

# FARMERSVILLE ISD

## CTE HANDBOOK

## **Public Notification of Nondiscrimination in Career and Technical Education Programs**

Admission to CTE programs is open to all students based on interest and aptitude, age appropriateness, and class space availability.

It is the policy of FISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

FISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator and Section 504 Coordinator, Garry Jameson, at 501A Hwy 78N. Farmersville, TX 75442, 972-782-6601. [gjameson@farmersvilleisd.org](mailto:gjameson@farmersvilleisd.org)

### **Program Access**

Introductory, preliminary, or exploratory courses are not established as a pre-requisite for admission to a CTE program unless the course has been or is available to all students without regard to race, color, national origin, gender, or disability.

Membership in CTE student organizations operated, administered, or sponsored by FISD are available to all students in the instructional program without regard to gender, race, color, national origin, or disability.

FISD makes opportunities available to students in work-based learning, career-preparation education, and job-placement programs without regard to race, color, national origin, or disability, and does not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against FISD students on the basis of gender, race, color, national origin, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, or pay.

The LEA's employment and promotion practices are free from discrimination against CTE employees or applicants on the basis of race, color, national origin, sex, disability, or age.

## **A. OPERATIONAL STATEMENTS**

### **1. FARMERSVILLE ISD VISION, MISSION, & GOALS**

#### District Vision:

Realizing that each student is unique, Farmersville ISD will strive to guide and educate every student in our school system to be a lifelong learner and a productive citizen in a constantly changing world.

#### District Mission:

Farmersville ISD will provide a well-rounded, quality education in a safe and orderly learning environment for all students. Each student, teacher, and administrator shall be expected to strive for excellence in all aspects of the curriculum.

#### District Goals:

Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma

Goal 5: The district will increase the number of students taking the SAT/ACT to meet the state acknowledgement standard of non-special education graduates tested. The district will increase the percent of district examinees scoring at or above the criterion score to meet the state acknowledgement standard or higher.

Goal 6: The district will meet or exceed the recommended attendance rate of 96%.

Goal 7: The District will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

### **2. CAREER AND TECHNICAL EDUCATION MISSION & GOALS**

#### District CTE Vision

To empower all CTE students to confidently and successfully transition into post-secondary and career opportunities and become positive, contributing members of society.

### District CTE Mission

The mission of the Career & Technical Education Department (CTE) is to empower all students with opportunities while providing lifelong learning with academic and technical preparedness to succeed in their chosen careers. CTE programs and course offerings provide educational opportunities for all students to acquire the necessary skills needed for entry into a global workforce and/or continuing their education at the post-secondary level.

### District CTE Goals

Goal 1: To provide each student upon graduation with academic and technical skills needed to pursue additional education (technical school, community college, college or university) related to a career interest identified in high school.

Goal 2: To provide each student with understanding and knowledge that ethical behavior and work place skills are integral to successful employment.

Goal 3: To incorporate new and emerging foundation skills needed to perform tasks proficiently at current business and industry standards.

High School CTE courses offer many types of opportunities and career pathways, which assist in preparing our students for their future.

Student success in Career and Technical Education is achieved by incorporating the following guidelines:

1. Inclusion – CTE provides all students with full access to offerings in career technical education.
2. Economy – CTE serves the career preparation needs and interests of students, industry, labor, and communities while promoting workforce and economic development.
3. Preparation – CTE prepares students to master the necessary technical, academic, employability, decision-making, and interpersonal skills to make the transition to meaningful postsecondary education and employment.
4. Career Planning – CTE provides students with opportunities to develop and apply the skills needed for planning and managing their careers.
5. Integration - CTE incorporates instructional strategies to improve teaching and learning through rigorous academic content standards applied in real-world situations.
6. Programs of Study - CTE provides sequenced curricular pathways that include career-related and academic content standards to prepare students for success in

postsecondary education, careers, and lifelong learning.

### **3. ACCOUNTABILITY**

#### Program Access Review:

LEAs that offer or administer Career and Technical Education (CTE) programs and receive funds from the U.S. Department of Education must meet certain program requirements. The TEA has the regulatory responsibility to ensure that CTE programs in Texas public secondary schools are accessible to all students. The TEA is required to adopt a civil rights compliance program to identify, remedy, and/or prevent discrimination in CTE programs operated by LEAs.

#### Program Effectiveness Report:

LEAs are required to provide a Program Effectiveness Report to comply with Perkins grant conditions and requirements. The final 10% of the district's funding will be withheld pending receipt of the Program Effectiveness Report, Final Expenditure Report, and (if applicable) Performance Based Monitoring intervention data. Eligibility to receive future grants—including continuation grants—from TEA may be impacted by such noncompliance.

LEAs shall agree to accept the state's secondary adjusted levels of performance as local adjusted levels of performance or to negotiate with TEA to reach agreement on new local adjusted levels of performance for each of the core indicators of performance for CTE activities. The levels of performance established shall, at minimum, meet these requirements:

- Be expressed numerically, so as to be objective, quantifiable, and measurable;
- Require LEA to continually make progress toward improving CTE student performance.

### **4. CTE PROGRAM REVIEW**

#### Rationale:

FEDERAL LAW: Carl D. Perkins 2006 P. L. 109-270 [Section 134(b) (5)]

The Local Plan for Career and Technical Education programs will involve parents, students, academic and CTE teachers, administrators, counselors, representatives of Tech Prep, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation and evaluation of Career and Technical Education programs. In addition each district, assures in its annual Basic Grant application that it will comply with Program and Fiscal Assurance #1: "Eligible recipients will annually evaluate their CTE Programs..."

TEXAS LAW: Chapter 75. Curriculum Subchapter BB. Commissioner's Rules Concerning Provisions for Career and Technical Education Statutory Authority: §75.1025. Program Evaluations.

19 TAC Chapter 75, Subchapter BB

Each district and consortium shall annually evaluate its career and technical education programs.

### CTE Advisory Committee

The CTE Advisory Committee provides direction for the CTE program in Fisd. The committee assists Fisd in developing long range plans/goals and recommend the overall CTE program design. Members are representative of the business/industry present in the community and CTE programs in the district.

This partnership assists to improve student learning through identified goals that create a means for curriculum to remain relevant and assure that graduates will be capable of either entering the world of work or post-secondary education.

#### Relevance:

1. Provides the means for CTE curriculum to remain relevant to business and industry needs including relevance of instruction that assures that graduates will be capable of performing industry based job skills and ensures that students are being prepared for the future job market.
2. Validates what instructors should be teaching as well as if the curriculum addresses industry needs.
3. Advisory committee members have a unique perspective of a training program by providing informed viewpoints that are invaluable to the educational process.
4. Create partnerships between CTE programs and the industries they serve.
5. Citizens who are involved in the operation of their schools and school personnel are better able to understand the needs of the occupations being served.

#### Utilization:

Effective utilization of an advisory committee is a key element to the success of any CTE program. Although an advisory committee can have significant influence on decisions affecting CTE programs, its members must understand their role is that of an advisor, and not that of a district administrator.

## **B. CAREER AND TECHNICAL EDUCATION PEIMS CODING FOR ACCOUNTABILITY**

### **1. PEIMS**

Each year, the Public Education Information Management System requires school districts to submit specific data in the fall and summer of each year to determine the current status of a district.

The FALL data (“fall snapshot”) includes budget, staff, organization, and student data.

The SUMMER data (“summer snapshot”) includes student attendance data, course completion data, discipline data, restraint data, and Title I, Part A data.

## 2. FALL/SUMMER SNAPSHOT

The FALL data is used to calculate compensatory entitlement, monitor special programs, report to the federal government a district’s status, calculate retention, calculate basic profiles for AEIS, and perform audits.

The SUMMER data is used to calculate FSP final allotments, calculate attendance and course completion, create a portion of the AEIS, augment the monitoring of special programs, and perform audits.

## 3. CTE AS A SPECIAL PROGRAM

Career and Technical Education is considered a special program. As such, students in the program are required to be identified by levels and by the contact hours they receive.

**Levels** indicate student participation within the program

**Contact hours** are used to calculate program funding.

## 4. PEIMS DATA STANDARDS DESCRIPTION OF CODES

When assigning the Career and Technical Indicator Code, include enrollment in all Career and Technical Education (CTE) courses, regardless of course funding weight.

**0 Not Enrolled in a CTE Course**

**1 Enrolled in a CTE Course**

A student in grades 6-8 who is taking a CTE course as of the fall snapshot date or completed a CTE course by the end of the school year. Or, a student in grades 9-12 who is taking a CTE course as of the fall snapshot date or completed a CTE course by the end of the school year, and the student’s 4-year plan of study does not outline a coherent sequence of courses in CTE.

The following codes are for students who on the fall snapshot date: (a) have a 4-year plan to take a coherent sequence (2 or more CTE courses for 3 or more credits) of courses in CTE, and (b) are enrolled in or have completed a semester of CTE course(s), which are part of their CTE coherent sequence of courses. If a student’s 4-year plan changes, then the student could go from a code 2 to a 0 or 1 in a subsequent school year.

**2 Participant in a Coherent Sequence Of Courses**

A student in grades 9-12 who is enrolled in a sequential course of study, which develops occupational knowledge, skills, and competencies relating to a CTE program of study. The student must have a 4-year plan of study to take 2 or more CTE courses for 3 or more credits.

### C. COHERENT SEQUENCE

According to TEA, each local school district has the authority to determine a coherent sequence of courses and identify courses within that sequence as advanced courses for the purposes of coding and satisfying an endorsement requirement, provided that prerequisites are followed.

By definition, a coherent sequence is defined as “2 or more CTE courses for 3 or more credits within the sequence of a program of study.”

### D. CTE STAFF DIRECTORY

#### Department Staff

CTE Coordinator

Wiley Sullivan  
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#### High School Staff

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## **CAREER AND TECHNICAL EDUCATION STAFF PRIMARY ROLES AND RESPONSIBILITIES**

### **1. ADMINISTRATION**

Because of Career and Technical Education specialized characteristics, it is organized under two distinct organizational frameworks. The administrative and the program organizational frameworks are separate, yet complementary systems.

#### Administrative Organizational Framework:

The high school principal makes up the administrative organizational framework and is the Career and Technical Education teachers and counselor(s) primary supervisor.

The principal is primarily responsible for, but not limited to, the following objectives and roles:

- Support for local, state, and national teacher professional development opportunities
- Coordination of high school design pertinent to Career and Technical Education
- Secondary curriculum alignment
- Compliance with the federal office of Civil Rights Regulations
- Out-of-district travel for state and national competitions pertinent to availability of program funds
- Procurement of professional Career and Technical Education curriculum resources
- Assist with teacher preparation and certification
- Review and examine Career and Technical Education teacher curriculum/lesson plans for rigor, relevance and applicability of effective educational strategies
- Attend Career and Technical Education student ARD meetings

#### Program Organizational Framework:

“Program” authority refers to the specialized organizational framework within the Career and Technical Education Department itself.

The CTE Coordinator is primarily responsible for, but not limited to the following objectives and roles:

- Coordination and implementation of the Carl Perkins federal vocational funds and PER
- Submit, based upon both funding and needs, bids for equipment
- Budget operations pertinent to the Program’s budget with the FISD Business Manager
- Coordination of Advisory Council as specified through state accountability requirements
- Inventory of items purchased through program funds utilized by CTE Programs and Staff

## 2. COUNSELOR

The high school counselor(s) is primarily responsible for, but not limited to the following objectives and roles:

- PBMS CTE Reporting
- Coordinate and present student/parent orientation including CTE information
- Produce and evaluate Career and Technical Education student schedules specifically to endorsement/certification alignment
- Annually review the FISD Course Description handbook including CTE coherent sequences
- Advocate college-readiness and student opportunity in taking dual-enrollment college-level courses

## 3. CTE TEACHER

The Career and Technical Education Teacher is primarily responsible for, but not limited to the following objectives and roles:

- Prepare a community of learners who can communicate effectively, work collaboratively, and solve problems efficiently
- Provide a rigorous and challenging learning environment
- Empower learners through information and communication literacy to enter the workforce and to continue their education after high school
- Provide students with academic as well as career-focused instruction, preparation and learning
- Provide hands-on learning in a safe and productive environment that emphasizes problem solving
- Provide students with instruction in the classroom which will assist them in becoming adept at problem solving through practical experience
- Provide student experiences in team project involvement and leadership
- Assist students in becoming comfortable in producing and presenting projects and presentations pertinent to their chosen Program of Study
- Ensure students become skilled in documenting technical material and representing complex data visually
- Facilitate student obtainment of TEA approved Industry-based certifications
- Provide students with experience in working with a variety of Career and Technologically-based and enhanced instruments, tools and equipment as well as applicable classroom knowledge and learning
- Ensure that students obtain experience in gathering, analyzing, evaluating, and organizing information to solve problems using a variety of sources

#### 4. CTE AND SPED Q & A

1. Can a dually certified special education/CTE teacher serve both roles at the ARD Committee meeting?

*The only way a teacher could serve in both roles is if he/she is employed by the district in both capacities. Otherwise, the teacher must represent the department for which he/she is employed to provide service. The CTE representative on the ARDC needs to have knowledge of the program. Being dually certified does not grant the teacher permission to sign the ARD paperwork in multiple capacities. The only context in which a dually certified teacher may serve in both a general education and a special education role is in an Early Childhood Program for students ages 3 or 4.*

2. May the general education teacher and the CTE representative be the same person?

Yes.

3. When is a CTE representative required to be at an ARD meeting?

*According to: Chapter 75. Curriculum Subchapter BB. Commissioner's Rules Concerning Special Provisions for Career and Technical Education. §75.1023. Provisions for Individuals Who Are Members of Special Populations.*

*(d)(1)-- The ARD committee shall include a representative from Career and Technical education, preferably the teacher, when considering initial or continued placement of a student in Career and Technical education.*

4. Is it legal to modify CTE classes for special education students? If so, do these students still get credit?

*According to: Chapter 75. Curriculum Subchapter BB. Commissioner's Rules Concerning Special Provisions for Career and Technical Education. §75.1023. Provisions for Individuals Who Are Members of Special Populations. (c)-- A student with a disability shall be instructed in accordance with the student's individualized education program (IEP) in the least restrictive environment, as determined by the admission, review, and dismissal (ARD) committee. If a student is unable to receive a free appropriate public education (educational benefit) in a regular Career and Technical education program, using supplementary aids and services, the student may be served in separate programs designed to address the student's occupational/training needs, such as Career and Technical education for students with disabilities (CTED) programs.*

#### 5. CTE EQUIPMENT AND INVENTORY

##### Desktop Computers

- It is the responsibility of the technology department to initially set up/install CTE computer labs, as well as to update, maintain and replace CTE Desktop computers based upon a pre-established district computer rotation cycle.
- It is the responsibility and obligation of the CTE teacher to ensure the proper care and usage of these units.

**Equipment:**

- It is the teacher’s responsibility to keep up with all equipment, supplies, tools and materials in his/her class.
- All CTE teachers are responsible for keeping all equipment maintained.
- Tool and storage areas should be kept locked

**Inventory:**

- CTE teachers are required to keep an accurate, up-to-date inventory of all equipment.

**E. CAREER AND TECHICAL EDUCATON HIGH SCHOOL PROGRAMS OF STUDY**

The focus of Programs of Study is on lifelong learning for lifetime success. Students are encouraged to view learning as a process that begins in pre-kindergarten and spans a lifetime. Learning about careers, setting secondary and postsecondary education goals, and mastering rigorous academics are all part of this ongoing process to prepare students for educational achievement, meaningful careers, and active participation in their communities.

**F. INDUSTRY-BASED CERTIFICATIONS WITH CAREER CLUSTER OFFERED BY FISD**

- ASE Brakes - Transportation, Distribution & Logistics
- ASE Electronic Systems - Transportation, Distribution & Logistics
- ASE Engine Performance - Transportation, Distribution & Logistics
- ASE Suspension and Steering - Transportation, Distribution & Logistics
- AWS SENSE Welding Level 1 – Manufacturing
- Certified Nurse Aide/Assistant – Health Science
- Cosmetology Operator License – Human Services
- Microsoft Office Expert – Business Management and Administration
- NCCER HVAC, Level 1 - Architecture & Construction
- Pharmacy Technician - Health Science

**G. Endorsements & Pathways**

**Business and Industry**

**Agriculture, Food, and Natural Resources**

**Animal Nutritionist**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Agriculture, Food, and Natural Resources			9-12	1
FHS	Professional Standards in Agribusiness			9-12	1
FHS	Livestock Production			10-12	1
FHS	Advanced Animal Science			11-12	1
FHS	Veterinary Medical Applications			11-12	1

**Farm Manager**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Agriculture, Food, and Natural Resources			9-12	1
FHS	Professional Standards in Agribusiness			10-12	1
FHS	Professional Communications			9-12	½
FHS	Horticulture Science			11-12	1

**Floral Designer**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Agriculture, Food, and Natural Resources			9-12	1
FHS	Floral Design			10-12	1
FHS	Professional Standards in Agribusiness			9-12	1
FHS	Horticulture Science			10-12	1

**Architecture and Construction**

**Building Maintenance**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Professional Communications			9-12	½
PHS	Heating, Ventilation, Air Conditioning (HVAC), and Refrigeration Technology I			11	2
PHS	Heating, Ventilation, Air Conditioning (HVAC), and Refrigeration Technology II		NCCER HVAC, Level 1	12	2

**Welder**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Agriculture, Food, and Natural Resources			9-12	1
FHS	Agricultural Mechanics and Metal Technologies			10-12	1
FHS	Professional Communications			9-12	½
FHS	Agricultural Structures Design and Fabrication			11-12	1
FHS	Welding I			10-12	1
FHS	Welding II		AWS SENSE Welding Level 1	11-12	1

**Arts, Audio/Video Technology, and Communications**

**Artist**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Audio/Video Production I			9-12	1
FHS	Audio/Video Production II			10-12	1
FHS	Commercial Photography I			9-12	1
FHS	Commercial Photography II			10-12	1
FHS	Professional Communications			9-12	½

**Broadcast Technician**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Audio/Video Production I			9-12	1
FHS	Audio/Video Production II			10-12	1
FHS	Commercial Photography I			9-12	1
FHS	Commercial Photography II			10-12	1
FHS	Professional Communications			9-12	½

**Graphic Design Artist**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Audio/Video Production I			9-12	1
FHS	Audio/Video Production II			10-12	1
FHS	Commercial Photography I			9-12	1
FHS	Commercial Photography II			10-12	1
FHS	Professional Communications			9-12	½

**Journalist**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Audio/Video Production I			9-12	1
FHS	Audio/Video Production II			10-12	1
FHS	Commercial Photography I			9-12	1
FHS	Commercial Photography II			10-12	1
FHS	Professional Communications			9-12	½

**Video Technology**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Audio/Video Production I			9-12	1
FHS	Audio/Video Production II			10-12	1
FHS	Commercial Photography I			9-12	1
FHS	Commercial Photography II			10-12	1
FHS	Professional Communications			9-12	½

## Business Management and Administration

### Business Manager

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Business, Marketing and Finance			9-12	1
FHS	Business Information Management I			9-12	1
FHS	Business Information Management II		MOS Specialist	10-12	1
FHS	Accounting I		Quickbooks Certified User	10-12	1
FHS	Professional Communications			9-12	½
FHS	Principles of Management	Dual		11-12	1

### Office Manager

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Business, Marketing and Finance			9-12	1
FHS	Business Information Management I			9-12	1
FHS	Business Information Management II		MOS Specialist	10-12	1
FHS	Accounting I		Quickbooks Certified User	10-12	1
FHS	Professional Communications			9-12	½
FHS	Principles of Management	Dual		11-12	1

## Information Technology

### Multimedia Producer

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Digital Media			9-12	1
FHS	Graphic Design and Illustration I			9-12	1
FHS	Graphic Design and Illustration II			10-12	1
FHS	Animation I			9-12	1
FHS	Practicum in Graphic Design and Illustration			9-12	1

## Marketing

### Advertising Manager

Site	CTE Course	Dual/AP	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Business, Marketing, and Finance			9-12	1
FHS	Graphic Design and Illustration I			9-12	1
FHS	Graphic Design and Illustration II			10-12	1
FHS	Professional Communications			9-12	½

**Exhibit Designer**

Site	CTE Course	Dual/AP	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Business, Marketing, and Finance			9-12	1
FHS	Graphic Design and Illustration I			9-12	1
FHS	Graphic Design and Illustration II			10-12	1
FHS	Professional Communications			9-12	½

**Sales Manager**

Site	CTE Course	Dual/AP	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Business, Marketing, and Finance			9-12	1
FHS	Business Information Management I			9-12	1
FHS	Business Information Management II			10-12	1
FHS	Professional Communications			9-12	½
FHS	Accounting I		Quickbooks Certified User	9-12	1
FHS	Practicum in Marketing			11-12	1

**Transportation, Distribution, and Logistics**

**Automotive Service**

Site	CTE Course	Dual	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Professional Communications			9-12	½
PHS	Automotive Technology I			11-12	2
PHS	Automotive Technology II		A.S.E. certification in Braking Systems, Electrical/Electronic Systems, Suspension & Steering, and Engine Performance	12	2

**Public Services**

**Health Science**

**Medical Records**

Site	CTE Course	Dual/AP	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from the 5 listed below:</i>					
FHS	Medical Terminology	Dual		11-12	½
FHS	Pathophysiology & Pharmacology	Dual		11-12	½
FHS	Anatomy & Physiology	AP		11-12	1
FHS	Business Information Management			9-12	1
Recommended:					
FHS	Medical Billing & Coding	Dual		12	½
FHS	Medical Coding and Reimbursement	Dual		12	½



**Pharmacist**

Site	CTE Course	Dual/AP	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from the 5 listed below:</i>					
FHS	Medical Terminology	Dual		11-12	½
FHS	Pathophysiology & Pharmacology	Dual		11-12	½
FHS	Anatomy & Physiology	AP		11-12	1
FHS	Lifetime Nutrition & Wellness			9-12	½
Recommended:					
PHS	Pharmacy Technician		Certified Pharmacy Technician (CPhT)	12	2

**Registered Nurse**

Site	CTE Course	Dual/AP	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Medical Terminology	Dual		11-12	½
FHS	Pathophysiology & Pharmacology	Dual		11-12	½
FHS	Anatomy & Physiology	AP		11-12	1
FHS	Lifetime Nutrition & Wellness			9-12	½
PHS	Practicum in Health Science		Certified Nurse Aide/Assistant (CNA)	12	2

**Human Services**

**Cosmetologist**

Site	CTE Course	Dual/AP	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Human Services			9-12	1
FHS	Business Information Management I			9-12	1
FHS	Professional Communications			9-12	½
PHS	Cosmetology I			11	3
PHS	Cosmetology II		Cosmetology Operator License	12	3

**Dietician**

Site	CTE Course	Dual/AP	Certification	Grade	Credit
<i>Two or more CTE courses for 3 or more credits selected from below:</i>					
FHS	Principles of Human Services			9-12	1
FHS	Principles of Health Science			9-12	1
FHS	Medical Terminology	Dual		11-12	½
FHS	Professional Communications			9-12	½
FHS	Lifetime Nutrition & Wellness			9-12	½

## Arts and Humanities

### Additional courses in:

#### Languages other than English

Site	Course		Grade	Credit
FHS	Spanish I		9-12	1
FHS	Spanish II		9-12	1
FHS	Spanish III		11-12	1
FHS	AP Spanish IV		12	1

#### Fine Arts

Site	Course		Grade	Credit
FHS	Art I		9	1
FHS	Art II		10	1
FHS	Art III		11	1
FHS	Art IV		12	1

#### Fine Arts

Site	Course		Grade	Credit
FHS	Band I		9	1
FHS	Band II		10	1
FHS	Band III		11	1
FHS	Band IV		12	1

#### Fine Arts

Site	Course		Grade	Credit
FHS	Choir I		9	1
FHS	Choir II		10	1
FHS	Choir III		11	1
FHS	Choir IV		12	1

#### Fine Arts

Site	Course		Grade	Credit
FHS	Theatre I		9	1
FHS	Theatre II		10	1
FHS	Theatre III		11	1
FHS	Theatre IV		12	1

## STEM

#### Math

Site	Course		Grade	Credit
<i>Must include Algebra II</i>				
FHS	Algebra I		9	1
FHS	Geometry		9-10	1
FHS	Algebra II		10-11	1
FHS	Pre-Calculus		11-12	1
FHS	College Algebra (dual credit)		12	½
FHS	Trigonometry (dual credit) <b>or</b>		12	½
FHS	Statistics (dual credit)		12	½

**Science**

Site	Course		Grade	Credit
<i>Must include Physics</i>				
FHS	Biology		9-10	1
FHS	Chemistry		10-11	1
FHS	Physics		11-12	1
Any two of the following:				
FHS	AP Biology		11-12	1
FHS	Forensics		11-12	1
FHS	Anatomy and Physiology		11-12	1
FHS	Astronomy		11-12	1

**Multidisciplinary Studies**

Site	Course		Grade	Credit
FHS	English IV		12	1
FHS	Advanced Math (beyond Algebra II)		11-12	1
FHS	Advanced Science (beyond Physics)		12	1
FHS	4 <sup>th</sup> Social Studies		12	1