



Newton County School System
Career Technical Instruction
(CTI)
Handbook



Providing meaningful leadership and employability experiences for students with disabilities through career, technical and agricultural education courses.

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What is Career Technical Instruction (CTI)?

The Georgia Career and Technical Instruction (CTI) support service is designed to support students with disabilities who are enrolled in Career, Technical, and Agricultural Education (CTAE) classes. The goal of the secondary (grades 9-12) level services is to provide these students with job-entry skills at the completion of the CTAE experience. The role of the Career and Technical Instruction (CTI) coordinator is to provide resource assistance to students with disabilities who are served under the Individuals with Disabilities Act (IDEA) in the CTAE program and coordinate the services needed for the learner to acquire his/her goal of job placement. Students are served collaboratively by special education teachers to ensure delivery of appropriate accommodations in their education classes and assist in coordination of the services needed to acquire future employment.

Mission

The mission of the Newton County CTI Program is to provide meaningful leadership and employability experiences for students with disabilities through Career, Technical, and Agricultural education courses as well as other community-based opportunities.

Vision

The vision of the Newton County CIT program is simple: To ensure that all Newton County CTI students are successful in CTAE classes and graduate from high school having acquired the necessary skills and hands on experience in real work environments required to become successfully employed.

Core Values

The Newton County School System believes:

- There is opportunity to provide all students with a quality education as well as preparation for success after high school through CTI services.
- Parents and guardians of CTI students should be actively engaged in meeting the needs of the student in school and on the job (i.e. transportation, proper work attire, social skills).
- Quality worksites will provide CTI students with a safe environment, employer mentorship, and multiple learning opportunities.

CTI Eligibility

Georgia's special education rules list eligibility criteria for each disability category. It is the responsibility of local school systems to identify students with disabilities and determine eligibility for service under a specific category. Final determination of eligibility is made by a team including qualified professionals and parents or guardians who review all the evaluation information, documentation, school records, and other relevant records that inform the decision-making process. Once eligibility for special education and related services has been determined, an Individual Education Program (IEP) is developed for each student. The following disability categories are identified in IDEA and defined by Georgia Special Education rules:

- Autism,
- Deaf-Blind,
- Emotional and Behavioral Disorder,
- Severe Emotional and Behavioral Disorder,
- Deaf and Hard of Hearing (D/HH),
- Intellectual Disabilities (Mild, Moderate, Severe, Profound),
- Orthopedic Impairment,
- Other Health Impairment,
- Specific learning Disability,
- Speech-Language Impairment,
- Traumatic Brain Injury,
- Visual Impairment and Blindness, and
- Young Children with Disabilities (Significant Developmental Delay SDD).

Student Placement

At the core of each IEP is the participation of students with disabilities in the regular education curriculum. CTI services offer specific interventions to assist students with disabilities in developing work-related skills. Every student who is eligible for special education will not fit the criteria for CTI support services. The criteria for student placement into CTI are as follows:

- The student must be legally identified under IDEA as a student with a disability and served through the special education program. The student will have an IEP.
- The student requires accommodations to ensure successful participation in a CTAE program; however, the student should not require CTI assistance on a daily basis for the majority of the period.
- The student must be enrolled in a CTAE program of study.

Components of CTI Services

Comprehensive CTI services include eight basic components:

- Transition Planning
- Occupational Experience
- Work Based Learning
- Supervision
- Education
- Organization
- Scheduling
- Follow-up

Each local school system is responsible for supporting the CTI Coordinator by providing CTI students with the least restrictive environment. Schools should provide CTI students with the opportunity to explore, acquire, and develop the skills necessary to gain employment or prepare for post-secondary education, ultimately leading the student to self-sufficient employment.

Transition Planning

IDEA defines transition services as a coordinated set of activities for a child with a disability that is (1) designed to be within a results-oriented process focused on improving the academic and functional achievement of the child with a disability to facilitate movement from school to post-school activities including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and (2) based on the individual child's needs, taking into account the child's strengths, preferences, and interests, and includes: a) training and education, b) related services, c) community experiences, d) the development of employment and other post-school adult living objectives; and e) if appropriate, the acquisition of daily living skills and functional vocational evaluation.

Transition requires support from multiple sources for the student and his or her family to make essential life choices, develop social connections, and access community services. Planning is crucial, and the plan should meet state and federal guidelines. The transition plan must include measurable post-secondary outcome goals that are clear and understandable, positively stated, based on academic achievement and functional performance, based on age appropriate assessments, and

practical and relevant to transition needs. Areas of goals include training and education, related services, community experiences, employment, other post-secondary options, and daily independent living skills, if appropriate.

For high school students, transition is the process of passing from the world of school to the world of work. Transition planning is one of the most important components of CTI services. The focus for CTI Coordinators is to facilitate the high school transition process for students with disabilities enrolled in CTAE programs. According to Perkins IV, CTAE educators must prepare students for high skill, high wage, and high demand careers that lead the student to self-sufficiency.

Transition services are included in student IEPs as the Individual Transition Plan (ITP). Transition planning begins no later than the first IEP in effect before the child enters 9th grade. ITPs are updated annually and must include: (1) appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills, and (2) transition services (including courses of study) needed to assist the child in reaching those goals. Transition planning should be ongoing and involve numerous individuals and agencies. The Individual Transition Plan (ITP) provided by the school is a plan for moving from secondary education to adulthood. This plan links students with disabilities to needed post-school services, resources, and programs. The ITP is an individual plan based on a student's interest, needs, aptitudes, and abilities. Accordingly, CTI Coordinators are key members of the transition planning team.

Occupational Experience

Occupational experience is important for CTI students. CTI support services coordinate opportunities that expose students to actual work experiences, career opportunities, and post-secondary options and supports. Suggested activities include community service, summer employment, apprenticeship, internship, co-op experiences, part-time employment, school and industry tours, job shadowing, entrepreneurship, career preparation activities (resume, interviews, etc.), and school and business visits.

Work Based Learning

CTI students who are placed on a Work-Based Learning job site are supervised by the CTI Coordinator. See pages 9 and 10 for further details.

Supervision

Supervision is critical to successful CTI services. CTI Coordinators manage the supervision and evaluation of CTI students' occupational skills and work-related behaviors in career and technical classes, labs, and work sites. With support from the local school system, a CTI Coordinator must ensure that the necessary accommodations and modifications specified in the student's IEP are being met in the CTAE environment.

Education

Career education is beneficial in the transition process as it exposes students to as many career options and opportunities as possible. With support from the school, a CTI Coordinator helps students formulate their plans and provides the tools needed to achieve their goals. Potential mediums for exposure include: career manuals, career fairs attendance, technical college tours, businesses and industry visits, military recruiters' school visits, and guest speakers.

Organization

Organization plays a significant role in the success of CTI programs. CTI Coordinators work with other teachers within their department to establish a transition file for students. They also help students save information throughout high school that will benefit students after graduation (i.e. resumes, business contacts, duplicate applications, college information, testing results, community service providers, project and awards, pictures, information from the Armed Services, voter registration card). The development of an online portfolio or paper document portfolio is a valuable tool to provide students as they graduate high school. These items will also be necessary in the development of the Summary of Performance, the student's final IEP/ITP.

Scheduling

CTI Coordinators work closely with the person responsible for student schedules in order to assure appropriate course selection. Making the most appropriate course selections can enhance the transition process. CTAE classes are becoming more rigorous and academically challenging, so students should be appropriately placed in these courses and programs based on their interests, abilities, and career objectives (post-secondary outcome completion goals). CTI students may participate in any program in which they meet the instructional requirement prerequisites, have the

necessary reasoning and learning skills, and have the ability to meet the setting demands (such as the ability to stay on task, self-monitor, and perform duties safely). Examples of programs might include certification programs, distance learning, work programs, and dual enrollment. Although students with disabilities must meet standard service entry requirements, entry testing must allow any accommodations listed in a student's IEP for test taking.

Follow-up

Follow-up is the final significant element of CTI services. CTI Coordinators maintain communications with CTI graduates. Maintaining contact with graduates adds validity to services and enables the coordinator to plan programs and activities which prove beneficial to current students. Former graduates are often helpful in mentoring students and serving as resources for the CTI program. Education and transitioning are both never-ending processes, and a goal should be to successfully transition every student who is on the caseload. Coordinators should inspire by example and encourage and educate students to be the most efficient and productive workers they can be.

Career and Technical Instruction Program (CTI)

Work Based Learning

Off Campus Work Based Learning

CTI instruction provides assistance to student with disabilities in CTAE classes. A Student enrolled in CTI support services must be legally identified as a student with a disability and eligible for special services. All students who are enrolled in CTAE courses will be exposed to a variety of Career Related Education activities such as mock interviews, field trips, and job fairs. Students may be placed in a paid or unpaid position in the work based learning program through CTI. CTI placement will provide:

- An assessment of the competencies the student must possess to be successful on the job
- An understanding that the responsibilities placed on the student at the work site are in accordance with the students identified disabilities.
- A training plan that is structured to fit the students Individual Education Plan (IEP)
- Work Site Mentors to assist in training the student
- Assistance in career exploration and selection of a career.
- Transition services to acquire some idea of postsecondary options for students with special needs
- Increased probability that the student will earn a high school diploma.

Possible Work-Based Learning Sites

Food Depot
Kroger
Carmike Theater-Conyers
Target
Popeyes
Wal-Mart
Publix
K-Mart
Shoe Depot
KFC
McDonald's
Burger King

Career and Technical Instruction Program (CTI)

Work Based Learning

On Campus Work Based Learning

The **In-School Work Station** is an unpaid worksite that offers students with disabilities the opportunity to use and/or enhance the lessons learned through the Job Skills Class. Rather than developing occupational competence, the in-school supervised work experience is intended to develop “job-general” skills, employability skills, and appropriate attitudes toward work required for success in any employment situation.

Participants have physical and/or mental disabilities that impede obtaining competitive employment at or above the minimum wage level. Due to the disability, the student will need intensive ongoing support to perform in a work setting. Participation will include career exploration and the development of a Career Portfolio, career assessment, or work-related training at a worksite placement under the general supervision of public school personnel. It will allow students to receive ongoing support and counseling at school. Through In- School Work Station the student learns the importance of:

- Being a team player
- Punctuality
- Loyalty
- Honesty
- Dependability
- Responsibility
- Having a positive attitude
- Accepting constructive criticism

Possible In-School Work Site positions include:

Media Center aide
Student Service Center aide
Cafeteria aide
Office aide
Classroom aide
Custodial Staff
Gym assistant (working with athletic coaches to prepare weight room and/or practice field for daily practice and games)
Department Chair aide
Hall Monitor

The Roles and Responsibilities of the CTI Coordinator

There are certain factors necessary for the successful delivery of CTI support services. Each school committing itself to CTI support services needs full cooperation and support from the principal and other administrators, CTAE supervisor, special education coordinator, and guidance counselors to ensure CTI services are complete with all components in operation. Success depends on the cooperative effort between special education and CTAE programs and the administrators of each program. The CTI Coordinator works with the administrative team to serve as liaisons between CTAE and special education programs.

A knowledgeable and conscientious coordinator is the key to providing successful CTI support services. A CTI Coordinator must strive to master the wide range of competencies required to implement and operate CTI support services. Mastery of such competencies requires the coordinator to effectively communicate with a host of educators, parents, support agency personnel, business professionals, and community members. An interdisciplinary team approach to providing CTAE opportunities can link students with disabilities to the real world of work and better prepare them for more successful high-skill, high-wage, and high-demand occupations.

The CTI Coordinator is expected to:

1. Support CTAE programs and CTI students to ensure success within the CTAE environment.

- Obtain a list of the basic requirements for entry and participation in all CTAE programs from the appropriate CTAE instructor. Obtain applicable course syllabi and keep on file.
- Determine strategies or accommodations to ensure acquisition of CTAE skills.
- Identify, obtain, and utilize commercial instructional materials related to individual learner needs.
- Modify instructional media, materials, and equipment utilized in CTAE programs.
- Provide work-based learning experiences.
- Assist individual and small groups of learners grasp concepts and skills in hands-on and in literature-oriented activities within the CTAE classroom/lab as appropriate.
- Provide related instruction for individual learners as outlined by CTAE instructors.
- Assist CTAE instructors in accommodating and evaluating student achievement.
- Establish and maintain positive working relationships with all CTAE instructors.

- Build advocacy skills within students.
- Utilize existing resources: career centers, programs, services, and technologies.

2. Serve on current CTI students' and potential students' IEP planning committee.

- Provide CTAE and occupational input.
- Advocate for CTI students.
- Relay information regarding student's career interests and aptitudes.
- Suggest appropriate courses related to current CTAE offerings within the high school setting.
- Identify accommodations, supports, or services necessary for successful participation in specific CTAE environments.
- Assist in the development of the ITP, the transition section of the IEP.
- Determine appropriate job placements by coordinating with the local director of special education, CTAE cooperative program coordinators, and local public, and private rehabilitation employment services.
- Participate in the scheduling process for CTI students to ensure the best possible educational settings and classes.

3. Set program goals for the school year and methods for achieving them.

- Promote effective programming by facilitating communication between students and staff and coordinating student support services.
- Strive for self-improvement and mastery of CTAE objectives.
- Become familiarized with local system policy and procedures.
- Serve as liaison between CTAE and Special Education programs.
- Disseminate information about CTI support services and conferences.
- Attend recommended and required professional conferences and meetings such as professional development days, leadership conferences for students, leadership conferences for coordinators, and relevant regional meetings.
- Participate in civic/community service projects including statewide campaigns.

4. Assist with career interest and aptitude assessments of CTI students.

- Administer informal career interest surveys and assessments as appropriate.

- Utilize local agencies that can assist with interest and aptitude assessments, such as vocational rehabilitation.
- Compile and record results of assessments relative to individual learners.

5. Utilize an effective learning team to promote student success.

- Identify potential team members including school and non-school personnel.
- Establish an advisory committee to provide input and feedback toward the learning and employment opportunities for CTI students.
- Build relationships with team members to promote participation.
- Encourage the development of relationships between team members and students that promote both learning and employment opportunities.
- Include administrators so they stay informed about program changes or needs.
- Establish roles and responsibilities with the Paraprofessional.
- Collaborate with students, parents, Special Education teachers, CTAE instructors, and regular education teachers on a regular basis.
- Encourage the use of advocacy skills by promoting student input.
- Seek and encourage parental involvement.
- Develop and strengthen public relations through community awareness and service.
- Build a working relationship with counselors from the Division of Vocational Rehabilitation Services.

6. Develop a record system that is easily maintained and utilized.

- Create individual student records reflecting academic information, contact information, student achievements, assessment results, and CTAE path progress data.
- Maintain program records concerning supplies, materials, equipment, and budget information.
- Complete state required reports.

Documentation and Monitoring of Student Performance

Stemming from current litigation and accountability trends, the value of sound record keeping has been increased. Various agencies, teachers, and administrators may elect to formally and informally check the CTI program at any time. The most effective method to

reflect the success of the program is to maintain sufficient records. Records can be divided into three groups: general CTI program records, student records, and activities and duties. The coordinator should be aware of what forms the Newton County School System requires. The CTI coordinator may need to check with his/her administrator(s) to determine what documentation is necessary and appropriate for Newton County or each individual school.

7. Communicate with school personnel.

- See that administrators are kept informed of federal laws and regulations and state policies and procedures pertaining to support services operation and reimbursement so that administrative decisions may be made within that framework.
- Make the administration aware of the policies and procedures of CTI and obtain support for the coordinator, CTAE instructors, and resource teachers in carrying them out.
- Review the CTI Program of Work with administrators to obtain their approval.
- Explain CTI to faculty members, guidance counselors, and parents/guardians.
- Keep the faculty well informed about CTI support services and activities.
- Help guidance personnel understand CTI so that they can better perform the related functions such as career assessments, guidance, student referrals, and counseling.
- Participate in both formal and informal faculty activities in order to establish good relations that will contribute to the total school effort of providing a good educational program for all students.

8. Establish community relations.

- Report noteworthy accomplishments and activities of CTI students to local newspapers.
- Attend local civic organizations to inform the community of the CTI programs and activities.
- Where appropriate, sponsor an appreciation function for supporters of CTI including parents, employers, advisory committee members, financial sponsors, faculty, and other stakeholders who have supported CTI.

Safety

Safety in the classroom, laboratory, and on the job should be a priority of every CTAE instructor, especially those who are involved in teaching students with disabilities. Safety is as important to the

course objectives as the skills and knowledge required to produce a skilled worker. There are specific safety rules and regulations for each CTAE area as well as overall safety standards with which a CTI coordinator must become familiar. The best way to emphasize safety is through constant awareness and prevention. Guidelines can also be reviewed with the CTAE program instructor for guidance.

CTI Coordinator's Responsibility for Safety

The regular CTAE instructor, as manager of the learning activities in the instructional program, is primarily responsible for the safety of each student within the program. The CTI coordinator must be able to recognize an adequate safety program and provide initial and backup safety instruction in each CTAE area. An important function for the CTI Coordinator is to be a model of safety in the classroom. Always follow prescribed safety procedures when working or visiting in a CTAE lab area, including wearing appropriate protective clothing and/or equipment required in a hazardous area. A wealth of instructional material pertaining to safety is available from publishing firms.

It is suggested each CTI Coordinator check with his or her CTAE supervisor and/or building principal for local safety regulations and policies. Although the CTAE instructor is primarily responsible for the class, the CTI Coordinator should be mindful of liability issues that apply to all personnel.

The Roles and Responsibilities of the CTI Paraprofessional

The Georgia Professional Standards Commission defines a Paraprofessional as a person who relates in role and function to a professional and who does a portion of the professional's job or task(s) under the supervision of a professional. Therefore, under the direction of a CTI Coordinator, a CTI Paraprofessional helps provide instructional opportunities to students with disabilities receiving CTI support services. A CTI Paraprofessional assists the CTI Coordinator with education activities, as well as non-teaching tasks. A CTI Paraprofessional should attend the summer training provided by GADOE and pass the Paraprofessional test required by the state of Georgia.

It is the expectation that the paraprofessional will:

- Follow assigned schedule given by CTI Coordinator.
- Maintain a professional attitude regardless of student behavior.
- Be Flexible.
- Keep all CTI matters confidential.
- Seek advice from CTI Coordinator if unsure how to handle a problem.
- Assist with preparation of CTI student folders.
- Compile reports of daily events.
- Be involved with school and community projects and activities.
- Complete other duties assigned by the CTI Coordinator.

As a CTI Coordinator, it is important to understand the Paraprofessional is not responsible for certain instructional or non-instructional tasks. A few examples of each are listed below.

Regarding instructional tasks, the paraprofessional will NOT:

- Be solely responsible for a classroom or a professional service on a full-time basis.
- Be responsible for the diagnostic functions of the classroom.
- Be responsible for initially preparing lesson plans and initiating instruction.
- Be used as a substitute teacher.
- Assume full responsibility for supervising assemblies or field trips.
- Perform a duty that is primary instructional in nature without supervision.
- Be assigned to work with the most "difficult" students the majority of the day.

Regarding non-instructional tasks, the paraprofessional will NOT:

- Assume full responsibility for supervising and planning activities.
- Take children to clinic, dental, or medical appointments unless permission is granted by authorized personnel.
- Grade subjective or essay tests.

Supporting CTI through Public Relations and Community Service

Public relations involvement and community services are a vital component of CTI support services. The main purposes of public relations in CTI are to: 1) advertise the support services; 2) initiate community support for CTI and interaction with the educational process; 3) bridge the gap between home, school and community; and 4) make direct contact with potential employers for future job placement.

Public relations involves creating awareness and appreciation of policies and performance. This includes activities designed to maintain a two-way flow of information so that the coordinator can learn what his or her public wants and needs. The public, in turn, can be informed of the coordinator's responsibilities. In CTI public relation activities, the coordinator explains what CTI is and how and why it operates so that the public will understand the function and purpose of CTI in the public school system. The coordinator also describes students' performance, showing what they have accomplished and sharing the current status of CTI in the local school.

Approaches to Public Relations

The five major avenues that have proven most effective include: (1) public speaking engagements, (2) publicity, (3) guest speakers, (4) field trips, and (5) advisory committees. These approaches, described below, afford each coordinator the means to accomplish the function and purpose of CTI.

Through public speaking engagements, CTI Coordinators can enlist the support and cooperation of employers. They can build a good reputation for their support services. The community's understanding of CTI's function, purpose, and effectiveness can be increased, and, as a result, these benefits can contribute CTI to working better for students with disabilities. Knowledge about CTI students helps bring community support and involvement, and publicity is a key component in gaining that support needed for CTI support services. Presenting a clear, concise picture of CTI services and the students the program serves to clubs and organizations as well as by obtaining wide community coverage from the local media, CTI services become a familiar organization within the community.

Guest speakers are another important link to the community. These speakers can be influential and outspoken, and the coordinator will want to be especially careful about the impression made on

students. When students are able to interact with the speakers and they can be great ambassadors for CTI support services.

Field trips are a great way for students to make contact with the community. Not only will the students benefit from visits to businesses, career technical schools, etc., but also employers and other adults in supervisory positions will interact with CTI students. These community members will get to see firsthand the students' strengths and potential.

The CTI advisory committee serves as a strong communication link between CTI and the community and is instrumental in providing publicity for the program.. The opinions and observations of advisory committee members are highly regarded by other employers and community representatives because of their closeness to the educational community program. If the committee members are significantly interested and involved, their positive influence spreads throughout the community and gives an invaluable boost to CTI's effectiveness.

In sum, public relations gives supporters a better understanding of the entire CTI support services and stresses the importance of CTI and CTAE education to all who participate in the program.

Community Service

CTI students should be involved in community service activities .All community service projects teach CTI students the satisfaction of giving to others along with skill building in team work, cooperation, compromise, and project follow-through. Each of these service activities is another excellent way to publicize CTI in the community and the school. Coordinators should be sure to submit pictures and articles to the local newspaper, school newspaper, and other publications in the area.

Examples of community service projects and activities include:

- Relay for Life
- Visits to a children's hospital or nursing homes
- Blood drives
- Food drives/toy drives
- Gift boxes for US troops stationed worldwide

- Baby articles for health department
- Books for Head Start

Each year Georgia's CTI program supports a deserving charity, and schools are encouraged to have a fundraiser for that charity. Students not only collect monies for the charity, but they also learn valuable lessons about giving back to others in the community. In recent years, many Atlanta area schools have worked with Children's Healthcare of Atlanta. The coordinator must always be aware of opportunities to publicize CTI's work in the community. Public relations and community service is an integral part of the CTI services and can take many forms.

Student Leadership

CTI support services strive to promote the development of student leadership skills through a variety of activities. An emphasis is placed on activities encouraging cultural growth, personal development, and improved self esteem. Efforts are made to provide the student with experiences not readily available to them through their regular school curriculum.

CTI Leadership Conferences

CTI Leadership Conferences are held each year in the fall and spring. The conferences are designed to provide high quality interactive experiences for students with disabilities. Additionally, the conferences serve as a means through which students can be rewarded for outstanding performance demonstrated in CTAE classes, through Work-Based Learning, and other career planning activities. At the Fall Leadership Conference, the focus is on leadership training. This two-day conference affords students opportunities to hear motivational speakers and to participate in concurrent leadership sessions. The State Leadership Conference is a three day event held each spring at a location and date to be announced by the CTI board of directors. The main focus is on competition and fun. Here, attendees participate in a wide range of competitive CTAE events as outlined in the CTI Competitive Event Manual. Attendees also enjoy many recreational and social opportunities as a part of this special conference.

CTI State Officers

Annually, each region has an opportunity to provide a state officer. Officers serve and preside at leadership conferences. Also, officers and their CTI Coordinators are expected to attend Board of Director meetings held throughout the school year. Officers participate in training and planning sessions at these meetings. Officers may have the opportunity to attend other state level functions as well.

Local Student Leadership Opportunities

In addition to state leadership activities, leadership opportunities are available for students at the local level. CTI Coordinators should work to incorporate student leadership training in the school and community. Some suggested activities that can promote student leadership at the local level include:

- Local and statewide fundraising campaigns

- School and community projects
- Operating a school-based business enterprise
- Student participation in public relations efforts
- Student participation in the local advisory board
- Student participation in IEP meetings
- Student participation in CTSOs.

Possible Issues Impeding CTI Success

- ❖ The lack of personal transportation for the CTI students to and from work as well as to and from CTI activities and events.

- ❖ The lack of funding for the students to participate in CTI activities and events.

- ❖ Public/ parental misconceptions involving SSI benefits and payroll payments to students with disabilities. Parental fear of the student losing SSI benefits because of salary amount.

- ❖ Lack of parental/guardian involvement and support with CTI students.

- ❖ Administrators and school staff who do not understand the purpose and goals of the CTI program.

- ❖ CTI Coordinator assigned to teach resource classes and other special education classes.

- ❖ CTI Coordinator given the full responsibility of teaching the CTAE class.

- ❖ CTI Coordinator used as a substitute teacher for absent teachers in the building.

Anti-Discrimination Policy

Federal law prohibits discrimination on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Carl D. Perkins Career Technical Education Act of 1984); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance. Employee, students and the general public are hereby notified that the Newton County School District does not discriminate in any educational programs or activities or in employment policies. The following individuals have been designated as the employees responsible for coordinating the district's effort to implement this nondiscriminatory policy:

Title II- **Samantha Fury/Nyree Sanders**

Title VI- **Samantha Fury**

Title IX- Sheila Thomas

Section 504- Ed Vrable

Inquires concerning the application of Title II, Title VI, Title IX, or Section 504 to the policies and practices of the district may be addressed to the persons listed above at Newton County Schools, 3187 Newton Drive, Covington, GA 30014; to the Georgia Department of Education, Twin Towers East, Atlanta, GA 30334; to the Regional Office for Civil Rights, Atlanta, GA 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

**This manual was compiled by the CTI Coordinators of
Newton County using resources provided by the State
Department of Education.**