



# Smaller Class Size Programs for General Career and Technical Education Students

General Career and Technical Education (GCTE) students may enroll in any one of the mainstream programs offered at the five Wilson Tech sites or one of the smaller class size programs located at the Manor Plains Campus, depending upon interest, ability and district approval. A student may begin in a smaller class size program and transition to a mainstream class, or begin mainstream and transfer to a smaller class size program.

General Career and Technical Education is designed to provide a positive career and technical education experience to students with special needs, ages 14 through 21. Students are referred to this program by local school districts in the Western Suffolk BOCES area, as well as by neighboring districts. They are also referred from the Special Education Division of Western Suffolk BOCES. Programs are one half day in length, with students attending either the morning or afternoon sessions. Most students take advantage of attending Tech for more than two years.

All GCTE students are eligible for Level Two and Level Three Assessments. In addition, a psychologist is available for counseling and consultation with GCTE students, their families, and school district personnel. Smaller class size programs have a maximum of 15 students per certified teacher and classroom aide. Guidance counselors are available throughout the day for individual and small group sessions.

A separate job placement office provides a large number of services ranging from in-school jobs, sponsored by the Department of Labor (DOL) and Office of Mental Retardation and Developmental Disabilities (OMRDD), to post-graduate transitional services.

GCTE students are provided with more intensive services in order to meet their learning requirements and to foster becoming productive members of society.

## **Enrollment**

When enrolling a special needs student in the GCTE Division of Wilson Tech, please use the same form described in the beginning of the handbook. It is also required that you include a copy of the student's most recent IEP/504 Plan/BIP.

All information should be forwarded to the Central Office at the Dix Hills Campus of Wilson Tech. You can mail the forms to 17 Westminster Ave., Dix Hills, New York 11746.

## **Tuition Information for GCTE Students**

The General Career and Technical Education Program calculates tuition based on a per student rate. Please note that the fee structure is determined on an annual basis.



# Program Site

## AM/PM Sessions

A.M. Session: 7:50 A.M. to 10:35 A.M. (early)

A.M. Session: 8:10 A.M. to 10:55 A.M. (late)

P.M. Session: 11:30 A.M. to 2:15 P.M. (early)

P.M. Session: 11:50 A.M. to 2:35 P.M. (late)

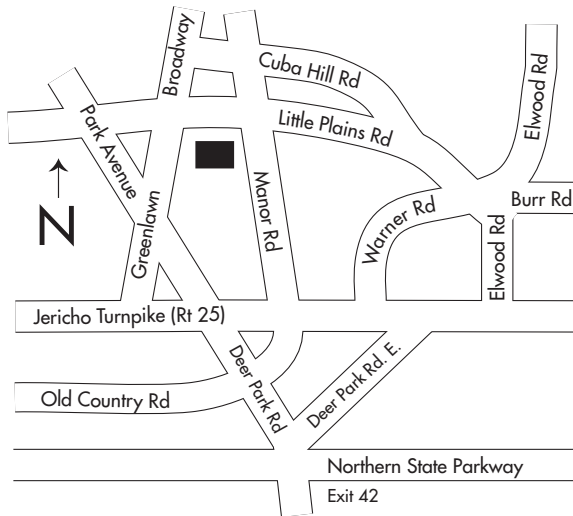
## Smaller Class Size Programs

### Manor Plains Campus - Huntington

754-2900, Fax 623-4909

Eileen Anetrella, Principal

Career Exploration	AM/PM
Auto Maintenance	AM/PM
Building and Grounds/Maintenance	AM/PM
Building Trades	AM/PM
Cosmetology	AM/PM
Design & Production Technology	AM/PM
Electronic Manufacturing	AM/PM
Food Services	AM/PM
Health Aide	PM
Life Skills	AM
Office Skills	AM/PM
Printing	AM/PM
Retailing	AM/PM





# Level 1, 2, 3 Assessments

Levels 1, 2, 3, Assessments correspond to a sequential process that primarily leads to a student's appropriate placement in a career and technical education program.

## Level 1 Assessment

The Level 1 Assessment, completed by the school district, provides pertinent information as to demographics, diploma status, academic achievement and career goals of incoming GCTE students. The Level 1 Assessment initializes the sequential process and is the precursor to the Level 2 Assessment. *Districts, that have completed Level 1 Assessments, on students scheduled for Level 2 Assessments, are asked to forward a copy of the Level 1 Assessment to the Central Office at the Dix Hills campus, 17 Westminster Avenue, Dix Hills, New York 11746 or fax to 623-4949.*

## Level 2 Assessment

Wilson Tech utilizes the CareerScope as their Level 2 Assessment. The CareerScope is a vocational assessment that summarizes a GCTE student's interests and stated aptitudes. It is generally requested by participating schools within the Western Suffolk area to assist classified students with the selection of an appropriate Tech program. Written evaluations are provided to the schools with summaries of specific programs and options at Wilson Tech. CareerScope Assessments are administered at local high schools or Western Suffolk BOCES Special Education facilities. Arrangements can be made for individuals to be assessed at the Manor Plains Campus (757-9274).

## Level 3 Assessment

A Level 3 Assessment can be initiated by a staff member at Wilson Tech or requested by the home school. It is an overview of the student's progress in the Tech program and utilized to determine the appropriateness of the student's placement. When the Level 3 Assessment has been completed the parent/guardian, representatives from the home school and Wilson Tech staff decide upon possible interventions within the classroom or exploration of another Tech program.



# CareerScope<sup>®</sup> Assessment Profile

Different combinations of aptitudes are important for different occupations. The table below lists the aptitudes that are measured by *CareerScope*, and provides general examples and specific job tasks that require these aptitudes.

<b>Aptitude</b>	<b>Definition</b>	<b>Specific Job Tasks</b>	<b>CareerScope Tasks</b>
<b>General Learning (G)</b>	The ability to "catch on" or understand instructions and underlying principles; ability to reason and make judgements. Closely related to doing well in school.  <b>Examples</b> Use logic or scientific facts to define problems and draw conclusions; make decisions and judgements; plan and supervise the work of others.	Diagnose and treat illnesses or injuries; use facts to solve a crime; plan the layout of a computer network; inspect and test engine parts.	Pattern Visualization, Numerical Reasoning, Word Meanings
<b>Verbal Aptitude (V)</b>	The ability to understand the meaning of words and to use them effectively; ability to comprehend language, to understand relationships between words, and to understand the meanings of whole sentences and paragraphs.  <b>Examples</b> Understand oral or written instructions or guidelines; understand and use training materials; use work-related reference materials.	Write a novel; interview guests on a radio talk show; edit newspaper articles for publication; write captions for magazine photos; take notes during class.	Word Meanings
<b>Numerical Aptitude (N)</b>	The ability to perform arithmetic operations quickly and accurately.  <b>Examples</b> Make accurate numeric measurements; make change from currency; lay out geometric patterns.	Analyze statistical data; develop budgets for an organization; measure wall openings to fit and install windows; add lists of numbers.	Computation, Numerical Reasoning
<b>Spatial Aptitude (S)</b>	The ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects; ability to recognize the relationships resulting from the movement of objects in space.  <b>Examples</b> Lay out or position objects; observe and comprehend the movements of objects; understand the effects of physical stresses on objects.	Design layouts for new highway systems; create diagrams of wiring systems in buildings; use patterns to make clothing; operate a forklift; use a floor plan to find an office.	Pattern Visualization
<b>Form Perception (P)</b>	The ability to perceive detail in objects or in pictorial or graphic material; ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.  <b>Examples</b> Inspect objects for flaws or scratches; determine whether patterns are the same; observe color, texture, and size of objects.	Examine and compare cells under a microscope; check temperature gauges on machinery; inspect parts on an assembly line; sort merchandise by size.	Object Identification, Abstract Shape Matching
<b>Clerical Perception (Q)</b>	The ability to perceive pertinent detail in verbal or tabular material; ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.  <b>Examples</b> Check work orders and specifications for errors.	Proofread manuscripts for typographical errors; keep inventory records; sort mail according to zip code; operate a cash register.	Clerical Matching
<b>Motor Coordination (K)</b>	The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed.  <b>Examples</b> Guide objects into position; make quick and accurate movements.	Add objects to a moving assembly belt; distribute handbills to passers-by.	CareerScope does not directly measure these aptitudes. However, based upon your use of the computer mouse, it is assumed that your scores are at least average. Your counselor may choose to directly assess these aptitudes and report your actual scores.
<b>Finger Dexterity (F)</b>	The ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.  <b>Examples</b> Grasp and manipulate small objects; make fine adjustments to machinery; play a musical instrument.	Repair a watch; play the piano; replace eyeglass screws; put coins in a parking meter.	
<b>Manual Dexterity (M)</b>	The ability to move the hands easily and skillfully; ability to work with the hands in placing and turning motions.  <b>Examples</b> Move, stack, turn, or place objects; make coordinated movements of the arms and hands.	Stack bricks to construct a wall; pack oranges into crates; position dolls in a toy store window display.	



# CareerScope<sup>®</sup> Assessment Profile

The U.S. Department of Labor has sorted occupations into twelve broad interest areas. The *CareerScope* Interest Inventory contains items that describe work activities from these Interest Areas. The table below explains the Interest Areas and lists some of the fastest-growing occupations within each area.

<u>Interest Area</u>	<u>Definition</u>	<u>Occupational Examples</u>
<b>01 Artistic</b>	An interest in creative expression of feeling or ideas through literary arts, visual arts, performing arts, or crafts.	Writer, Painter, Actor, Editor, Dancer, Singer, Graphic Designer, Set Decorator
<b>02 Scientific</b>	An interest in discovering, collecting, and analyzing information about the natural world and applying scientific research findings to problems in medicine, the life sciences, and the natural sciences.	Physician, Audiologist, Pharmacist, Biologist, Speech Pathologist, Laboratory Technician
<b>03 Plants &amp; Animals</b>	An interest in activities involving plants and animals, usually in an outdoor setting.	Gardener, Farmer, Landscaper, Forester, Animal Caretaker
<b>04 Protective</b>	An interest in using authority to protect people and property.	Police Officer, Firefighter, Security Guard, Bodyguard, Park Ranger, Prison Guard
<b>05 Mechanical</b>	An interest in applying mechanical principles to practical situations using machines, hand-tools, or techniques to produce, build, or repair things.	Electrical Engineer, Architect, Carpenter, Chef, Mechanic, Ambulance Driver, Project Engineer
<b>06 Industrial</b>	An interest in repetitive, concrete, organized activities in a factory setting.	Machinist, Assembler, Baker, Welder, Laborer
<b>07 Business Detail</b>	An interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting.	Medical Records Technician, Bill Collector, Secretary, Receptionist, Customer Service Representative
<b>08 Selling</b>	An interest in bringing others to a point of view by personal persuasion, using sales and promotional techniques.	Sales Representative, Stadium Vendor, Clothing Salesperson, Telephone Solicitor, Financial Planner, Travel Agent
<b>09 Accommodating</b>	An interest in catering to the wishes and needs of others, usually on a one-to-one basis, through hospitality and service work.	Manicurist, Restaurant Host, Waiter/Waitress, Personal Shopper, Flight Attendant
<b>10 Humanitarian</b>	An interest in helping individuals with their mental, social, spiritual, physical and vocational concerns, through medical or social services, therapy, or nursing.	Home Care Aide, Physical Therapist, Nurse, Medical Assistant, Child Care Worker, Dental Hygienist, Counselor, Probation Officer
<b>11 Leading-Influencing</b>	An interest in leading and influencing others by using high-level verbal or numerical abilities in business, education, research, or management positions.	Database Administrator, Paralegal, Teacher, Computer Engineer, Lawyer, Stock Broker, Computer Programmer
<b>12 Physical Performing</b>	An interest in physical activities performed before an audience, such as sports or daring physical feats.	Athlete, Coach, Movie Stunt Performer, Juggler, Sports Instructor



# Job Placement/Transition Services

The Placement Office for smaller class size students is located at the Manor Plains Campus of Wilson Tech. The office is staffed by a Labor Specialist and three job assistants. The placement office, in cooperation with School Counselors, helps to plan transition services for students completing their Wilson Tech Program. The Placement Office has the following responsibilities:

- Assists students in finding part time work after school hours. Students are helped with securing working papers, preparing for interviews, and conducting job searches.
- Enrolls students in a Certified Work Study Program. Students who are nearing the end of their training in a Wilson Tech program are eligible to participate in this program. Students work in a program-related job during the time they are scheduled to attend Tech. Wilson Tech staff supervises these work experiences.
- Prepares students to participate in the Employment Day sponsored by the Western Suffolk Counselor Association. Placement staff assists students in preparing resumes and preparing for job interviews.
- Places students in program related jobs upon completion of their Tech Program. This is an ongoing process. The placement staff works with student completers through the summer and the fall. A follow-up survey is completed every February. Students who have completed a Tech Program are eligible for this program regardless of their age.
- Refers completers to Vocational Educational Services for Individuals with Disabilities (referred to as VESID). VESID is a part of the New York State Department of Education. Its function is to assist individuals with disabilities in pursuing further occupational training or in securing employment. Placement office staff assists completers in registering for VESID services.
- Enrolls and supervises students in work-related programs sponsored by the Department of Labor (DOL) and the Office of Mental Retardation and Developmental Disabilities (OMRDD).

# **Program Descriptions**

## **Smaller Class Size Programs**

**Career Exploration**

**Auto Maintenance**

**Building and Grounds/Maintenance**

**Building Trades**

**Cosmetology**

**Design and Production Technology**

**Electronic Manufacturing**

**Food Services**

**Health Aide**

**Life Skills**

**Office Skills**

**Printing**

**Retailing**





# Career Exploration

Career Exploration (available only to GCTE students at the Manor Plains campus) is a program designed to give GCTE students an opportunity to experience up to four (4) different smaller class size programs during the school year. Each quarter the student will meet with an assigned guidance counselor at the Manor Plains campus to discuss program options for the next rotation. The Career Exploration program is particularly appropriate for younger students (including those in 9th and 10th grades) who have undecided career goals and those who will be potentially spending more than two years at Wilson Tech.

## **Program Rotation Options**

- Auto Maintenance
- Building and Grounds/Maintenance
- Building Trades
- Cosmetology
- Design and Production Technology
- Electronic Manufacturing
- Food Services
- Health Aide
- Life Skills
- Office Skills
- Printing
- Retailing



# Auto Maintenance

AUTO MAINTENANCE provides students with the opportunity to understand the workings of the automobile. Students are trained in the maintenance, troubleshooting and repair of the various automotive systems. They will gain essential knowledge in the scientific principles that relate to the functions of the automobile.

## Work Environment

The auto mechanic may work in service stations, small repair shops or new car dealerships. The number of employees may vary from 2 to 20. The work week may vary from 40 to 60 hours, including weekends. The work is primarily indoors, however, there is a percentage of on-the-road work.

## Career Opportunities

Service Writer  
Service Manager  
Shop Supervisor  
Shop Owner  
Specialized Auto Repairperson  
Claims Adjuster

## Employment Outlook

The demand for trained auto maintenance workers has increased in recent years. This is due to new vehicle production increasing yearly as well as people choosing to keep their cars for a longer period of time.

**Starting Salary:** varies with individual situations. Entry wages vary from \$8 to \$15 per hour.

## Course Outline

- Lubrication
- Exhaust System Repair
- Front End Repair
- Generator/Alternator Service
- Carburetor Service
- Fuel Injector
- Electronic Equipment Adjustments & Repairs
- Tire Repair
- Brakes - Adjustments and Repair, Replacement
- Engine Tune-Up
- Transmission Services
- Auto Body Repair and Refinishing

## Consider these Courses at Tech

- Aircraft Maintenance Technology
- Auto Body Repair
- Auto Technology
- Marine Technology
- Welding

All placements are based upon individual needs and approval from the district and parent/guardian.



# Building and Grounds/Maintenance

BUILDING AND GROUNDS/MAINTENANCE develops skills and techniques to perform a variety of custodial duties such as: window cleaning, painting, floor cleaning and polishing, carpet cleaning and repair/and or assist with minor electrical problems in a commercial setting. Proper handling and disposal of cleaning material is emphasized. Additionally, students are taught landscape maintenance skills such as basic lawn and plant care as well as operation of small equipment. They will also develop skills in general building maintenance, carpentry, electrical, plumbing, and masonry.

## Work Environment

Custodians, building maintenance and ground men work both indoors and outdoors. Safety rules will be observed at all times.

## Career Opportunities

Custodian  
Industrial Maintenance Cleaner  
Painter Assistant  
Rug and Carpet Cleaner  
Window Washer  
Shipping and Receiving Clerk  
Groundskeeper Assistant  
Building Maintenance Assistant  
Carpenter's Assistant  
Electrical Assistant  
Plumbing Assistant

## Employment Outlook

There continues to be high demand for all types of custodial and maintenance workers in industrial, business, educational settings, both indoors and outdoors.

## Course Outline

- Safety Procedures
- Cleaning and Sanitizing Procedures
- Hand tools
- Power tools
- Measurements
- Custodial Equipment
- Painting Materials and Supplies
- Basic Electric
- Basic Plumbing
- Basic Carpentry
- Care of Lawns and Grounds

## Consider these Courses at Tech

- Building Trades\*
- Carpentry
- Floriculture
- Life Skills\*

All placements are based upon individual needs and approval from the district and parent/guardian.

\*Smaller class size.



# Building Trades

BUILDING TRADES develops skills and knowledge which apply to the construction of houses and commercial buildings. Students will learn skills necessary to do flooring, siding, and roofing. The building of cabinets, counters and other interior improvements are included in the curriculum. Students will become versed in all areas of alterations. Many special projects, on and off-site are designed to reinforce the skills.

## Work Environment

Carpenters work outdoors as well as indoors and should not be afraid of heights. Safety rules must be followed at all times. Students will learn the correct use and care of hand and power tools, the importance of accurate measurement and will gain a basic knowledge of reading plans for projects undertaken.

In addition, students will learn proper set-up and removal of ladders, pumps, jacks and a variety of scaffolding.

## Career Opportunities

General Carpenter  
Finish Carpenter  
Framer  
Sheather  
Trimmer  
Flooring Installer  
Siding Installer (all types)  
Roofer  
Stage-set Carpenter  
Cabinetmaker  
Sheetrock/Spackler  
Painter  
Assistants in the areas listed above

## Employment Outlook

At present the industry is being revitalized with new home construction on the increase in the New York/ Long Island area. There are jobs available with contractors who are building additions to existing houses, adding garages and carports and other types of wood frame and steel stud construction. There are also jobs available in the area for renovations of homes, small businesses, shops and office buildings.

## Course Outline

- Shop and Field Safety Procedure
- Basic Hand Tools and Power Tools: Care, Maintenance and Use
- Interpretation of Drawings
- Measurement
- Skills in Accurate Workmanship
- House Framing
- Roofing, Siding,
- Cabinetmaking
- Basic Electric
- Basic Plumbing
- Interior Finishing

## Consider these Courses at Tech

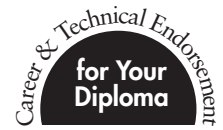
- Building and Grounds /Maintenance\*
- Carpentry
- Construction Electricity
- Drafting/Computer Aided (CAD)
- HVAC
- Marine Technology
- Welding

All placements are based upon individual needs and approval from the district and parent/guardian.

\*Smaller class size.



# Cosmetology



COSMETOLOGY develops skills and knowledge of hair styling, coloring, perms and relaxants, as well as make-up, manicures and facials. Practical application of theory is stressed. Students work on mannequins and then proceed to do live work. Many students opt to complete a state approved course of 1000 hours and must pass a state licensing exam in order to work in the many areas of the profession.

## Work Environment

Cosmetologists work directly with the public so interpersonal communication skills are important. Special attention is essential in the area of personal appearance and hygiene. Before applicants are eligible to take the state licensing examinations in Cosmetology, they must successfully complete this state approved course. It may take two or more years to complete the course and acquire the required hours.

## Career Opportunities

Computer Imaging Technician  
Nail Technician\*  
Hair Color Technician\*  
Natural Hair Technician\*  
Hair Cutting Technician\*  
Perm Technician\*  
Hair Technician Assistant  
Receptionist  
Hair Replacement Technician\*  
Sales Assistant\*  
Hair Stylist\*  
Scalp/Hair Specialist\*  
Makeup Artist\*  
Skin Care Technician\*  
Marketing/Merchandising\*  
Waxing Technician\*  
Massage Therapist\*  
Wig Technician

\*Requires license

## Employment Outlook

Employment of cosmetologists will grow rapidly in the future. Rising incomes and the growing number of women working outside the home are among the factors that will spur demand for cosmetologist services. Thousands of workers will be needed each year to work at salons, spas and special facilities such as hospitals, nursing homes, etc.

## Student Supplies

Students must purchase a manikin (\$24) and sneakers.

## Academic credits integrated:

- Technical Math
- Technical Science
- English 12
- Economics/Participation in Gov't

## Licensing Requirements

All students successfully completing this program, (1000 hours), will be eligible to sit for the New York State Licensing Examination in Cosmetology.

## Course Outline:

- Orientation
- Personal Development
- Manicure/Pedicure
- Shampoo/Rinses
- Hair Design
- Hair Cutting
- Permanent Wave
- Relaxers
- Eyebrow Arching and Hair Removal
- Salon Management
- Receptionist Duties
- Wigs and Hair Care
- Skin Care/Makeup
- Hair Coloring and Lightening

## Consider these Courses at Tech

- Advertising Art
- Cosmetology
- Fashion Merchandising/Design
- Floriculture
- Video Production

All placements are based upon individual needs and approval from the district and parent/guardian.



# Design and Production Technology

accredited by the National Institute for Metal Working Skills

DESIGN AND PRODUCTION TECHNOLOGY allows students to explore the creative and technical process used in industry to design, test and produce the products purchased by consumers everyday. An emphasis is placed on hands-on skill development, providing the student with the skills and confidence to obtain employment.

## Work Environment

Computer controlled machinery provides students with greater success in design and machining as well as industry standard experience. Students may work in one of many machine shops and manufacturing plants that exist in our area.

## Career Opportunities:

Machine Operator  
Mechanical Assembler  
Parts Production Worker  
Lathe Operator  
Engraver  
Milling Machine Operator

## Employment Outlook

There continues to be a demand for qualified design machine operators in the metropolitan area.

## Course Outline:

- Computer Aided Design (CAD)
- Computer Aided Machining (CCAM)
- Lathe and Band Saw Operation
- Engraving Machine Skills
- Fine Investment Casting (Jewelry Production)
- Injection Molding Plastics
- Entry-level Welding
- Buffing Machine Operation
- CNC Lathe
- Drill Press Operation
- Milling Machine Operation
- Power Hack Saw Operation
- Bench Assembly
- Basic Blueprint Reading
- Foundry and Fine Casting

## Consider these Courses at Tech

- Advertising Art
- Building Trades\*
- Electronic Manufacturing\*
- Printing\*
- Welding

All placements are based upon individual needs and approval from the district and parent/guardian.

\*Smaller class size.



# Electronic Manufacturing

accredited by the International Society of Certified Electronic Technicians

ELECTRONIC MANUFACTURING requires working with small component parts, power and hand tools, generally in a bench type environment. Electronic workers must have good memory, the ability to do repetitive tasks, good manual dexterity and good eye/hand coordination

## Work Environment

Entry level positions assembling electronic components, sub-assemblies and systems requires any one or a combination of the following methods: reading work orders, following production drawings, reading blueprints, assembly and schematic diagrams and receiving verbal instruction regarding work to be done. Electronic Assemblers generally work in an industrial or laboratory setting.

## Career Opportunities:

Electronic Assembler  
Wire-Worker  
Electronic Sub-Assembler  
Wire Harness Assembler  
Printed Circuit Board Assembler  
Printed Circuit Board Re-Worker

## Employment Outlook

The electronics industry is particularly important on Long Island. The Northeast and West coasts have been and will remain excellent areas of employment.

## Course Outline:

- Shop Safety
- Hand Tools
- Conductors and

Insulators

- Connectors and Connections
- Hand Soldering and De-Soldering
- Electronic Terms and Devices
- Component Identification
- Circuit Construction
- Inventory Control
- Rework and Repair
- Wiring and Harnessing
- Surface Mount Technology
- Electro-Static Discharge
- Multi-Meters and Test Instruments
- Basic Related Mathematics
- Job Seeking/Job Keeping Skills

## Consider these Courses at Tech

- Computer Networking and Repair
- Construction Electricity
- Design and Production Technology\*
- Technical Electronics

All placements are based upon individual needs and approval from the district and parent/guardian.

\*Smaller class size.



# Food Services

FOOD SERVICES develops cooking skills through actual work experience using standardized recipes. Students are expected to learn all basic techniques in food preparation along with the related safety, nutrition and sanitation requirements of New York State restaurants, cafeterias and hospitals.

## Work Environment

Personnel in the Food Service Industry must be able to stand for long hours. Peaks of high production are demanded both daily and seasonally, depending on job location.

## Career Opportunities:

Baker's Helper  
Caterer's Helper  
Cook's Helper  
Counterperson  
Dishwasher  
Host/Hostess  
Fry Cook  
Kitchen Helper  
Line Cook  
Pantry Person  
Prep Cook  
Saute Cook  
Steward/Stewardess  
Waiter/Waitress

## Employment Outlook

Through the year 2010 and on, it is estimated that approximately 100,000 food service workers will be needed in the metropolitan area. Future local and national employment projections are excellent, particularly in areas of public interest and industrial development. Weekend and holiday work is required.

## Course Outline:

- Storage and Cleaning of Supplies/Kitchen
- Dining Room Service
- Food Preparation
- Baking Techniques
- Cooking Skills
- Cooking Techniques
- Pantry Person Skills
- Catering

## Consider these Courses at Tech

- Culinary Arts
- Health Aide\*
- Life Skills\*
- Retailing\*

All placements are based upon individual needs and approval from the district and parent/guardian.

\*Smaller class size.



# Health Aide

HEALTH AIDE prepares students for many positions in the allied health fields. This course includes instruction in the basic skills of patient care. It also focuses on communication and interpersonal techniques which are important in this service area.

## Work Environment

The Health Aide works in a home care setting. The theory portion of the program includes instruction in anatomy and physiology, medical terminology, first aide, nutrition, patient care, and human growth and development from conception to the elderly patient.

## Career Opportunities

Home Care Agency Worker  
Private Home Care Worker

## Employment Outlook

As people live longer, the medical care field expands greatly. Many more people opt to live in their own homes and require some assistance. Assisted Care facilities have become very popular. All of these environments require health aide workers.

## Course Outline

- Health Occupations Core
- Medical Law and Ethics
- Anatomy/Body Systems
- First Aid
- Nutrition
- Communication and Interpersonal Skills
- Fundamental Skills in Nursing
- Infection Control
- Medical Terminology
- Special Needs of Senior Citizens
- Monitoring of Vital Signs
- Housekeeping/Bedmaking/Cooking
- Human Growth & Development
- Sexually Transmitted Diseases
- Drug & Alcohol Abuse

## Consider these Courses at Tech

- Food Service\*
- Life Skills\*
- Medical Laboratory
- Medical Assisting
- Nurse Assisting

All placements are based upon individual needs and approval from the district and parent/guardian.

\*Smaller class size.



# Life Skills

LIFE SKILLS trains secondary special needs students to meet the challenges of daily living with competency and confidence. The course provides the students with basic information needed to make well thought out decisions in school and at home, in addition to orienting student to life beyond school. Students are eligible to receive 4 ½ credits for each year of successful participation in the program.

## Work Environment

Students in the Life Skills program gain basic information and skills to take them beyond their years of school toward independent living.

## Career Opportunities

Custodial Assisting  
Fast Food Worker  
House Cleaner  
Cashier – Supermarket or Retail  
Childcare Assistant  
Stockroom Assistant  
Personal Care Aide

## Employment Outlook

There continues to be a demand for entry level positions in various occupations depending upon the ability and functional level of the individual.

## Course Outline

- School Skills
- Vocational Skills
- Problem-Solving Skills
- Interpersonal Skills
- Communication Skills
- Money Management
- Introduction to World of Work
- Food Nutrition:  
Meal Planning and Preparation
- Basic Living Skills
- Health
- Transportation

## Consider these Courses at Tech

- Building and Grounds/Maintenance\*
- Food Services\*
- Health Aide\*
- Retailing\*

All placements are based upon individual needs and approval from the district and parent/guardian.

\*Smaller class size.



# Office Skills

OFFICE SKILLS develops the skills and knowledge of office work in the field of business. Students learn general office and business skills as well as administrative operations. Computer skills are taught and mastered. A computer laboratory enables students to become computer literate and learn the basics of Microsoft Office Suite. The students also learn data entry and record keeping. The curriculum is adapted to meet the students individual needs.

## Work Environment

Graduates from this program seek employment in offices and corporations. Workers may function on an individual basis as well as participate in group projects.

## Career Opportunities:

Stock Clerk  
File Clerk  
Mail Clerk  
General Clerk  
Credit Card Clerk  
Data Entry Clerk  
Coding Clerk  
Work Processing Aide  
Sales Clerk  
Shipping and Receiving Clerk  
Order Filler  
Data Processor  
Inventory Clerk

## Employment Outlook

Small offices, banks, insurance companies, retail stores, mail rooms, and entry-level jobs in large corporations always need the skills related to this curriculum. Employees work in every sector of the economy of both private and public industries.

## Course Outline:

- Basic Job Etiquette
- Job Search Skills
- Keyboarding
- Filing Skills and Applications
- Calculator Operations
- Computer Literacy
- Record Keeping
- Data Entry
- Banking Procedures
- Communication Skills: Written and Verbal
- Reprographics
- Mail Room Operations

## Consider these Courses at Tech

- Admin. Assistant/ Office Technology
- Retailing\*
- Web and Internet Technology

All placements are based upon individual needs and approval from the district and parent/guardian.

\*Smaller class size.



# Printing

accredited by Print Ed Graphic Arts Education & Research Foundation (GERF)

PRINTING prepares students for the many operations that are involved in printing. Each is performed by a specialized group of workers. The course is presented in a hands-on manner and students are exposed to all aspects of the printing process.

## Work Environment

Printers may work with and around others in a well-lighted and ventilated plant. They must read and interpret job orders to determine paper stock specifications, margin requirements, quantity to be printed, and press operating time.

## Career Opportunities

Business Owner  
Cameraperson  
Estimator  
Lithography Teacher  
Plant Superintendent  
Platemaker  
Pressperson  
Quality Controller  
Salesperson  
Stripper  
Supervisor  
Technical Representative

## Advanced Standing Available\*

Pennsylvania College of Technology

\*Advanced Standing may be available to those who successfully complete this Tech course. See Articulation Agreements on page 49.

## Employment Outlook

Employment of skilled lithographic workers is expected to increase faster than the average for all careers in the near future. More than 100,000 different businesses across the U.S. will require 72,000 new employees each year. Employment growth also will be stimulated by the greater use of photographs and drawings in printed matter and by the more widespread use of color in many printed products.

**Starting Salary:** Minimum wage to \$300/week, 37–40 hour work week; employment is year-round.

## Course Outline

- Offset Press Operation from basic one color press to multi-color, automated equipment
- Camera including linework, halftones, and contacts
- Stripping black and white linework and halftones, fake and flat color
- DPM - Direct Image Platemaking
- Platemaking proofing, negative and positive plates
- Bindery Equipment and Operations: folding, collating, and binding

## Consider these Courses at Tech

- Advertising Art
- Design and Production Technology\*
- Drafting/Computer Aided (CAD)
- Fashion Merchandising/Design
- Photography
- Video Production

All placements are based upon individual needs and approval from the district and parent/guardian.

\*Smaller class size.



# Retailing

accredited by the National Retailing Federation

RETAILING offers students the opportunity to participate in the operations of a working store. Students order, stock, develop displays and market products to the public and school population. All aspects of customer service, inventory, loss prevention, profit and loss management are included in the curriculum. With the abundance of retail establishments in the region, the need for trained workers is very high.

## Work Environment

Workers provide goods and services that consumers need and want. They perform tasks which support the operations of a retail establishment. The working environment will vary depending on the size and type of business as well as its location.

## Career Opportunities:

Merchandise Handler  
Receiving Clerk  
Inventory Clerk  
Sales Clerk  
Bagger  
Stock Clerk  
Cashier  
Gift Wrapper  
Store Security

## Employment Outlook

Because jobs in retailing involve such a wide range of abilities and skills, job possibilities relating to this curriculum are many. Retail establishments need many workers with various skills.

## Course Outline:

- Telephone Skills
- Counting Money/  
Cashier Skills
- Customer Service Skills
- Filling Orders
- Creating Displays
- Ordering and Receiving Merchandise
- Computer Inventory Applications
- Display Skills
- Inventory Control
- Loss Prevention

## Consider these Courses at Tech

- Fashion Merchandising/Design
- Food Services\*
- Life Skills\*
- Office Skills
- Web and Internet Technology

All placements are based upon individual needs and approval from the district and parent/guardian.

\*Smaller class size.