Galena City School District  
Career and Technical Education Model  
5-Year Plan  

CTE Carl Perkins Advisory Committee  

Personal Career and Learning Plans for Every High School Student  
- Construction Trades  
- Aviation  
- Cosmetology  
- Culinary Arts  
- Automotive  
- Computer Technology  
- Certified Nursing Assistant  
- Sustainable Energy (TBD)  

State of Alaska Carl Perkins Approved CTE Course Offerings for GCSD  
- Computer Tech  
- Aviation  
- Automotive  
- Culinary Arts  
- Cosmetology  

GCSD Courses Not Currently Approved  
- Welding  
- Electricity  
- Carpentry  
- CNA  

GCSD Tech Prep Agreements In Place/In Process  
Interior Aleutians Campus  
- Computer Technology  
- Aviation  
- Welding (In Process)  
- Carpentry (In Process)  
- Certified Nursing Assistant (In Process)  

University of Alaska Anchorage  
- Intro to Auto Tech  
- Automotive I (In Process)  

-
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Galena City School District Strategic Plan

Our Vision

To provide the highest quality school choice options for families in the state of Alaska

Our Mission

Active, enthusiastic, and engaging teaching that inspires learning for every student, in every content area, every day

Targets and Action Steps

1. Student Achievement – Strengthen the educational conditions that promote student learning and retention
   a. Assessment – Implement research-supported effective assessment models and practices aligned to a viable and guaranteed curriculum
      i. Develop and implement formative assessments (parallel) in core content areas aligned to State of Alaska Grade Level Expectations or Common Core Standards
      ii. Develop and implement formative assessments in Career and Technical Education (CTE) areas aligned to industry standard expectations
   b. Instruction – Implement research-supported effective instruction models and practices aligned to a viable and guaranteed curriculum
      i. Develop and implement research-supported instructional strategies aligned to core content formative assessments (parallel) or CTE formative assessments
      ii. Develop and implement instructional plans that provide previews of future content, focused instruction of current objectives, and distributed practice/interaction with previous content
   c. Career and Technical Education (CTE) – Increase the variety of CTE course offerings provided by the district and increase the number of high school students accessing CTE courses
      i. Partner with statewide agencies to grow district-wide Career and Technical Education programs
      ii. Develop and regularly update Personal Learning and Career Plans (PLCPs) for each Galena high school student aligned with the Alaska Career and Technical Education Plan
      iii. Develop a system to implement a plan for each Galena high school graduate to leave GCSD with a Career Portfolio
   d. Student Retention – Strengthen the educational conditions that promote student retention
      i. Develop a system to accurately track student retention rates across sub-group populations in all district-wide programs
      ii. Develop effective orientation and academic support programs for first year students and families focused on increasing student/family connections with GCSD staff

2. Communication – Strengthen collaboration with parents to enhance learning for their children
   a. District and school web pages – Consistently refine and update district and school web pages to reflect the most current information, including GCSD school board meeting minutes and updated district staff personnel
   b. GCSD Administration – Enhance district-home relationships by regularly seeking feedback through time-sensitive, anonymous online surveys, encouraging stronger participation with Parent Advisory Committees, and increasing the variety and number of parent education opportunities about district initiatives and state and federal education mandates
   c. GCSD Administration – Ensure regular, open, and honest communication across all district programs centered on increasing student learning and enfranchising all stakeholders
   d. Parent Contact – Ensure 100% of GCSD families are personally contacted each marking period, at a minimum, by GCSD staff

3. Resource Management – Ensure well-managed financial resources aligned with and in support of improved student achievement
   a. Maintain appropriate fund balances to ensure district-wide financial stability
   b. Ensure a student-centered budget development and implementation process
   c. Seek alternative sources of revenue to fund new programs and projects in response to student and community needs
   d. Partner with community agencies to advance critical community-wide issues
      i. Support the development of an alternative, sustainable community-wide energy resource (biomass)
      ii. Support the development of opportunities for increased usage of underutilized buildings on the former Galena Air Force Base site
Galena City School District  
Approved CTE Carl Perkins Courses  

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<td><strong>Aviation</strong></td>
<td>Develop tech prep agreement and syllabus for Private Pilot</td>
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<td><strong>Computer Technology</strong></td>
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<td>Develop tech prep agreement and syllabus for Auto CAD with Interior Aleutians Campus UAF</td>
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<td><strong>Construction Trades</strong></td>
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<td>Develop tech prep agreement and syllabus for Carpentry 1 and 2 with Interior Aleutians Campus UAF</td>
<td>Develop tech prep agreement and syllabus for Intro to Electricity with Interior Aleutians Campus UAF</td>
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<td><strong>Certified Nursing Assistant</strong></td>
<td>Develop tech prep agreement and syllabus for Careers in the Health Industry with Interior Aleutians Campus UAF</td>
<td>Develop tech prep agreement and syllabus for First Aid/CPR with Interior Aleutians Campus UAF</td>
<td>Develop tech prep agreement and syllabus for Medical Terminology with Interior Aleutians Campus UAF</td>
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<td><strong>Sustainable Energy</strong></td>
<td><strong>Begin determining possible courses to align with Galena’s community-wide biomass heating project</strong></td>
<td><strong>Develop statewide partnerships to support the development of a sustainable energy course curriculum that aligns with Galena’s community-wide biomass heating project</strong></td>
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<td><strong>Update state CTE Carl Perkins website to include all Cosmetology courses for approval</strong></td>
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Galena City School District Overview

Galena City School District (GCSD) operates Galena Interior Learning Academy (GILA) which is a statewide boarding school for students that are seeking yet another choice, and is Alaska’s longest operating residential secondary vocational school. It is an accredited school for grades 9-12. GILA also provides curriculum choices for Galena’s local high school students enrolled at Sidney C. Huntington School (a PreK-12 community school). GILA also offers post-secondary adult vocational programs.

GILA currently offers students from all over the state the opportunity to gain industry standard vocational certification in aviation, automotive technology, cosmetology and culinary arts programs while achieving the academic skills necessary to pass the Alaska High School Graduation Qualifying Exam. Vocational and technical teachers are hired from industry for upper level career pathways, validating its program as meeting the standards required by industry. GILA also offers students the opportunity to earn dual credits (high school and college) in computer technology, automotive technology, and aviation.

GCSD’s goal is to provide students access to vocational skills and general knowledge that will ultimately be of benefit to them and to all others residing in their communities. Our focus is on preparing our students for many of life’s possibilities through hands-on learning and academic rigor that will lead to success in their chosen career field and as citizens.

It is the goal of Galena City School District (GCSD) that all voc-ed students have the opportunity to earn state recognized certifications and/or dual high school and college credit in their chosen field of study to ensure a smooth and effective transition to the following options:

- Post-secondary school,
- Apprenticeship program, or
- Meaningful employment.

The guiding principles at GCSD are that the quality of instruction in a school is the single most important factor affecting the quality of student learning. Instructional practices must be grounded in the district’s mission, beliefs, and expectations for student learning. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

As such, we at GCSD believe that on-going assessment is an integral part of the teaching and the learning process. The purpose of on-going assessments is to inform students regarding their learning progress, and inform teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. GCSD is a district that organizes learning for students, fosters leadership, and engages its members in collaborative decision-making which has a profound effect on teaching and learning. The professional culture of the school is best characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being. Student learning and well-being are dependent upon GCSD’s appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

GCSD is committed to equal opportunity. The recruitment and retention of students desiring to concentrate in non-traditional occupations (NTOs) is our CTE programmatic intent. Exposure to non-traditional occupations requires creative course scheduling. Our career/school counselors assist in the development of Personal Learning and Career Plans (PLCPs), which in turn guarantee exposure to NTOs. Furthermore, the district includes a 30-minute daily “advisory” period for all high school students. GCSD counselors will develop a career-planning program that would complement the 30-minute advisory period. The AKCIS database will be a significant component of this program and will provide students information on non-traditional occupations, assist students in understanding course schedules, and assist students with future course planning both at the secondary and post-secondary levels.
CTE Programs of Study (PLCPs)

GCSD currently offers five Career and Technical Education programs of study: aviation, culinary arts, cosmetology, automotive technology, and computer technology.

Actions Planned

GCSD is also developing two additional CTE programs of study. One program of study in the construction trades will include welding, carpentry, and electricity. GCSD is in the process of working with the Interior Aleutians Campus (IAC) of the University of Alaska Fairbanks (UAF) to develop tech prep syllabi agreements for welding, carpentry, and electricity. GCSD’s goal is to develop tech prep agreements with IAC for Intro to Welding during the 2012-13 school year, Carpentry 1&2 during the 2013-14 school year, and Intro to Electricity during the 2014-15 school year. Furthermore GCSD will work to develop an Auto CAD course in conjunction with IAC for a tech prep agreement during the 2015-16 school year that would round out the Construction Trades program of study.

The other program of study in development is a Certified Nursing Assistant program. GCSD has partnered with the University of Alaska Fairbanks to develop the CNA program over a four year period. The first course in the program of study will be offered during the 2012-13 school year with an additional course added each consecutive year allowing the district to appropriately grow into the program and continually grow student numbers within this program of study.

Finally, during the 2014-15 school year, GCSD will begin exploring possible courses in the forestry and sustainable energy fields that would align with the development of Galena’s community-wide biomass heating project.

Current Status of GCSD CTE Programs of Study (PLCPs)

Outlined below are the current PLCPs for aviation, culinary arts, cosmetology, automotive technology, and computer technology.
### Private Pilot License

**Career Cluster is Transportation, Distribution, & Logistics:** Planning, management, and movement of people, materials, and goods by road, pipeline, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance. [http://www.alaska.edu/research/wp/career-clusters/educational-pathways/](http://www.alaska.edu/research/wp/career-clusters/educational-pathways/)

### Related Occupations

<table>
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<th>Aircraft Mechanic</th>
<th>Airline Pilots</th>
<th>Copilots</th>
<th>Flight Engineers</th>
<th>Commercial Pilots</th>
<th>Aircraft Mechanics</th>
<th>Service Technicians</th>
<th>Rigging</th>
<th>System Assembler</th>
<th>Air Traffic Controller</th>
<th>Airfield Operations Specialist</th>
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### A.K.C.I.S.

### HIGH SCHOOL COURSE PATH

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### POSTSECONDARY OPTIONS

#### UAA Aviation Technology
- Aviation Maintenance Technology
- Air Traffic Control
- Aviation Administration
- Aviation Maintenance Technology
- Professional Piloting (Certificates & Associates)
- Aviation Technology (Bachelor’s & Graduate Programs)

#### UAF-TVC
- Tanana Valley Campus-Commercial Pilot and Flight Crew Training

#### Other Resources
- [http://www.abovealaska.com](http://www.abovealaska.com)
- [http://www.aerotechalaska.com](http://www.aerotechalaska.com)
- [http://www.alaskaflightratings.com](http://www.alaskaflightratings.com)
- [http://www.flighttrain.com](http://www.flighttrain.com)
- [http://www.warbelows.com](http://www.warbelows.com)
- [http://www.yuutyaqungviat.org](http://www.yuutyaqungviat.org)
# CULINARY ARTS

**Career Cluster is Hospitality and Tourism:** The management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.  
[http://www.alaska.edu/research/wp/career-clusters/educational-pathways/](http://www.alaska.edu/research/wp/career-clusters/educational-pathways/)

**Related Occupations**

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## HIGH SCHOOL COURSE PATH

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*Intro to Culinary Arts - Food Handler’s Card*
*Culinary Arts I - Food Safety Protection Manager Certification*
*Work Study Available*

## POSTSECONDARY OPTIONS

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<th>UAA</th>
<th>UAF-TV C</th>
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<th>AVTEC</th>
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**COSMETOLOGY**

Career Cluster is Human Services: Employment that relates to families and human needs. It includes programs related to economic, political, and social systems: education, law, legal studies, law enforcement, child and family services, religion, and social services.

<http://www.alaska.edu/research/wp/career-clusters/educational-pathways> and AKCIS

Related Occupations
Hairdressers  Hairstylists  Cosmetologists  Barbers  Manicurists  Pedicurists  Skin Care Specialists

AKCIS

**HIGH SCHOOL COURSE PATH**

<table>
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<tr>
<td>Integrated 9/10th</td>
<td>Integrated 9/10th</td>
<td>Alaska Studies Alaska Studies</td>
<td>U.S History or World History</td>
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<tr>
<td>Health</td>
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<tr>
<td>Intro to Cosmo</td>
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</tr>
</tbody>
</table>

**POSTSECONDARY OPTIONS**

Other Resources
A Head of Time Design Academy – Anchorage
Academy of Hair Design, Anchorage
<http://metroasis.com>
Trend Setters School of Beauty, Anchorage
# AUTOMOTIVE TECHNICIAN

**Career Cluster is Transportation, Distribution, & Logistics:** Planning, management, and movement of people, materials, and goods by road, pipeline, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.  
http://www.alaska.edu/research/wp/career-clusters/educational-pathways/

## Related Occupations

<table>
<thead>
<tr>
<th>Aircraft Mechanic</th>
<th>Automotive Technician</th>
<th>Heavy Equipment Mechanic</th>
<th>Transportation Operations Manager</th>
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<tbody>
<tr>
<td>Farm Equipment Mechanics</td>
<td>Automotive Parts Specialist</td>
<td>Industrial Equipment Mechanic</td>
<td>Small Engine Equipment Technician</td>
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<tr>
<td>Industrial Machinery Mechanics</td>
<td>Automotive Body Repairer</td>
<td>Locomotive Mechanic</td>
<td>School Bus Driver</td>
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<tr>
<td>Mechanic &amp; Repairer Helpers</td>
<td>Diesel Mechanic</td>
<td>Marine Mechanic</td>
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## HIGH SCHOOL COURSE PATH

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<td>Integrated Sci.</td>
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<td>Government or Integrated 11/12</td>
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<td>Intro to Electricity</td>
<td>Driver’s Ed.</td>
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<td>Auto Cad</td>
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<td>Auto Cad</td>
<td>Auto III/IV</td>
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<td>POSTSECONDARY OPTIONS</td>
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<table>
<thead>
<tr>
<th>UAA Mechanic &amp; Repair Technologies:</th>
<th>UAF-TVTC Automotive Technology (Certificates)</th>
<th>UAS – Juneau Mechanic &amp; Repair Technologies:</th>
<th>AVTEC Automotive Technology (Certificates)</th>
<th>JOB CORPS Heavy Equipment Operator, Pre-Apprenticeship I/II</th>
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<tr>
<td>Automotive Technologies</td>
<td><a href="http://www.ctc.uaf.edu/auto">www.ctc.uaf.edu/auto</a></td>
<td>Automotive Technology (Certificates)</td>
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<td>Aviation Maintenance Technology</td>
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<td>Diesel Technology (Certificates &amp; Associates)</td>
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<td>Business Machine Technologies</td>
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<td>Industrial Technologies (Certificates &amp; Associates)</td>
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<td>Other Resources</td>
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<tr>
<td>AK Operating Engineers Employers Training Trust: <a href="http://www.aoeet.org">www.aoeet.org</a></td>
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<td>Apprenticeships: <a href="mailto:apprenticeships@alaska.gov">apprenticeships@alaska.gov</a> or <a href="http://www.jobs.state.ak.us/apprentice/">www.jobs.state.ak.us/apprentice/</a></td>
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<tr>
<td>International Union of Operating Engineers: <a href="http://www.iuoe.org">www.iuoe.org</a></td>
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## GCSD CTE 5 Year Plan 13

### Computer Science/Information Technology

**Student Name:**

http://www.alaska.edu/research/wp/career-clusters/educational-pathways/

**Related Occupations**  

### HIGH SCHOOL COURSE PATH

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<tr>
<th>UAA</th>
<th>UAF &amp; CTC</th>
<th>UAS – Juneau</th>
<th>AVTEC</th>
<th>JOB CORPS</th>
<th>Other Resources</th>
</tr>
</thead>
</table>
www.nsctraining.com |

POSTSECONDARY OPTIONS

<table>
<thead>
<tr>
<th>University of Alaska Anchorage (UAA)</th>
<th>UAF &amp; CTC</th>
<th>University of Alaska – Southeast (UAS)</th>
<th>Alaska Virtual Career Technical Education (AVTEC)</th>
<th>Job Corps</th>
<th>Other Resources</th>
</tr>
</thead>
</table>
www.nsctraining.com |
GCSD CTE 5 Year Plan 14

GCSD Tech Prep Agreements

GCSD currently has tech prep agreements in place in three programs of study:
1. Aviation with Interior Aleutians Campus of UAF
2. Computer Technology with Interior Aleutians Campus of UAF
3. Automotive Technology with UAA

Actions Planned

GCSD is also developing two additional CTE programs of study. One program of study in the construction trades will include welding, carpentry, and electricity. GCSD is in the process of working with the Interior Aleutians Campus (IAC) of the University of Alaska Fairbanks (UAF) to develop tech prep syllabi agreements for welding, carpentry, and electricity. GCSD’s goal is to develop tech prep agreements with IAC for Intro to Welding during the 2012-13 school year, Carpentry I & 2 during the 2013-14 school year, and Intro to Electricity during the 2014-15 school year. Furthermore GCSD will work to develop an Auto CAD course in conjunction with IAC for a tech prep agreement during the 2015-16 school year that would round out the Construction Trades program of study.

The other program of study in development is a Certified Nursing Assistant program. GCSD has partnered with the University of Alaska Fairbanks to develop the CNA program over a four year period. The first course in the program of study will be offered during the 2012-13 school year with an additional course added each consecutive year allowing the district to appropriately grow into the program and continually grow student numbers within this program of study.

Finally, GCSD will emphasize the development of tech prep agreements in all applicable programs of study.
- Aviation will develop a tech prep agreement with Interior Aleutians Campus for Private Pilot Flying during the 2012-13 school year. This course will align with Private Pilot Ground School.
- Culinary Arts will develop tech prep agreements with Interior Aleutians Campus for Intro to Culinary Arts and Culinary Arts I. During the 2012-13 school year GCSD will develop a tech prep agreement for Intro to Culinary Arts with Interior Aleutians Campus to be followed by Culinary Arts I during the 2014-15 school year.
- Automotive Technology will develop tech prep agreements with UAA for Automotive I, Automotive II, Automotive III, and Automotive IV. Automotive I will be developed during the 2012-13 school year with each additional automotive technology course to be added during each consecutive school year.
- Computer Technology will develop a tech prep agreement with Interior Aleutians Campus for Auto CAD during the 2014-15 school year. The Auto CAD course will align with both the Computer Technology program of study and the Construction Trades program of study.

Current Status of GCSD Tech Prep Syllabi and Agreements

Outlined below are the current syllabi computer technology, and tech prep agreements for aviation, and automotive technology.
Term: Spring 2012
Course Title: Private Pilot Ground School
Dept. & Num.: AVTY 100
Credits: 3
Prerequisites: Students must demonstrate the ability to read, write, and understand the English language as per the student pilot eligibility requirements of Federal Aviation Regulation 61.83. Students under 15 years of age, admitted only with Instructor approval.
Dates: January 9 – May 18, 2012
Days & times: There are three separate class periods for students to attend ground school
   A Day 2nd Period - 10:30-11:45AM (Mon-Fri. on alternating days)
   B Day 1st Period - 9:00-10:15AM (Mon-Fri. on alternating days)
   B Day 2nd Period - 10:30-11:45AM (Mon-Fri. on alternating days)
Location: Galena Interior Learning Academy
Instructor: Joshua D. Kaufield CFII, AGI, and A&P
Position: Flight Instructor
Phone: (907) 656-2572
Email: josh.kaufield@galenanet.com
Office hours: Monday-Friday 8:00am to 4:00pm

Text: Jeppesen Private Pilot Guided Discovery Part 61 Kit
Supplemental Readings: Handouts supplied by instructor

Course Description: This course is a basic introduction to aviation. Students are expected to complete the knowledge requirements of Federal Aviation Regulation 61.105 for a Private Pilot Certificate.

Skill expectations:
No previous experience in aviation is required.

Course Goals & Student Learning Outcomes:
Unit #1: Discovering Aviation
   • Student explores a career path related to aviation and describes the educational requirements, job description and the benefits of this career to modern society.
- Student exhibits understanding of the eligibility, knowledge and experience requirements to become a private pilot. (FAR 61.105)
- Student demonstrates understanding of human factors principles and their applicability to Aeronautical Decision Making (ADM).

Unit #2: Fundamentals of Flight
- Student explains the principles of powerplants and aircraft systems. (FAR 61.105b10)
- Student explains the principles of aerodynamics. (FAR61.105b10)
- Student explains the elements related to stall awareness, spin entry, spins, and spin recovery for airplanes. (FAR 61.105b11)
- Student demonstrates basic competency of controlling an airplane during the four fundamental flight operations: straight and level flight, climbs, turns & descents.

Unit #3: Flight Operations
- Student correctly identifies and applies Federal Aviation Regulations of Title 14 CFR that relate to private pilot privileges and limitations. (FAR 61.105b1)
- Student explains the accident reporting requirements of the National Transportation Safety Board. (FAR 61.105b2)
- Student is able to make practical use of applicable portions of the “Aeronautical Information Manual” and FAA Advisory Circulars. (FAR 61.105b3)
- Student explains how to safely and efficiently operate an aircraft including collision avoidance precautions and recognition and avoidance of wake turbulence. (FAR 61.105b7)
- Student demonstrates appropriate radio communications procedures in a variety of simulated situations. (FAR 61.105b5)
- Student exhibits knowledge of the elements related to airworthiness requirements of airmen and aircraft. (Private Pilot PTS Task IB)
- Student exhibits knowledge of the elements related to the National Airspace System by explaining airspace classes - their operating rules, pilot certification, airplane equipment requirements, and basic VFR weather minimums. (Private Pilot PTS Task 1E)
- Student demonstrates basic competency of procedures and aircraft control during ground operations including: engine start-up, taxi, pre-takeoff run-up, and engine shutdown.

Unit #4: Aviation Weather
- Student exhibits knowledge of the elements related to weather information by analyzing weather reports, charts, and forecasts from various sources. (FAR 61.105b6, Private Pilot PTS Task IC1)
- Student is able to explain appropriate windshear avoidance precautions. (FAR 61.105b6)

Unit #5: Performance & Navigation
- Student describes the effects of atmospheric conditions on takeoff and climb performance. (FAR 61.105b8, Private Pilot PTS Task IF4)
• Student computes the weight and balance of a loaded airplane and determines if the computed weight and center of gravity are within the airplane's operating limitations. (FAR 61.105b9, Private Pilot PTS Task IF2)

• Student exhibits knowledge of the elements related to performance and limitations by explaining the use of charts, tables, and data to determine performance and the adverse effects of exceeding limitations. (Private Pilot PTS Task IF1)

Unit #6: Integrating Pilot Knowledge & Skills

• Student demonstrates good judgment and aeronautical decision making in a variety of simulated real-life scenarios. (FAR 61.105b12)

• Student demonstrates thorough and adequate preflight action that includes how to obtain information on runway lengths at airports of intended use, data on takeoff and landing distances, weather reports and forecasts, fuel requirements, and how to plan for alternatives if the planned flight cannot be completed. (FAR 61.105b13)

• Student exhibits knowledge of the elements related to aeromedical factors. (Private Pilot PTS Task IJ)

Instructional methods:
The basic, required content will be communicated to students through direct instruction - lectures and guided discussions. Each lecture is supported by a power-point slideshow and a prepared packet of student notes. This content will be reinforced as students are able to: experience simulated flight lessons on Microsoft Flight Simulator, receive preliminary flight instruction lessons on the Frasca 142 Flight Training Device, and practice the FAA Private Pilot Knowledge Exam using the ASA Prepware program.

Grading System:
The final grade will be based on the average of the following:
Quizzes - 10 pts. each
Chapter Tests - 50 pts. each
End of Course Exam - 100 pts.

Evaluation:
Students will be evaluated by their participation in class, professionalism in their approach to learning, and the quality and completion of their projects and assignments.

Grading Scale:
A=100-90%
B=89-80%
C=79-70%
D=69-60%
F=59-0%

Meeting Time:
Group #1: A Day 2nd Period - 10:30-11:45AM (Mon-Fri. on alternating days)
Group #2: B Day 1st Period – 9:00-10:15AM (Mon-Fri. on alternating days)
Group #3: B Day 2nd Period – 10:30-11:45AM (Mon-Fri. on alternating days)

Course Policies:
- Students will conduct themselves ethically, responsibly, and professionally, respecting the rights of others to learn in a least restrictive environment.
- Attendance is mandatory.
- Food and drinks are not allowed in the computer lab or near the Frasca 142 Flight Training Device.
- Students will take care of their personal needs (i.e. bathroom, drinks, snacks, etc.) during designated hall breaks.

Support Services:
Galena Interior Learning Academy (GILA)
PO Box 359 Galena, AK 99741
907-656-2053
www.galenaalaska.org
GILA Aviation Technology offers the following learning supports:
After school tutoring and supplementary instruction Monday-Thursday 3:50-4:50pm
Saturday study halls 8:00am-12:00pm
Academic advisory: Monday-Friday 3:20-3:50pm
Career counseling

Disability Services:
The Office of Disability Services implements the Americans with Disabilities Act (ADA) and ensures that GILA students have equal access to the campus and course materials. The instructor will work with the Office of Disabilities to provide reasonable accommodations to students with disabilities.
C IOS 150 - Beginning Computer Skills  
Syllabus  
3 credit semester course  
Galena Interior Learning Academy  
Instructor: Arne Erickson

Term: Fall 2011  
Course Title: Beginning Computer Skills  
Dept. & Num.: CIOS 150  
Credits: 3  
Prerequisites: none  
Dates: August 22 - December 16, 2011  
Days & times: Monday - Friday 12:30-1:50 on B days  
Location: Galena Interior Learning Academy  
Instructor: Arne Erickson  
Position: Computer Applications Instructor  
Phone: (907)-656-2053 ext 107  
Email: arne.erickson@galenanet.com  
Office hours: Monday-Friday 8:00am to 4:00pm

Supplemental Readings: Handouts supplied by instructor  
Supplies: Computer stations, textbooks, printer, necessary software & data files will be provided.

Course Description: This course is a basic introduction to using a computer. It includes the major components of a computer & their functions, the operating system (Windows XP), file management, Internet essentials (browsing, searching and email), and primary office applications (word processing, presentation software, and spreadsheets).

Skill expectations:  
No previous computer experience is required. The purpose of this course is to give students a solid foundation of computer skills.

Course Goals & Student Learning Outcomes:  
- Students will learn to use the mouse and keyboard to control the computer  
- Students will learn to use the visual interface, toolbars, menus, command icons, and dialog boxes to control the computer  
- Students will learn to open and close applications, manipulate documents and application windows.  
- Students will learn basic file management skills such as naming files, using a logical file folder hierarchical structure, and saving and opening files.
• Students will learn to organize computer files, including moving, copying, deleting, and organizing files into folders.
• Students will learn to type, cut, copy, paste, and use spell checker and other software tools to produce professional looking documents.
• Students will learn to efficiently browse the World Wide Web.
• Students will learn to use internet search tools to find information on the World Wide Web.
• Students will learn to configure and use email to communicate via the internet, including sending and receiving attachments.
• Students will learn to create basic spreadsheet workbooks & worksheets, including using formulas, functions, formatting, and printing.

**Instructional methods:**
Hands on project-based learning, face-face instruction.

**Grading System:**
Projects and assignments: 70%
Attendance, participation & professionalism: 30%

**Evaluation:**
Students will be evaluated by their participation in class, professionalism in their approach to learning, and the quality and completion of their projects and assignments.

**Grading Scale:**
A=100-90%
B=89-80%
C=79-70%
D=69-60%
F=59-0%

**Meeting Time:**
Monday-Friday 12:30-1:50pm on B days

**Class Calendar & Topics (eighteen week course):**
Week one: Introductions, syllabus, policies.
Week two: Essential computer concepts
Week three: Windows XP operating system & File management fundamentals
Week five: Internet fundamentals, browsing, and searching
Week seven: Introduction to Microsoft Office 2007 suite
Week eight-ten: Word processing skills with Word 2007
Week eleven: Email fundamentals & managing information with Outlook 2007
Week twelve-fourteen: Creating, formatting, and publishing presentations with PowerPoint 2007
Week fifteen-seventeen: Creating, formatting, managing and publishing numerical data with Excel 2007
Week eighteen: Integrating Word, PowerPoint, and Excel

Course Policies:
Students will conduct themselves ethically, responsibly, and professionally, respecting the rights of others to learn in a least restrictive environment.
Attendance is mandatory
Late assignments will not be accepted following the mid-term, quarter, and semester grading deadlines without prior approval of the instructor.
Food and drinks are not allowed near the computer stations.
Students will take care of their personal needs (bathroom, drinks, snacks, during designated hall breaks)
Students will not multitask during direct instruction and demonstration (no browsing the internet, checking email, or other off-task behaviors).

Support Services:
Galena Interior Learning Academy (GILA)
PO Box 359 Galena, AK 99741
907-656-2053
www.galenaalaska.org
GILA Computer Technology offers the following learning supports
After school tutoring and supplementary instruction Monday-Thursday 3:50-4:50pm
Saturday study halls 8:00am-12:00pm
Academic advisory: Monday-Friday 3:20-3:50pm
Career counseling

Disability Services:
The Office of Disability Services implements the Americans with Disabilities Act (ADA) and ensures that GILA students have equal access to the campus and course materials. The instructor will work with the Office of Disabilities to provide reasonable accommodation to students with disabilities.
CIOS 222 - Beginning Web Page Design
Syllabus
3 credit semester course
Galena Interior Learning Academy
Instructor: Arne Erickson

Term: Fall 2011
Course Title: Beginning Web Page Design
Dept. & Num.: CIOS 222
Credits: 3
Prerequisites: none
Dates: August 22 - December 16, 2011
Days & times: Monday - Friday 9:00am-10:20am on B days
Location: Galena Interior Learning Academy
Instructor: Arne Erickson
Position: Computer Applications Instructor
Phone: (907)-656-2053 ext 107
Email: arne.erickson@galenanet.com
Office hours: Monday-Friday 8:00am to 4:00pm

Texts:
Adobe Dreamweaver CS5 Digital Classroom ©2009 Wiley Publishing
Adobe Dreamweaver CS5 Classroom in a Book, ©2010 Adobe Systems Incorporated
Teach Yourself Visually: Adobe Dreamweaver CS5, ©2010 Wiley Publishing

Supplies:
Computer stations, handouts, cameras, printer, necessary software & data files will be provided.

Course Description:
This course is an introduction to the process of designing web pages and websites, using Adobe Dreamweaver CS5. In this class you will learn the concepts and computer code you will need to build quality web pages and websites. Students will learn a variety of concepts and skills involved in creating websites, HTML basics, what a browser is, setting up a website, managing and controlling the Dreamweaver Interface, working with XHTML, Formatting and styling text, working with images & multimedia, creating hyperlinks, creating and editing tables, creating and controlling frames, creating web-based forms, using library items and templates, creating and applying cascading style sheets, designing a website with CSS, adding interactivity with Spry and JavaScript.

Skill expectations:
No previous computer experience is required, however basic computer skills such as file management and the understanding of using the keyboard and mouse to control the
computer are highly recommended. A basic understanding of browsers, email, and the World Wide Web is also recommended.

**Course Goals & Student Learning Outcomes:**
- Students will learn the basic workflow involved in creating a website.
- Students will learn how to set up a new website, create and save a new webpage.
- Students will learn how to manage and control the Dreamweaver workspace layout.
- Students will learn basic XHTML code tags and formatting.
- Students will learn how to format and style text in XHTML.
- Students will learn how to insert images and multimedia.
- Students will learn how to create text and image based hyperlinks.
- Students will learn how create and format tables using HTML and CSS.
- Students will learn how to create, manage, and control frames.
- Students will learn how to create web-based forms.
- Students will learn how to use library items and templates.
- Students will learn how to create and apply cascading style sheets.
- Students will learn how to create a web page layout using CSS.
- Students will learn how to add interactive Spry and JavaScript elements to web pages.

**Instructional methods:**
Hands on project-based learning, face-face instruction.

**Grading System:**
Projects and assignments: 70%
Attendance, participation & professionalism: 30%

**Evaluation:**
Students will be evaluated by their participation in class, professionalism in their approach to learning, and the quality and completion of their projects and assignments.

**Grading Scale:**
A=100-90%
B=89-80%
C=79-70%
D=69-60%
F=59-0%

**Meeting Time:**
Monday-Friday 1:55pm-3:15pm on B days

**Class Calendar & Topics (eighteen week course):**
- Week one: Introductions, syllabus, policies.
• Week two: Web design workflow, Dreamweaver interface, define a new website.
• Week three: Manage and customize the Dreamweaver workspace layout, set preferences, control panels.
• Week four: Work with XHTML code to create a basic web page.
• Week five: Formatting and styling text in XHTML.
• Week six: Working with images and multimedia.
• Week seven: Creating and managing hyperlinks.
• Week eight: Inserting and editing tables, formatting tables with CSS.
• Week nine: Creating page layouts with frames, controlling frames.
• Week ten: Creating web-based forms.
• Week eleven: Using library items and templates
• Week twelve: Creating and applying cascading style sheets.
• Week thirteen: Designing a web site with CSS
• Week fourteen: adding interactivity with Spry and JavaScript elements.
• Week fifteen-eleven: application of skills in projects.

Course Policies:
Students will conduct themselves ethically, responsibly, and professionally, respecting the rights of others to learn in a least restrictive environment.
Attendance is mandatory
Late assignments will not be accepted following the mid-term, quarter, and semester grading deadlines without prior approval of the instructor.
Food and drinks are not allowed near the computer stations.
Students will take care of their personal needs (bathroom, drinks, snacks, during designated hall breaks)
Students will not multitask during direct instruction and demonstration (no browsing the internet, checking email, or other off-task behaviors).

Support Services:
Galena Interior Learning Academy (GILA)
PO Box 359 Galena, AK 99741
907-656-2053
www.galenaalaska.org
GILA Computer Technology offers the following learning supports
After school tutoring and supplementary instruction Monday-Thursday 3:50-4:50pm
Saturday study halls 8:00am-12:00pm
Academic advisory: Monday-Friday 3:20-3:50pm
Career counseling

Disability Services:
The Office of Disability Services implements the Americans with Disabilities Act (ADA) and ensures that GILA students have equal access to the campus and course materials.
The instructor will work with the Office of Disabilities to provide reasonable accommodation to students with disabilities.
CIOS 257 - Beginning Digital Video

Syllabus

3 credit semester course

Galena Interior Learning Academy

Instructor: Arne Erickson

Term: Fall 2011
Course Title: Beginning Digital Video
Dept. & Num.: CIOS 257
Credits: 3
Prerequisites: none
Dates: August 22 - December 16, 2011
Days & times: Monday - Friday 1:55-3:15pm on B days
Location: Galena Interior Learning Academy
Instructor: Arne Erickson
Position: Computer Applications Instructor
Phone: (907)-656-2053 ext 107
Email: arne.erickson@galenanet.com
Office hours: Monday-Friday 8:00am to 4:00pm

Texts:
Adobe Premiere Elements 9: Classroom in a Book ©2011 Adobe Systems Incorporated
Adobe Premiere Elements 9 Essential Training DVD with Jeff Sengstek, ©2011 lynda.com

Supplies:
Computer stations, external disk drives, cameras, printer, necessary software & data files will be provided.

Course Description:
This course is an introduction to the digital video production process. Students will plan, shoot, edit, and publish digital video using microcomputer tools. The course includes the use of consumer-level digital video application to create short videos for a variety of uses.

Skill expectations:
No previous computer experience is required, however basic computer skills such as file management and understanding of using the keyboard and mouse to control the computer are highly recommended.

Course Goals & Student Learning Outcomes:
- Students will learn the basic workflow involved in creating a digital video.
- Students will learn how to plan a video shoot using storyboarding, scripts, and shot list.
• Students will learn basic fundamentals of shooting quality video and audio, zooming, panning, wide shots, tight shots, rule of thirds.
• Students will learn how to set up a digital video project correctly choosing the proper storage location and the appropriate video format.
• Students will learn how to upload video media directly from a camera or from a folder on a hard drive.
• Students will learn how to add, arrange, and delete video clips to create a storyline.
• Students will learn how to trim video clips and create freeze frame shots from clips.
• Students will learn how to apply and adjust video transitions.
• Students will learn how to apply and edit video effects.
• Students will learn how to create, add, edit and mix audio.
• Students will learn how to create, format, edit, and apply special effects to titles.
• Students will learn how to save video projects and publish them for sharing.

Instructional methods:
Hands on project-based learning, face-face instruction.

Grading System:
Projects and assignments: 70%
Attendance, participation & professionalism: 30%

Evaluation:
Students will be evaluated by their participation in class, professionalism in their approach to learning, and the quality and completion of their projects and assignments.

Grading Scale:
A=100-90%
B=89-80%
C=79-70%
D=69-60%
F=59-0%

Meeting Time:
Monday-Friday 1:55pm-3:15pm on B days

Class Calendar & Topics (eighteen week course):
• Week one: Introductions, syllabus, policies.
• Week two: Digital video workflow, planning, storyboarding, scripting, shot list.
• Week three: Video shooting fundamentals: zooming, panning, wide shots, tight shots, where, who, rule of thirds
• Week four: Project set-up, file management, project formatting, saving projects
- Week five: Uploading video from camera, creating a production logo, working with still photos, uploading media from a hard-drive.
- Week six: Adding, arranging, and editing video clips to create a storyline.
- Week seven: Trimming the head and tail of video clips, splitting clips, creating freeze frame shots.
- Week eight: Applying and editing video transitions.
- Week nine: Applying and editing video effects.
- Week ten: Adding, editing, and mixing audio.
- Week eleven: Creating, formatting, editing, and applying special effects to titles.
- Week twelve: Saving and publishing finished products for sharing.
- Weeks thirteen-eighteen: Application of skills in different project genres.

Course Policies:
Students will conduct themselves ethically, responsibly, and professionally, respecting the rights of others to learn in a least restrictive environment.
Attendance is mandatory
Late assignments will not be accepted following the mid-term, quarter, and semester grading deadlines without prior approval of the instructor.
Food and drinks are not allowed near the computer stations.
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Automotive Addendum to UAA/Galena Interior Learning Academy
March 2012

Purpose: In addition to the general Tech Prep Agreement between the University of Alaska Anchorage and Galena Interior Learning Academy we have agreed to the following process and criteria with respect to the program of Automotive Technology.

1. The Galena Interior Learning Academy Automotive Technology program will follow a curriculum coordinated with the administration and faculty of the University of Alaska Anchorage pertaining to the following courses:

<table>
<thead>
<tr>
<th>UAA</th>
<th>Credit</th>
<th>GILA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADT A102 Intro. To Automotive Technology</td>
<td>3</td>
<td>Automotive Services program</td>
</tr>
</tbody>
</table>

2. Upon completion of the Galena Interior Learning Academy Automotive Service program and with the recommendation of the GILA Automotive Technology instructor, the University of Alaska Anchorage Automotive Technology agrees to award 3 credits toward the requirements of an AAS Automotive Technology Degree.

3. The Galena Interior Learning Academy Automotive Technology program will teach to the standards established by the UAA Transportation and Power Division Department and the Galena Interior Learning Academy Performance Standards.

4. The student has demonstrated potential to succeed in college level work by achieving a grade of B or better in the Automotive Technology Program.

Approvals

UAA
Kelly Smith
Director
Transportation & Power Division

Signature Date
Cathy LeCompte
Associate Dean
Community & Technical College

Signature Date

GILA
Steve Hoffine
Automotive Service Instructor

Signature Date
Beth Buchanan
Principal

Signature Date
Chris Reitan
Superintendent

Signature Date
Academic and CTE Student Support

GILA’s enrollment has steadily increased over the last four years. Enrollment at the end of the 2008/09 school year was 94; the 2009-10 school year enrollment was 124; the 2010-11 enrollment was 196. During the 2011-12 school year enrollment period, GILA was funded for 192 students. The goal for the next couple of years is to increase GILA’s enrollment to 210 students with the ultimate goal in five years of 300 students.

GILA has an open enrollment policy. As a result of this open-enrollment policy, GILA is now serving more at-risk students than we’ve had in the past. Many are deficient in credits and are lacking essential background knowledge. GILA continues to work toward increasing the number of credit recovery opportunities for students as well as increasing the number of fundamental math and language arts classes for our transitory population of students. These students, who come from districts with many divergent instructional practices, will continue to need the remediation/interventions that GILA provides so that new students’ who transition into our very rigorous high school curriculum will have a chance at success, both academically in the school setting and socially in the residence hall setting. Outlined below is our current school improvement plan for GILA that outlines the specific steps we are taking in the 2011-12 school year to address the academic deficiencies with our high school boarding school students.

Furthermore, GCSD has taken specific steps to prepare for the 2012-13 school year and beyond. Literacy is a critical component to increasing GILA students’ success in high school and beyond. GCSD has partnered with Achieve 3000 and Reading Apprenticeship for the 2012-13 school year to further develop all teachers’ skills and knowledge with effective literacy instructional practices while also providing students access to accessible reading texts in the different content areas.

Current GILA School Improvement Plan for the 2011-12 School Year

<table>
<thead>
<tr>
<th>Action to Implement</th>
<th>Timeline</th>
<th>Resources</th>
<th>Persons Responsible</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training all GCSD teachers and parents of students BP/FBP on accessing/implementing DORA, an online reading diagnostic tool and educational supplement.</td>
<td>November with continuing support throughout the academic year.</td>
<td>DORA Let’s Go Learn</td>
<td>Site administrators contact teachers</td>
<td>Disaggregating data on use of DORA and increase in student SBA scores</td>
</tr>
<tr>
<td>Training all GCSD teachers and parents of students BP/FBP on accessing/implementing DOMA, an online reading diagnostic tool and educational supplement.</td>
<td>November with continuing support throughout the academic year.</td>
<td>DOMA Let’s Go Learn</td>
<td>Site administrators contact teachers</td>
<td>Disaggregating data on use of DOMA and increase in student SBA scores</td>
</tr>
<tr>
<td>Training all Galena teachers in research supported instruction and assessment practices</td>
<td>August with continuing support throughout the academic year</td>
<td>Spence Rogers PEAK Learning Systems</td>
<td>Chris Reitan-Supt</td>
<td>Ongoing training to increase Galena teachers and administrators knowledge of and skills with the most effective research supported instruction and assessment strategies and</td>
</tr>
<tr>
<td>Action to Implement</td>
<td>Timeline</td>
<td>Resources</td>
<td>Persons Responsible</td>
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</tr>
<tr>
<td>Training all Galena teachers in research supported reading literacy instruction and assessment practices</td>
<td>August with continuing support throughout the academic year</td>
<td>Reading Apprenticeship</td>
<td>Beth Buchanan – Principal of Curriculum and Instruction</td>
<td>Ongoing training to increase Galena teachers and administrators knowledge of and skills with the most effective research supported literacy instruction and assessment practices</td>
</tr>
<tr>
<td>Training all Galena teachers in the utilization of Achieve 3000, a web based differentiated content focused reading program.</td>
<td>August with continuing support throughout the academic year</td>
<td>Achieve 3000</td>
<td>Beth Buchanan – Principal of Curriculum and Instruction</td>
<td>Ongoing training to increase Galena teachers and administrators knowledge of and skills with the most effective research supported literacy instruction and assessment practices</td>
</tr>
</tbody>
</table>
The district counseling department will work with students in each of their advisory periods teaching specific career planning activities and employability units from the AKCIS database. August through May, Alaska Career Information System Website at www.akcis.org, Counseling Department Personnel, Ongoing training to increase Galena students’ knowledge of and skills with utilizing the AKCIS database.
GCSD CTE Professional Development – Professional Capacity Building

Perkins IV incorporates new emphasis on effective professional development in order to effectively implement updated and/or emerging pathways that prepare students for high skill, high wage, and high demand careers. The statute specifically outlines criteria for effective professional development ensuring that it is sustained, high quality, focused on instruction, and increases the academic knowledge and understanding of industry standards.

The Galena City School District will use a variety of strategies to provide comprehensive professional development for career and technical education instructors, guidance counselors, and administrative personnel to include off-site trainings and conferences, professional collaboration groups, and on-site instructional coaching. Furthermore, all GCSD CTE instructors will be annually surveyed to provide information regarding three CTE areas of foci:

1. Determine potential professional development opportunities for each specific CTE field GCSD offers,
2. Determine potential improvements we could make to our CTE courses and programs of study, and
3. To determine and continually update the industry certifications that we can potentially provide students in Galena or that students could easily transition into upon graduation.

All CTE instructional personnel will be encouraged to participate in the advisory committee process. Each CTE teacher will be encouraged to develop a professional development plan for program improvement. This will heighten awareness and knowledge among all CTE personnel. Advisory Committee members will be encouraged to visit school CTE sites to maintain a working knowledge of the programs and facilities being used and maintain communication with CTE personnel.