


1982

Informational Teacher's Manual for the Bellingham Vocational Technical Institute

Linda Rawlings Crawford
Central Washington University

Follow this and additional works at: http://digitalcommons.cwu.edu/graduate_projects

 Part of the [Teacher Education and Professional Development Commons](#), and the [Vocational Education Commons](#)

Recommended Citation

Crawford, Linda Rawlings, "Informational Teacher's Manual for the Bellingham Vocational Technical Institute" (1982). *All Graduate Projects*. 41.
http://digitalcommons.cwu.edu/graduate_projects/41

This Graduate Project is brought to you for free and open access by the Graduate Student Projects at ScholarWorks@CWU. It has been accepted for inclusion in All Graduate Projects by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.

EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

INFORMATIONAL TEACHER'S MANUAL FOR THE BELLINGHAM
VOCATIONAL TECHNICAL INSTITUTE

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Linda Rawlings Crawford
July, 1982

If you give a man a fish, he will have a meal.
If you teach him to fish, he will have a living.

If you are thinking a year ahead, sow seed.
If you are thinking ten years ahead, plant a tree.
If you are thinking one hundred years ahead,
educate the people.

By sowing seed, you will harvest once.
By planting a tree, you will harvest tenfold.
By educating people,
You will harvest one hundred fold.

Kuan-tzu, Chinese sage

ABSTRACT

INFORMATIONAL TEACHER'S MANUAL FOR THE BELLINGHAM
VOCATIONAL TECHNICAL INSTITUTE

by

Linda Rawlings Crawford

July, 1982

This project served to develop a teacher manual for teachers of adults at the Bellingham Vocational Technical Institute in Bellingham, Washington. The project was designed to assist in staff development by (1) informing vocational instructors of state and school policies and procedures, (2) identifying new and updated teaching guidelines, and (3) by assisting in orienting new staff to school and vocational education procedures. Further, the unique aspects and legal requirements of vocational education for adults are discussed.

It is the intent of the writer to develop a manual that will expediate orientation of new members of the faculty while at the same time providing a ready resource of policies and procedures for all staff members.

ACKNOWLEDGEMENTS

The writer wishes to thank Dr. Harry S. Sutherland, chairperson of her committee, for his extensive guidance and support throughout this project. Thanks are also due to Dr. Robert Carlton and Dr. George Grossman, members of the author's committee, for their assistance with this project.

Recognition is due to Merilyn Fadden, Office Manager at the Bellingham Vocational Technical Institute for her contributions to this project and to Enid Haag, Western Washington University Education Librarian, for her help and encouragement in finding research for the review of literature.

TABLE OF CONTENTS

Chapter	Page
1. Background of the Study	1
Statement of the Problem	1
Importance of the Project	2
Purpose of the Project	3
Limitations of the Project	3
Definition of Terms	4
2. Review of Related Literature	6
Staff Development and Vocational Education	6
Orientation and Teacher Information	9
3. Procedures of the Project	15
4. Overview of the <u>Informational Teacher's</u> <u>Manual</u>	19
Proposed Use of the Manual	19
Components of the Manual	19
5. Summary, Conclusions, and Recommendations	23
Summary	23
Conclusions	24
Recommendations	25
Bibliography	28
Appendix	35

CHAPTER ONE

Background of the Study

Statement of the Problem

During the author's first year as program coordinator at the Bellingham, Washington Vocational Technical Institute, it became evident that there was a lack of orientation procedures for new staff. Also, no consistent method for updating or informing current staff of policy changes existed. Staff orientation was limited to information that the administrators, the program supervisors, the office manager, and other experienced instructors could supply. Information on policy and procedural changes was orally presented at large staff meetings or department meetings on a monthly basis. However, such information did not always reach the building staff and the author experienced occasions where she had to go to several sources to seek out information that was basic to the performance of her job. Without question, the time spent on tracking down this basic information affected the author's ability to perform her job. Discussion with other staff members led the author to note that they too were frustrated by the lack of basic information being available in a central location and motivated the author to seek a solution to this problem.

Importance of the Project

The majority of instructors who teach at the vocational technical institute are persons without a teaching degree or a subject area degree. Rather they are persons with several years of practical work experience supplemented by a course or two in teaching methodology. In many cases, a new vocational instructor with no teaching experience or teaching methods coursework is hired to teach a daytime job preparation program with the contingency that he/she take an "Introduction to Teaching" course concurrently in the evening. Thus, it is critical that this new instructor receive the best orientation possible.

Orientation is also necessary for the prepared teacher as knowledge of school policies, administrative expectations, and school procedures assist a teacher in providing better instruction as stated in this report:

There are several general activities most teachers will be expected to perform even though specific duties may vary from state to state. Thus it becomes apparent that if individuals are to be effective teachers, provisions must be made to develop the competencies in these individuals that will permit them to carry out those responsibilities associated with the teaching position (37:18).

The report goes on to say that the local administrator is initially responsible to acquaint the teacher with school routines, policies, and procedures to assist him/her in ordering consumable materials and instructor resources (37:32).

In addition, a manual developed by the Department of Education at Washington State University states that:

whatever method of orientation is used, the activities designed should give information on local history, population growth, government, educational goals, salary schedules, school calendar, certification requirements and personnel policies and procedures (6:47).

Purpose of the Project

The development of an informational instructor's manual will serve as one component of the critical responsibility of the school to provide staff orientation and development. The author intends to develop a manual for vocational teachers of adults which is designed to provide a means of assistance in new staff orientation, to provide information to update current staff on policy and procedural changes, and to provide staff with an overall picture of state and local guidelines and requirements. It will centralize and organize basic information necessary to school staff.

Limitations of the Project

The planning and development of this project is limited to the unique aspects of a post-secondary institution whose single purpose is to train or retrain people for employment. The fact that the manual is designed for a nongraded, open entry training system administered by the public school system limits the scope and usability of the manual. The information contained in the manual is limited to that

determined necessary by the school administration and staff after reviewing manuals from similar institutions.

Definition of Terms

Certification - The formal procedures by which persons are recognized and approved as vocational personnel in Washington State.

Institute - The Bellingham Vocational Technical Institute

Orientation - The process of introducing and educating new teachers to a school system and educational environment.

School district - The Bellingham School District

Staff development - The process of assisting in staff maturation and growth through planned activities intended to assess, select, orient, supervise, update, and evaluate instructional staff.

Teacher's Manual - A handbook containing information specific to a particular school including information on policies, regulations, and procedures; staff; students; services; and basic school information.

Vocational Education - A planned series of learning experiences, the specific objective of which is to prepare persons to enter, continue in, or upgrade themselves in gainful employment in recognized occupations, homemaking,

home and family life programs, and volunteer fire fighting training, which are not designated as professional or requiring a baccalaureate or higher degree.

Vocational Instruction - Instruction which is designed upon its completion to prepare individuals for employment in a specific occupation or cluster of closely related occupations.

Vocational Teacher Education - A planned series of learning experiences which include those activities needed to assist teachers in securing the professional knowledge, abilities, understanding and appreciation that will enable them to qualify for employment or advancement in vocational education.

Vocational Technical Institute - A specialized area non-graded vocational education facility established and operated for the purpose of offering comprehensive courses primarily oriented to the job market area in vocational education for persons sixteen years of age and older without regard to residence.

CHAPTER TWO

Review of Related Literature

A review of related literature focused on two important aspects of the Informational Teacher's Manual. The first discusses staff development and its relationship to vocational education. The second portion discusses the area of orientation and teacher information. In a vocational education setting, a teacher's manual or handbook can assist in the orientation step of staff development as well as being a source of general operational information.

Staff Development and Vocational Education

Research supports the need for staff development in vocational education. A research module on promoting professional growth and staff development states,

No one assumes that the professional preparation of a vocational teacher is completed after a four-year program of preservice education. Nor is the individual prepared who enters the teaching profession with several years of work experience and a course or two in teaching methodology. Opportunity for extending and refining the competence of vocational education are now considered to be an integral part of professional development (6:1).

Pucel and Deena (38:1) indicate that the ultimate purpose for staff development activities is to improve the quality of vocational education programs and that the logical way to assure quality programs is to encourage the

continued growth and development of staff. A well planned staff development program, according to Pucel and Deena (38:2), is one that (1) improves the professional competencies of the staff, (2) improves the technical competencies of the staff, (3) assists the staff in meeting certification and recertification requirements and (4) assists the staff in achieving career development goals. Pucel and Deena (38:2) view the facilitators of staff development as key individuals at the department, the school, and the state level as well as vocational teacher educators.

Ohaneson (35:1) indicates that every year there are occupational instructors in public school settings that can benefit from participation in an update/upgrade experience. Kraska (33:10) suggests that local educational agencies need to design professional personnel training projects which can be adapted to multiple components of vocational technical education if vocational educators are to meet the challenge of operating and carrying on vocational programs and services which adequately prepare students for employment.

In addition to the proven need for staff development, there are legal mandates which require vocational staff development. The Smith Hughes Act of 1917 recognized the need for an adequate supply of teachers and authorized the use of federal funds for teacher training (36:11). The Vocational Education Act of 1963 continued the authorization of funds for teacher training and also authorized funds for

administration and development of instructional materials (36:11). Vocational funds are available to states to support programs or projects designed to improve the qualifications of persons serving or preparing to serve in vocational education programs (4:147).

School districts receiving federal vocational monies are required to submit a provision for vocational teacher training as part of the annual plan they submit yearly to the Superintendent of Public Instruction. The plan must include a description of programs and procedures for the development and implementation of a comprehensive system of personnel development which includes (1) plans for the preservice and inservice training of general and specialized instructors and support personnel and (2) procedures to insure that all personnel necessary to carry out the purposes of the personnel development are qualified and that activities sufficient to carry out this personnel development plan are scheduled (4:339).

Research has shown that staff development is necessary to vocational education. Egan (13:2) reports that there are six stages of staff development including assessment, selection, orientation, supervision, inservice and evaluation. Following the critical tasks of assessing staff needs and the resulting selection of staff, orientation is the next responsibility of the building administrator.

Orientation and Teacher Information

Orientation is described by Egan as:

the induction and educational process for new teachers which begins at the time of the interview and continues through a preschool, fall workshop, and ongoing phase until the new teacher no longer needs special services beyond the renewal programs of supervision and inservice in which all faculty participate (13:3).

The dissertation research by Badertscher (11:1) quoted Conklin who viewed the orientation of the beginning teacher as one of the major responsibilities of the administrative staff of any school system. It is noted by Johnston and Ryan (32:2) that few periods of time compare in impact and importance with the first year of teaching. They state,

First year teachers are aliens in a strange world; a world that is both known and unknown to them. Though they have spent thousands of hours in schools watching teachers and watching the schooling process, first year teachers are not familiar with the specific school setting in which they begin to teach. They are not familiar with the rules and regulations which govern the internal operation of the school community and the larger system in which they are teaching (32:3).

Felder (14:7) studied the concerns of beginning teachers just prior to the opening of school and found that a major concern was identifying administrative and management details connected with the beginning of classes. In a similar study, Castle (12:21) noted that common concerns and areas of adjustment for first year teachers included (1) adjusting to the administration, staff, and other faculty and their particular way of doing things and (2) adjusting to the

particular school to which the teacher was assigned. Egan states,

Lack of clarity about the goals of a school, uncertainty about job expectations, or a sense of being an outsider could block a new teacher's effectiveness. Orientation is designed to remove those blocks (13:3).

Dissertation research by Badertscher (11:1) showed that newly placed elementary teachers found the district resource handbook, which provided information on where to, when to, and how to, to be of critical assistance in their first year of teaching. Badertscher (11:11) also found that new teachers ranked highly the need for information on (1) support personnel and services, (2) established procedure for student discipline, (3) procedures for acquiring materials and supplies, (4) conditions of employment, and (5) procedures for observation and evaluation during their initial months of teaching. A similar study by Wallace noted in the research by Badertscher (11:10) showed that the most pressing concern of the new teachers surveyed was that of "learning administrative routine, reports, and procedures." A second concern was "gaining a clear and workable understanding of the school's philosophy and goals."

Pucel and Deena (38:30) explained that it is critical to make institutional philosophy, goals, and objectives known to teachers. Aslanian and Schmelter (10:70) agree and note that policies and procedures and service information should be included. Suggestions for improved teacher

preparation promoted by Felder (14:11) include those of providing specific information about school policies and the "beginning of the year" procedures. Howey and Bents (31:55) state that (1) an overview of the norms and values of the particular school and community, (2) administrative policy information, (3) awareness of teacher organizations, and (4) procedures for staff interaction should also be included in staff orientation.

Egan (13:3) notes that a principal's concern should be for a new teacher to turn his/her attention and energy toward becoming an integral part of the staff and the school. She (13:3) states that the desired results of orientation for the school and for the teacher should be determined and these results should serve as the content of new teacher orientation. The article concluded by saying:

Therefore, what should happen for the school as a result of orientation is that the new teachers capture the vision of the school's mission and the spirit of its goals and objectives as they are spelled out in specific policies, programs, and practices (13:3).

Orientation, as described by Egan (13:3), should result in a teacher's growth in knowledge, attitude, and skills in the many aspects of the school's goals and structures, the teaching position itself, and the school community. Badertscher (11:19) states that orientation programs generally attend to the concerns of policies, regulations, administrative criteria, and general operational information.

The emphasis of orientation, according to Badertscher (11:29), should be given to the many policies, procedures, and processes related to the teaching activity.

Egan (13:4) reports that it is ideal to give a newly hired teacher a copy of the school philosophy, faculty and student handbooks, or whatever handouts explain the goals and procedures of the school. Badertscher (11:24) states that one of the conventional methods of delivering orientation information to the newly placed teacher is through the use of a school and/or district handbook. The faculty handbook for Western Kentucky University (26:5) was developed primarily to help new faculty members by answering questions about the University and its policies and to assist the teacher in adjusting to a new environment.

The use of a faculty handbook, however, is not limited to new teachers. The handbook for the State University College states

. . . while it is expected that the handbook will have some special value for newcomers, it is also believed that it will prove valuable to all members of the faculty (25:1).

The handbooks used for the faculty at Eastern Illinois University (20:1) and the Southern Methodist University (23:1-1) both note that the handbooks are designed for present, new, and prospective staff. The faculty manual for Indiana Central University states,

This manual is intended to acquaint new faculty members with the policies and procedures of the

college and to serve as a reference manual on current practice for all faculty and staff members (28:2).

In reviewing twenty-two faculty handbooks, the author noted that all shared the common purpose of serving as a central site for general policy and procedural information. The faculty and academic handbook at the University of Wisconsin, for example, states:

Certain procedures and rules are required to provide an environment in which the staff can work efficiently and effectively. The Faculty and Academic Staff Handbook was developed to bring these procedures and rules together in one document that is available to all staff members. As questions related to these areas arise, use of this handbook can save considerable time and effort (39:4).

The handbook for Columbia University (19:1) indicates that it is intended to serve as a general guide to the organization and operation of the University. In a similar vein, the handbook for Stanford University (24:1) brings together the procedures, policies, and regulations that apply directly to the faculty or are important to the understanding of how the University functions. The handbook for Marietta College (17:1) reports that it is compiled in an effort to bring together policies and practices of interest to the teaching faculty.

Though the information in each handbook reviewed is unique to the school it represents, many handbooks contain similar topics. The handbook for West Kentucky University (16:5) contained information on the University, its history

and philosophy, the organization, faculty and staff responsibilities and benefits, and various services and benefits in addition to the policy and procedure information. These same topics were discussed to some degree in handbooks for East Carolina University (27), University of Wisconsin (40), Central Washington University (2), Bellingham High School (1), and Northland Pioneer College (21).

The format of the handbooks was generally unique to the school represented. The handbook of the University of Wisconsin provides a representative example:

Procedures and regulations are revised to meet changing needs. Hence, the handbook was produced in loose-leaf form and the pagination was selected to permit revision of specific parts without disrupting the remainder of the volume (39:4).

The handbooks or manuals for Bellingham High School (1) and Whatcom Community College (9) were also that of loose-leaf form. Another form, that of being paper bound, was used by Western Washington University (8) and Central Washington University (2).

The literature reviewed in preparing this study has provided the guidelines on which the Bellingham Vocational Technical Institute has developed a teacher's manual. The unique aspects of the institute make it essential that the manual emphasize some areas in greater detail than is usual. The literature has provided the resources to do so effectively.

CHAPTER THREE

Procedures of the Project

The writer noted the need for a teacher handbook for the Bellingham Vocational Technical Institute during her first year as a program coordinator at the Institute. Some information about policies and procedures existed and was distributed in handout form to the staff. However, no complete guide containing information on personnel, administrative expectations, the school and its goals, students, services, and policies and procedures existed.

The writer approached the school administration regarding the need for an instructor's manual at the end of her first year at the Institute. The administration was responsive to the idea and noted that the concept of a manual had been discussed often in the past, but no one had assumed the responsibility for its development. Thus, the development of such a manual became the responsibility of the writer.

Initial ideas for the content of the manual were obtained by brainstorming sessions scheduled with the school administrators and program supervisors, instructors from various departments, and with the clerical staff. The author reviewed the Bellingham School District policy manual to obtain information that was applicable to the

Institute. In addition, a local high school staff handbook was studied and the author obtained some organizational ideas from that manual that coincided with the type of information the staff suggested for the Institute manual. The Collective Bargaining Agreement handbook was also reviewed, but since each instructor received an updated copy of this handbook each year, it was decided that the information on salary, contract, leaves, and other employment conditions did not need to be repeated in the teacher's manual. Instead, a general introduction to these topics could be available in the manual and staff would be referred to the Collective Bargaining Agreement handbook for more detailed information.

Next, a review of literature was conducted to determine the types of items that similar institutions included in their teacher manuals. The search for handbooks in similar single purpose training institutions was not productive as the writer discovered that few schools whose aim was similar to that of the Institute currently were using faculty manuals. However, it was evident that universities and colleges relied on faculty handbooks as a variety of teacher's handbooks from universities, colleges, and community colleges were accessible for review. The writer examined more than thirty school handbooks and noted the components of the handbooks that were applicable or could be related to adult vocational education. The review of

literature also verified the use of teacher's manuals in staff orientation and development and noted the many needs and concerns of new teachers.

After studying the information obtained from the review of literature and the meetings with Institute staff, the writer determined that the teacher's manual should be divided into five categories that included an introductory section, a section on personnel, a section on policies and procedures, a section on services, and a section on student information. The writer worked with the administration and the office manager to locate and compile information that was required of the Institute's manual. Information was collected, categorized, and organized under each category heading. At this time, the writer met with the program supervisors to share the progress to date and to collect organizational suggestions before proceeding further.

A draft of the handbook was prepared and was distributed to a random group of administrators, supervisors, clerical staff, and instructors for review. Suggestions from those examining the manuals were collected and incorporated and a final copy of the teacher's manual was prepared. The writer chose a loose-leaf notebook for the manual so that changes could easily be made and additional information such as a school catalog and a school directory could be stored in a pocket in the cover of the notebook. The manuals were printed, collated and distributed to the

staff at the beginning of the 1981-82 school year.

Throughout the 1981-82 school year, the writer and the office manager made notes on changes that should be made in the manual for the next school year. It was noted that additional information on state guidelines for vocational programs, responsibilities of administrative staff to instructors, and goals for students should be included in the revised manual, as well as making the necessary staff and policy changes that occurred throughout the year. Instructors were asked to make suggestions for revisions when they turned their handbooks in at the end of the school year. Instructor suggestions included those of including district inservice requirements, expanding the section on professional organizations and updating policy changes that could possibly occur when the new institute director was hired. The office manager suggested several minor changes including those of correcting misspelled words and incorrect word division. The author incorporated the recommended changes into a manual for the 1982-83 school year.

It is through these procedures of planning, developing, implementing, evaluating, and revising that the Informational Teacher's Manual, as presented in the following chapter, evolved.

CHAPTER FOUR

Overview of the Informational Teacher's Manual

Proposed Use of the Manual

The Informational Teacher's Manual is designed for the specific and unique needs of the Bellingham Vocational Technical Institute and is intended for distribution to all Institute staff at the beginning of each school year. The manual contains information essential for staff to comprehend the routine of the vocational institute. It is anticipated that the manual will be collected each summer so the content can be updated prior to the next school year.

Components of the Manual

The Informational Teacher's Manual consists of the following sections:

I. Introduction - The purpose of the introductory section is to acquaint the reader with the Bellingham Vocational Technical Institute through an overall view of the institution. Included are:

1. History of vocational education in the school district.
2. Philosophy and purposes of the institution.
3. Service area as defined by the State Commission for Vocational Education.
4. Program

- a. Program standards
- b. Job preparation and pre-apprenticeship programs
- c. General education
- d. Continuing education

II. Personnel - The purpose of the "Personnel" section is to inform the reader of current personnel, school and district expectations and the opportunities for staff professional growth and development. Included are:

1. Faculty information
 - a. Faculty list by department
 - b. Performance responsibilities
 - c. Organizational chart
2. Support staff information
 - a. Clerical staff positions and primary responsibilities
 - b. Custodial staff positions and primary responsibilities
3. Professional associations
 - a. American and Washington State Vocational Association
 - b. Bellingham Vocational Technical Association
 - c. United Teaching Profession

III. Policies and Procedures - The purpose of the "Policies and Procedures" section is to define specific policies and procedures established by the school district

and the individual institution. Included are samples of designated forms to use for the various purposes relating to policy.

In addition, this section includes information on schedules and calendars, absences and illnesses, travel, vocational advisory committees, building and campus use, use of school equipment, staff meetings, open house tour days, vocational certification, professional credit, evaluation, purchasing, and request forms for various services.

IV. Services - The purpose of this section is to inform the reader of district and on-campus services available to employees. The district services described are those that are provided by the Bellingham School District to all district employees and school.

The on-campus services discussed are those provided by the Bellingham Vocational Technical Institute to all institute staff and students.

Services described in the manual are:

1. District Services
 - a. Payroll
 - b. Insurance
 - c. Laundry
 - d. District Delivery System
 - e. Audio Visual and Library Services
2. On-Campus Services
 - a. Audio visual and print shop procedures

- b. Student Services Department
 - 1. Student policies
 - 2. Day program fee schedule
- c. Bookstore information
- d. Adult Basic Education/General Education Degree program
- e. Services provided by specific departments

V. Student Information - This section provides the reader with information on policies, procedures, and services specifically for students. Included is information on goals for students, methods for reporting accidents, student insurance information, student body cards, lost and found, and the Management Information Systems, namely student information available through a computer.

The intent of this manual is to assist in staff development by (1) informing vocational instructors of state and school policies and procedures, (2) identifying new and updated teaching guidelines, and (3) by assisting in orienting new staff to school and vocational education procedures. The manual is designed to expediate orientation of new faculty members while at the same time providing a ready resource of policies and procedures for all staff members.

CHAPTER FIVE

Summary, Conclusions, and Recommendations

Summary

Within her first year as a program coordinator at the Institute, the author and her administrators recognized the need for a manual designed to provide staff members with a ready resource of school policies and procedures and to provide new staff with a comprehensive guide that orients them to the inner workings of the Institute. An effort to construct a usable manual that would serve these purposes resulted in a project that culminated with the preparation of a teacher's manual for the Bellingham Vocational Technical Institute.

The Informational Teacher's Manual is designed to assist in staff development by assisting in orienting new staff to school and vocational education procedures, by identifying new and updated teaching guidelines, and by informing vocational instructors of state and school policy procedures. The manual is designed for vocational teachers of adults, the majority of whom have entered the teaching profession with several years of work experience but limited coursework in teaching methodology. The manual contains basic information on students, staff, services, policies and procedures, and a brief introduction to the Institute and is designed to be a useful tool in providing

basic teaching information to all staff.

Conclusions

Persons interested in improving the orientation of new and veteran school staff may find the Informational Teacher's Manual to be a useful tool. The Teacher's Manual brings together the policies, regulations, and procedures that apply directly to and are of greatest interest to the teaching staff. The Manual serves as a general guide to the organization and operation of the Bellingham Vocational Technical Institute and assists current and potential staff in becoming acquainted with the school.

The development of the manual is based on the administrative belief that it is important for the staff to have ready access to the school policies and procedures. Providing this information to staff is a step toward meeting the basic needs of teachers and assisting them in channeling energies toward instructional improvement.

The manual can serve as a valuable tool to the building administrator in orienting new staff. A review of the manual with the new instructor provides an informational base from which additional questions and concerns can originate.

The value of a teacher's manual for both administrators and teaching staff is evident by the large number of educational institutions that rely on some type of teacher's handbook or manual to assist in staff orientation.

Recommendations

The following recommendations are directed toward the use of the Informational Teacher's Manual and to similar teacher handbooks:

1. A teacher's manual should be used as a tool by the building administrator in orienting new staff members and in providing a resource guide for policies and procedures for all staff.

2. The information covered in a teacher's manual should be specific to the unique aspects of the school it represents. Staff should be consulted as to the types of information that they need to assist them in their role as an instructor. Information on salary, contracts, and other collective bargaining items may be included.

3. In addition to specific policy and procedural information, the handbook should include a general introduction to the school, its purposes and goals, its staff and its students. It should be in a format that allows for easy update and alterations.

4. A copy of the teacher's manual should be distributed to each instructor at the beginning of the school year to insure that policy information is readily accessible to staff. Teachers should be encouraged to store the manual in a convenient location so that it is accessible to them when needed.

5. A school administrator should review the contents

of the teacher's manual with all new staff as one of the initial steps of teacher orientation.

6. The manual should be collected at the end of the school year by the building administrator so that manuals can be updated.

Above all, the administrator who uses the Informational Teacher's Manual must recognize the limitations of the manual. The manual is only one aspect of staff orientation and development, and thus administrators must continue to provide ongoing staff support in the form of supervision, inservice, and observation and evaluation as a supplement to the teacher's manual.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

1. Bellingham High School Faculty Handbook. Bellingham School District, Bellingham, Washington, 1981.
2. Central Washington University Faculty Code of Personnel Policy and Procedure. Ellensburg, Washington, 1981.
3. Five Year State Plan, 1978-82, Annual Plan for 1978. Washington State Commission for Vocational Education, 1978, 1-5.
4. The Handbook: A Vocational Education Legislative Reference. Federal Laws and Regulations Affecting Vocational Education. Department of Health, Education and Welfare. Washington, D.C., 1978, 147-339.
5. Personnel Development for Vocational Education 1973-74: Commissioner's Report on the Education Professions. United States Department of Health, Education and Welfare, 1973, 1-29.
6. Promoting Professional Growth and Staff Development, Module #7. Department of Education, Washington State University, 1978, 1-47.
7. Rules and Regulations of the State Board of Education and the Superintendent of Public Instruction. Olympia, Washington. WAC 180-58-065. November, 1980.
8. Western Washington University Faculty Handbook.

Bellingham, Washington, 1979.

9. Whatcom Community College Policy and Procedures Manual.
Bellingham, Washington, 1976.

ERIC Documents

10. Aslanian, Carol and Harvey Schmelter. Adult Access to Education and New Careers: A Handbook for Action.
U.S. Educational Resources Information Center, ERIC Document ED 188 535, 1980.
11. Badertscher, James. Inducting Newly Placed Teachers: Orientation Responsibilities of the School Administrator.
U.S. Educational Resources Information Center, ERIC Document ED 155 805, 1978.
12. Castle, Kathryn. Bridging the Gap: The Beginning Years. U.S. Educational Resources Information Center, ERIC Document ED 201 606, 1980.
13. Egan, Katherine. Beginnings: The Orientation of New Teachers. U.S. Educational Resources Information Center, ERIC Document ED 209 218, 1981.
14. Felder, Dell and Others. Problems and Perspectives of Beginning Teachers: A Follow Up Study. U.S. Educational Resources Information Center, ERIC Document ED 201 595, 1979.
15. Emory and Henry College Faculty Handbook, 1975-1976.
U.S. Educational Resources Information Center, ERIC Document ED 116 597, 1975.

16. Faculty and Staff Handbook, Western Kentucky University.
U.S. Educational Resources Information Center, ERIC
Document ED 125 358, 1972.
17. Faculty Handbook and Fundamental By-Laws of the Faculty
of Marietta College. U.S. Educational Resources
Information Center, ERIC Document ED 125 344, 1973.
18. Faculty Handbook, California State University, Fullerton.
U.S. Educational Resources Information Center, ERIC
Document ED 116 595, 1973.
19. The Faculty Handbook of Columbia University. U.S.
Educational Resources Information Center, ERIC Docu-
ment ED 125 357, 1975.
20. The Faculty Handbook of Eastern Illinois University.
U.S. Educational Resources Information Center, ERIC
Document ED 116 599, 1974.
21. Faculty Handbook 1979-80, Northland Pioneer College.
U.S. Educational Resources Information Center, ERIC
Document ED 181 952, 1979.
22. Faculty Handbook, Saint Lawrence University. U.S.
Educational Resources Information Center, ERIC
Document ED 125 343, 1972.
23. Faculty Handbook, Southern Methodist University. U.S.
Educational Resources Information Center, ERIC
Document ED 125 370, 1973.
24. Faculty Handbook, Stanford University. U.S. Educational
Resources Information Center, ERIC Document ED

- 125 367, 1975.
25. Faculty Handbook, State University College, Plattsburgh, New York. U.S. Educational Resources Information Center, ERIC Document ED 125 342, 1975.
 26. Faculty Handbook, West Kentucky University. U.S. Educational Resources Information Center, ERIC Document ED 125 358, 1972.
 27. Faculty Manual, East Carolina University, U.S. Educational Resources Information Center, ERIC Document ED 180 342, 1978.
 28. Faculty Manual, Indiana Central University. U.S. Educational Resources Information Center, ERIC Document ED 123 935, 1974.
 29. Faculty Manual, 1975-76, Southern University in New Orleans. U.S. Educational Resources Information Center, ERIC Document ED 125 354, 1975.
 30. Handbook for Faculty and Staff, Kentucky Wesleyan College, Owensboro. U.S. Educational Resources Information Center, ERIC Document ED 144 509, 1977.
 31. Howey, Kenneth, Ed. and Richard Bents, Ed. Toward Meeting the Needs of the Beginning Teacher. Initial Training/Induction/Inservice. U.S. Educational Resources Information Center, ERIC Document ED 206 581, 1979.
 32. Johnston, John and Kevin Ryan. Research on the Beginning Teacher: Implications for Teacher

- Education. U.S. Educational Resources Information Center, ERIC Document ED 209 188, 1980.
33. Kraska, Marie. Local Vocational Education Agencies and Professional Personnel Development. U.S. Educational Resources Information Center, ERIC Document ED 179 727, 1979.
34. Marywood College Faculty Manual, Scranton, Pennsylvania. U.S. Educational Resources Information Center, ERIC Document ED 125 346, 1975.
35. Ohaneson, Gregory. Updating and Upgrading Occupational Instructors: A Process Handbook. U.S. Educational Resources Information Center, ERIC Document ED 206 831, 1981.
36. The Preparation of Vocational Educators, Module Six. U.S. Educational Resources Information Center, ERIC Document ED 132 408, 1976.
37. Procedures for Recruiting, Selecting, and Preparing Persons with Non Teaching Professional Degrees to be Teachers of Vocational Agriculture. U.S. Educational Resources Information Center, ERIC Document ED 166 385, 1978.
38. Puce1, David and Allen Deena. Handbook for Workshop on Assessing the Professional Growth Needs of Individual Vocational Staff Members. U.S. Educational Resources Information Center, ERIC Document ED 179 813, 1979.

39. Swanson, Robert. Faculty and Academic Staff Handbook, University of Wisconsin. U.S. Educational Resources Information Center, ERIC Document ED 125 351, 1975.
40. University Handbook, University of Wisconsin. U.S. Educational Resources Information Center, ERIC Document ED 127 906, 1976.

APPENDIX

Bellingham Vocational Technical Institute

TEACHER MANUAL

1982-1983

If you give a man a fish, he will have a meal.

If you teach him to fish, he will have a living.

If you are thinking a year ahead, sow seed.

If you are thinking ten years ahead, plant a tree.

If you are thinking one hundred years ahead,

Educate the people.

By sowing seed, you will harvest once.

By planting a tree, you will harvest tenfold.

By educating people,

You will harvest one hundred fold.

Kuan-tzu, Chinese sage

TABLE OF CONTENTS

1 INTRODUCTION

8 PERSONNEL

21 POLICIES & PROCEDURES

43 SERVICES

54 STUDENT INFORMATION

INTRODUCTION

2 HISTORY

2 PHILOSOPHY AND PURPOSES

3 SERVICE AREA

4 PROGRAMS

BELLINGHAM VOCATIONAL TECHNICAL INSTITUTE

HISTORY

Vocational Education has a long history in the Bellingham School District since the first "Industrial School" was planned and constructed in 1912. This school evolved into a manual training section of Whatcom High School. With the passage of the Smith-Hughes Act in 1917 courses in automotive mechanics and machine shop were organized. Later machine shop classes were offered at Fairhaven High School.

The imminence of World War II necessitated the establishment of evening classes in 1940. As a result of steady growth, over 4,000 persons received training for industry during the war years.

The planning for the present program began in 1952 when it was realized that the vocational programs offered by the local school district were not meeting the needs in the community. As a result of assessments of community vocational education needs by advisory committees from labor and management, Bellingham Vocational Technical Institute was established on its present 21 acre site at 3028 Lindbergh Avenue in 1957.

PHILOSOPHY AND PURPOSES

Bellingham Vo-Tech considers itself a single purpose educational institution whose role is to train and retrain persons for employment. As such the Institute subscribes to the philosophy of vocational education legislation at the national and state levels and to the common purposes of the five existing vocational technical institutes in the State of Washington. Based on its philosophy the purposes of Bellingham Vocational Technical Institute are as follows:

1. Ensuring that 100% of program completers have marketable skills.
2. Providing related training and employability skill development in all program areas.
3. Offering retraining to individuals who desire to upgrade their present job competencies.
4. Retraining persons who have been forced and/or choose to make career changes.
5. Providing pre-vocational training and adult basic education for students not quite ready to enter vocational training.
6. Offering additional and intensive counseling and educational resources to disadvantaged and handicapped students to enable them to participate in regular vocational programs.

7. Maintaining close relationships with community agencies such as Department Employment Security, Department Social and Health Services, Vocational Rehabilitation and Whatcom County Opportunity Council.
8. Continuing to encourage the active participation of employer/employee labor organization groups in the vocational education process.
9. Striving to upgrade both the quality of instruction and the expertise of instructors.
10. Implementing the adoption of career education for K-12 in the Bellingham School District.
11. Strengthening and expanding vocational education programs offered for high school students by the Vocational Technical Institute.
12. Placing in entry level employment and/or apprenticeships 90% of program completers.
Providing opportunities for all students to benefit from vocational education regardless of sex, ethnic origin, or handicapping conditions.

SERVICE AREA

Bellingham Vocational Technical Institute offers vocational training within its service area as defined by the Washington State Commission for Vocational Education in October 1977. This area is currently Whatcom County. The Institute offers programs outside its specific county boundaries through a grandfather clause designed to accommodate (1) a contractual agreement with the University of Washington for the Sea Grant program (2) a request from the Superintendent of Public Instruction to operate school bus driver training programs in the northern half of the State of Washington and (3) specific requests from Joint Apprenticeship Training Committees to conduct apprenticeship related training for their members. It should be pointed out that the specification of service area boundaries applies to the location of program operations only. There are no restrictions regarding any student attending the Institute. In practice 95% of student enrollment reside in Whatcom County, 3% in Skagit County and the remainder in other parts of Washington State.

Guidelines

All programs at the Bellingham Vocational Technical Institute follow the basic standards which are common to all vocational programs. Additional specific criteria for meeting these standards are determined by the unique characteristics of the service area in which the program is developed. Examples of service areas are (a) Agricultural Educ. (b) Business & Office Educ. (c) Community Resource Training (d) Distributive Educ. (e) Diversified Occupations (f) Home & Family Life (g) Industrial Arts, and (h) Trade, Technical & Health Occupations Education.

Basic Standards for all Vocational Education Programs

1. The primary objective of the program is the development of competencies that lead to entry level employment as well as entry into advanced vocational training; or, for home and family life education, to prepare for the occupation of homemaking. No courses shall be carried out separately on the basis of the sex of the enrollees.
2. Specific program objectives are defined in terms of occupational competencies to be developed.
3. The program is based on identified need and is developed and conducted in consultation with a functioning representative advisory committee composed of employers and employees actively engaged in the occupation.
4. Instructional content is based on an analysis of the skills and knowledge required.
5. Leadership development through planned activities, providing for transition from school to job must be an integral part of the instructional program. The vocational education student organizations meet this need.
6. Students are counseled for enrollment on the basis of their interest in the occupation and their ability to profit from the instruction. No discrimination on the basis of sex shall exist in counseling students for vocational programs.
7. Instructors are occupationally competent and vocationally certificated in the occupational area in which they are to teach.

8. Instructors are to be provided time and travel for consultation, coordination and instructional activities beyond the classroom environment, as well as for appropriate professional meetings including inservice education sponsored by the Division of Vocational-Technical and Adult Education Services in the office of the State Superintendent of Public Instruction.
9. Instructional equipment and facilities to be used are comparable to those used in the occupation and are adequate for the maintenance of acceptable educational standards.
10. Provision is made for job placement assistance, annual follow-up and program evaluation.
11. Provision is made for effective vocational guidance which shall include, but not be limited to, occupational information and counseling.
12. A vocational class is structured so that the maximum number of students per class shall be determined by the number of training stations, safety factors, and individual instruction requirements of the specific skills being developed.

Specific Bellingham Vo-Tech Institute Programs

In fulfillment of its role as a Vocational Technical Institute, Bellingham offers specific approaches to vocational training.

JOB PREPARATION AND PRE-APPRENTICESHIP PROGRAMS

AUTO BODY REPAIR & REFINISHING	FISHING, COMMERCIAL
AUTO MECHANICS I	HORTICULTURE
AUTO MECHANICS II	MACHINE TECHNOLOGY
AUTO MECHANICS, COMPACT	MARINE TECHNICIAN
BOOKKEEPER/ACCOUNTANT	MOTORCYCLE MECHANIC
CASHIER CHECKER	PHARMACY ASSISTANT
CLERK/TYPIST	PRACTICAL NURSING
CARPENTRY	REFRIGERATION & AIR
COSMETOLOGY	CONDITIONING
DENTAL ASSISTANT	RESTAURANT TRADES
DIESEL MECHANICS	RETAILING
DISTRIBUTIVE EDUCATION	SECRETARY/STENOGRAPHER
MAJOR APPLIANCE REPAIR	TELLER TRAINING
ELECTRONICS	WELDING TECHNOLOGY
ELECTRICIAN, GENERAL	WORD PROCESSING/DATA ENTRY
ENGINEERING TECHNOLOGY	

These programs are designed to provide students with the vocational skills and related training in math, reading and communications necessary to obtain entry level employment in industry. Each program is reviewed for curriculum content, equipment needs, facilities and placement rates each year by a labor/management advisory committee responsible under state law for endorsing the continuation of the program. Each of these programs meets the Washington State Standards for Vocational Education Programs; each program has authorized approval from the Veterans Administration; each program is eligible for funding under the Comprehensive Employment and Training Act, Bureau of Indian Affairs and the Department of Social and Health Services.

In the school year ending July 1982 enrollment in day preparatory programs numbered more than 1,910 persons. Seven hundred forty-four apprentices received training directly related to their occupation in 1982.

GENERAL EDUCATION

Bellingham Vocational Technical Institute also includes general education in its services to students. These services include the provision of background skills in language arts and math necessary for some students to succeed in day preparatory programs, upgrading and GED preparatory courses for those lacking a high school diploma, special tutorial program for students requiring English-As-A-Second-Language and credit courses leading to a formal high school diploma. In the 1982 school year more than 659 persons participated in adult education; 144 completed the GED test.

In keeping with its primary purpose to train students for employment, Bellingham Vocational Technical Institute recognizes that while the provision of basic skills is essential in each occupational area, related training geared at the development of the total person is also of fundamental importance. This related training is available in all preparatory programs at the institute. Specific related training is provided in student leadership development utilizing the formats of the Distributive Education Clubs of America, Vocational Industrial Clubs of America, Washington Mid-Management Association, Future Business Leaders of America and the Future Homemakers of America. Leadership development is integrated into each program and training in this specialty is mandated for all vocational instructors as part of their certification requirements. Theoretical knowledge pertaining to all programs as well as other related knowledge such as trade terminology, trade math, communication skills, labor market information, the development of positive work attitudes and employability information is taught by each program instructor.

CONTINUING EDUCATION

Bellingham Vocational Technical Institute offers a variety of part-time adult classes in Agriculture, Trade and Technical, Distributive Education, Health Occupations, Home and Family Life, Office Occupations and General Education. Most of these classes are designed to help employed persons become more efficient in their work and assist them towards promotion.

Types of classes offered vary depending on the demand. New classes are offered each quarter. Bulletins are mailed to all city and county residents.

The classes are usually offered during the evening hours. The average program is approximately 30 to 36 hours in length, offered one night per week, three hours per night.

An average of 140 programs is typically offered under the following major categories:

Adult Education	Health
Auto Body	Home & Family Life
Auto Mechanics	Machine Technician
Commercial Fishing	Office Occupations
Commercial Food Preparation	Sales Training
Diesel Mechanics	Supervision & Management
Electronics Technician	Television Servicing
Engineering Technician	Welding Technician

CLASS LOCATIONS

BUILDING "A"

Administration
Student Services
Book Store
Staff Lounge
Restrooms
Cafeteria
Custodian Office
Conference Rooms A & B

BUILDING "B"

Machine Tech B3 & B4
Pre-Vocational Program B1 & B2
Major Appliance Repair B6
Men's Restroom
Refrigeration & Air Conditioning B7

BUILDING "C"

Student Lounge
Restrooms
Dental Assisting
Dental Clinic

BUILDING "D"

Distributive Education D2
Cashier/Checker D1
Print Shop & AV Center D3
Data Entry/WP D5
Student Store D4

BUILDING "E"

Supervisor of Trade & Indust. E4
G E D Prep. E3
Teller Training E2
Home & Family Life E1

BUILDING "F"

Clerk-Typist F3
Clerk-Typist F7
Secretary-Steno F2
Bookkeeper/Acct. F6
Restrooms

BUILDING "H"

Teen Parent Program
Pharmacy Assistant
Practical Nursing
Registration for. Lamaze, Childbirth
Training, CPR, First Aid
Restrooms

BUILDING "I"

Auto Body
Restrooms

BUILDING "J"

Engineering Tech. J1 & J2
Electronics Tech. J3
Electrician, Gen. J4
Restrooms

BUILDING "K"

Ironworkers

BUILDING "L"

Horticulture
Restrooms

BUILDING "M"

Auto Mechanics II
Auto Mechanics-Compact
Restrooms

BUILDING "S"

Welding Technology
Restrooms

BUILDING "T"

Diesel Mechanics
Restrooms

BUILDING "U"

Construction Carpentry
Restaurant Trades
Restrooms

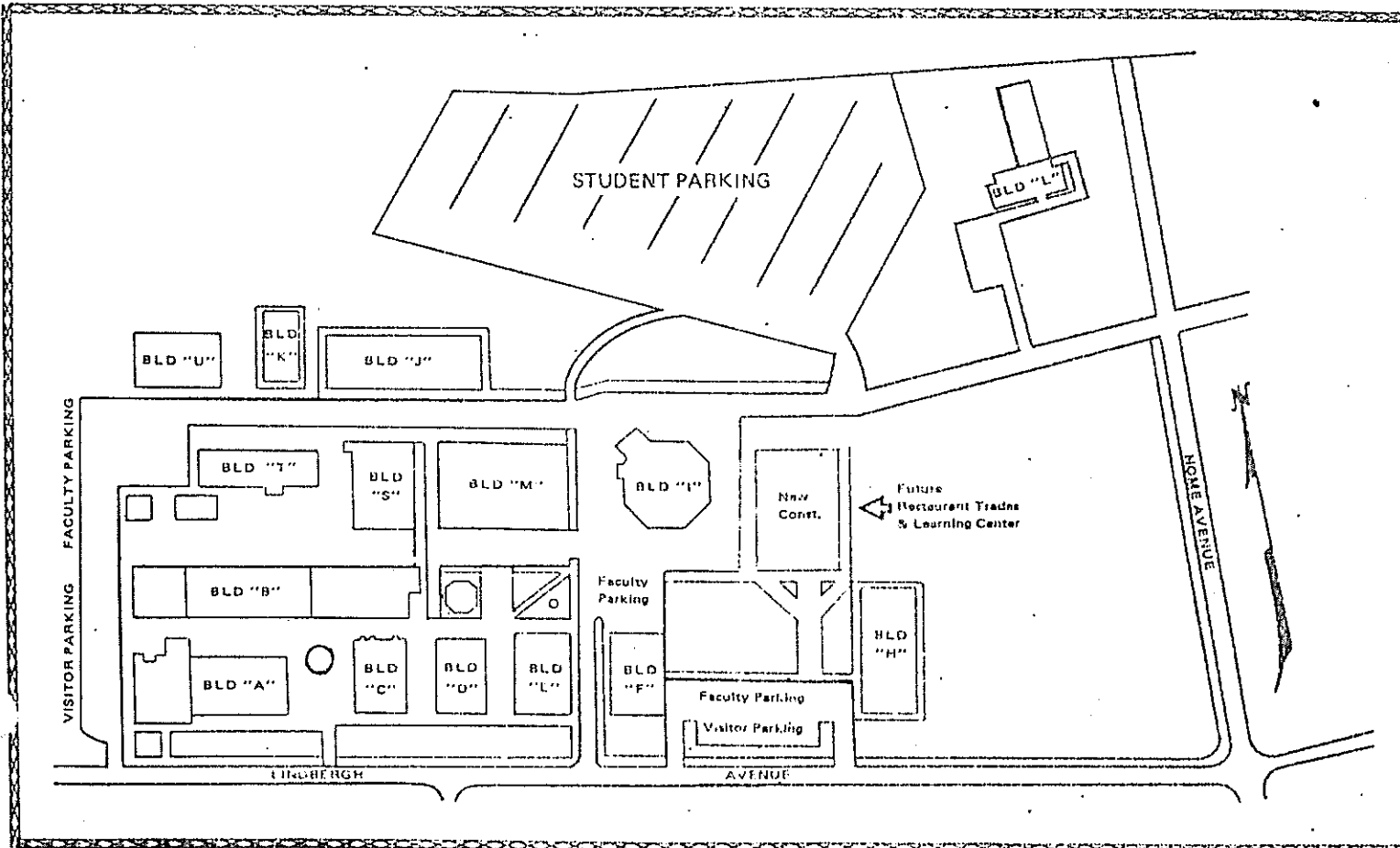
OFF CAMPUS PROGRAMS

Commercial Fishing
Space No. 23
Harbor Mall

Marine Technology
1600 "C" Street

Motorcycle Mechanics
946 State Street

Auto I
Piccolo's Marine Drive Service
745 Marine Drive



PERSONNEL

9 FACULTY LIST BY DEPARTMENT

11 : ORGANIZATIONAL CHART

12 - 18 STAFF PERFORMANCE RESPONSIBILITIES

12 ADMINISTRATOR RESPONSIBILITIES

13 VOCATIONAL INSTRUCTOR

15 CLERICAL STAFF

17 CUSTODIAL STAFF

19 PROFESSIONAL ORGANIZATIONS

FACULTY LIST BY DEPARTMENT

ADMINISTRATION

DIRECTOR to be named
ASSISTANT DIRECTOR Desmond P. McArdle

SUPERVISION

PROGRAM SUPERVISOR Joyce Hiller
PROGRAM SUPERVISOR Pauline Anderson
PROGRAM SUPERVISOR Gary Glaze
PROGRAM SUPERVISOR Wayne Weatherby
PROGRAM SUPERVISOR/CONT. EDUCATION COORDINATION. Bob Hays

COUNSELING

VOCATIONAL COUNSELOR John Lenington

SPECIAL PROGRAMS

HOME & FAMILY LIFE COORDINATOR Linda Crawford
OCCUPATIONAL INFORMATION SPECIALIST. Linda Tanouye

INSTRUCTION

AUTO BODY. Bruce Evenstad
Lyle Isert

AUTOMOTIVE MECHANICS Stu Bullock
David Carpenter
Charles Miles
Art Piccolo
Bill Preston

BANK TELLER TRAINING Julie Garrison

CARPENTRY. Bill Gold

CASHIER CHECKER TRAINING Jane Hansen

COMMERCIAL FISHING Bob Funkhouser

DENTAL ASSISTING Ada Nieveen
Kathy Schacht
Annie Harder

DIESEL MECHANICS Don Florence
Frank Parker

DISTRIBUTIVE EDUCATION/RETAILING Bill Schacht

ELECTRICIAN. Louis DeMarco

ELECTRONICS. Duane Johnson
Jim Raymond

ENGINEERING. Al Barton
 Bob Landon

G.E.D. Lorraine Banning
 Jan Prokopowich

HORTICULTURE George Kaas
 Mark Shimp

MACHINE TECHNOLOGY Bud Gilbert
 Dick Moreau

MAJOR APPLIANCE REPAIR Bob Ellison

MARINE TECHNOLOGY. Earl Steele

MOTORCYCLE MECHANIC. Duane Lunde

OFFICE OCCUPATIONS Dorothy Abbott
 Sharon Glenovich
 Phyllis Sears
 Carol Stewart
 Suzanne Taylor

PHARMACY ASSISTANT Mark Rogers

PRACTICAL NURSING Nancy Hempler
 Annie Harder
 Patsy Hollister
 Ruby Mans

REFRIGERATION & AIR CONDITIONING Walt Kirschman

RESTAURANT TRADES Bob Tiplin

SEA GRANT. Jim Humphreys
 Bob Suggs

TEENAGE PARENT PROGRAM Lois Lindquist

WELDING TECHNOLOGY David Boyd
 Mike Rosser
 Rodney Staples

SUPPORT STAFF

RESTAURANT CHEF/OPERATOR Charles Anderson

PRINT SHOP/AUDIO VISUAL AIDE Linda Flaming

BELLINGHAM SCHOOL DISTRICT
BELLINGHAM VOCATIONAL TECHNICAL INSTITUTE

BELLINGHAM SCHOOL DISTRICT SCHOOL BOARD

SUPERINTENDENT OF SCHOOLS

ASSISTANT SUPERINTENDENT

BELLINGHAM VOCATIONAL TECHNICAL INSTITUTE
ADMINISTRATION

SUPERVISORS

ANDERSON

Practical Nursing
Pharmacy Tech.
Home & Family Life
First Aid & CPR
Distributive Educ.
Dental Assisting
Restaurant Trades
Cont. Education

TO BE NAMED

Diesel
Cont. Educ.

GLAZE

Student Services
G.E.D.
A.B.E./A.E./E.S.L.
Special Projects
Cont. Education

HAYS

Machine Technology
Engineering Tech.
Electrician
Safety
Cont. Education Coord.
Apprenticeship

HILLER

Horticulture
Carpentry
Business & Office
Cashier Checker
Teller Training
Marine Tech.
Cosmetology
Cont. Education

McARDLE

Refrigeration
Appliance Repair
Commercial Fishing
Cont. Education

WEATHERBY

Auto Body
Welding
Automotive
Motorcycle Mechanic
Electronics
Cont. Education

VOCATIONAL DIRECTOR

Performance responsibilities in relation to instructional staff at Bellingham Vo-Tech.

- A. Provides leadership for the staff at Bellingham Vo-Tech in order to attain the specified goals.
- B. Provides inservice opportunities for the faculty in order to upgrade their teaching techniques and curriculum content.
- C. Evaluates both certificated and classified employees in the Bellingham Vo-Tech and Adult Education programs:
- D. In cooperation with the Personnel Department, screens and recommends personnel for employment including evening school instructors.
- E. Oversees the public relations program at the Institute.

VOCATIONAL ASSISTANT DIRECTOR

Performance responsibilities in relation to instructional staff at Bellingham Vo-Tech.

- A. Exercises general supervision over all vocational, adult education and special programs operated by the Vo-Tech.
- B. Provides for coordination within programs and program areas.
- C. Maintains legislative and community relation contacts on vocational education concerns.
- D. Evaluates supervision and supervisory policies relative to all programs.

VOCATIONAL SUPERVISOR

Performance responsibilities in relation to instructional staff at Bellingham Vo-Tech.

- A. Approves substitute instructors.
- B. Approves any information distributed for publicity of campus events.
- C. Approves all material to be printed.
- D. Approves the use of Bellingham Vo-Tech letterhead.
- E. Approves all purchasing including supplies, equipment, repairs and Bookstore resale items.
- F. Approves all projects involving resale.
- G. Authorizes school vehicle for instructor use.
- H. Approves advisory committee membership and schedule of meetings.
- I. Authorizes number and use of keys issued to instructors.
- J. Formally evaluates all instructional employees assigned to him/her.
- K. Approves and routes the following forms: Teacher Absence Permit, Travel Expense Report, Mileage Reimbursement, Check-out List, Purchase Requests

VOCATIONAL INSTRUCTOR
PERFORMANCE RESPONSIBILITIES

1. Teaches the skills and concepts essential to employment in the chosen occupation.
2. Teaches job seeking, job holding, and job advancement skills.
3. Imparts a practical understanding of safety and health standards and practices as applied to the working environment.
4. Imparts a practical understanding of the role and function of labor and management and the relationship to each other.
5. Imparts an understanding of the free enterprise system.
6. Encourages the development of proper work habits and attitudes on the part of trainees.
7. Promotes leadership skills as needed for the specific occupation.
8. Demonstrates sensitivity to student needs by making appropriate allowances for those needs in the instructional program; makes referrals to appropriate staff member as needed.
9. Develops course content by analyzing the occupations being taught and arranges units in proper sequence for training purposes..
10. Plans a program of instruction in accordance with the developed course content as approved by the Administration and endorsed by the Program Advisory Committee.
11. Utilizes effective teaching techniques and approved instructional materials suitable for the specific learning tasks.
12. Monitors effectiveness of instruction as indicated in student job placement, job retention and/or continued training.
13. Maintains appropriate records and submits them to administration at requested times.
14. Maintains a student progress system that conforms to administrative procedures.
15. Maintains a current and accurate attendance record of all students.
16. Maintains, as requested, a current program inventory of supplies, equipment, audio visual aids, reference materials and/or textbooks.

17. Provides necessary information for budget development, facility needs, and equipment-supplies requirements.
18. Attends advisory committee meetings, when requested.
19. Attends faculty meetings and other designated workshops.
20. Requisitions materials in accordance with established procedures and maintains appropriate records regarding their disposition.
21. Recommends to supervision/administration the probation or dismissal of trainees.
22. Assists administration in insuring the continued, safe, and efficient operation of all equipment.
23. Maintains cooperative relationships with industry, business, and labor.
24. Assists students in achieving job placement.
25. Maintains vocational certification.
26. Assists in the recruitment of students.
27. Recommends to administration, when requested, the acceptance of trainees.

CLERICAL STAFF/PRIMARY RESPONSIBILITIES

OFFICE MANAGER. Marilyn Fadden

- A. Supervises clerical staff
- B. Processes payroll
- C. Receives, records and maintains vocational certification
- D. Secretarial services for Administration
- E. Maintains file on office/district forms
- F. Routine office procedures and practices

RECEPTIONIST, MAIN OFFICE Janice Zender

- A. Answers all incoming telephone calls
- B. Receives personal callers
- C. Schedules use of school vehicles
- D. Sorts and distributes incoming mail

CONTINUING EDUCATION SECRETARY AND OFFICE ASSISTANT
Laurel Menard & Mary Brehm

- A. Processes student registration and attendance
- B. Processes payroll
- C. Collects information and prepares bulletins
- D. Collects and receipts work order payments
- E. Processes refund requests

OFFICE ASSISTANT Colleen Hyde .

- A. Processes student registration
- B. Collects and receipts work order payments, program monies
- C. Processes U.S. mail
- D. Assists with typing assignments
- E. Assists in other departments

RECEPTIONIST, STUDENT SERVICES Duana Adams

- A. Answers incoming calls and receives personal callers
- B. Sorts and distributes incoming mail
- C. Maintains supply of catalog and course descriptions
- D. Assists with registration procedure, including assignment of student fees

SECRETARY, STUDENT SERVICES Carol Smith

- A. Secretarial services for Student Services staff
- B. Assists with processing of VA forms
- C. Prepares required GED documents
- D. Processes and maintains Financial Aid informational forms and records
- E. Prepares, processes and maintains records relating to special programs

SECRETARY, MANAGEMENT INFORMATION SYSTEMS Rose DeHon

- A. Processes student registration, attendance and performance evaluations.
- B. Compiles and prepares information for terminal entry
- C. Processes data reports

CLERICAL STAFF/PRIMARY RESPONSIBILITIES

BOOK STORE MANAGER Jerre Nolte

- A. Processes and maintains file for requisitions & work orders
- B. Management of Book Store
- C. Receipts, distributes and processes all deliveries

ACCOUNTANT Anita Johnson

- A. Provides general accounting services and preserves all accounts, vouchers, and contracts relating to the Bellingham Vocational Technical Institute.
- B. Assigns all account classifications for expenditures, bills, payroll, and revenue.
- C. Maintains inventory control of equipment.

SECRETARY, SUPERVISORS AND INSTRUCTORS . . . Faye Thompson

- A. Types correspondence and instructional materials
- B. Types Advisory Committee materials
- C. Schedules and attends Advisory Committee meetings
- D. Answer telephone and receives personal callers
- E. Schedules appointments

SECRETARY, "H" BUILDING. Gloria Leque

- A. Processes student registration and attendance
- B. Performs telephone responsibilities for CPR, First Aid, Childbirth Education and all other health related courses
- C. Assists in the compilation of class schedules for CPR
- D. Keeps Cont. Educ. staff informed on course changes and offerings

CUSTODIAL STAFF/PRIMARY RESPONSIBILITIES

HEAD CUSTODIAN Harold (Mac) McLoed

- A. Directs and supervises building custodial personnel in the cleaning of the buildings and grounds, in making minor repairs on buildings and equipment, and in assuring building security.
- B. Performs daily cleaning of designated areas as outlined in the specific duty-work schedule in each building.
- C. Performs minor repairs on building and equipment:
 - 1. Replaces electrical system components
 - 2. Replaces plumbing system components
 - 3. Clears clogged drains and traps
 - 4. Replaces and/or tightens door hinges and closers
 - 5. Does minor wall patching and touch-up painting
 - 6. Replaces floor tile and makes minor repairs on linoleum floor covering
- D. Operates, cleans, inspects, replaces drive belts and lubricates heating and ventilating mechanical equipment
- E. Opens and cleans boilers
- F. Operates and maintains floor care equipment
- G. Mows lawns, trims hedges and shrub and edges sidewalks and driveways
- H. Instructs custodial staff in the use of floor care equipment, etc.

ASSISTANT HEAD CUSTODIAN. David Williams

- A. Performs cleaning tasks as assigned by the Head Custodian and as outlined
- B. Performs minor emergency electrical and plumbing repairs
- C. Operates heating plant when needed
- D. Prepares classrooms and/or other spaces as needed for evening activities
- E. In the absence of the Head Custodian, assumes the duties of that position

CUSTODIAN Mike Lewis, Roger McCauley,
Ralph Minden

- A. Sweeps and mops hard surface floors; vacuum cleans carpets daily
- B. Uses floor maintenance machines during major cleaning periods
- C. Dusts ledges, shelves, desks and other furniture
- D. Cleans graffiti and smudges from walls, doors and door jams
- E. Cleans and disinfects lavatories, showers and dressing rooms
- F. Replaces burned-out fluorescent tubes and starters and incandescent bulbs

GRANDSKEEPER Roger Adams

- A. Coordinates ground maintenance activities with the Horticulture program in pruning trees and shrubs, controlling pests and diseases, irrigation schedules and weed control
- B. Operates motorized sweeper to clean parking areas, sidewalks, driveways, etc.

CUSTODIAL STAFF/PRIMARY RESPONSIBILITIES

- C. Ensures that campus parking facilities are utilized in an efficient and effective manner
- D. Inspects grounds and facilities according to schedule
- E. Monitors parking patterns and corrects violations
- F. Reports potential safety, security and fire hazards
- G. Reports activities observed to be illegal or in violation of campus policy

PROFESSIONAL ORGANIZATIONS

AMERICAN/WASHINGTON VOCATIONAL ASSOCIATION

The American and Washington Vocational Association are organizations open to all vocational educators in secondary schools, vocational-technical institutes, community colleges, four-year colleges and universities, and other public and proprietary schools. The goals of WVA are:

*To promote quality Vocational Education programs that meet individual student needs as well as current and emerging workforce needs -

*To promote communication and cooperation among the common schools, vocational-technical institutes, community colleges, four-year vocational teacher training institutions, proprietary schools, agencies, business and industry, state and local advisory committees, the legislature, and any other educational associations and groups concerned about quality Vocational Education -

*To promote Vocational Education by means of reliable public relations efforts: television, radio, newspapers, etc. -

*To promote and support vocational student leadership organizations -

*To promote pre-service and in-service professional education opportunities for all vocational educators -

*To promote vocational education to employers, legislators, parents, students, and educators -

*To promote participation in WVA activities and decision-making.

The WVA co-sponsors the Washington Vocational Conference which is held in various locations around the state each August.

BELLINGHAM VO-TECH ASSOCIATION

BVTA assists to promote and support vocational education, National Voc-Ed week, and any other general promotion for vocational education. BVTA activities have included social events for BVTI, recognition of faculty, administrators and staff for special personal occasions - promoting general morale.

BVTA officers administer membership dues for the "sunshine" fund for illnesses, deaths, etc., as well as joyous occasions. The non-certified staff may choose to contribute to the sunshine fund.

BVTA is a local unit of WVA and sends delegates to the annual WVA Conference. Membership is open to instructors and administrators of BVTI. Meetings are held as necessary during the school year to carry out the business of BVTA.

UNITED TEACHING PROFESSION

B.E.A., W.E.A., AND N.E.A.

The United Teaching Profession organizations are organizations for teachers whose goals are:

- *To promote field support to maintain and improve comprehensive collective bargaining agreements.
- *To protect teacher rights through the grievance process in the contract.
- *To provide research data as needed from WEA information reservoir.
- *To provide legal advice, counsel and financial assistance in the areas of human relations and discrimination.
- *To share the cost of arbitration in grievance hearings.
- *To promote a wide variety of instruction and critical issues workshops, conferences and college credit courses.
- *To assist in the development of fringe benefits to be negotiated.
- *To provide discounts on a wide variety of group purchasing plans such as autos, insurance, tires and travel.
- *To lobby for teacher legislation and against destructive legislation i.e., Retirement System.

POLICIES AND PROCEDURES

22 DAILY SCHEDULE
23 SCHOOL CALENDAR
25 STAFF MEETING CALENDAR
26 ABSENCES
26 ILLNESS
26 PHYSICIAN'S CERTIFICATE FOR SICK LEAVE
26 FIELD TRIPS, ETC.
26 LEAVE OF ABSENCE - PERSONAL EMERGENCY LEAVE
26 ABSENCE PERMIT/TRAVEL OUT OF TOWN
26 TRAVEL
26 TRAVEL REPORTS
27 MILEAGE
27 SCHEDULING OF SCHOOL VEHICLES
28 VOCATIONAL ADVISORY COMMITTEES
28 GENERAL ADVISORY COUNCIL
29 SPECIFIC PROGRAM ADVISORY COMMITTEE
30 BUILDING AND CAMPUS INFORMATION
30 BUILDING AND CAMPUS SECURITY
30 KEYS FOR BUILDINGS
30 PARKING
30 PUBLIC RELATIONS INFORMATION
31 ROOM USE
31 TELEPHONE USAGE
31 INCOMING/OUTGOING MAIL
32 COPY MACHINE
32 COPYRIGHT LAW
32 MEETINGS
32 PAYCHECKS
32 MAILBOXES
32 FORMS
33 MISCELLANEOUS/STAFF MEETINGS
34 OPEN HOUSE TOUR DAYS
36 VOCATIONAL CERTIFICATION
39 CERTIFICATED STAFF EVALUATION
40 PURCHASING PROCEDURES
42 REQUEST FORMS

DAILY SCHEDULE

1982-83

STUDENTS

CLASSES START: 8:00 a.m.

MORNING BREAK: 9:40 a.m. - 10:00 a.m.

LUNCH HOUR: 11:00 a.m. - 12:00
With the following exceptions:
11:30 a.m. - 12:30 p.m.
Automotive Mechanics II
Diesel
Practical Nursing

AFTERNOON BREAK: 1:45 p.m. - 2:00 p.m.

DISMISSAL OF CLASSES: 3:00 p.m.

INSTRUCTORS

WORK SCHEDULE: 7:45 a.m. - 3:45 p.m.

All instructors are expected to be in their classrooms at 7:45 a.m. to be available for student consultations and/or preparing for classes to start promptly at 8:00 a.m. The daily student schedule will be observed with appropriate breaks. Instructors will be on campus until 3:45 p.m. unless other specific arrangements are made with their supervisor. Planning time from 3:00 p.m. to 3:45 p.m. will be utilized in a productive manner in accordance with Article VIII Section I of the Collective Bargaining Agreement.

BELLINGHAM VOCATIONAL TECHNICAL INSTITUTE

CALENDAR

1982 - 1983

<u>SEPTEMBER</u>						<u>FEBRUARY</u>					
<u>MON</u>	<u>TUE</u>	<u>WED</u>	<u>THU</u>	<u>FRI</u>	<u>SAT</u>	<u>MON</u>	<u>TUE</u>	<u>WED</u>	<u>THU</u>	<u>FRI</u>	<u>SAT</u>
		1	2	(3#)	(4#)		1	2	3	4	5
(6#)	(7#)	8	9	10	11	7	8	9	10	11	12
13	14	15	16	17	18	14	15	16	17	18	19
20	21	22	23	24	25	(21#)	22	23	24	25	26
27	28	29	30			28					
<u>OCTOBER</u>						<u>MARCH</u>					
				1	2		1	2	3	4	5
4	5	6	7	8	9	7	8	9	10	11	12
11	12	13	14	15	16	14	15	16	17	18	19
18	19	20	21	22	23	21	22	23	24	25	26
25	26	27	28	29	30	(28#)	(29#)	(30#)	(31#)		
<u>NOVEMBER</u>						<u>APRIL</u>					
1	2	3	4	5	6					(1#)	(2#)
8	9	10	(11#)	12	13	4	5	6	7	8	9
15	16	17	18	19	20	11	12	13	14	15	16
22	23	24	(25#)	(26#)	(27#)	18	19	20	21	22	23
29	30					25	26	27	28	29	30
<u>DECEMBER</u>						<u>MAY</u>					
		1	2	3	4	2	3	4	5	6	7
6	7	8	9	10	11	9	10	11	12	13	14
13	14	15	16	17	18	16	17	18	19	20	21
20	21	(22#)	(23#)	(24#)	(25#)	23	24	25	26	27	28
(27#)	(28#)	(29#)	(30#)	(31#)		(30#)	31				
<u>JANUARY</u>						<u>JUNE</u>					
					(1#)			1	2	3	4
3	4	5	6	7	8	6	7	8	9	10	11
10	11	12	13	14	15	13	14	15	16	17	18
17	18	19	20	21	22	20	21	22	23	24	25
24	25	26	27	28	29	27	28	29	30		
31											
<u>JULY</u>										1	2
						(4#)	5	6	7	8	9
						11	12	13	14	15	16
						18	19	20	21	22	23
						25	26	27	28	29	30

(#) = Holiday (no classes)

BELLINGHAM VOCATIONAL TECHNICAL INSTITUTE

CONTINUING EDUCATION

CALENDAR

1982 - 1983

AUGUST - SEPTEMBER

MON TUE WED THU FRI SAT

9 r 10 11 12 13 14
 16 17 18 19 20 21
 23 24 25 26 27 28
 30 RA 31 1 2 (3#) (4#)
 (6#) 7 8 9 10 11

* 13 14 15 16 17 18
 20 21 22 23 24 25
 27 28 29 30

OCTOBER

4 5 6 7 8 9
 11 12 13 14 15 16
 18 19 20 21 22 23
 25 26 27 28 29 30

NOVEMBER

1 2 3 4 5 6 OP
 8 9 10 (11#) 12 13
 15 16 17 18 19 20
 22 23 (24#) (25#) (26#) (27#) MU
 29 RA 30

DECEMBER

6 7 8 9 10 11 MU
 MU
 * 13 14 15 16 17 18
 (20#) (21#) (22#) (23#) (24#) (25#)
 (27#) (28#) (29#) (30#) (31#)

JANUARY

3 4 5 6 7 8 (1#)
 10 11 12 13 14 15
 17 18 19 20 21 22
 24 25 26 27 28 29
 31

FEBRUARY

7 8 9 10 11 12
 14 15 16 17 18 19 OP
 (21#) 22 23 24 25 26
 28

MARCH

MON TUE WED THU FRI SAT

1 2 3 4 5
 7 RA 8 9 10 11 12 MU
 14 15 16 17 18 19 MU
 * 21 22 23 24 25 26
 (28#) (29#) (30#) (31#)

APRIL

4 5 6 7 (1#) (2#)
 8 9
 11 12 13 14 15 16
 18 19 20 21 22 23
 25 26 27 28 29 30

MAY

2 3 4 5 6 7
 9 10 11 12 13 14
 16 17 18 19 20 21
 23 24 25 26 27 28 OP
 (30#) 31

JUNE

1 2 3 4
 6 R 7 8 9 10 11 MU
 13 14 15 16 17 18 MU
 * 20 21 22 23 24 25
 27 28 29 30

JULY

1 2
 (4#) 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 18 19 20 21 22 23 OP
 24 25 26 27 28 29 30 MU

- r = Supv. & Sec. return
- # = Holiday (no classes scheduled)*
- MU = Makeup Week(s)
- OP = Student Opinionnaires due
- R A = Registration begins (R or A)
- = (solid line) boundaries of Regular 10 week quarter
- - - = (dash line) boundaries of Apprentice 13 week quarter

* = Start of quarter (Regular or Apprentice) See definition in opposite column

*Apprentice classes will continue through school holidays except for 12/24, 25 & 1/1, etc.

STAFF MEETINGS

TIME: 3:05 p.m.

LOCATION: Cafeteria

DATES: October 13

March 9

November 10

April 13

December 8

May 11

January 12

June 8

February 9

ABSENCES

ILLNESS

Notice should be given to your supervisor no later than 7 a.m. on the day of an illness so that arrangements can be made for your class.

PHYSICIAN'S CERTIFICATE FOR SICK LEAVE

You are reminded that school district policy requires that any employee who is absent on sick leave for five consecutive days must have a certificate of illness from a physician. This should be filed with the director to be sent to the business office with the monthly payroll. An employee cannot be paid his/her monthly salary until this certificate has been received.

FIELD TRIPS, ETC.

When leaving campus for any reason during school hours, e.g., field trips, business visitation, personal emergency, notify your supervisor regarding when you expect to leave and when you will return. Field trips require 1 wk. advance notice.

LEAVE OF ABSENCE - PERSONAL EMERGENCY LEAVE

District policy regarding leaves of absence and personal emergency leave for Bellingham School District teachers is outlined in the Collective Bargaining Agreement handbook.

ABSENCE PERMIT/TRAVEL OUT OF TOWN

The green "Teacher Absence Permit" form must be filled out for any planned absence. Complete the form at least a week in advance and give it to your supervisor. S/he will pass it on to the Director and District Superintendent for approval.

TRAVEL

TRAVEL REPORTS

Instructional staff traveling at district expense MUST OBTAIN APPROVAL OF SUCH TRAVEL PRIOR TO INCURRING THIS EXPENSE. The Bellingham Vo-Tech Institute administration must approve all extended travel related to instruction and thus chargeable against the school budget. Since prior approval is necessary for vocational travel, a "Teacher Absence Permit" must be completed and approved.

Travel Expense Report vouchers should be submitted to your supervisor within thirty (30) days of completion of the trip or reimbursement may be delayed. ORIGINAL RECEIPTS FROM THE HOTEL/MOTEL, REGISTRATION AND FERRIES MUST BE ATTACHED.

TRAVEL REPORTS

The reimbursement will be approved by the administration at Bellingham Vo-Tech.

When using a school district credit card, be sure that the vehicle license number appears on the charge receipt. Note: SCHOOL DISTRICT CREDIT CARDS MUST NOT BE USED IN PRIVATE VEHICLES.

MILEAGE

Mileage report forms are available from the front office and should be submitted to your program supervisor after the end of each month in which the travel occurs.

Reimbursement for the current school year is 21¢ per mile. Mileage report forms must be received by your supervisor and then routed to the district Business Office by the FIFTH OF THE MONTH IN ORDER TO BE INCLUDED FOR PAYMENT ON THE 25th.

SCHEDULING OF SCHOOL VEHICLES

The following guidelines have been established for scheduling of school vehicles: (*with the exception of school trucks)

1. Instructor will request a vehicle through the supervisor. Any instructor requesting the Van must have his/her intermediate license number registered with Janice Zender, Receptionist in the front office.
2. The supervisor upon approval will submit "Vehicle Request" form to Janice and/or person in front office. A copy of this request form will be put in the instructor's mail box after vehicle is assigned.
3. Instructors will use school car for in-district travel if available. If there is a scheduling conflict, instructors traveling within the district may use their own car with supervisor approval and submit for travel reimbursement.
4. Instructor may pick up vehicle key and credit card from Receptionist in the front office.
5. Vehicles should be returned to their designated parking spot in the compound with a full tank of gas.
6. A gas purchase slip should accompany the vehicle keys when returned to Receptionist. Gas slip should also identify class or program using the vehicle.
7. Art Piccolo is responsible for the monthly maintenance of school vehicles.
8. To insure vehicle reservation, please reserve as soon as a need is known.

*Schedule through program supervisor.

BELLINGHAM PUBLIC SCHOOLS
Bellingham, Washington

TEACHER ABSENCE PERMIT
(must be made out prior to absence)

NAME _____ SCHOOL _____

DATE (S) TO BE OFF DUTY _____

REASON FOR ABSENCE _____

PLACE OF MEETING _____

SUBSTITUTE (check one) (subject to approval by the superintendent)

Substitute to be paid by the district No substitute needed

Substitute's pay to be deducted from teacher's pay

Total deduction to be made from teacher's pay

Substitute to be paid by _____

(list name and address of organization to be billed)

District car requested APPROVED DENIED

Mileage reimbursement requested APPROVED DENIED

Total expenditures limited to: _____ By: _____

TRAVEL EXPENSE REPORT

Name _____ Date _____

Meeting Attended _____

Place of Meeting _____

Dates of Meeting _____

School staff traveling with you _____

Departed Bellingham: Date _____ Time _____

Returned Bellingham: Date _____ Time _____

Method of Travel:

Bus _____ Train _____ Air _____
(Attach Ticket Stubs)

District Car _____ (Use credit card for expenses)

Private Car _____ miles @ 21¢ per mile

Car Storage, if any. (Attach receipts)

Hotel or motel (attach receipts) ONLY ORIGINAL RECEIPTS
ACCEPTABLE NO COPIES

Meals (List separately) (ALCOHOLIC BEVERAGES MUST BE EXCLUDED)

<u>Date:</u>	<u>Breakfast</u>	<u>Lunch</u>	<u>Dinner</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
Totals	_____	_____	_____

Miscellaneous: (Describe completely and attach receipts)

_____ TOTAL EXPENSES _____

Approved _____ MAXIMUM ALLOWED _____

REGARDING: Bellingham Vo-Tech Vehicle Checkout

Instructor agrees that vehicle will be returned with:

- 1) gas tank filled (VAN-2 tanks)
- 2) credit card & charge slip to Administration
- 3) keys to Administration promptly
- 4) vehicle parked inside fenced compound behind B Bldg.
- 5) interior litter free
- 6) problems needing attention reported

Instructor Driving Vehicle: Destination:

Pickup Date: Pickup Time:

Return Date: Return Time:

Supervisor's Signature: Date:

1st Choice Vehicle: 2nd Choice Vehicle:

Vehicle Assigned Credit Card Assigned:

T-78 T-79 T-80 T-83 T-90 1 3 5 7 8

AUTHORIZED use of credit card: DISTRICT vehicles only

T-78 VAN (Intermediate License)

T-79 DODGE Blue

T-83 CHEV Vega

T-80 CHEV

T-90 DODGE Beige

VOCATIONAL ADVISORY COMMITTEES

The use of advisory committees to aid in the promotion, administration, and operation of vocational training programs is not a new development. Such advisory committees have been in use since the early 1900's.

School personnel need help to keep abreast or familiar with the diversity of change in technology and with current community vocational needs. They need help from people at the operating level. Obviously, the best source of help is from those providing the manipulative skills and technical knowledge in doing the work and from those who supervise, keep records, and pay the bills. They have most of the answers that school people need to gear training to current needs.

GENERAL ADVISORY COUNCIL

BELLINGHAM VOCATIONAL TECHNICAL INSTITUTE

The General Advisory Committee for Bellingham Vo-Tech Institute is organized for the purpose of making the vocational education program as efficient and effective as possible so that community and trainees may be served to the greatest advantage. The primary function of the Committee is to provide recommendations and advice to the administrative staff on such matters as the following:

1. Training needs and possibilities for the community served by Bellingham Vo-Tech.
2. Strengthening public relations and publicity relative to Bellingham Vo-Tech.
3. Assist in securing adequate support for both capital outlay and current operational expenses of Bellingham Vo-Tech.
4. Promoting and supporting beneficial and constructive legislation for vocational education on local, state and federal levels.
5. Working on other matters which will strengthen and develop the vocational program on a district-wide basis.
6. Assist Bellingham Vo-Tech in long range planning.

SPECIFIC PROGRAM ADVISORY COMMITTEE

BELLINGHAM VOCATIONAL TECHNICAL INSTITUTE

Specific advisory committees are formed early for each training program at Bellingham Vo-Tech. These advisory committees can provide services such as:

1. Determine specific needs of industry and recommend methods to make training functional.
2. Assist in new curriculum development and periodically review existing curriculum content for suggested improvement.
3. Promote extension or in-service training for upgrading journeymen or other members of the trade or occupation.
4. Advise in shop layout, selection of equipment, and training projects.
5. Coordinate school training with training on the job.
6. Provide follow-up information on trainees placed in employment.
7. Assist in the referral of prospective students.
8. Assist and advise on all matters pertaining to training within their trade or occupation.

A few basic rules to keep in mind:

1. Representative advisory committees should be small and wieldy from 6 to 10 members.
2. At least three meetings must be held per school year with minutes kept of the proceedings for each meeting.
3. Membership terms should be staggered to insure a nucleus of experienced members and continuous input of new ideas.
4. All members should be informed about their function as part of an advisory group.
5. The committee should select one of their members to act as chairperson and another as secretary.
6. Membership should be equally divided between labor and management.
7. An agenda should be prepared and distributed to the membership prior to meeting to enable members to conserve time and better evaluate points to be acted upon.
8. Labor-management controversies should have no place on the agenda.

BUILDING AND CAMPUS INFORMATION

GENERAL INFORMATION

BUILDING AND CAMPUS SECURITY

The buildings on the Bellingham Vo-Tech campus are protected by an electronic security system during off-class hours. This system is connected to and monitored by the Bellingham Police Department at all times. During class hours, the rooms and shops in use are deactivated and persons may enter and leave at will. However, all staff personnel are cautioned that if entry is necessary during off-class hours, the custodian must first be contacted to temporarily deactivate the area you desire to enter.

KEYS FOR BUILDING

Requests for keys should be channeled through your program supervisor to Bob Hays who is responsible for handing out building keys to instructors, maintaining key records and duplicating keys.

PARKING

The entire upper level of the Bellingham Vo-Tech campus is designated as a restricted parking area. All parking in this area will be by permit only. This will include faculty and staff parking, handicapped parking, temporary permit parking, visitor parking and cars on campus on in-work status. All permits must be requested through Bob Hays. Cars or other vehicles not displaying an appropriate permit will be subject to tow-away at the owner's expense. A contract with Horton's Towing Service has been instituted with the approval of the School District #501 Superintendent and the Bellingham School Board.

An attempt will be made to contact violators by a note attached to the vehicle. If the vehicle is still in violation after one hour, or if the license number indicates a repeat violation, the towing company will be called.

Adequate parking is provided for student personnel in the General Parking area north of the building area, accessible off Nome Street at Connecticut and at Maryland streets. Vehicles parked improperly in this area will also be subject to tow-away.

PUBLIC RELATIONS INFORMATION

Any information distributed for publicity of campus events (to radio, newspaper, flyers, etc.) must be cleared through your supervisor.

ROOM USE

If you want to schedule use of any room on campus (other than the conference rooms or the dining room) contact your supervisor and Bob Hays with your request. Requests for the Dining Room may be made through the Supervisor, Pauline Anderson. The Conference Room is scheduled through Marilyn Fadden, Office Manager.

TELEPHONE USAGE

School telephones are to be used for school business only. To make a local call on a school phone, dial 9 plus the seven digit number.

No personal long distance calls shall be charged to the school district. In an emergency when long distance calls must be made over school telephones, the CALL MUST BE CHARGED TO THE HOME PHONE OF THE PARTY MAKING THE CALL.

NECESSARY LONG DISTANCE CALLS MUST BE MADE ON THE SCAN LINE. These calls must be reported to your supervisor each month on the "TELEPHONE LOG" form. When dialing a long distance non-scan number, dial 8 + area code + 7-digit number. When dialing a long distance scan number dial 8 + 7-digit number.

Students are not to use school phones. Staff support is needed on this policy. Pay phones are located outside D Building and in H Building for student and public use.

MAIN OFFICE

MAIL

All correspondence sent out on Bellingham Vo-Tech letterhead must be cleared through your supervisor. Letterhead paper and envelopes are available through the main office.

INCOMING MAIL

Incoming mail is received at approximately 1:00 p.m. each work day. This mail is sorted and distributed into instructor mailboxes which are located in the staff lounge.

OUTGOING MAIL

Outgoing mail is to be placed in the wire basket on the back counter in the main office. The envelopes do not need to be sealed as the postage meter is designed to both stamp and seal the envelope. Outgoing mail is processed at 4 p.m. each day.

COPY MACHINE

The copy machine located in the main office is to be used for instructional use only. Up to 10 copies of any item may be made on the copy machine. If you need more than 10 copies, route your request through the print shop.

If the copy machine demands any attention, please ask the office staff for assistance.

COPYRIGHT LAW

No copies of copyrighted materials are to be made without the written permission of the publisher. This applies to both copies made on the copy machine & the Print Shop;

MEETINGS

In Conference Rooms - Two conference rooms (A & B) in A Bldg. are available to be reserved for meetings. The conference rooms may be reserved through Marilyn Fadden, Office Manager. When reserving the room, be prepared to tell her the date of meeting, beginning and ending time of meeting, need for one or both conference rooms and the name of the group meeting. Coffee and tea is provided in the conference rooms for use by those attending the meetings. The person in charge of the meeting is responsible to prepare the coffee/tea if it is desired.

On campus - Please let the main office know when you are having any meetings on campus so they can direct people to the proper building.

PAYCHECKS

All staff are paid the last working day of each month. During the summer months, staff have the option of checks being mailed to them or being directly deposited in their bank.

Paychecks may be picked up from Marilyn Fadden, Office Manager.

MAILBOXES

The mailboxes in the staff lounge should be checked daily. The boxes are arranged so that instructional staff are first in alphabetical order followed by boxes for support staff. The last set of boxes are for continuing education staff.

FORMS

Located above mailboxes are various forms for ordering supplies, AV equipment, printing, etc.

STAFF MEETINGS

Staff meetings, which generally are held the second Wednesday of each month at 3:05 in the cafeteria or at various locations, provide the administration an opportunity to share necessary school and policy information with the staff and provide in-service training to staff. Staff meetings also enable the staff to get to know each other better and to learn more about the various training programs offered through Bellingham Vo-Tech.

MISCELLANEOUS

The bulletin board in the staff lounge is for staff use. Phone books for various areas in the state and various catalogues for supply companies are located in the lounge for staff use.

Coffee is available in the staff lounge for all staff.

END OF THE YEAR CHECKOUT

A checkout list is given to each instructor at the end of the school year. All items on this check list must be completed and checked off by a supervisor before the instructor leaves campus at the end of the school year. The check list includes such responsibilities as turning in AV equipment to D-3, turning in all completed customer work orders, inventory of equipment, reference materials, and laundry supplies; leaving facilities neat and orderly, etc. In addition, instructors must turn in the following to their supervisors: Attendance report sheets, travel requests, telephone logs, instructional supply orders, student attendance record notebooks, other student records, etc.

OPEN HOUSE TOUR DAYS

Bellingham Vo-Tech will have three Open House Tour Days during the current school year. Since there always seems to be a large number of visitors from the tri-county area, it appears that the following schedule will be observed:

- NOVEMBER - High schools and middle schools
- FEBRUARY - High schools and general public
- APRIL - High school seniors planning for summer and fall entry and middle school students

Generally, visitors will choose the particular areas they wish to visit. The selections include:

HEALTH CAREERS

Practical Nursing
Dental Assisting
Pharmacy Assisting

BUSINESS AND OFFICE

Bookkeeping/Accounting
Clerk/Typist
Secretary/Stenographer
Data Entry/Word Processing
*Teller Training
*Cashier Checker
*Distributive Education

VEHICLE MECHANICS - TRADE

Auto Body
Auto Mechanics II
Auto Compact
Diesel

OTHER MECHANICS -
TRADE AND INDUSTRIAL

Appliance Repair
Machine Technology
Refrigeration and Air
Conditioning
Welding

TECHNICAL - TRADE & INDUSTRIAL

Electronics Technology
Electrician, General
Engineering Technology
Construction Carpentry
Horticulture
Restaurant Trades

OFF-CAMPUS PROGRAMS

Commercial Fishing
Marine Technology
Motorcycle Mechanics
Cosmetology
Auto Mechanics I

*Class in session 8 a.m. to
11 a.m. only.

Instructors are asked to have student representatives to be available in their respective classrooms to discuss their program and to answer questions. In addition, please plan to:

Clean up and eliminate clutter. .

Be available to discuss your program with visitors and/or designate student representatives to handle this.

Provide for a person to be in the room at all times.
(Please plan to stagger lunch and coffee breaks)

Prepare demonstration and display that will attract future students and impress our other visitors to support vocational education.

Have hand-outs available in your classroom (course outlines, pamphlets, etc.)

Thanks for your cooperation. Past response has shown that these tours really help to promote vocational education and to bring students into our programs.

VOCATIONAL CERTIFICATION

Requirements for vocational educational certification shall be as set forth in Washington Administrative Codes, Chapter 180-75, General Certification Provisions, and 180-77, Standards for Vocational Certification. The State Board of Education's approval shall constitute compliance with provisions of RCW 28A.70.005 relating to establishment, publication and enforcement of rules and regulations determining eligibility for and certification of teachers of vocational education courses in the public and non-public schools.

1. Qualification Requirements for Vocational Education Certification - Certificate Required. Teachers of vocational education courses shall hold certificates authorized by the State Board of Education for service in the respective roles as established by Chapter 180-77, WAC. No person shall be accounted as a qualified teacher within the meaning of the school law who is not the holder of a valid teacher's certificate or permit issued by lawful authority of this state as in RCW 28A.67.010.

Vocational instructors must be endorsed by a local vocational advisory committee related to the subject matter to be taught for renewal and preceding certificates.

Eligibility criteria for Vocational Certification are outlined in the Requirements and Implementing Procedures for Vocational-Technical Personnel Certification book. This book is available for review through the Program Supervisor.

The following are general rules: A one-year vocational certificate is issued to all new vocational instructors meeting specific program requirements. To obtain a three-year certificate, the instructor must have had successful teaching experiences and teacher training units appropriate to his/her specialized area. A three-year certificate may be renewed one time. The instructor must have additional teacher training units and continued successful teaching experiences in his/her specialized area in order to obtain a five-year certificate.

Each instructor is responsible for the teacher training units that are required for certification at the various levels. The instructor is also responsible for completion of these courses before his/her current certificate expires.

The following definitions may assist in an understanding of the certification process.

APPLICATION FOR CERTIFICATION

The vocational certificate should be applied for when an instructor has been contracted to teach in a vocationally approved program. The certificate is applied for on Voc. Form 2 and submitted through the employing school district with a registration fee of one dollar. The employing school district sends the application and one dollar to the local educational service district office unless a prior agreement has been made for other procedure.

"APPROVED PROGRAM FOR TRAINING VOCATIONAL TEACHERS AND VOCATIONAL COUNSELORS" shall be defined as any program approved by the State board of education which complies with chapter 180-78 WAC.

"APPROVED VOCATIONAL TEACHER TRAINING" shall mean those vocational programs, courses, seminars and workshops approved by the state board of education for the purpose of vocational certification of persons entering vocational education or for renewal of vocational certificates.

"FIRST AID REQUIREMENTS" shall include a valid first aid certificate issued by the Washington State Department of Labor and Industries, United States Bureau of Mines or the American Red Cross in accordance with the rules and regulations. Training in cardio-pulmonary resuscitation is required. Cardio-pulmonary resuscitation is normally a part of the standard American Red Cross course and is always a part of the Labor and Industries course.

"GAINFUL EMPLOYMENT" shall mean being paid in accordance with the laws of the State of Washington for work in a particular occupation.

"GENERAL SAFETY AND INDUSTRIAL HYGIENE REQUIREMENTS" shall mean course work approved by the state board of education that is designed to provide skill and knowledge common to all vocational instructors in safety and industrial hygiene. This course work shall include, but not be limited to, the following:

- a. Growth to the safety movement
- b. Cost of accidents
- c. Seeing and recognizing job hazards
- d. Elements of an accident
- e. Measuring safety performance
- f. Promoting safe workmanship
- g. Employee health and industrial hygiene
- h. Protective equipment and safe dress
- i. Housekeeping
- j. Materials, handling and storage
- k. Guarding machines and mechanisms
- l. Hand and portable tools and appliances
- m. Fire prevention and control

"HOME ECONOMICS RELATED OCCUPATIONS (GAINFUL)" is a vocational education program which prepares persons for being paid in accordance with the laws of the State of Washington to work in an occupation.

"HOME AND FAMILY LIFE EDUCATION (USEFUL)" is a vocational education program which prepares persons for the occupation of homemaking.

"LEARNING PERIOD" shall mean the amount of time required prior to becoming gainfully employed at the journeyman or equivalent level in the occupation being taught. In any case, this shall be no less than one year.

"MANAGEMENT EXPERIENCE" shall mean work as a supervisor, foreman or manager in the occupational area in which the person will instruct.

"SPECIALLY SUPPORTED PROGRAMS" shall mean home and family life education programs conducted in vocational-technical institutes to include, but not limited to, the following: Family relationships, child development and parent education.

"OCCUPATIONAL EXPERIENCE" shall mean work experience in the job to be taught.

"ONE YEAR OF WORK EXPERIENCE" shall equal two thousand hours of employment.

"PROFESSIONAL EDUCATION" shall mean those programs, courses, seminars and workshops that are designed to improve teaching ability.

"PROFESSIONAL EXPERIENCE" shall mean employment in vocational education in the discipline and/or specialty for which the application has been submitted.

"QUARTER HOURS OR THE EQUIVALENT" shall mean one quarter credit, two-thirds semester credit, ten clock hours or one hundred hours of work experience.

"SPECIFIC SAFETY AND INDUSTRIAL HYGIENE REQUIREMENTS" shall mean completion of course work approved by the state board of education which is designed to provide the vocational instructor with the specific skill and knowledge of safety and industrial hygiene for the occupation he/she is to teach.

"SUPERVISED WORK EXPERIENCE" shall mean employment which is supervised by a vocational teacher educator and the employer.

"SUPPLEMENTARY CLASS" shall mean those classes designed to upgrade and advance the knowledge and skills for persons who are or have been employed in a given occupation.

"TEACHING/COORDINATION" shall mean professional experience in the discipline and/or specialty for which the applicant has been vocationally certified.

"TECHNICAL EDUCATION/UPGRADING" shall mean those vocational programs, courses, seminars and workshops which are designed to improve the skills and/or knowledges in the discipline in which the application is being made.

"USEFUL EMPLOYMENT" applies solely to the occupation of homemaking and means unpaid work in the home.

Questions or interpretations specific to a particular class or program should be addressed to the vocational administrator in charge of certification.

EVALUATION

Evaluation shall be for the improvement of instruction. To this end, district evaluation procedures are designed to:

- A. Provide information for continuously assessing the adequacy of school programs, resources, staff, and their accomplishments.
- B. Provide information for decision on in-service training and staff self-improvement programs.
- C. Provide educators with feedback and support for continuous self-improvement.
- D. Motivate all members of the staff to participate in formulating and evaluating instructional programs.
- E. Determine if there is a need to place an employee on probation, in accordance with procedures outlined in Article VIII, Section 5.

All certificated classroom teachers and certificated support personnel holding non-administrative positions are evaluated during each school year in accordance with the procedures and criteria set forth in the collective bargaining agreement. .

The supervisors are responsible for the evaluation of employees assigned to them.

Following are the forms used for teacher evaluation. Refer to the current collective bargaining agreement for further information on evaluation.

CERTIFICATED TEACHER:

OBSERVATION OF _____
DATE _____ DURATION _____ LEVEL _____ NO. OF STUDENTS _____
TYPE OF ACTIVITY OBSERVED _____
OBJECTIVE _____

CRITERION I. INSTRUCTIONAL SKILLS

POSSIBLE INDICATORS FOR DISCUSSION AND ASSESSMENT:

- 1.1 WRITES AND TEACHES TO CLEAR OBJECTIVES AND INSTRUCTIONAL PLANS APPROPRIATE FOR THE LEVEL AND CURRICULUM.
- 1.2 MONITORS ONGOING STUDENT ACHIEVEMENT OF OBJECTIVES.
- 1.3 DEVELOPS COURSE CONTENT BY ANALYZING THE OCCUPATIONS BEING TAUGHT AND ARRANGES UNITS IN PROPER SEQUENCE FOR TRAINING PURPOSES.
- 1.4 PLANS A PROGRAM OF INSTRUCTION IN ACCORDANCE WITH THE DEVELOPED COURSE CONTENT AS ENDORSED BY THE PROGRAM ADVISORY COMMITTEE AND APPROVED BY THE ADMINISTRATION.
- 1.5 UTILIZES EFFECTIVE TEACHING TECHNIQUES AND INSTRUCTIONAL MATERIALS SUITABLE FOR THE SPECIFIC LEARNING TASKS.
- 1.6 CARRIES OUT BOTH SHORT-TERM AND LONG-TERM INSTRUCTIONAL EXPERIENCES.

COMMENTS:CRITERION II. CLASSROOM MANAGEMENT AND ORGANIZATION

POSSIBLE INDICATORS FOR DISCUSSION AND ASSESSMENT:

- 2.1 PROVIDES A CLASSROOM CLIMATE CONDUCIVE TO STUDENT LEARNING.
- 2.2 INVOLVES STUDENTS IN PLANNING AND EVALUATING THEIR OWN WRK WHERE APPROPRIATE.
- 2.3 PROVIDES A MODEL IN DEMEANOR AND APPEARANCE THAT DOES NOT DETRACT FROM TEACHING EFFECTIVENESS.
- 2.4 ASSESSES INDIVIDUAL DIFFERENCES, PROVIDES APPROPRIATE STUDENT GROUPING AND USES APPROPRIATE INSTRUCTIONAL RESOURCES TO MEET INDIVIDUAL NEEDS.
- 2.5 MAINTAINS AND RENDERS APPROPRIATE RECORDS AND REPORTS.

COMMENTS:CRITERION III. STUDENT DISCIPLINE AND ATTENDANT PROBLEMS

POSSIBLE INDICATORS FOR DISCUSSION AND ASSESSMENT:

- 3.1 COMMUNICATES CLEARLY ESTABLISHED PARAMETERS FOR STUDENT CONDUCT.
- 3.2 RECOGNIZES CONDITIONS WHICH MAY LEAD TO DISCIPLINARY PROBLEMS AND TAKES APPROPRIATE ACTION.
- 3.3 ASSISTS STUDENTS TOWARD SELF-DISCIPLINE.
- 3.4 RECOMMENDS TO SUPERVISION/ADMINISTRATION THE PROBATION OR DISMISSAL OF TRAINEES.
- 3.5 MAINTAINS A POSITIVE PERSONAL EMDTIONAL PRESENCE THAT CONTRIBUTES TO THE CLASSROOM ENVIRONMENT.
- 3.6 RESPONDS REASONABLY TO DISCIPLINARY PROBLEMS IN ACCORDANCE WITH ADMINISTRATIVE REGULATIONS, SCHOOL BOARD POLICY, AND EXISTING LAW.

COMMENTS:

POSSIBLE INDICATORS FOR DISCUSSION AND ASSESSMENT:

- 4.1 GIVES EVIDENCE OF OCCUPATIONAL COMPETENCY.
- 4.2 RECOGNIZES THE RELATIONSHIP BETWEEN ONE'S INSTRUCTIONAL AREA AND OTHER RELATED OCCUPATIONAL FIELDS, LABOR AND MANAGEMENT.
- 4.3 KEEPS ABREAST OF NEW DEVELOPMENTS, IDEAS, AND EVENTS IN THE OCCUPATIONAL AREA.
- 4.4 TEACHES THE SKILLS AND CONCEPTS ESSENTIAL TO EMPLOYMENT IN THE CHOSEN OCCUPATION.
- 4.5 IMPARTS A PRACTICAL UNDERSTANDING OF SAFETY AND HEALTH STANDARDS AND PRACTICES AS APPLIED TO THE WORKING ENVIRONMENT.

COMMENTS:

CRITERION V. INTEREST IN TEACHING PUPILS

POSSIBLE INDICATORS FOR DISCUSSION AND ASSESSMENT:

- 5.1 DEMONSTRATES AN UNDERSTANDING OF EACH PUPIL TAKING INTO ACCOUNT EACH INDIVIDUAL'S BACKGROUND AND CHARACTERISTICS WHEN PLANNING EDUCATION EXPERIENCES.
- 5.2 DEMONSTRATES ENTHUSIASM FOR AND ENJOYS WORKING WITH STUDENTS.

COMMENTS:

CRITERION VI. PROFESSIONAL PREPARATION AND SCHOLARSHIP

POSSIBLE INDICATORS FOR DISCUSSION AND ASSESSMENT:

- 6.1 KEEPS ABREAST OF CURRENT AND EMERGING PRINCIPLES AND METHODS OF INSTRUCTION.
- 6.2 CONTRIBUTES TO SCHOOL AND PROFESSIONAL ACTIVITIES.
- 6.3 MAINTAINS PROFESSIONAL RELATIONSHIP WITH STAFF, INDUSTRY, BUSINESS AND LABOR.
- 6.4 EVALUATES STUDENT JOB PLACEMENT AS IT RELATES TO THE JOB MARKET.

COMMENTS:

CRITERION VII. EFFORT TOWARD IMPROVEMENT WHEN NEEDED

POSSIBLE INDICATORS FOR DISCUSSION AND ASSESSMENT:

- 7.1 PARTICIPATES IN CAREER DEVELOPMENT AND IN PROFESSIONAL IMPROVEMENT ACTIVITIES.
- 7.2 UTILIZES SELF-EVALUATION AS A TOOL FOR PROFESSIONAL GROWTH.
- 7.3 RESPONDS CONSTRUCTIVELY TO RECOMMENDATIONS INCLUDED IN PERSONNEL EVALUATIONS.

COMMENTS:

CRITERION VIII. ASSUMES RESPONSIBILITY FOR DISTRICT, BUILDING AND CLASSROOM OBLIGATIONS

POSSIBLE INDICATORS FOR DISCUSSION AND ASSESSMENT:

- 8.1 ASSUMES RESPONSIBILITY FOR PRESCRIBED WORK DAY TASKS (ARRIVAL AND DEPARTURE TIMES, ASSIGNED DUTIES, SUBSTITUTE PLANNING, ETC.)

COMMENTS:

(TEACHER)

(ASSIGNMENT)

(BUILDING)

(DATE)

I. INSTRUCTIONAL SKILLS

THE TEACHER DEMONSTRATES IN HIS OR HER PERFORMANCE, A COMPETENT LEVEL OF KNOWLEDGE AND SKILL IN DESIGNING AND CONDUCTING AN INSTRUCTIONAL EXPERIENCE.

COMMENTS:

II. CLASSROOM MANAGEMENT AND ORGANIZATION

THE TEACHER DEMONSTRATES, IN HIS OR HER PERFORMANCE, A COMPETENT LEVEL OF KNOWLEDGE AND SKILL IN ORGANIZING THE PHYSICAL AND HUMAN ELEMENTS IN THE EDUCATIONAL SETTING.

COMMENTS:

III. STUDENT DISCIPLINE AND ATTENDANT PROBLEMS

THE TEACHER DEMONSTRATES THE ABILITY TO MANAGE THE NON-INSTRUCTIONAL HUMAN DYNAMICS IN THE EDUCATIONAL SETTING.

COMMENTS:

IV. KNOWLEDGE OF SUBJECT MATTER

THE TEACHER DEMONSTRATES A DEPTH AND BREADTH OF KNOWLEDGE OF THEORY AND CONTENT IN GENERAL EDUCATION AND SUBJECT MATTER SPECIALIZATION(S) APPROPRIATE TO THE ELEMENTARY AND/OR SECONDARY LEVEL(S).

COMMENTS:

V. INTEREST IN TEACHING PUPILS

THE TEACHER DEMONSTRATES AN UNDERSTANDING OF AND COMMITMENT TO EACH PUPIL, TAKING INTO ACCOUNT EACH INDIVIDUAL'S UNIQUE BACKGROUND AND CHARACTERISTICS. THE TEACHER DEMONSTRATES ENTHUSIASM FOR OR ENJOYMENT IN WORKING WITH PUPILS.

COMMENTS:

WEEKLY PLAN

CLASS _____ INSTRUCTOR _____ WEEK OF _____

	<i>MONDAY</i>	<i>TUESDAY</i>	<i>WEDNESDAY</i>	<i>THURSDAY</i>	<i>FRIDAY</i>
<i>M O R N I N G</i>					
	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>	<i>LUNCH</i>
<i>A F T E R N O O N</i>					
<i>C O M M E N T S</i>	<p><i>INSTRUCTOR DEMOS:</i> <i>INDICATE SAFETY FACTORS:</i> <i>SPECIAL SPEAKERS:</i> <i>SPECIAL PROJECTS:</i> <i>A-V MATERIALS:</i> <i>OTHER:</i></p>				

BELLINGHAM PUBLIC SCHOOLS
Bellingham, WA

APPLICATION FOR PROFESSIONAL CREDIT

Date Filed: _____ Units Approved _____

Name: _____
Assistant Superintendent

School: _____

Professional credit requested for the following (check one):

- _____ In-service workshop
- _____ Curriculum committee workshop
- _____ Professional publication (article)
- _____ Professional publication (book)
- _____ Professional publication (Other)
- _____ Conference or workshop attendance
- _____ Presentation at conference or workshop
- _____ Travel
- _____ Auditing (attach verification)
- _____ College Teaching
- _____ Community college work (attach copy of transcript or grade report)

Note: College course work must be submitted by an official transcript to the superintendent's office.

Number of units requested _____ Date when units were earned _____

SUMMARY: (List short explanation including type, place, length of meeting, or publication, etc.)

PURCHASING INFORMATION

STANDARD PURCHASE PROCEDURE

All purchase requests are to be submitted on the appropriate Bellingham Vo-Tech order form designating the type of item (supplies, books, equipment, films, etc.). Purchase requests are to be submitted to the supervisor for approval and processing. Processing and final approval results in the issuing of a Purchase Order from the District to the vendor. In no case can you make a school purchase or imply to a vendor that you will purchase a given item unless a purchase order has been issued by the District Purchasing Office.

Your supervisor will authorize the ordering of the item by signing the order form and submitting it to the bookstore manager for typing and processing. The order form will be returned to you with a number filled in at the top. If a number has not been designated, your order was not placed. Refer to this number when inquiring about delivery dates, shortages, etc.

Packing slips and invoices should be attached to the Purchase Order Receiving Copy (pink) upon receipt. The Purchase Order Receiving Copies are on file in the staff lounge by class title (next to the telephone). The Purchase Order must be signed and dated when complete and returned to the District Purchasing Office for payment. Check with your individual supervisor to see if they will be responsible for the above details. Partial shipments should have a copy only of the Purchase Order (along with packing slips and invoices) made and sent to the Purchasing Office for payment. Send the Purchase Order Receiving Copy over to the District Purchasing Office only when the whole order is complete.

CONFIRMING PURCHASE ORDER

Occasionally an unexpected emergency purchase is needed. In this case supervisors can initiate a request through the Bellingham Vo-Tech administration for a confirming purchase order. This can usually be done within a few minutes by telephone. Once you have the purchase order number you may make the purchase. The Purchasing Office will issue a confirming purchase order for the vendor at a later date.

The District Purchasing Office will not mail a copy of the confirming purchase order to the vendor so it is your responsibility to give the number to the company. Usually you won't find the Purchase Order Receiving copy to sign off after receipt of the item ordered if it was confirming. Send signed packing slips and invoices to the Purchasing Office. Confirming Purchase Orders are only for emergency types of purchases.

OPEN ACCOUNTS

This procedure is limited to departments authorized to use open account purchasing and is limited to a specific type of purchase. Use of open account purchasing is a special procedure that must meet all of the following requirements:

- A. Only items for customer resale.
- B. A purchase for a single, recorded, department job order of a resale nature.
- C. Purchase from authorized vendors that have been issued an open account number by the District Purchasing Office.

If the desired purchase meets the above requirements, the following steps are to be followed without exception:

- A. A Job Order is prepared and signed by the customer. A deposit in the amount of the estimated cost of materials is to be collected from the customer before proceeding.
- B. Each purchase request must be made on a Department Purchase Order form and be identified with only one Job Order. The Department Purchase Order should not be confused with the District Open Account Purchase Order Number issued by the Purchasing Department. The vendor's invoice will need to reflect the District Open Account Purchase Order Number the same as in past practices.
- C. The Department Purchase Order Number is submitted to the vendor. The vendor is to invoice each purchase order separately so that each vendor invoice shows parts for only one customer Job Order.
- D. At this point three forms have been completed that relate to a single customer's job: the Job Order, the Department Purchase Order, and the Vendor's Invoice. For cross reference the number on each of the three forms must be written on each of the other two forms so that all three forms show the identified numbers on the other two forms.
- E. After the vendor's invoice number has been recorded on the Job Order, it must be turned in to the supervisor immediately. Partially completed orders must be invoiced by the vendor as you receive the items.
- F. If a student is involved in this procedure and picks up a part from the vendor, have him/her put the name of the class on the invoice along with signing his/her name.

CUSTOMER _____
 ADDRESS _____

 RES. PHONE _____
 US. PHONE _____

BELLINGHAM VO-TECH INSTITUTE



PAGE _____ OF _____ JOB **0857**
 DEPARTMENT NUMBER _____
 PROGRAM _____
 INSTRUCTOR _____
 DATE ORDER WRITTEN _____

WORK REQUESTED/JOB DESCRIPTION	QUANTITY	MATERIAL LIST	DEPARTMENT P.O. NUMBER	VENDORS INVOICE NO.	PRICE PER ITEM	AMOUNT
<p>WORK ORDER FORM TO BE COMPLETED ON ALL CUSTOMER WORK RECEIVED.</p> <p>WHITE COPY SUBMIT TO BVTI OFFICE; GREEN COPY GIVE TO CUSTOMER, HARD COPY RETAINED BY INSTRUCTOR.</p> <p>IT IS IMPERATIVE THAT ALL LINES BE COMPLETED ALONG WITH CUSTOMER SIGNATURE.</p>						

MAKE _____
 MODEL _____
 TYPE/SERIAL _____
 OTHER _____
 BVTI OFFICE _____

I agree to make full payment of all charges and encumbrances before requesting delivery of this work project. I also understand that though the students take pride in their work, and the institution in the students, this job project is a student training exercise only. I further understand that Bellingham Vo-Tech Institute is not responsible for any theft, fire or other damage that occurs with regard to this project. NO GUARANTEE IS IMPLIED OR EXTENDED.

Signed _____

DEPOSITS & PAYMENTS		
DATE	RECEIPT NO.	AMOUNT

TOTAL PAID _____

REQUEST FORMS

AUDIO VISUAL EQUIPMENT REPAIRS

Complete this form, attach to machine in question and deliver to the Print Shop for processing.

EQUIPMENT ORDERS

To be considered Equipment the item must be usable for more than one year. If it has to be replaced due to wear and tear each year it is not considered equipment. Minor Equipment is any single item which fits the description of equipment that is under \$200.00. Major Equipment is any single item which fits the description of equipment that is over \$200.00. Do not put under equipment any item that is less than \$20.00 per each.

EQUIPMENT SERVICING AND REPAIR FORM

To be used for any maintenance agreements or any repairs to equipment not covered on maintenance agreements. CLASSROOM EQUIPMENT ONLY.

GENERAL SERVICES

Use Supply Form. This covers any items which are contracted out by another company (other than District Maintenance) i.e., wiring contracts, plumbing, plasterboard taping.

INSTRUCTIONAL MATERIALS

Use Supply Form and state Instructional. Any film strip, cassette, record, poster, slide, tape, overhead transparency, etc. constitute instructional materials.

REPAIR ORDER

This pertains to building maintenance, repairs, room repainting, walkway repair, driveway repair, clock repairs, or work performed by the District Maintenance Department. This work should be coordinated with Mr. McLoed, Head Custodian, through your supervisor.

SUBSCRIPTIONS

Use Supply Form. List as quantity the number of years you wish to subscribe. Put title of magazine in Description area.

A. V. EQUIPMENT REPAIRS

DATE REQUESTED: ORDER GIVEN TO SUPERVISOR DATE TYPED: BY BOOKSTORE MANAGER

REQUESTED BY: INSTRUCTOR'S NAME ACCOUNT #

LOCATION:

EQUIPMENT:

(TYPE)

(MAKE)

(MODEL #)

(SERIAL #)

THE APPARENT TROUBLE IS:

MACHINE AND THIS FORM MUST BE GIVEN TO LINDA IN D-3 FOR PROCESSING.

BELLINGHAM VOCATIONAL TECHNICAL INSTITUTE

REPAIR NO. _____

ACCT. NO. _____

FOR OFFICE USE ONLY (Revised 5/82)

REPAIR ORDER
BY BELLINGHAM SCHOOL DISTRICT MAINTENANCE DEPT.

DATE _____

CHECK ONE (X):

LOCATION OR CLASS: _____

REPAIR () _____

IMPROVEMENT () _____

THE FOLLOWING WORK IS NEEDED: _____

(GIVE COMPLETE DESCRIPTION - LOCATION, TYPE OF REPAIRS)

(USE ONLY FOR WORK PERFORMED BY DISTRICT MAINTENANCE DEPARTMENT)

(KEEP ORDERS IN A PERMANENT FILE)

RETURN TO SUPERVISOR * * * * * SIGNATURE OF SUPERVISOR _____

SERVICES

44 - 45 DISTRICT SERVICES

44 PAYROLL DEDUCTIONS

44 EMPLOYEE INSURANCE

44 LAUNDRY

44 DELIVERY SERVICE

45 LIBRARY/AV SERVICES

46 - ON-CAMPUS SERVICES

46 AUDIO VISUAL PROCEDURES

47 PRINT SHOP PROCEDURES

47 INSTRUCTION FOR PREPARING COPY FOR OFFSET PRESS

48 PRINT SHOP POLICIES

49 STUDENT SERVICES

51 BOOKSTORE INFORMATION

52 ABE/GED

53 PROGRAM TRAINING SERVICES

DISTRICT SERVICES

PAYROLL DEDUCTIONS

The school district is responsible for making certain payroll deductions as authorized by the employee.

Withholding tax, FICA, Retirement and Industrial Insurance are taken out automatically. All returning employees who have had a change of name, mailing address or withholding tax exemption status should contact the payroll department requesting a new W-4 form. This will keep our payroll records current as far as employee deductions are concerned.

All other deductions such as professional and union dues, health insurance, savings bonds, tax sheltered annuities and credit union savings, must be made by the submission of an authorization card to the Business Office authorizing such deduction. If any employee wishes to cancel or change such deduction, a letter or new application card must be submitted noting such change. There will be no changes in these deductions after the 15th of the month for the payroll affected.

Washington Hospital Service (Blue Cross) will not accept any new employees after October 15, 1982. Since this plan is a part of the WEA/APA listing, Blue Cross application cards must go forward to them and the employee's name must be listed on their deduction list prior to the payroll deduction being authorized.

Tax sheltered annuity programs may be made through the WEA/APA, IDS and Metropolitan Life. Contact the Business Office Payroll Department for details.

EMPLOYEE INSURANCE

The District covers all employees with State Industrial Insurance. When employees have accidents on the job, they should advise the doctor and/or hospital personnel that they are covered by State Industrial Insurance and a form will be completed by them and forwarded to the School District Business Office to assure coverage by State Industrial Insurance. This insurance does not include students.

LAUNDRY

The District operates an in-house laundry facility at Bellingham High School. Pick-up and delivery service is handled by the District delivery driver. Check with your supervisor for further details.

DELIVERY SERVICE

The District delivery service system which moves goods between schools serves the Tech School between 9 a.m. and 10 a.m. daily. Custodians are responsible for moving goods delivered to

Bellingham Vo-Tech to the proper location within the building.

LIBRARY/AV SERVICES

Library/Audio Visual Services is organized with the specific purpose of providing a total service which focuses on the best utilization of materials, equipment, and services to facilitate, improve, and support the district's educational program. Your supervisor has detailed information on the operation and material available through Library/AV Services.

AUDIO/VISUAL PROCEDURES

Instructors wishing to check out Audio Visual Equipment may do so by filling out an AV Request Slip and giving it to Linda in D-3 or place in AV mail slot located in Staff Lounge 2 days in advance. Equipment may be picked up on the day requested, or in special cases may be placed in room to be used (for continuing education instructors) that afternoon, if instructor has requested ahead of time to do so. A list of available equipment is on the AV Request Slip.

AV supplies are also provided in D-3, such as: Thermo-fax machine, transparency materials & pens, extra lamps for projectors, video tapes, cassette tapes, batteries, extension cords, etc. Consumable supplies are charged to your department.

Most departments store their department visual aids in their own areas. Audio visuals available for campus wide use include:

- Films:
1. What You Are Now Is Where You Were When? (2 parts)
 2. What You Are Isn't Necessarily What You Will Be.
 3. You Pack Your Own Chute.

These films may be scheduled through the AV Aide in D-3.

Videotapes: Human Effectiveness Program

This program is generally scheduled for 10 or 11 sessions of approximately 1 hour each in M or H Bldg. Schedule through the Supervisor's Secretary in E-4 or the Secretary in H Building.

FILM RESERVE

DATE(S) NEEDED _____

TODAY'S DATE _____

NAME _____

CLASS _____ Bldg. _____

Day Evening Off Campus

DUE DATE [★] _____

NAME OF FILM: _____

FILM NUMBER: _____

AV

RESERVE

DATE(S) NEEDED _____

TODAY'S DATE _____

NAME _____

CLASS _____ Bldg. _____

Day Evening Off Campus

DUE DATE [★] _____

- | | |
|--|--|
| <input type="checkbox"/> Audio-viewer | <input type="checkbox"/> Slide projector |
| <input type="checkbox"/> Filmloop projector | <input type="checkbox"/> Speaker |
| <input type="checkbox"/> Filmstrip projector | <input type="checkbox"/> Tape player |
| <input type="checkbox"/> w/record | <input type="checkbox"/> R to R recorder |
| <input type="checkbox"/> w/cassette | <input type="checkbox"/> TV Monitor |
| <input type="checkbox"/> 8mm movie proj. | <input type="checkbox"/> Videocorder |
| <input type="checkbox"/> 16mm movie proj. | <input type="checkbox"/> Video camera |
| <input type="checkbox"/> Opaque projector | <input type="checkbox"/> Misc. _____ |
| <input type="checkbox"/> Overhead projector | _____ |
| <input type="checkbox"/> Record Player | _____ |

[★]
 I agree to be responsible for all A.V. equipment which I check out and return it to the A.V. Center on time and in good condition.

Sig _____

Item dist. no.	no. items requested

PRINT SHOP PROCEDURES

Any duplication of material which amounts to over 10 copies should be done in the Bellingham Vo-Tech Print Shop with two weeks lead time. With the facilities in D-3, we can reproduce tests, instructional material, time cards, note pads, certificates, two or three part forms, etc. When you fill out your work order, specify if you want collating, padding, punching, folding, stapling or any other special treatment done on your work. Scratch pads are also available to those who want them.

There are also several other machines available for your convenience: a Thermo-fax (for making transparencies or spirit masters), mimeograph machine, drill, folder, saddle stapler, light table, and electric cutter. Available in F-1 are a mimeograph machine and a spirit duplicator.

INSTRUCTIONS FOR PREPARING COPY FOR OFFSET PRESS

PAPER: White paper (not erasable bond)

TYPING: Use a regular typewriter with a carbon ribbon

MARGINS: Leave at least $\frac{1}{2}$ " at the top of the page and at least $\frac{1}{4}$ " at the sides and bottom.

DRAWINGS OR HANDWRITING: Do not use pencil or drawings & type styles which have large solid areas. A black or felt pen works best.

MISTAKES: Correct with liquid paper or correction tape as you would for any typewritten material.

WORK ORDER: Fill out PRINT SHOP WORK ORDER completely, including appropriate approval signature, allowing two weeks lead time. Attach both copies to original.

COPYRIGHT: Any copyright material must have prior WRITTEN approval from publisher.

COPIES: Try to order enough to last for the year. Once the plate is made and on the press it only takes a few more minutes to run a lot more.

COST: Your department will be billed for supplies, materials, collating, stapling, etc. There is a minimum charge of \$1.00.

PROCEDURE: Attach PRINT SHOP WORK ORDER to original which may be placed in PRINT SHOP mail box or taken directly to D-3. When printing is completed you will receive in your mail box a copy indicating your printing is ready for pick-up in D-3.

PRINT SHOP POLICIES

The Print Shop is being inundated with printing requests and it has become necessary to establish the following guidelines:

PRIORITY

Press ready material will be printed on a first come - first serve basis.

APPROVAL

All printing request must have an appropriate approval signature on the work order. Approval for various types of printed matter are to be made according to the following:

SUPERVISORS: instructional materials including tests
 programs
 handouts
 letters
 schedules
 forms
 reprint requests
 - curriculum
 - course outlines
 - brochures

ADMINISTRATION: advertising (including flyers)
 community handouts
 new or revised materials
 - curriculum
 - outlines
 - catalogs
 - booklets
 - certificates
 - operational manuals
 - other related

COPYRIGHT:

COPYRIGHT

Most commercially printed materials are copyrighted. In order to duplicate more than one copy for instructor use it is necessary to have written approval from the publisher. The Print Shop will not reproduce any copyright material without appropriate written authorization with the Work order.

PHOTOCOPY vs OFFSET PRINTING

Any duplicating of materials that require ten or more copies must be done on the offset.

PRINT SHOP WORKORDER

No. _____

SUPERVISOR APPROVAL

office use only

Date _____

Date Needed _____

Name _____ Class _____ #

Day School Night School Special Project Other _____

Job Description _____

Special Instructions: _____

PAPER (type) _____

COLOR _____

INK _____

NO. OF COPIES _____

NO. OF PAGES _____

1 SIDE 2 SIDES

Printer's Comments:

Date Entr'd.

PLATES _____ \$ _____

PRESS TIME _____ \$ _____

COLLATE _____ \$ _____

STAPLE _____ \$ _____

FOLD _____ \$ _____

DRILL _____ \$ _____

PAD _____ \$ _____

TRIM _____ \$ _____

WASH-UP _____ \$ _____

ARTWORK _____ \$ _____

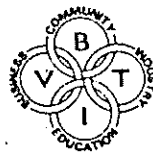
PASTE-UP _____ \$ _____

OTHER _____ \$ _____

SUB-TOTAL \$ _____

SUP & MAT \$ _____

TOTAL CHARGED \$ _____



STUDENT SERVICES

The Student Services department provides non-instructional services to students to make their stay at Bellingham Vocational Technical Institute as beneficial as is possible.

Services include:

1. Counseling: Vocational counselors can provide personal, vocational and financial counseling.
2. Limited coordination with funding agencies, such as Veteran Administration, Vocational Rehabilitation, CETA, BIA, Social Security, etc.
3. Admissions: Including counseling, testing and interpretation, orientation to classes, maintaining waiting lists and coordinating starting times.
4. Coordination of GED/Basic Education. Referral of students to learning center for help in math, reading, and study skills.
5. Limited financial aid programs, including work-study and federally insured student loans.
6. Liaison with area high schools and participation in the High School/College Conference on a state wide basis.

Student Services is located at the back side of Building A and is open from 8:00 a.m. - 5:00 p.m. during the regular school year. Counselors are available on an appointment basis and they can provide interested persons with class outlines, general information, opportunity for vocational exploration and counseling.

The application procedure for Bellingham Vocational Technical Institute is as follows:

1. Application forms are available on request from Student Services.
2. With receipt of a \$10 application fee, applications are filed in order of the date they are received. Since most classes are on an open entrance policy, the oldest application on the waiting list is chosen first and the applicant is contacted regarding starting class.
3. With the exception of the Practical Nursing program, there are no prerequisites for programs. However, all programs require some degree of proficiency in reading, math and a high school level of algebra is strongly recommended for Engineering and Electronics.

5. Tuition and fees are subject to change without notice. Tuition is prorated for students who begin programs late. A refund policy exists for students who pay fees but then do not start (70%) and for students who leave school before the fourth week of enrollment. See the attached Fee Schedule for complete details on fees and refund information.
6. Other class expenses will vary from class to class but generally include books, supplies, tools, covers, uniforms, safety equipment, etc.

Other student services include:

1. Financial Aid (in-school) - A limited amount of financial aid exists, including Federally Insured Student Loans and work study programs. The financial aid officer in student services should be contacted for further information.
2. Financial Aid (out-of-school) - Student services provides some coordination of effort between the school and outside agencies.
3. Counseling: General counseling services are provided by professionally trained counselors for problems which affect school progress.
4. G.E.D. - see page 49

Program expectations require that each student signs a statement which indicates that s/he will abide by certain basic school standards which have been established for the purpose of maintaining a minimum level of progress, attendance, and behavior. Failure to meet these standards can possibly result in probation and/or eventual suspension from the school.

Placement on a job at the completion of training is not guaranteed by the school as there is no formal placement service. However, because of instructor knowledge and acquaintance with many area employees plus Bellingham Vocational Technical Institute's reputation for providing well-trained graduates in the past, the placement level average is 83% with many classes having 100% successful placement.

FEE SCHEDULE

SEMESTER SCHEDULE:
90 DAYS

	<u>NON-HIGH SCHOOL</u>	<u>HIGH SCHOOL</u>
	<u>FEE</u>	<u>FEE</u>
APPLIANCE REPAIR #102	\$243	\$50
AUTO BODY #103	243	50
AUTO MECHANICS 1 & 11 #104	243	50
AUTO MECHANICS COMPACT #104	243	50
BOOKKEEPER/ACCOUNTANT #121	243	50
CARPENTRY #105	243	50
CASHIER CHECKER #108	121.50	50
CLERK/TYPIST #121	243	50
DATA ENTRY #145	243	50
DENTAL ASSISTING #111	243	50
DIESEL #112	243	50
DISTRIBUTIVE EDUCATION #114	121.50	50
ELECTRICIAN #126	243	50
ELECTRONICS #115	243	50
ENGINEERING #116	243	50
FISHING, COMMERCIAL #109	243	50
HORTICULTURE #117	243	50
MACHINE TECHNOLOGY #119	243	50
MARINE TECHNOLOGY #144	243	50
MOTORCYCLE MECHANIC #142	243	50
PHARMACY ASSISTANT #130	243	50
REFRIG. & AIR CONDITIONING #140	243	50
RESTAURANT TRADES #124	243	50
RETAILING #114	81	50
SECRETARY/STENOGRAPHER #121	243	50
WELDING #125.	324	90.50

PROGRAM SCHEDULE:
(COST FOR ENTIRE CLASS)

TELLER TRAINING #122.	94.50	50
PRACTICAL NURSING #123		
A. & P.	67.50	50
BEGINNING P.N.	310.50	50
ADVANCED P.N.	310.50	50
COSMETOLOGY #110	900	50 PER SEMESTER

FIRST SEMESTER	Includes Sept—Jan., payable when notified	SUMMER SESSION will start after the closing of the regular school year (about mid-June) and will continue through the last Friday of July. Classes will run contingent on the number of students enrolled.
SECOND SEMESTER	Includes Feb—June, payable when notified	
SUMMER SESSION	Includes June—July, payable when notified	

REFUND SCHEDULE

Students who paid but did not enter	70%	Second Week of Enrollment	50%
First Week of Enrollment	60%	Third Week of Enrollment	40%

There are no refunds after the third week of enrollment. If a refund is not requested within 10 days from the last day of attendance, fees will be forfeited.

BELLINGHAM VOCATIONAL TECHNICAL INSTITUTE

SCHOOL STANDARDS

The primary objective of Bellingham Vocational Technical Institute is to train individuals for entry level employment. In training students for employment, Bellingham Vocational Technical Institute stresses equally the development of those positive attitudes and work habits desirable in an employee. In light of this, Bellingham Vocational Technical Institute expects that:

PROGRESS:

1. Each student will demonstrate satisfactory progress toward meeting program objectives.

ATTENDANCE:

2. Each student will accept responsibility for his/her learning as demonstrated by: being in class on time, striving for perfect attendance, being actively involved in classroom learning and accepting program regulations.

DISCIPLINE:

3. Each student is responsible for behavior that does not adversely affect safety, health, or the learning process of him/herself or others.

PROGRESS

Instructors will evaluate each student upon completion of each unit and will maintain appropriate records regarding student progress. Students failing to maintain satisfactory progress will be placed on probation for a period not to exceed 90 days during which time progress will be evaluated by a committee. At the end of the probationary period students will either have improved performance to a satisfactory level or be removed from the program.

ATTENDANCE

All students are expected to attend classes every day when school is in session. They are expected to arrive on time and stay until dismissal time. Three tardies will be considered as one absence. It is the student's responsibility to inform his/her instructor when absence from class is necessary. The Institute's Attendance Committee reserves the right to place any student on probation due to excessive absences. Extenuating circumstances will be dealt with by the Attendance Committee on an individual basis. Absences from class totaling more than three (3) days per month or ten (10) days in any consecutive five (5) month period will be considered excessive and the student will be placed on probation by the area supervisor. Probationary periods not to exceed 90 days.

DISCIPLINE

Students not maintaining proper behavior will be subject to Committee action leading to possible probation and/or termination from the Institute.

Termination from class will be recommended if students do not improve in accordance with the set standards.

I have read and understand the above information _____

Signature of applicant

BOOKSTORE INFORMATION

The Bookstore is open from 9:00 a.m. - 2:00 p.m. and closed during the lunch break time which is posted. During the school year the Bookstore will be closed for inventory. These days will be posted ahead of schedule. If the Bookstore is closed, the front office will sell books to students on an emergency basis only. During the first two weeks of each continuing education quarter, the Bookstore will be open during the evening hours. Books may also be purchased for evening school during the daytime hours.

Students on special programs requesting textbooks are required to follow the procedures outlined below:

1. Instructor initial item, indicate student name, program and date on current book list.
2. Student will then present approved sheet to the Bookstore and sign for items issued.

Due to auditing accountability students and staff are restricted from access to the area behind the Bookstore counter. Book lists are available for those inquiring as to the various titles we have on our shelves. Instructors are requested to post a current book list in their classroom. Prices are subject to change as new stock arrives.

Resale items (books & supplies) required by the instructor for the students to purchase from our Bookstore are ordered on a Book Order Form which is located in the Bookstore. These forms are to be completed by your supervisor and are to be used only for items to be in stock for resale in the Bookstore. Your supervisor will give you further instructions for ordering resale items for the Fall.

Instructors have access to books for review and reference out of the stock in the Bookstore. Direct these requests through your supervisor who will complete the necessary paperwork.

In order to delete books from required book list complete the form designed for that purpose. Sample attached.

ADULT BASIC EDUCATION/GENERAL EDUCATION DEGREE

The ABE/GED program offers tutoring in basic reading, grammar and math skills. In addition to preparing students for the GED tests, brush-up courses built to the specifications of the individual students are offered. These include study skills, preparation for higher math, and faster reading skills.

Any person can be accepted as a student and can choose his/her own hours of attendance. The program of study is determined by goals and diagnosis of skills.

Our program, which is free (except for the \$16 fee charged to take the GED test), is an excellent means for any student to bring his/her level of performance in reading, math and grammar skills up to the level of the class he/she is attending.

Any instructor can confer with the ABE/GED instructor in order to plan a remedial program for any of his/her students.

ABE/GED is also offered in the evening. Check the current Continuing Education Bulletin for particulars.

PROGRAM TRAINING SERVICES

Many of the Bellingham Vo-Tech training programs provide services or repairs for staff, students and the general public if the work needed applies to the training needs of the students. Specific policies and procedures regarding this service should be discussed with the appropriate supervisor.

AUTOMOTIVE and AUTO BODY REPAIR

Bellingham Vo-Tech's Automotive and Auto Body programs offer complete repair work for instructors, students and the general public if the necessary work fits the instructional needs of the class. Cost includes material and lab fee expense.

DENTAL CLINIC

Bellingham Vo-Tech's Dental Assisting program offers a large range of dental services to students, instructors, and the general public. The on-campus dental clinic operates two days a week (Thursday and Friday) from 8 a.m. - 3 p.m. A licensed dentist, assisted by dental assisting students, performs diagnostic and treatment procedures at rates somewhat below the usual dental office.

Payment procedure is either insurance coverage or cash at the time of the appointment. Appointments may be made by calling the Dental Assisting program clinic at 676-6463.

ELECTRONICS

Bellingham Vo-Tech's Electronics program can repair radios, televisions, etc. for staff if the work fits the instructional needs of the class. Cost includes materials and lab fee expenses.

ENGINEERING

The Engineering program reproduces blueprints, does drawing and prints when time allows. Cost includes materials and lab fee expenses.

HORTICULTURE

The Horticulture department offers houseplants and outdoor plants for sale to all staff, students and the general public. The retail store operates Monday - Friday, 8 a.m. - 3 p.m.

DOMESTIC REFRIGERATION and APPLIANCE REPAIR

Repair work will be performed on appliances delivered to the site. Customers supply all parts and pay a shop fee.

RESTAURANT TRADES

Lunch is provided in the Restaurant for staff and students.

STUDENT INFORMATION

55REPORTING ACCIDENTS

55STUDENT INSURANCE

55STUDENT BODY CARDS

55LOST AND FOUND

56MANAGEMENT INFORMATION SYSTEM

57STUDENT GOALS

STUDENT INFORMATION

REPORTING ACCIDENTS

It is the instructor's responsibility and in his/her best interest to personally obtain the Standard Student Accident Report Form and carefully complete and file it with the Bellingham Vo-Tech Safety Office. Liability complications could arise because of incomplete or careless reporting.

Every item, including witnesses, a full description of the accident, recommendations to prevent other accidents of this type, etc., are important to you.

Allowing a student or other person to complete your report is like playing Russian roulette with your security.

Accident reports are to be obtained, completed and filed within 24 hours.

STUDENT INSURANCE

A number of students have been running into financial complications with doctors and hospitals because of a false assumption that they are covered by school district insurance. The school district does not automatically cover students with accident or medical insurance. However, a student accident policy is available to all students on a voluntary basis and at a nominal fee for 24 hour coverage, that is of little more cost than an initial office call.

Instructors are advised to inform students of this insurance which is available to them. Insurance is not mandatory but must be obtained before an accident takes place, for coverage. Applications are available in Student Services.

Please note: Both the 24 hour plan or the school-time plan terminates on September 1 of each year. This would mean that a person enrolling in the 24 hour plan would be covered up to September 1. An individual purchasing the school-time plan would be covered during school sponsored activities only during school time but no later than September 1.

This would mean that an individual enrolling in the Tech school and desiring insurance in the Spring would only be covered up through September 1.

STUDENT BODY CARDS

Student Body Cards are available in the main office for \$1.00. Students may be able to use these cards for discount rates at movies, auto parts and welding suppliers.

LOST & FOUND

A lost or found service for students is available in the main office.

MANAGEMENT INFORMATION SYSTEM (MIS)

Bellingham Vo-Tech Institute, in cooperation with Clover Park Vo-Tech and Renton Vo-Tech, has implemented collection of student information on the computer. A manual explaining the use and procedure of each form required to collect information has been prepared for each instructor. Our MIS system is in the first phase of completing the Student Record Information. Additional phases will be implemented this year as programs are written.

STUDENT GOALS

Bellingham Vocational Technical Institute is committed to assisting students towards meeting the following goals before they complete their particular training program:

1. Students will develop vocational technical and/or para-professional competency to enter the work force upon completion of vocational or technical training.
2. Students will develop work habits and attitudes which compliment their job skills and help them to become dependable and productive workers.
3. Students will develop skills necessary to secure a job, maintain a job, and advance in their chosen occupation.
4. Students are provided an educational program designed to serve those who are gifted or those who have special needs, handicaps, or disadvantages.
5. Students have access to and are encouraged to enroll in educational programs which may fall outside the realm of traditional occupations, but which are designed to alleviate sex role bias and sex discrimination.
6. Students will possess proficiency in reading, English, and mathematics.

Adopted from paper presented to the AVA in 1979 by Marie Kraska on Local Voc. Educ. Agencies & Professional Personnel Development.