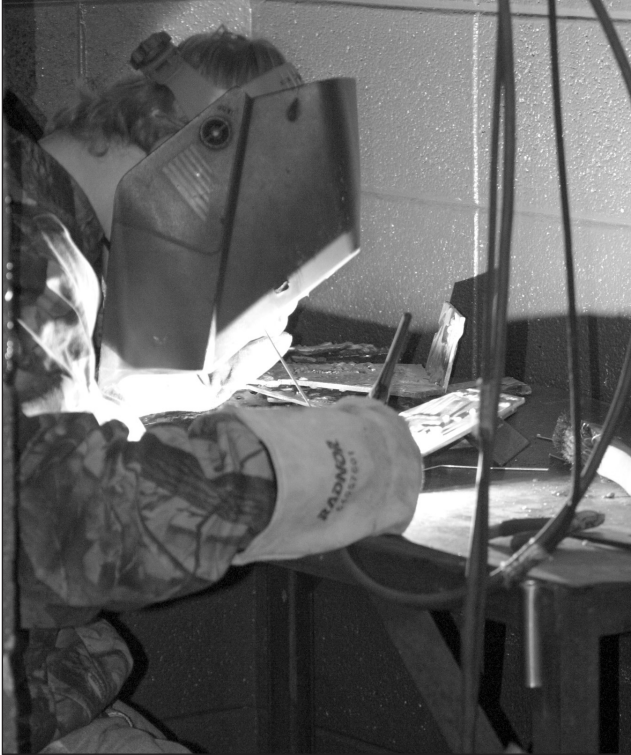
- CNA
- Home health aid
- Housekeeping aid
- Food service aid
- Activities aid

Requires Further Training

- LPN/RN
- OR Technician
- EMT/Paramedic
- Physician
- Physical or speech therapist

Welding Technology

Welding is a process of permanently joining two pieces of metal, usually by means of heat. Manufacturing and construction work need welders. The supply of welders is low and starting pay can be around \$ 11.00 an hour.



Welding I

Welding I is the basic introduction to the field of welding. Learned Skills include shop safety, pad building, and different welding positions; flat, vertical, horizontal, and overhead. Welding I is offered to Juniors and first-year Seniors.

Welding II

Welding II is a program for second- year students who have completed Welding I. Welding II includes basic blueprint reading, MIG (metal inert gas) TIG (Tungsten inert gas) welding, and oxy-acetylene torch cutting and welding. Second-year students will be more involved in building and repairing projects such as trailers, car bumpers, dog boxes, smoke cookers, car mufflers, etc.

National Certification

We are currently working towards American Welding Society (AWS) certification. AWS is the most recognized certification for the welding industry.

College Credit Available

Students enrolled in Welding I and II are eligible to receive up to 36 college credit hours through Mineral Area College. Students will receive credit in these classes:

- WLD102-1 Orientation to Welding
- WLD116-1 Shielded Metal Arc Welding
- WLD140-1 Metallurgy and Heat Treating
- WLD118-1 Adv. Shielded Metal Arc Welding
- WLD130-1 Plasma Arc Cutting
- WLD150-1 Carbon Arc Gouging
- PAW120-1-U Occupational Leadership Dev. I
- WLD110-1 Welding Print Read/Layout Fab.
- WLD120-1 Gas Metal Arc Welding
- WLD122-1 Flux Cored Arc Welding
- WLD124-1 Gas Tungsten Arc Welding
- WLD160-1 Destr., Non-Destr., Visual Weld Test
- PAW106-1-U Preparation for Employment
- PAW122-1-U Occupational Leadership Dev. II

Job Opportunities

Opportunities available with a certification in welding include:

- Boilermaker
- Pipe fitter
- Boat Maker
- Industrial Manufacturing
- Self Employed



Arcadia Valley Career Technology Center Student Admissions Packet

Admissions Procedures

1. Learn all you can about the classes offered and discuss what you have learned, your high school plans, and your plans after high school with your parents or guardians.
2. Fill out the application and return it to your counselor.
3. Ask an academic teacher (such as science, math, or communication arts) whom you think would give you the best recommendation, to fill out a recommendation sheet and ask them to return it to the counselor.
4. Ask a practical arts teacher (such as shop, keyboarding, home economics), whom you think would give you the best recommendation, to fill out a recommendation sheet and ask them to return it to the counselor.
5. Ask an administrator, (such as principal, assistant principal, superintendent), whom you think would give you the best recommendation to fill out the recommendation sheet and return it to the counselor.
6. Your admissions score will be based on your interest, attendance, discipline referrals, grade point average, aptitude, and recommendations. This score will be compared with the other applicants' scores and the student with the highest points will be selected to fill the vacancies in each class.

Programs

Auto Collision Technology Students learn to examine, estimate, and repair damaged automobile and truck bodies.

Auto Technology Students learn how to diagnose, service, and repair automobiles in order to make them run.

Building and Grounds Maintenance Students learn how to inspect, repair, and maintain buildings and grounds.

Business Technology Students learn the different aspects of office work.

Career Pathways for the Teaching Profession Students learn the beginning skills for becoming a teacher.

Computer Repair/Networking The student will train to be a computer repair technician and network administrator.

Graphic Communications This course is designed to teach entry level skills in the various phases and skills making up the Graphic Communications field.

Health Occupations Students study the human body and how it works, giving care, rehabilitation, and preventing illness.

Welding Students learn how to weld different metals together.

Arcadia Valley Career Technology Center

Application for Enrollment

Please Print Clearly

MOSIS Number _____ Date of Application _____

Social Security Number _____ Date of Birth _____

Name _____ Phone Number _____
Last First Middle

Address _____
Number/Street/Route City State Zip Code

Parent/Guardian Names _____ Phone (if different) _____

Emergency Contact (other than parent) _____ Phone _____

Family Doctor _____ Phone _____

Allergies/Pertinent Medical Conditions _____

Race ☐Black ☐White ☐Hispanic ☐Asian ☐Indian ☐Pacific Islander ☐Other Gender ☐Male ☐Female

High School _____ Current Grade Level _____

First Program Choice _____ Second Program Choice _____

Briefly explain why you wish to enroll _____

Career plans after graduation at this time:

Work (Type of Employment Wanted) _____

School (Technical or College) _____ Major _____

If you have a handicapping condition for which you may require special assistance to complete this application or to participate in the program of your choice, please contact your counselor.

This school does not discriminate against otherwise qualified persons on the basis of race, color, religion, national origin, sex or handicap in the administration of students to career education programs.

Counselor: Please complete this section- Mark ALL that apply

☐ **Individual with Disability**

(Please specify below)

- ☐ Attention Deficit Disorder
- ☐ Behavior Disorder
- ☐ Educable Mentally Handicapped
- ☐ Hearing Impaired
- ☐ Learning Disabled
- ☐ Orthopedically Impaired
- ☐ Speech Impaired
- ☐ Visually Impaired

☐ **Single Parent**

☐ **Displaced Homemaker**

☐ **Economically Disadvantaged**

☐ **Limited English Proficiency**

☐ **Non-Traditional Enrollee**

☐ **Other Educational Barriers**

(Please specify below)

- ☐ Academically Disadvantaged
- ☐ Criminal Offender
- ☐ Foster Child
- ☐ Migrant

Academic Teacher Recommendation

For each application, this form must be completed by two teachers selected by the applicant: one basic academic course (math, communication arts, or science); one prevocational or Practical Arts (PA) teacher; and one administrator from the student's home school.

Student's Name _____ Person Recommending _____

Date _____ **Academic Teacher** _____

Subject Area

Grade Level

Please evaluate the applicant on the following criteria as they relate to your experience with the student. We need your opinion of the student reduced to a numerical equivalent so that our recommendations can become part of an overall numerical rating, which includes other criteria for admission.

Please circle the number on each scale which best reflects your opinion of the applicant. 0 is the lowest or poorest and 8 is the highest or best.

ATTITUDE

Shows positive overall feelings toward school, teachers, and peers..... 0 1 2 3 4 5 6 7 8

Able to work well with others 0 1 2 3 4 5 6 7 8

Cooperative and friendly 0 1 2 3 4 5 6 7 8

Can take orders as well as give them 0 1 2 3 4 5 6 7 8

Good self concept..... 0 1 2 3 4 5 6 7 8

Self disciplined 0 1 2 3 4 5 6 7 8

Attitude Points Total _____/6 = _____

RESPONSIBILITY

Willing to accept duties and responsibilities..... 0 1 2 3 4 5 6 7 8

Follows directions 0 1 2 3 4 5 6 7 8

Assumes the initiative when necessary 0 1 2 3 4 5 6 7 8

Completes assignments..... 0 1 2 3 4 5 6 7 8

Trustworthy 0 1 2 3 4 5 6 7 8

Responsive to changes 0 1 2 3 4 5 6 7 8

Requires minimal supervision 0 1 2 3 4 5 6 7 8

Responsibility Points Total _____/7 = _____

ACCOUNTABILITY

Strives for precision, accuracy, and quality in tasks..... 0 1 2 3 4 5 6 7 8

Follows guidelines carefully and in an orderly manner..... 0 1 2 3 4 5 6 7 8

Works to acceptable standards 0 1 2 3 4 5 6 7 8

Shows pride in accomplishments..... 0 1 2 3 4 5 6 7 8

Accountability Points Total _____/4 = _____

Total points Section Totals _____/3= _____

Additional Comments _____

Practical Arts Teacher Recommendation

For each application, this form must be completed by two teachers selected by the applicant: one basic academic course (math, communication arts, or science); one a prevocational or Practical Arts (PA) teacher; and one administrator from the student's home school.

Student's Name _____ Person Recommending _____

Date _____ **Practical Arts Teacher** _____

Subject Area

Grade Level

Please evaluate the applicant on the following criteria as they relate to your experience with the student. We need your opinion of the student reduced to a numerical equivalent so that our recommendations can become part of an overall numerical rating, which includes other criteria for admission.

Please circle the number on each scale which best reflects your opinion of the applicant. 0 is the lowest or poorest and 8 is the highest or best.

ATTITUDE

Shows positive overall feelings toward school, teachers, and peers..... 0 1 2 3 4 5 6 7 8

Able to work well with others 0 1 2 3 4 5 6 7 8

Cooperative and friendly 0 1 2 3 4 5 6 7 8

Can take orders as well as give them 0 1 2 3 4 5 6 7 8

Good self concept..... 0 1 2 3 4 5 6 7 8

Self disciplined 0 1 2 3 4 5 6 7 8

Attitude Points Total _____/6 = _____

RESPONSIBILITY

Willing to accept duties and responsibilities..... 0 1 2 3 4 5 6 7 8

Follows directions 0 1 2 3 4 5 6 7 8

Assumes the initiative when necessary 0 1 2 3 4 5 6 7 8

Completes assignments..... 0 1 2 3 4 5 6 7 8

Trustworthy 0 1 2 3 4 5 6 7 8

Responsive to changes 0 1 2 3 4 5 6 7 8

Requires minimal supervision 0 1 2 3 4 5 6 7 8

Responsibility Points Total _____/7 = _____

ACCOUNTABILITY

Strives for precision, accuracy, and quality in tasks..... 0 1 2 3 4 5 6 7 8

Follows guidelines carefully and in an orderly manner..... 0 1 2 3 4 5 6 7 8

Works to acceptable standards 0 1 2 3 4 5 6 7 8

Shows pride in accomplishments..... 0 1 2 3 4 5 6 7 8

Accountability Points Total _____/4 = _____

Total points Section Totals _____/3= _____

Additional Comments _____

Administrator Recommendation

For each application, a recommendation form must be completed by two teachers selected by the applicant: one basic academic course (math, communication arts, or science); one a prevocational or Practical Arts (PA) teacher; and one administrator from the student's home school.

Student's Name _____ Person Recommending _____

Date _____ **Administrator** ☐ Middle School ☐ Secondary ☐ Superintendent

Please evaluate the applicant on the following criteria as they relate to your experience with the student. We need your opinion of the student reduced to a numerical equivalent so that our recommendations can become part of an overall numerical rating, which includes other criteria for admission.

Please circle the number on each scale which best reflects your opinion of the applicant. 0 is the lowest or poorest and 8 is the highest or best.

ATTITUDE

Shows positive overall feelings toward school, teachers, and peers 0 1 2 3 4 5 6 7 8
Able to work well with others 0 1 2 3 4 5 6 7 8
Cooperative and friendly 0 1 2 3 4 5 6 7 8
Can take orders as well as give them 0 1 2 3 4 5 6 7 8
Good self concept..... 0 1 2 3 4 5 6 7 8
Self disciplined 0 1 2 3 4 5 6 7 8

Attitude Points Total _____/6 = _____

RESPONSIBILITY

Willing to accept duties and responsibilities..... 0 1 2 3 4 5 6 7 8
Follows directions..... 0 1 2 3 4 5 6 7 8
Assumes the initiative when necessary 0 1 2 3 4 5 6 7 8
Completes assignments..... 0 1 2 3 4 5 6 7 8
Trustworthy 0 1 2 3 4 5 6 7 8
Responsive to changes 0 1 2 3 4 5 6 7 8
Requires minimal supervision 0 1 2 3 4 5 6 7 8

Responsibility Points Total _____/7 = _____

ACCOUNTABILITY

Strives for precision, accuracy, and quality in tasks..... 0 1 2 3 4 5 6 7 8
Follows guidelines carefully and in an orderly manner..... 0 1 2 3 4 5 6 7 8
Works to acceptable standards 0 1 2 3 4 5 6 7 8
Shows pride in accomplishments..... 0 1 2 3 4 5 6 7 8

Accountability Points Total _____/4 = _____

Total points Section Totals _____/3= _____

Additional Comments _____

Level I Assessment

Name _____

I. Interest (KUDER, Career Cluster Interest Inventory, etc) (10 points)

☐ Career Exploration ☐ Program Declaration ☐ Specific Career Objective

II. Attendance (Total days absent during 9th grade and 1st half of 10th grade) (30 points)

<6 7-9 10-11 12-14 15-16 17-19 20-22 23-24 25+

III. Discipline (Total number of referrals during 9th grade and 1st half of 10th grade) (20 points)

0 1 2 3 4 5 6 8 10 12+

IV. Cumulative Grade Point Average _____ or _____ (10 points)
11 point scale 4 point scale

V. Aptitude (ASVAB, GATB, DAT, other) (6 points)

☐ Low Aptitude ☐ Average Aptitude ☐ High Aptitude

VI. Recommendations (24 points)

a. Teachers – academic _____ pts

b. Teacher - practical arts _____ pts

c. Administrator _____ pts

Total Points for Application _____ /100

The following information will be used to verify program representation and will not be used for purposes of discrimination. If you answer yes to any of the following questions, the student is eligible to receive special help. Please include copies of their test scores, especially math and reading levels.

Reading Grade Level _____

Math Level on most recent MAP _____ Current Math Course _____

Does the student have an Individual Education Plan (IEP)? ☐ Yes ☐ No

Does the student have a Behavior Improvement Plan (BIP)? ☐ Yes ☐ No

Does the student have a 504 Plan? ☐ Yes ☐ No

Enrolled in Special Education Classes? ☐ Yes ☐ No If yes, ☐ EMH ☐ LD ☐ BD ☐ Other

Is the student disadvantaged? ☐ Yes ☐ No If yes, ☐ Academically ☐ Economically