

- b. The program of IIASA shall provide: (7-1-93)
 - i. Industrial Arts students with activities which are related to the instructional program both in and out of the classroom. (7-1-93)
 - ii. Activities that are co-curricular rather than extra-curricular. (7-1-93)
- 06. Program Evaluation. The maintenance of a quality program of industrial arts shall require continuous evaluation of the goals, processes, and products relative to student, staff, curriculum, instruction, support services, facilities, organization and administration. (7-1-93)
 - a. Evaluation shall measure the effectiveness of industrial arts programs by: (7-1-93)
 - i. Assessing the goals and objectives. (7-1-93)
 - ii. Identifying and assessing the instructional techniques and methods being utilized. (7-1-93)
 - iii. Identifying and recommending methods to effectively eliminate program weaknesses. (7-1-93)
 - iv. Relating evaluation outcomes to standards. (7-1-93)
 - v. The SBVE and the Local Educational Agency share cooperatively in the evaluation of industrial arts programs, services, instruction, facilities equipment and activities. (7-1-93)
 - b. Prevocational industrial arts programs shall be further evaluated by: (7-1-93)
 - i. The effective utilization of a local advisory committee. (7-1-93)
 - ii. The extent that the curriculum presentation assists individuals in developing their vocational interests and abilities for furthering their vocational goals. (7-1-93)
 - iii. The periodic review and update of program goals, course outlines with the performance objectives and the methods of student evaluation. (7-1-93)
 - iv. Determining that adequate career guidance and counseling is an integral part of the program. (7-1-93)
 - v. Provide for a follow-up of students who complete one or more prevocational course offerings. (7-1-93)

See example in Appendix C, located at the end of this chapter

241. -- 249. (RESERVED).

250. PROGRAM STANDARDS FOR SECONDARY OFFICE OCCUPATIONS EDUCATION.

- 01. Office Occupations. Instruction in the program shall encompass business skills, techniques, economic understanding, and attitudes necessary to enable students to participate in the economy as wage earners and consumers. (7-1-93)
 - a. The Office Occupations Departments of Idaho high schools have a dual responsibility. This dual responsibility shall consist of offerings which impart general information to help students make meaningful decisions in life and prepare students for entry level employment. (7-1-93)
 - b. General business education courses shall inform and impart knowledge regarding business activities which can be taken by students for the individualized knowledge or skill which can be gained. (7-1-93)

Secretarial Core.			
9th Grade	10th Grade	11th Grade	12th Grade
	Typing I	*Shorthand I or *Machine Shorthand	*Office Procedures, Secretarial
		*Typing II	*Shorthand II

which may be reimbursable as approved by the State Board (1976).

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor.

(7-1-93)

Secretarial Enrichment

Secretarial Enrichment			
9th Grade	10th Grade	11th Grade	12th Grade
General Business	Office Machines (Computations)	** Accounting/ Bookkeeping I	*COOP
Recordkeeping	Business Communications	Data Processing	*Data Processing
		*Data Processing I	
		Economic	
		Business Law	

*Courses which may be reimbursable as approved by the State Board (1976)

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor.

(7-1-93)

v. Program curriculums shall consider both the needs of the student and the occupational opportunities; be designed to provide learning in office tasks; meet job standards; be constantly changing to keep pace with changes in occupational opportunities and requirements; and be flexible enough for open entry/exit scheduling.

(7-1-93)

b. The office occupations curriculum shall be planned program leading to career in one of the following broad office occupations clusters:

(7-1-93)

14.0100	Accounting and Computing Occupations
14.0201	Computer and Console Operators
14.0203	Programmers
14.0299	Other Business Data Processing
14.0300	Filing, Office Machines, Clerical Occupations

14.0400	Information Communications Occupations
14.0500	Materials Support, Transportation
14.0600	Personnel Training and Related Occupations
14.0700	Steno., Secretarial and Related Occupations
14.0800	Supervisory and Adm. Mgmt. Occupations
14.0900	Typing and Related Occupations

c. Competency based job entry-level employment standards shall be utilized in assessing student learning and satisfactory completion of specific subject matter. (7-1-93)

d. Written course outlines, as required by the Idaho SBVE and identified in the various Guides shall be on file and reflect the actual activities of the office occupation courses. They shall be expressed in terms of student performance criteria. (7-1-93)

e. Class Scheduling (Secondary). (7-1-93)

i. A sufficient number of class periods and offerings shall be provided to serve the needs of all students desiring to become proficient in office skills. (7-1-93)

ii. The basic vocational classes and Clerical Office Procedures should be an average of one school hour or class period daily. (7-1-93)

iii. Secretarial Office Procedures and Advanced Shorthand should be scheduled back-to-back in a two (2) school hour or double period block. (7-1-93)

f. Cooperative Program in Office Occupations. When offered the program shall be cooperative arrangement between the school and community employers to provide related work and school experiences for senior students enrolled in the Office Procedures class. These two experiences shall be planned and supervised by the school and employers so that each contributes to the students' perfected skill and employability. Refer to Guide #167 for further information; available upon request from the Division of Vocational Education. (7-1-93)

i. To effectively organize the Cooperative Program, extended contracts provide for coordinating activities between the school and training stations prior to the start of the school year and the completion of reports following the end of the school year. (7-1-93)

ii. Teacher-Coordinators shall have one hour release time per CO-OP section during the school day for coordination of CO-OP class. (7-1-93)

iii. Accounting Bookkeeping Core.

Accounting Bookkeeping Core			
9th Grade	10th Grade	11th Grade	12th Grade
	Typing I	**Accounting/Bookkeeping I	*Accounting/Bookkeeping II/
			Office Procedures

*Courses which may be reimbursable as approved by the State Board (1976).

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor.

iv. Accounting/Bookkeeping Enrichment.

Accounting/Bookkeeping Enrichment			
9th Grade	10th Grade	11th Grade	12th Grade
General Business	Typing I	Business Law	Office Procedures, Clerical
Recordkeeping	Office Machines (Computations)	*Typing II	*COOP
	Business Communicatons	Economics	*Shorthand I
		*Intro to Data Processing	*Data Processing II
		*Data Processing	

*Courses which may be reimbursable as approved by the State Board (1976).

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor.
 (7-1-93)

v. Clerical Core.

Clerical Core			
9th Grade	10th Grade	11th Grade	12th Grade
	Typing I	*Typing II	Office Procedures, Clerical

*Courses which may be reimbursable as approved by the State Board (1976).

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor.
 (7-1-93)

vi. Clerical Enrichment.

(7-1-93)

Clerical Enrichment			
9th Grade	10th Grade	11th Grade	12th Grade
General Business	*Office Machines (Computations)	*Accounting/ Bookkeeping I	*COOP
Recordkeeping	Business Communications	*Intro to Data Processing	*Data Processing II
		*Data Processing I	
		Economics	
		Business Law	

*Courses which may be reimbursable as approved by the State Board (1976).

** Accounting I may be reimbursed under certain conditions. If interested, contact the State Supervisor.

04. Instructional Materials and Equipment. Facilities for instruction in office occupations shall provide space arranged to facilitate supervision, be planned to insure comfort and safety of students and be indicative of the working conditions typical of the occupation for which training is provided. The following standards shall be followed: (7-1-93)

a. Districts shall provide classrooms equipped similar to offices in the community. Equipment shall include:

Electric typewriters
Duplicating equipment
Computational equipment
Dictation/transcription equipment (7-1-93)

b. Equipment purchased with funds provided in whole or in part by the Idaho SBVE shall be located in and used by students in the office occupations complex; and, accounted for annually on the official inventory record. (7-1-93)

c. Textbooks, instructional and supplementary materials shall be on the approved textbook adoption list, sufficient in quantity, reflect up-to-date business practices trends in offices, be in good condition and appropriate to the objectives of the office occupations program. (7-1-93)

d. Funds shall be made available to provide supplies and materials necessary for meeting the vocational office occupations objectives. (7-1-93)

e. The office occupations complex shall be easily accessible to physically handicapped students according to the standards set forth in Title IX and be available to males and females on a non-biased, non-discriminatory equal basis. (7-1-93)

f. Storage space shall be provided for instructional supplies and teacher/ student materials. (7-1-93)

g. The following recommendations shall be considered to further enhance the office occupations program. (7-1-93)

i. A systematic written plan for replacement of equipment shall be followed by the school administration. (Distributors of the equipment are the best source for suggested replacement schedules for the equipment they sell and service.) (7-1-93)

ii. All equipment shall be physically inventoried at least one a year and current records maintained. (7-1-93)

iii. Environmental conditions, such as the heat, light, ventilation and acoustics shall be controllable. (7-1-93)

iv. Provide sufficient electrical outlets to allow for the safe operation of machines during the instructional period. A central master switch to all outlets assures additional safety control. (7-1-93)

v. Needed class size depends on enrollment, but it should be large enough to facilitate supervision and be arranged to simulate office conditions. (7-1-93)

vi. Reference material should be available for use by office occupations students including a variety of current supplemental information not normally found in textbooks; ie: occupational handbooks, trade journals, newspapers, dictionaries, spelling aides. (7-1-93)

vii. The office occupations facility should show evidence of proper custodial maintenance. (7-1-93)

05. Student Organization. Opportunities for active participation in a vocational student organization shall be available to office occupations students with emphasis on the development of leadership skills. (7-1-93)

- a. Office Education Association (OEA) Purpose. (7-1-93)
 - i. To provide all students with vocational objectives of office occupations the opportunity to affiliate and participate. (7-1-93)
 - ii. To provide a means of uniting the members of Office Occupations classes into a group which has common interests and goals. (7-1-93)
 - iii. To develop leadership by having students plan together, organize and carry out worthy activities and projects. (7-1-93)
- b. Student activities shall be related to the instructional program both in and out of the classroom and be emphasized as co-curricular rather than extra-curricular. (7-1-93)
 - i. Officers shall be elected who are interested, willing to work and have the time to serve. (7-1-93)
 - ii. Every member of the group shall be involved in the program of work. (7-1-93)
 - iii. Meaningful activities and programs shall be scheduled. (7-1-93)
- c. State and national offices shall be maintained to provide continuity for the coordination of organization and activities. (7-1-93)

04. Assessment of Program Effectiveness: In addition to a continuing self-evaluation by Local Education Agencies, a continuing evaluation shall be conducted by State Staff through a review of the program and review of records and reports submitted to the State Office. Special attention shall be given to placement and follow-up of graduates. (7-1-93)

- a. Enrollment -- While the primary goal of vocational education is to provide entry level skills to all individuals, there are certain limits related to student/teacher ratios and cost effectiveness that must be observed. The recommended minimum size for a vocational class shall be ten (10) students with a maximum of twenty (20). (7-1-93)
- b. Completion -- Students shall be considered completers when they have completed all or a major section of an instructional program and have gained entry level skills. To be counted as a completer, secondary students shall have graduated or left high school with entry level skills. (7-1-93)
- c. Follow-up -- Federal mandate requires an annual follow-up of completers. Detailed placement records shall be maintained and available upon request of the SBVE office. Secondary vocational education programs shall maintain a minimum placement rate of fifty percent (50%) of those students available for placement. (7-1-93)
- d. Employer satisfaction: Random samples shall be taken by the State Office to determine employer satisfaction related to employee skills, work attitudes and overall performance. The degree of employer satisfaction shall be used to determine the need for further direction and evaluation of the program. (7-1-93)

251. -- 259. (RESERVED).

260. PROGRAM STANDARDS FOR SECONDARY SEX EQUITY EDUCATION.

01. Purpose. The primary purpose of establishing program standards that reflect sex equity concepts is to assist the Local Education Agency (LEA) in the development of criteria and standards that will provide for equitable treatment of all students. A second purpose is to supplement those program standards developed by the specific Vocational Education program area. It is recommended that the LEA will conduct its own self-analysis to determine that it does assure equal access and opportunity for students to enroll into Idaho's Vocational Education

programs. These standards are considered vital and essential to every Vocational Education program. It is hoped that the LEA will continue to make progress regarding sex equity. (7-1-93)

02. Philosophy. It is the philosophy of the Idaho SBVE that all students who want, need and can profit from, should have equal access into all vocational programs regardless of sex, equal treatment while in the program, and opportunity for equal placement. One objective of all secondary and post secondary education agencies shall be the elimination of sex bias, sex role stereotyping and sex discrimination. (7-1-93)

03. Instructional Staff. All faculty shall be considered for hire based on competence, talent, skill, motivation, academic and occupational preparation. Sex should not be a barrier for selection unless it can be proven to be a bona fide* occupational requirement. *Title IX of the Education Amendments of 1972, Public Law 92-318, states in Section 86.61--"nothing contained in this section shall prevent a recipient from considering an employee's sex in relation to employment in a locker room or toilet facility used only by members of one sex." (7-1-93)

04. Instructional Plan. (7-1-93)

a. Curriculum. Curriculum shall be planned that will consider all students on an equal basis. Any previously biased materials shall be presented in a non-biased way. The instructor shall be on the alert for materials that are sex fair. (7-1-93)

b. Lesson Plans and Revision. As material is deleted from existing curriculum, materials shall become free from sex role stereotyping, bias, and discrimination. Efforts shall be made to produce sex fair related materials. As new materials are purchased, care shall be taken to assure that it is sex fair. Publishers shall be encouraged to update current materials and develop all new materials in a non-biased way. (7-1-93)

c. Instructional Delivery System. All students in a specific occupational program shall be treated the same. There shall be no "boys only" or "girls only" presentations. Voluntary assignments shall be based on student preference or competence and not sex. Discipline shall be the same for all students. (7-1-93)

d. Student Competencies. All students shall be evaluated and graded according to their performance, ability and academic competency and the criteria established for performance in the specific occupation for which she or he is enrolled. (7-1-93)

05. Equipment. (7-1-93)

a. Classroom Environment. All students shall be allowed to use all the instructional equipment in a given classroom situation. (7-1-93)

b. Laboratory or Clinical Area. All students shall be placed for occupational and laboratory experiences based on program and occupational requirements. (7-1-93)

06. Student Organizations. Vocational student leadership organizations shall be available to all students. Activities shall be integrated throughout the entire program. Advisors and students shall foster a sex fair philosophy. Students shall have equal opportunity for leadership activities based on talent, ability, skills and motivation and shall not be barred from participation based on sex. (7-1-93)

07. Advisory Committee (7-1-93)

a. Philosophy. The advisory committee members shall be oriented to and assisted in obtaining and maintaining sex equity concepts as they relate to Vocational Education programs. They shall incorporate into their educational philosophy the concept of all programs being open, accessible and available to all students regardless of sex. (7-1-93)

b. Advisory Committee Structure. Local advisory councils shall have an appropriate representation of both sexes. Each member shall foster sex fair concepts in all activities. Participation and public relations shall be based on the knowledge that all students deserve equal treatment and equal employment placement. (7-1-93)

- c. Areas of Service. Members shall be assisted to understand that whenever they participate in program evaluation that sex fair concepts shall be given equal consideration along with curriculum, instruction and student learning. (7-1-93)
08. Teacher Education In-Service. (7-1-93)
- a. Philosophy. Every Vocational Education instructor in Idaho shall participate in program and course offerings relating to the concepts of sex equity, including, but not limited to: (7-1-93)
- i. Legislation....Title IX, Title II and 504*
*Title IX....Education Amendment of 1972, Public Law 92-318. Title II....Education Amendments of 1976, Public Law 94-482 504. Rehabilitation Act of 1973 regarding the Handicapped. (7-1-93)
- ii. Use of curriculum (7-1-93)
- iii. Grievance procedures (7-1-93)
- iv. Treatment of students (7-1-93)
- v. Understanding what constitutes sex bias, sex role stereotyping and sex discrimination (7-1-93)
- b. Formal Course Work. Every Vocational Education instructor in Idaho shall have opportunity to take course work relating to sex equity concepts. Instructors are urged to become trainers for their local area. (7-1-93)
- c. Summer Conference. (7-1-93)
- i. Philosophy. Every course offering at summer conference shall have sex equity concepts and philosophy integrated throughout. Since this may be difficult due to the nature of some of the courses, or the teachers themselves, then a course in sex equity concepts should be offered each time. The program should be well-advertised through all the vocational disciplines so that all teachers have the opportunity to take the course. (7-1-93)
- ii. Attendance. To adequately cover the content, course offerings shall be a minimum of fifteen (15) hours in length. Teachers shall attend all sessions in order to receive credit for the class. (7-1-93)
- iii. Participation. Evaluation for the class shall be on a pass/fail basis. Participation in the course activities shall be taken into consideration when grading the student. (7-1-93)
09. Evaluation. (7-1-93)
- a. Counseling. Counselors shall be aware of Title IX and Title II legislation. They shall be aware of resources that are available to assist in counseling students into resources that are available to assist in counseling students into programs of their choice, either traditional or non-traditional. Students shall be encouraged to enter vocational courses based on their interest, motivation, and talent rather than from stereotyped concepts. (7-1-93)
- b. Recruitment. The Local Education Agencies shall actively recruit both male and female students for each vocational program offering. Efforts to recruit students into non-traditional course offerings should be, but not limited to: (7-1-93)
- i. Media....newspaper advertising, television, radio; (7-1-93)
- ii. Printed program brochures; (7-1-93)
- iii. Bulletin boards; (7-1-93)
- iv. Parent-teacher groups; (7-1-93)
- v. Program advisory councils; (7-1-93)

- vi. Career awareness days. (7-1-93)
 - c. Enrollment. All programs shall be open to all students regardless of sex. Although no specific quotas are required, those programs with a high (eighty percent (80%) or over) percentage of students traditional of one sex shall take active measures toward recruitment to ensure that the opposite sex is aware of the program and has ample time to consider and enroll. (7-1-93)
 - d. Completion. Data shall be kept by sex on enrollments, completions and follow-up. (7-1-93)
 - e. Follow-Up. Follow-up shall be done, including data collection by sex, to ascertain whether or not the non-traditional students are actively engaged in the occupational area for which they were vocationally trained. (7-1-93)
 - f. Employer Satisfaction. An effective system should be designed to include questions asked employers regarding the degree, level, and quality of performance of the non-traditional student. Questions should also be asked to see if employers would continue to utilize and actively solicit non-traditional students based on level of competence and satisfaction. (7-1-93)
10. Program Approval. All Local Education Agencies shall provide Vocational Education programs on a sex equity basis if State funds are utilized. Discrimination toward students, either male or female, which prevents them from enrolling, being fairly treated or given equal opportunity for placement, shall be cause for withdrawal of vocational program approval. (7-1-93)

261. -- 269. (RESERVED).

270. PROGRAM STANDARDS FOR SECONDARY SPECIAL NEEDS EDUCATION.

01. Program Definition. The primary purpose of vocational special needs education is to help develop the skills, knowledge, and attitudes of handicapped or disadvantaged individuals necessary to be employable and/or to seek further education and training. Each program also seeks to provide experiences which contribute to the making of informal and meaningful occupational choices by students. A vocational special needs program shall be defined as any special program whose objective is to provide special or additional services to handicapped or disadvantaged students. In order to better define the term "special needs program," it becomes necessary to define the characteristics of handicapped and disadvantaged students. Definitions from P.L. 94-482 are presented below, together with terms used in defining individual special needs programs. (7-1-93)
- a. The term "handicapped", when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program. Part C, Sect. 195 (7). (7-1-93)
 - b. The term "disadvantaged" means persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs, under criteria developed by the Commissioner based on objective standards and the most recent available data. Part C, Sect. 195 (16). (7-1-93)
 - c. Vocational Skill Development Program is a service or activity designed to prepare individuals for anticipated employment as semi-skilled or skilled workers, technicians, or professional support personnel in recognized occupations and in new and emerging occupations including occupations of a trade, technical, business, health, office, homemaking, agriculture, distributing, or other. Instruction is designed to fit individuals for initial employment in a specific occupation of a cluster of closely-related occupations in an occupational field. Such instruction includes education in manipulative skills, theory, auxiliary information, and other associated knowledge. (7-1-93)
 - d. Preparation for Advanced Education is a program, service, or activity designed to prepare

individuals for participation in advanced or highly skilled post secondary and technical education programs leading to employment in specific occupations or a cluster of closely related occupations and for participation in vocational education teacher education programs. This may be accomplished through the vocational skill development program as individual students apply acquired skills toward a higher level of training and is not, necessarily, a separate program element. (7-1-93)

e. Prevocational-Introductory means an instructional program, service, or activity designed to familiarize individuals with the broad range of occupations for which special skills are required and the requisites for careers in such occupations, to provide introductory knowledge and skills in identified program areas, and/or to provide for informed consumer decision making. (7-1-93)

f. Every vocational special needs program shall contribute to preparation for optimum employment of each individual. "Optimum" preparation for employment includes developing employment objectives for each student based on their interests, abilities, achievement levels, intelligence, and aptitudes. Special Needs Programs shall make available to each student the same quality and variety of course offerings, instructors, equipment, and supplies as regular vocational programs. Special needs students shall have access to every opportunity to develop to their full employment potential. (7-1-93)

02. Program Objectives. As an integral part of the educational process in the public school, vocational special needs programs shall have, as specific objectives, one or more of the following: (7-1-93)

a. Vocational Skill Development. To prepare individuals for entry level employment in recognized occupations, and emerging occupations. (7-1-93)

b. Preparation for Advanced Vocational Education. To prepare individuals for participation in advanced or highly skilled PS and technical education. (7-1-93)

c. Development of Prevocational-Introductory Work Skills. To assist individuals in the making of informed and meaningful occupational choices and to prepare students for multiple roles such as homemaker, wage earner, and consumer. (7-1-93)

d. Support Service to Regular Programs. Vocational Education is mandated by PL 94-482 and PL 94-142 to provide appropriate prevocational programs and/or supportive service to persons who are handicapped and/or have academic economic, or other disadvantages that prevent them from succeeding in a regular vocational program. Persons who have handicaps and/or disadvantages are termed as have "special needs". (7-1-93)

e. Close cooperation and coordination with the State Department of Education, Special Education Division is encouraged to insure the student receives the optimum training possible. The Special Education Division is concerned mainly with the general educational development of handicapped students, and the Vocational Education Division is concerned primarily with the occupational skills and attitudes needed for a student to be successful in competitive employment. (7-1-93)

f. In planning for attainment of the program objectives, program coordinators shall develop procedures for documenting efforts made to assist vocational students in achieving the following individual student objectives: (7-1-93)

i. Identify individual interests, abilities, and goals. (7-1-93)

ii. Develop positive self-concepts, positive attitudes toward work and social skills necessary for effective relationships. (7-1-93)

iii. Recognize the dignity of each occupation and appreciate the contributions which each makes to society. (7-1-93)

iv. Explore employment trends and the nature of work in a wide range of careers related to their personal interests, abilities, and goals. (7-1-93)

- v. Explore and successfully participate in job tasks related to a variety of careers. (7-1-93)
- vi. Explore the basic process of production, processing, servicing, and distribution of the American Economy and the importance of human relationships and ingenuity of these processes. (7-1-93)
- vii. Practice creativity, initiative, and decision making in solving problems related to career planning and satisfaction of personal, occupational, and family responsibilities. (7-1-93)
- viii. Formulate educational plans in line with employment possibilities and personal potential. (7-1-93)
- 03. Instructional Program offerings. Instructional plans for vocational special needs education shall take one of two forms. The first form is the mainstreamed course offerings. Mainstreamed students may be expected to achieve the same objectives as regular students or program objectives may be modified to meet the special abilities of the identified vocational special needs student. In no case shall an identified vocational special needs student be placed in a mainstreamed environment without identifying the additional services necessary for successful completion. (7-1-93)
 - a. In instances where the degree of handicapping or disadvantaging conditions are so pronounced as to make successful completion of a regular or modified regular program impossible, even with additional support services, students may receive instruction in self-contained environments. (7-1-93)
 - b. Teacher student ratios must be kept low for the maximum amount of interaction to take place between teacher and student. For comparison purposes, a special needs student will be counted as three (3) regular students in determining class size. Those schools in which class size approximates a regular class must be able to show the special class is being modified in another effective manner. (7-1-93)
 - c. Acceptance of special needs education programs will be based on an annual proposal and budget. Factors considered in funding are relative ability to pay and low income population. For Special Programs for the Disadvantaged, unemployment and school dropout figures will be used. If sufficient funds are not available to fully fund all allowable costs, an across the board percentage decrease may be implemented. Matching funds will be required to comply with Federal Regulation. (7-1-93)
- 04. Instructional Materials/Equipment/Facilities. (7-1-93)
 - a. Standards for Mainstream Programs shall be as follows: (7-1-93)
 - i. Textbooks and text materials used for mainstreamed special needs students shall be the same as the textbooks and the text materials used for regular students. When text materials are being selected, strong consideration shall be given to textbooks and materials which are published at more than one reading level. The ability to modify textbooks and revise them to lower reading levels is a basic certification requirement of special needs teachers. When this service is required, local education agencies shall provide the preparation time necessary to accomplish the revisions. (7-1-93)
 - ii. Textbooks and text materials used for mainstreamed special needs students shall be on the approved textbook adoption list, be sufficient in quantity, reflect up-to-date practices in the vocational area of the mainstreamed program, be in good condition and appropriate to the stated objectives of the student's educational plans. (7-1-93)
 - iii. No differentiation in use of equipment shall be made between mainstreamed special needs students and regular students other than use of specifically modified equipment required for particular handicaps. For example, mainstreamed students shall not be assigned to manual typewriters if electric typewriters are available to regular students. (7-1-93)
 - iv. Materials or equipment acquired with funds stipulated for procurement of special materials and/or equipment for mainstreamed students shall be utilized for the stipulated purpose. (7-1-93)
 - v. An inventory of all equipment designated for mainstreamed special needs programs shall be

maintained and physically accounted for at least one (1) a year. Specialized or modified equipment which is not presently being utilized shall be so designated and shall be made available for lease, loan, transfer, or purchase by other programs. (7-1-93)

b. Minimum Standards for Self-Contained Programs. (7-1-93)

i. Basic texts and accompanying documents provided by local education agencies for self-contained programs shall be geared to the level of the student population being served and shall represent an investment of at least the pro-rata per student investment in like materials for regular students, times the number of students served. (7-1-93)

ii. Equipment and supplies for self-contained programs shall be of at least the quality, and in the amounts, of like equipment used in regular programs in the district. Equipment and materials designated as obsolete or obsolescent for regular programs shall be used only with the express consent of the state supervisor of vocational special needs. (7-1-93)

iii. Equipment or materials which have been purchased or modified to meet the specific need of a handicapped student or students shall not be used in regular programs without the express consent and approval of the state supervisor of vocational special needs. (7-1-93)

iv. An inventory of all equipment designated for self-contained special needs programs shall be maintained and physically accounted for at least one a year. Specialized or modified equipment which is not presently being utilized shall be so designated and shall be made available for lease, loan, transfer, or purchase by other programs. (7-1-93)

05. Student Organizations. Because of the adverse affects on students of providing labels such as "special", special student organizations for special needs students shall not be instituted. Special needs students shall be encouraged to participate in regular vocational student organizations; all such organizations shall be organized in a manner which will include special needs students in their activities. (7-1-93)

06. Assessment of Program Effectiveness. Program effectiveness shall be based primarily on the degree to which programs achieve their stated objectives. Components of evaluation shall include, but not be limited to, the following: (7-1-93)

a. Vocational Special Needs Programs shall have one or more of the following specific functions as an integral part of their process: (7-1-93)

i. Vocational Skill Development (7-1-93)

ii. Preparation for Advanced Vocational Education (7-1-93)

iii. Development of Prevocational - Introductory Work Skills (7-1-93)

iv. Support Services to Regular Programs. Personnel involved with Vocational Special Needs Programs shall collect pertinent data, as requested, which will reflect the degree to which their particular program is achieving its stated function. (7-1-93)

b. Programs shall be evaluated on the degree to which students' individual interests, abilities, and goals are identified. Documentation of efforts made to reach identified goals shall be maintained by the program personnel for review by the State Supervisor or other interested parties. (7-1-93)

c. Since development of recognition of the dignity of each occupation and appreciation of the contributions which each makes to society should be a primary objective of each program, the degree to which programs attempt to develop occupational knowledge of each student shall be an element of evaluation. (7-1-93)

d. Exploration of employment trends and the nature of work in a wide range of careers related to students' personal interests, abilities, and goals in another basic objective of programs for disadvantaged or

handicapped students. In keeping with this basic objective, the degree to which information sessions and occupational knowledge experiences are presented, shall be an element of evaluation. (7-1-93)

e. Certification, appropriate work experience, and successful teaching experience, as well as competency development in the area of special needs shall be an item of program evaluation. (7-1-93)

f. In keeping with Section three (3) of these standards, teacher student ratios are an important element of program evaluation. As stated in these standards, a special needs student should be counted as three regular students in determining class size. For self-contained programs, it must be shown that class size based on this comparison factor does not exceed class size for regular programs. For mainstreamed programs, the degree to which mainstreamed class sizes are reduced relative to regular class sizes will be considered as an evaluation factor. (7-1-93)

g. As stated in standard four, instructional materials for special needs students shall not be a lower quality than materials used in regular classes. Materials used in special needs programs shall be compared to materials used in regular programs and the results will constitute an evaluative factor of the special needs program. (7-1-93)

h. The degree of special needs student participation in regularly organized vocational student organizations shall be an evaluative factor. (7-1-93)

i. Special Needs programs will be evaluated on the structure and degree of participation and input of advisory committees. (7-1-93)

j. Following the first year of organization of special needs program, the degree to which staff members participated in staff upgrading opportunities shall constitute an evaluation factor. (7-1-93)

k. Summary: The previously listed elements of evaluation constitute minimum evaluative components of all special needs programs. Additional elements of evaluation may be negotiated at the beginning of each school year or at the beginning of each funding cycle, by the program administrator and the State Supervisor of Vocational Special Needs. (7-1-93)

271. -- 279. (RESERVED).

280. PROGRAM STANDARDS FOR SECONDARY TRADE AND INDUSTRIAL EDUCATION.

01. Program Definition. Trade and Industrial Education is a service area in Vocational Education, with numerous program options available. A program in Trade, and Industrial Education is designed to develop measurable manipulative skills, safety judgment, trade ethics, leadership abilities, technical knowledge and related occupational information which prepares individuals for successful employment in recognized occupations. A program of Trade and Industrial Education shall serve a dual need. It shall meet the needs of students to prepare them for employment and it shall meet the needs of the labor market locally, statewide and/or nationwide. (7-1-93)

02. Program Objectives. When offered, Trade and Industrial Education shall be perceived as a part of a total educational system, a component of a well rounded educational program. Skills, such as those found in Trade and Industrial Education, must be learned by secondary students, so that when the two (2) components are coupled together, each individual is capable of making life adjustments, of earning a living, or making a vital contribution to our nation's skilled manpower force, and of continuing his or her education in PS institutions. (7-1-93)

a. It is generally recognized that the use of measurable performance objectives provides the best method of determining the competency of the learner. However, a block of clock hours of instructional time is necessary to achieve the maximum development of acceptable levels of performance requirements necessary for trade proficiencies. Such a block of time is, at present, the best way to: (7-1-93)

i. Provide for the physical change that takes place in one's life in adapting from an irregular schedule to a "real work" situation, (7-1-93)

- ii. Meet the varied abilities of all students, (7-1-93)
 - iii. Provide sufficient time to meet the minimum performance of the trades. (7-1-93)
03. Instructional Program Offerings. As a basis for the operation of the program, and for its evaluation, each Trade and Industrial Education program shall engage in a management system involving the establishing of a philosophy or mission and the use of goals and objectives for accomplishing that mission. (7-1-93)
- a. To assure quality programs, competency based curriculum with measurable objectives should be developed by educational personnel with input from advisory committee members from industry. They shall include the most up-to-date knowledge and skills required in the occupation and shall be designed to prepare the student for job entry level employment. The curriculum shall be presented in a non-biased, nondiscriminatory way - free from sex stereotyping. (7-1-93)
 - b. The curriculum shall not only provide job information and skill development, but shall also provide ways to help students develop efficient work habits, acquire positive attitudes about leadership, and about the personal, psychological, social, and economic significance of work. This can best be implemented through active participation in the Vocational Industrial Clubs of America (VICA) at the local, state, and national levels. (7-1-93)
 - c. The instructional content shall include applications of mathematics, scientific principles, and communication skills related to the occupations. (7-1-93)
 - d. All Trade and Industrial Education programs shall include a systematic and regular program of instruction in safety practices, accident prevention, and occupational health habits. (7-1-93)
 - e. Courses of study shall be flexible and subject to revisions periodically by the instructor to reflect technological changes with the assistance of Labor and Management, Advisory Committees, Consultants, Teacher Educators, and Local Governments. A multi-media approach shall be used in the instructional delivery system. (7-1-93)
 - f. Each cooperative program shall be organized on a basis that requires the student to attend a related class for at least one (1) period per day and to receive training at a work station in the community for no less than fifteen (15) hours per week. (7-1-93)
 - g. The related class period per day shall be scheduled for each student learner for technical instruction directly related to the occupation in which the student is employed and for other general information designed to make him/her a better employee and individual. First and second year students shall be placed in separate related instruction classes. (7-1-93)
 - h. An individual training plan shall be developed for each student in the cooperative program. This plan shall be used to coordinate classroom instruction and on-the-job training. (7-1-93)
04. Instructional Materials/Equipment/Facilities. It is essential that instructional shops, laboratories, and related instructional facilities are developed to duplicate conditions of industry; that is, the total environment in which the student is being trained (the job, operation, tools, and equipment) shall as nearly as possible, duplicate the environment in which the individual subsequently will work. In addition, the classroom facilities shall be of sufficient size, quality, and arrangement to effectively meet the instructional needs of all students. Instructional supplies and materials shall be comparable to those found in industry and must be available in sufficient quantity to insure development of marketable competencies. (7-1-93)
05. Student Organizations. The Vocational Industrial Clubs of America (VICA) is the official student organization for Trade and Industrial Education. VICA was established to provide through an organized, co-curriculum club program, the experience that trade preparation and cooperative students need to grow in leadership, citizenship, and character. VICA has a program of work which outlines seven major goals and sets and pace for VICA nationwide. (7-1-93)
- a. Personal growth - individual self-improvement through scholarships, citizenship and participation

in home school and community activities. (7-1-93)

b. Community understanding - improvement of relations among students, between students and teachers, employees and employers, management and labor, school and community and other nations. (7-1-93)

c. Safety in shops, classrooms, on the job and on the highway. (7-1-93)

d. Teacher recruitment - the engagement of capable students to enter the field of trade and industrial education. (7-1-93)

e. Vocational student cooperation among youth in all areas of vocational education. (7-1-93)

f. Good public relations - providing a general public awareness of the good work that students engaged in Trade and Industrial Education are going to not only themselves, but their community, state, nation and world. (7-1-93)

g. Professional advancement - to prepare students for obtaining jobs by introducing them to job interview procedures and acquainting them with available job opportunities. (7-1-93)

h. VICA is an integral part of the educational program, reinforcing and enlarging upon skill instruction. By helping students understand their role in the community and the importance of job performance, it lends relevance to education. It has raised the status of industrial -technical education and attracted capable young people to jobs that our country must fill. (7-1-93)

06. Assessment of Program Effectiveness. Admission to any Trade and Industrial Education Program shall be determined by the student's interest in, and need for, the program, his/her ability to profit from the instruction, and the reasonable potential for employability in the particular occupation following completion. Previous orientation and exploratory experiences are highly desirable. (7-1-93)

a. Programs developing skilled workers, semi-skilled workers, or technicians shall be organized for, and composed of, students who have the ability and aptitude to attain a high level of performance in the Trade and Technical Occupations with the time allotted. Such classes shall not enroll less than ten (10) nor more than twenty (20) students. (7-1-93)

b. One teacher/coordinator in a Trade and Industrial Cooperative Program shall not coordinate the on-the-job training for more than thirty (30) students during any one term if a large variety of occupations are served by the program. Additional students may be accepted if there are several placement in like occupations at the same location. (7-1-93)

c. Quality programs are based on one thousand eighty (1,080) clock hours of instruction for junior and senior students and ninety (90) clock hours prevocational instructional activity for sophomores. Recommended scheduling is one (1) hour per day for one semester for sophomore students, and a three (3) hour block of time for junior students and a three (3) hour block of time for seniors. Time spent in the laboratory/shop may vary from sixty percent (60%) to seventy-five percent (75%) with the remainder of the instructional time devoted to technical related instruction and student leadership training. To be recognized as a State Board approved vocational program and eligible for reimbursement, the T&I program must operate for a minimum of seven hundred twenty (720) hours of instruction for juniors and seniors plus one hundred eighty (180) hours of prevocational training. (7-1-93)

d. Procedures for an annual and long-range follow-up of students shall be provided. The program shall have a placement of fifty percent (50%) of the graduates available for employment in a related occupation to the training provided. (7-1-93)

e. Employer satisfaction of the graduates is the final evaluation. If the student is employed and the employer is satisfied with the student, the Trade and Industrial Education program has succeeded. (7-1-93)

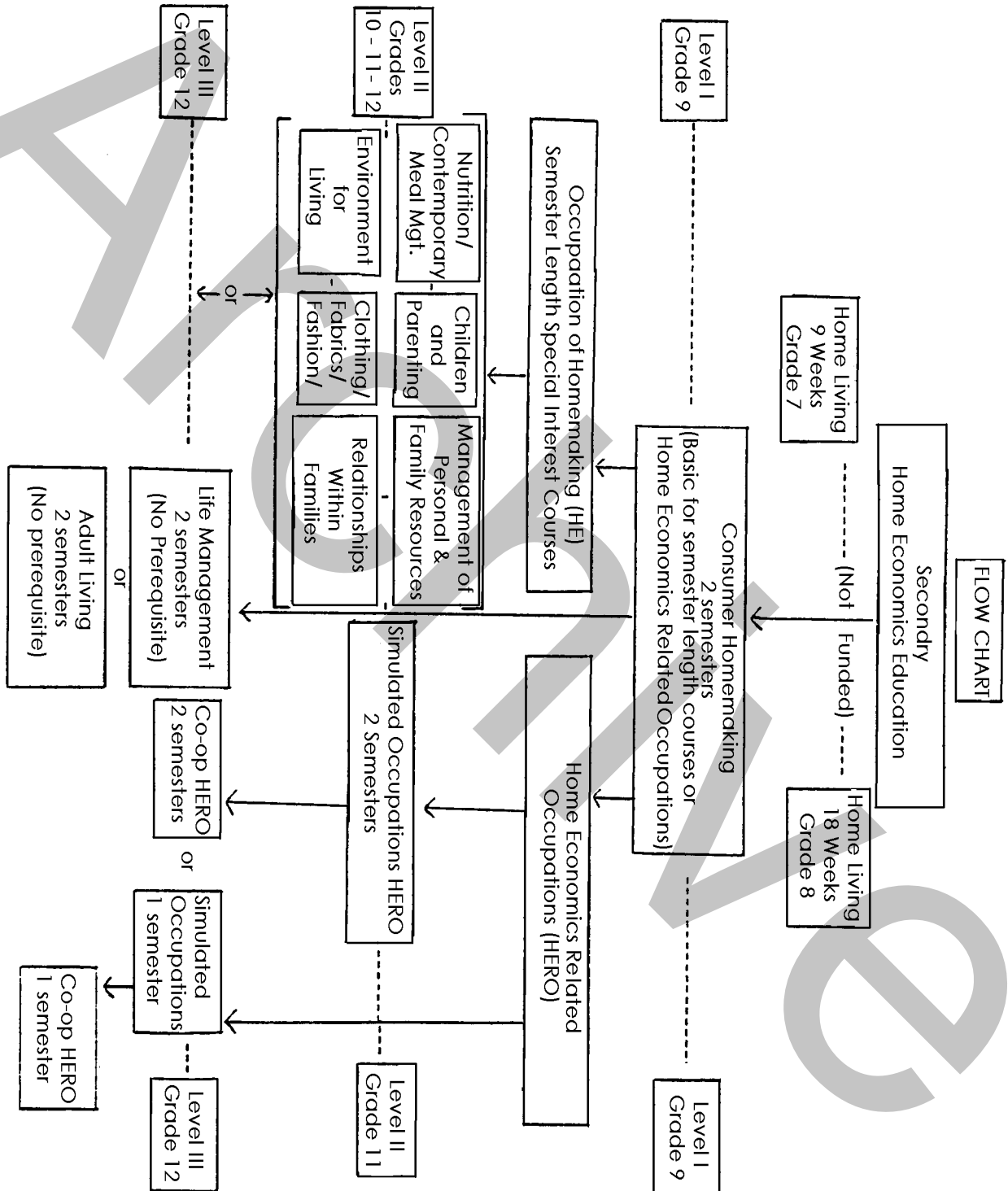
281. -- 999. (RESERVED).

APPENDIX A

SUGGESTED CAREER EDUCATION EXPERIENCES & VOCATIONAL EDUCATION RELATIONSHIP

Grades K-6	Grades 7-9	Grades 10-12	Options After Grade 12
<p>Students Develop Self-Awareness and an Understanding of Their Interests, Abilities & Aptitude</p> <p>Students Develop Attitudes About the Personal, Social, and Economic Significance of Work</p>			
Career Awareness	Career Exploration	Occupational Preparation	
<p>Sights and Sounds of Occupations:</p> <p>What are the occupations?</p> <p>Who works in them?</p> <p>What are the people's life styles?</p> <p>Who do they work with?</p> <p>Where are their jobs?</p> <p>How do they accomplish their responsibilities?</p>	<p>Student Enrolls in General/Academic Courses</p> <p>Student Explores Clusters of Their Choice Through:</p> <p style="padding-left: 40px;">General Business</p> <p style="padding-left: 40px;">Consumer Homemaking</p> <p style="padding-left: 40px;">Industrial Arts</p> <p style="padding-left: 40px;">Prevocational Education</p> <p>Student Practices Making Career Decisions</p>	<p>Student Enrolls in General/Academic Courses as Prerequisite for Further Education</p> <p>Student Specializes in an Occupational Area by Enrolling in a Vocational Education Program:</p> <p style="padding-left: 40px;">Agriculture Education</p> <p style="padding-left: 40px;">Distributive Education</p> <p style="padding-left: 40px;">Health Occupations</p> <p style="padding-left: 40px;">Home Economics</p> <p style="padding-left: 40px;">Office Occupations</p> <p style="padding-left: 40px;">Trades and Industries</p>	<p>Employment</p> <p>Vocational - Technical School</p> <p>4-year College</p> <p>Adult Education</p>

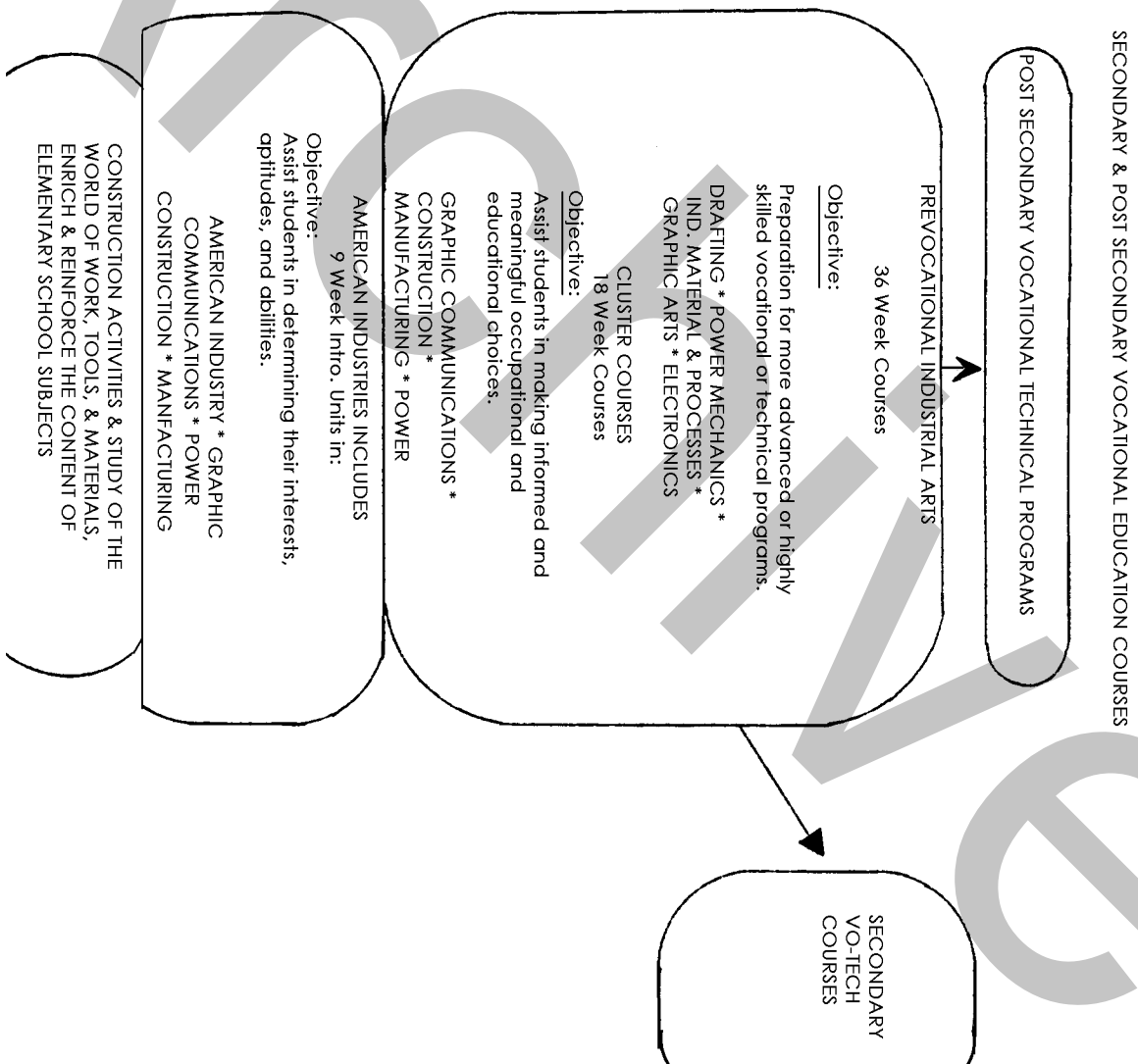
APPENDIX B



APPENDIX C1

GRADE LEVEL	CHARACTERISTIC OF LEVEL
12	PREVOCATIONAL INDUSTRIAL ARTS
11	EXPLORATORY CLUSTER
10	ORIENTATION
9	AWARENESS
8	
7	
K-6	Course selection is local district option

SEQUENCE OF PREVOCATIONAL INDUSTRIAL ARTS COURSES
And Their Relationship To



APPENDIX C2

SEQUENCE OF INDUSTRIAL ARTS COURSES

