



BCTC Student Services Plan and Comprehensive System of Support 2021-2022 School Year and Beyond

Overview

The Berks Career and Technology Center offers 34 programs in seven career clusters: Business and Information Technology, Communications, Construction, Engineering and Manufacturing Technology, Healthcare, and Services. Additionally, each of these programs offer an average of 450 instructional hours per year (2.5 hours per day/180 days). Furthermore, curriculum has been developed for each program and ensures a non-duplicative delivery of material over the course of the three-year program. All curriculum is revised and reviewed on a five-year cycle ensuring the curriculum is up to date as part of our Approved Program Evaluation (APE) process.

Curriculum input is also provided by members of our Occupational Advisory Committees (OACs). To ensure our academic is up-to-date and our programs continue to offer a high-quality education, each of our programs are required to conduct a review of the Task Grid with their respective Occupational Advisory Committees and any changes made to the program must also be approved by the OAC prior to implementation.

In addition to offering an exceptional education in each of the career fields we offer, our staff is trained in the application of Collins Writing and MaxTeaching strategies and these strategies are implemented in each of our programs on a regular basis.

Finally, students at BCTC are encouraged to collaborate on projects, assignments, curricular enrichment opportunities, etc. with students and faculty of other programs and across both campuses. Cross-curricular integration opportunities are available which allows for student access to laboratories and classrooms outside of their assigned programs. Examples include but are not limited to the Sunflower project; – Electrical Occupations, Auto Collision Technology, and Welding Technology, Marketing, –Communications Media, Business Management & Entrepreneurship, and Electrical Occupations, students presenting electrical safety lessons to Cosmetology students.

To ensure every student has equal access to this rigorous career and technical education programming, the Berks Career and Technology Center is committed to providing all our students with the necessary supports to be successful in the CTE setting.

Special Education

Gifted Education

Due to the Berks Career and Technology Center being a shared-time CTE, we rely on our sending schools to:

- Provide education to their local community of the gifted services they provide.

- Identify students who are thought to be gifted and may be in need of specially designed instruction.
- Determine gifted eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).
- Provide specially designed gifted instruction as it pertains to the sending school setting.

The Berks Career and Technology Center provides gifted support services in the areas of:

- Supporting specially designed instruction as it pertains to the Berks Career and Technology Center

Special Education Services

Due to the Berks Career and Technology Center being a shared-time CTE, we rely on our sending schools to:

- Provide education to their local community of the special education services they provide.
- As the Local Education Agency (LEA), provide a case manager.
- Identify students who are thought to be in need of specially designed instruction.
- Determine special education eligibility through multiple criteria as designed by the sending school district.
- Provide specially designed instruction as it pertains to the sending school setting.

The Berks Career and Technology Center provides special education support services in the areas of:

- Providing an Educational Facilitator to progress monitor, communicate with the sending school, and assist with implementation of Specially Designed Instruction as it pertains to the Berks Career and Technology Center.
- Provide Instructional Assistant support both in the classroom setting and in a Learning Resource Center where students can seek extra assistance with theory work, completion of the OSHA 10-hour safety course, re-teaching of content, and support based on the specific requirements of the Individualized Education Plan.

Developmental Services

- Attendance Monitoring and Tracking and coordination with the sending schools
- Bullying Prevention
- Career Awareness and Career Readiness Skills Instruction
- Career Development and Planning
- Coaching and Mentoring
- Compliance with Health Requirements – i.e.- Immunizations, Quarantines, etc.
- Emergency and Disaster Preparedness and Planning
- School Counseling Services and Curriculum
- Individual Student Postsecondary Planning
- Orientation and Transition

- Coordination of Services with Sending Schools

Both our East and West campus include a dedicated Campus Counselor who provides career guidance and academic counseling as it relates to the CTE program. The Berks Career and Technology Center also employs four educational facilitators who work with our special education population as an additional support to ensure those students are receiving the supports and services needed to succeed. Both our campus counselors and educational facilitators work in collaboration with staff at our sending schools to ensure each student's unique needs are met.

The Berks Career and Technology Center's Outreach Coordinator coordinates presentations and outreach activities with BCTC instructors, educational facilitators, campus counselors, administration, and representatives of our 16 sending school districts. During these presentations, all students in the 7th and 8th grade levels are introduced to the offerings and potential careers associated with each of our career and technical education programs. Additionally, 8th grade students are provided tours at each of our campuses to further learn about the offerings and career paths they can pursue through a Berks Career and Technology Center education.

In addition to the Outreach Coordinator, we also employ a Marketing Coordinator who provides regular updates on social media, coordinates county-wide marketing events and strategies, and produces an annual Program of Study booklet that is mailed to every incoming 9th grade student in Berks County.

Additionally, our Educational Facilitators work with the 9th graders on career exploration activities and our instructors discuss potential careers related to their fields with their students. Our Campus Counselors also meet regularly with our students to ensure they are on track and have a post-secondary plan of either obtaining employment and/or attending a postsecondary institution of higher learning.

As a shared-time CTC, the Berks Career and Technology Center relies on the sending schools to provide academic counseling, nutrition, or Health and Wellness due to these being provided at the sending schools. Should a student require these services, a referral system is in place and coordination with the sending school occurs.

The Berks Career and Technology Center provides Diagnostic, Intervention, and Referral Services in the areas of:

- IEP/GIEP Accommodations and Modifications as they pertain to BCTC are supported and provided.
- Nursing Services – Assessment, Diagnosis, and Treatment
 - JOC Policy 203.1 – Universal Precautions
 - JOC Policy 209 – Health Examinations/Screenings
 - JOC Policy 209.1 – Food allergy Management
 - JOC Policy 209.2 – Diabetes Management
- Administration of Medication
 - JOC Policy 210 – Medications
 - JOC Policy 211 – Possession/Administration of Asthma Inhalers/Epinephrine Auto-Injectors

- Assessment and Progress Monitoring
- Crisis Response, Management, and Intervention
- Individual Counseling
- Small Group Counseling – Coping with Life Situations, Educational Planning, Personal and Social Development
- Student Assistance Program (SAP)
- Coordination of Services with Sending Schools

As a shared-time CTC, the Berks Career and Technology Center relies on the sending schools to provide assessment of academic skills/aptitude for learning, casework, intervention for health problems, placement, small group counseling for life situations and development. Should a student require these services, a referral system is in place and coordination with the sending school occurs.

Consultation and Coordination Services

- Home and Family Communication
 - eSchool Data Parent Portal
 - SchoolMessenger Calls and Email Blasts
 - Written Correspondence
 - Phone Calls
- Professional Development
- System Support Services
- Coordination of Services with Sending Schools
- Strengthening Relationships Between School Personnel, Parents and Communities

As a shared-time CTC, the Berks Career and Technology Center relies on the sending schools to provide alternative education, community liaisons, community services coordination (internal or external), coordination with families (learning or behavioral), managing chronic health problems, managing IEP and 504 plans, and truancy coordination. Should a student require these services, a referral system is in place and coordination with the sending school occurs.

Intervention Collaboration

In the case of a student with special needs participating in one of our programs, we ensure they receive the full curriculum with a modified delivery when appropriate and documented within a student's Individualized Education Plan.

Our four Educational Facilitators are assigned to each of our sixteen sending school districts where they are responsible for communicating, tracking, and monitoring progress of our special education population from each of the sending schools. This service provides a layer of support and ensures students receive the supports they need while transition between the sending school and the Berks Career and Technology Center.

The Educational Facilitators meet regularly with the students from their assigned sending schools and the program teacher of their students to ensure a continuity of services. Additionally, our Educational Facilitators attend all IEP meetings and, in consultation with the

program Instructional Assistant and teacher, provide specific feedback on progress towards stated goals.

The Berks Career and Technology Center also schedules time at the start of each school year for our Educational Facilitators to meet with and train all teachers and Instructional Assistants as to the individual needs of each student we serve. Each teacher and Instructional Assistant are provided with an Accommodations Check-off Sheet at the start of the year for each student with an IEP. The teacher and Instructional Assistant review the IEP and the Accommodations Check-off Sheet is completed by the teacher and Instructional Assistant.

Prior to an accepted special education student beginning their program at the Berks Career and Technology Center, the Educational Facilitators evaluate the IEP and attend meetings in relation to the Skill Alignment Chart with the parent and student. Often, this conversation occurs as part of the full IEP team meeting. Any concerns or delivery modifications are addressed, and program changes are recommended when needed. This process is integral to ensuring students are set up to be successful in a career path that aligns with their transition goals.

Non-Traditional Students

Students are encouraged to engage in training and employment in non-traditional fields through our campus counselors, outreach coordinator, instructors, and administration. Specifically, our Outreach Coordinator and our Campus Counselors discuss the many options and benefits with potential students on pursuing non-traditional fields by focusing on the career and opportunities associated with the career path.

Work-Based Learning

We currently offer job-shadowing, internships, and cooperative education experiences for our students. We have a full-time School-to-Work coordinator who is responsible for communicating with local employers, supervising the experience, and locating new work-based education experiences for our students.

By participating in job shadowing, students can learn about work environments and job responsibilities. Students follow workers as they go about their daily duties in their everyday work environments. They benefit from seeing work as it is in real life and learn firsthand from people who have careers in fields that interest them. The program is designed to give students a better understanding of careers in order to make informed career decisions.

Students can also participate in internships which are very similar to a job shadow experience, except for longer periods of time. The internships can be paid or unpaid and give the student the opportunity to explore a career in more depth.

Internship students in Cosmetology, Dental Occupations, Health Occupations, Health Related Technology, Early Childhood Education, and Protective Services programs have opportunities to participate in clinical experiences. Students are assigned to in-school and off-campus worksites where they can become involved in the day-to-day activities of those locations. Examples of

clinical sites include, but are not limited to, area hospitals, retirement communities, nursing facilities, day care centers, fire departments, and ambulance associations.

Cooperative education provides occupational training that supplements the in-school educational experiences of students. One half of the day is spent at the sending school district taking academic subjects; the other half of the day is spent on the job. Students are paid at least the prevailing minimum wage for their time at work.

Thus, the Work-Based Education program is a collaborative effort by the school, business, and industry for the training of career and technical school students. Those students who meet basic trade and technical skill standards, exhibit good attitudes and habits, and maintain acceptable grades are eligible for these experiences.