

FLOUR BLUFF ISD

FLOUR **B**LUFF • PADRE **I**SLAND • NAS • CCAD

CAREER & TECHNICAL EDUCATION HANDBOOK

2024-2025

Table of Contents

CTE Overview	4
CTE Vision, Mission & Goals	4
Vision	4
Mission.....	4
Objectives	4
College Career & Military Readiness.....	4
CTE Leadership Team Roles.....	5
Director	5
Coordinator	5
College and Career Counselor	5
CTE Teacher Roles & Responsibilities	5
CTE Advisory Committee.....	5
Perkins V.....	6
Pathways in Technology Early College High School (PTECH).....	6
Endorsements	6
Industry Based Certifications.....	7
CTE Practicum/Work-based Learning	7
CTE Courses for Academic Credit	8
CTE & Special Education	9
Career & Technical Education Student Organizations (CTSO)	10
CTSO Advisor Responsibilities.....	10
CTE Fundraising/Funds (Fund 951).....	10
Student Activities	10
Permission to Collect Funds.....	11
Acknowledgement of Funds	11
Tax Collection	11
Donations, Contributions, and/or Grants.....	11
Hornet Spirit Shop.....	11
Closing Fundraiser / Activity Sales	12
Vendor Orders & Payment	12
Split Payments	12

Donations to Charitable Organizations 12

CTE Professional Development 12

CTE Travel with/without Students 12

CTE Public Notification of Nondiscrimination..... 13

Safety Policies 13

 Purpose 13

 Policy 13

 Procedures 13

Safety Rules and Safety Tests..... 14

 Purpose 14

 Procedure..... 14

 Students (Shop/Lab) Procedures 14

 Hand Tools..... 15

 Machine Tools 15

 Fire Safety..... 15

CTE Student Responsibilities 16

CTE Forms..... 16

 Campus Forms 16

 Child Labor Verification Form 17

 Training Plan Agreement: Paid Work-Based Instruction..... 18

 Training Site-Visit Record 20

 Student Evaluation Form..... 21

 CTSO/Field Trip Permission Forms 23

CTE Contact Information 25

CTE Overview

Career and Technical Education (CTE) provides rigorous and applicable courses preparing individuals for high-demand, high-skill, and high-wage careers. CTE programs offer a sequence of courses that provide students with coherent content that is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current emerging professions.

TEA's Division of College, Career, and Military Preparation (CCMP) seeks to ensure all high school students have access to high-quality pathways to college, career, and military. Members of the workforce, secondary education and higher education engaged in the growth of programs of study, including coherent course sequence, industry-based certifications, and work-based learning to assure students are equipped for in-demand, high-skill, and high-wage careers in Texas.

Programs of Study went into effect during the 2020-2021 school year and allow Texas to meet the federal program approval requirements within the Strengthening CTE for the 21st Century Act (Perkins V).

CTE Vision, Mission & Goals

Vision

The Flour Bluff ISD's Career and Technology Education Department's vision is to support innovative CTE programs that empower students to succeed by providing equitable access to various programs of study and certifications.

Mission

The Mission of the Hornet Community is to foster and empower students to become confident, productive members of society who pursue excellence with integrity.

Objectives

To offer every student career learning experience prior to graduation that empowers them to succeed and earn certifications to compete within a competitive global economy.

Provide CTE support and recognize student and staff achievements.

Work in partnership with local businesses and the CTE Advisory Council, to promote work-related and job shadowing opportunities related to CTE programs of study.

College Career & Military Readiness

The goal of CTE is to build career-ready students. Flour Bluff ISD is dedicated to supporting endeavors that educate and engage students and the community to prepare students to be college, career, and/or military ready (CCMR). Flour Bluff ISD will implement the following activities annually to promote CTE Programs and CCMR.

- Professional Learning
- Campus CCMR planning, counselor meetings, and PLC meetings
- Community education opportunities
- P-TECH events
- Middle school to high school exploration tours

- Tours and showcases for CTE including parent nights, counselors, industry partners, and community involvement.
- CTE Career & Technical Student Organizations (CTSO) spotlights
- Community workforce presentations

CTE Leadership Team Roles

Director

The Director of CTE will plan, develop, coordinate, establish goals, and assume responsibility for all functions relating to district-wide Career and Technical Education and College, Career, and Military Readiness.

Coordinator

The CTE Coordinator will assist the principal and CTE teachers in administering, monitoring, and implementing a quality CTE and dual enrollment program and all associated grant requirements. The CTE coordinator provides leadership and support for the staff and collaborates with administrators, instructional staff, and community members to ensure appropriate CTE curricula and instructional practices occur in all classrooms. The CTE coordinator will meet with CTE teachers individually and in small groups, with local, regional, and statewide members of the public involved in CTE, and professional learning communities to support the implementation of CTE program requirements.

College and Career Counselor

The College and Career Counselor will coordinate and facilitate successful student transition from high school to college and/or career.

CTE Teacher Roles & Responsibilities

The role of a CTE teacher includes various responsibilities. Teachers seek to impact students through experiences that extend academic instruction and enhance life-long benefits. Teachers will demonstrate the highest standards of professionalism and acknowledge that the safety and security of all students is a priority. CTE teachers involved in UIL events or other activities sponsored by a state or national organization should be familiar with current rules, regulations, and dates pertaining to their disciplines. Students' eligibility should be monitored on a regular basis. The CTE teacher refers all concerns regarding eligibility to the campus principal and the Director of CTE for interpretation and resolution.

CTE programs are held to local, state, and federal standards. Compliance with policies and procedures is critical to success. The Director of CTE will seek to provide opportunities for both teachers and leaders regarding the necessary policies and procedures. Compliance concerns are reported to the campus principal and Director of CTE.

CTE Advisory Committee

Flour Bluff ISD CTE Program relies on the entire community to guide strategic planning and implementation. The CTE Advisory Council consists of business professionals, teachers, students, and community members with an interest in the program. The Advisory Council will meet a minimum of two times per year. The Advisory Council is integral to the success of the CTE Program to ensure college and career preparation is relevant to industry and community needs.

Perkins V

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) aims to enhance career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs. Once every two years, Flour Bluff ISD will complete a comprehensive local needs assessment related to career and technical education. The Perkins V key areas of focus include:

- Align CTE programs with high-wage, in-demand, and high skill occupations in the state of Texas.
- Provide funding and opportunities for students to earn credentials (industry-based certifications, level I and II certifications, associate, and bachelor's degrees).
- Reduce the burden of CTE reporting structures at the district level.
- Provide opportunities for work-based learning in rural, suburban, and urban settings.
- Construct, support, and promote meaningful and effective CTE cross sector collaboration in Texas across secondary, postsecondary and the workforce.
- Continually improve the academic and technical content of CTE postsecondary programs as well as their administration, to reflect and respond to local, regional, and state workforce needs.
- Ensure equitable access to postsecondary CTE programs and credentials through multiple on and off-ramps for all students, with particular attention to Perkins special populations.

Pathways in Technology Early College High School (PTECH)

The purpose of the Pathways in Technology Early College High Schools (P-TECH) program is to provide a seamless transitional experience for students from high school to postsecondary education and employment. P-TECH is designed to ensure high school curriculum focuses on workforce needs and partnerships that support students in obtaining credentials, degrees, and certifications. Students can earn a 4-year high school diploma, an industry certification, or an industry recognized associate degree. The hallmark of the P-TECH model is its career focus and the provision of work-based education.

The P-TECH Blueprint provides foundational principles and standards for innovative partnerships with colleges, universities, and industry. The P-TECH Blueprint contains six benchmarks outlining the design elements that each P-TECH campus must implement before serving students. Additionally, outcome-based measures in Access, Attainment, and Achievement provide guidance for P-TECH program implementation and continuous improvement efforts.

Endorsements

Students have the opportunity to earn one or more endorsements as part of the graduation requirements. Endorsements consist of a related series of courses grouped together by interest or occupational skill set. They provide students with in-depth knowledge of a subject area or a high-wage, high-skill, and in demand occupation. Every CTE Program of Study leads to an endorsement. Students earn an endorsement by completing four credits each in both math and science, two additional elective credits, and the curriculum requirements for the endorsement. Students will select an endorsement in the ninth grade. Districts are not required to offer all endorsements; however, if only one endorsement is offered, it must be multi-disciplinary studies.

If a student is not going to graduate with an endorsement, the student's parent must sign a waiver permitting the student to graduate without earning an endorsement. Students can choose from five different endorsement areas.

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry

- Public Service
- Arts and Humanities
- Multi-Disciplinary Studies

Certifications & Licenses/Certificates

Industry-Based Certifications (IBC) are a valuable component of strong student pathways. Texas Education Agency (TEA) is required to track high school students who earn an IBC as an indicator in the student achievement domain of the state's accountability system. The state provides an IBC list to identify certifications that prepare students for success in the workforce, military, or postsecondary education.

Industry-Based Certifications are a key component of strong career pathways and validate that an individual possesses specific industry specific skills related to a career cluster or occupation and is measured against a set of accepted industry standards.

[Aligned IBC to Program of Study Crosswalk](#)

Industry-Based Certifications ensure:

- Alignment of programs and credentials to labor market needs,
- Classroom integration of both academic and technical skills,
- Reinforcement and application of skills through quality work-based learning experiences,
- Assessment and validation of skills with a credential of immediate value, and
- Ability to stack credentials along a career and education pathway.

A certificate is a formal award granted by an institution of higher education certifying the satisfactory completion of a higher education program. Certificates are usually awarded in workforce education areas by public and private two-year institutions. There are two different levels of certificates based on the number of hours required by the educational program.

- Level I Certificate: A certificate earned for completion of at least 15 semester credit hours and no more than 43 semester credit hours.
- Level II Certificate: A certificate earned for completion of at least 30 semester credit hours and no more than 51 semester credit hours.

All students receiving a certification and/or level I/Level II certificate MUST provide a printed and digital copy of the certificate to the teacher prior to the end of the course. CTE teachers MUST email and provide the printed copies to the CTE Coordinator.

DO NOT wait until the end of the school year to turn in certificates!! Best practice would be to save, print and turn in copies immediately following scheduled certification/certificate assessment dates.

CTE Practicum/Work-based Learning

Practicum/Work-based learning courses are designed to allow students supervised real-world application of knowledge and skills. Practicum/Work-based learning experiences often occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, or mentorship and must be documented in the teachers' plans. To prepare for careers, students must gain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

To prepare for success, students need opportunities to learn, reinforce, apply, and transfer knowledge and skills in a variety of settings. Students will learn about job safety and employer ethics before beginning site work. The United States Department of Labor guides youth employment and makes recommendations for guidelines. [Compliance Assistance Resources - Youth Employment](#)

Written training plans must be on file for any student participating in a paid or unpaid learning program at an approved training site unless the student is participating in an unpaid practicum in which the teacher of record provides all training. Training plan forms (Appendix A) can be found on the CTE Career Preparation Website. [Training Plan Forms](#)

Flour Bluff ISD teachers who are assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit each student training site at least **six** times per school year. The teacher must be provided with time within the scheduled school day to visit the training sites. The training site visits must not be conducted during the teacher's planning/conference period. A calendar or plan for site visits will be submitted to the CTE Campus Coordinator. The Director of CTE, CTE Campus Coordinator, and CTE teachers are expected to build and maintain relationships with community partners to provide work-based learning opportunities for FBISD students.

Training plans, agreements, evaluation forms, and employer information will be shared during the first three weeks of enrollment. Employers must be presented with [Child Labor Standards](#) and a verification of that meeting or evidence must be submitted to the CTE Campus Coordinator. All FBISD teachers providing work-based learning opportunities for their students must complete the Work-Based Learning Course provided on the TEA website. [TEA Learn](#)

Responsibilities of a teacher providing work-based learning include:

- Complete the Work-based learning course,
- Complete all necessary forms,
- Plan lessons and schedule site visits,
- Obtain signatures and agreements from students, parents, and employers,
- Train students on safety and ethics,
- Verify employer knowledge of child labor laws, and
- Visit sites, complete evaluation, and submit feedback.

CTE Courses for Academic Credit

Teachers assigned to a CTE course that qualifies for math or science credit are required to participate in the following Texas Education Agency approved training.

Teachers assigned to Math Courses must complete Integrating Math into CTE Classrooms, Part 1 and Part 2 on [TEA Learn](#).

Teachers assigned to Science Courses must complete Integrating Science into CTE Classrooms, Part 1, and Part 2, as well as complete Science Safety Training on [TEA Learn](#).

Career and Technical (CTE) Courses for Academic Credit

Effective 2/3/2021

Course	Credit Satisfied	TAC Chapter 130 & 127 Career Clusters	Program(s) of study in which course appears
Business English	English	§130.135, Business Management and Administration	N/A
Accounting II	Mathematics	§130.188, Business Management and Administration	Accounting & Financial Services
Applied Mathematics for Technical Professionals	Mathematics	§127.13, Career Development	N/A
Digital Electronics	Mathematics	§130.407, STEM	Renewable Energy
Engineering Mathematics	Mathematics	§130.413, STEM	N/A
Financial Mathematics	Mathematics	§130.180, Finance	Accounting & Financial Services
Mathematical Applications in Agriculture, Food, and Natural Resources	Mathematics	§130.5, Agriculture, Food and Natural Resources	N/A
Mathematics for Medical Professionals	Mathematics	§130.229, Health Science	Health Informatics
Manufacturing Engineering Technology II	Mathematics	§130.356, Manufacturing	Advanced Manufacturing and Machinery Mechanics, Engineering
Statistics and Business Decision Making	Mathematics	§130.190, Finance	Business Management, Marketing & Sales
Robotics II	Mathematics	§130.409, STEM	Manufacturing
AP Computer Science A	Mathematics	§130.409, STEM	Programming and Software Development, Cybersecurity
IB Computer Science Higher Level, Math	Mathematics	§130.409, STEM	Programming and Software Development, Cybersecurity
Discrete Mathematics for Computer Science	Mathematics	§130.409, STEM	Programming and Software Development, Cybersecurity
Advanced Animal Science	Science	§130.10, Agriculture, Food, and Natural Resources	Animal Science
Advanced Plant and Soil Science	Science	§130.25, Agriculture, Food, and Natural Resources	Plant Science
Anatomy and Physiology	Science	§130.224, Health Science	Exercise Science and Wellness, Healthcare Diagnostics, Healthcare
Biotechnology I	Science	§130.415, STEM	Biomedical Science
Biotechnology II	Science	§130.416, STEM	Biomedical Science
Engineering Design and Problem Solving	Science	§130.412, STEM	Engineering, Renewable Energy
Engineering Science	Science	§130.414, STEM	Engineering
Food Science	Science	§130.256, Hospitality and Tourism	Culinary Arts
Forensic Science	Science	§130.339, Law, Public Safety, Corrections, and Security	Law Enforcement
Medical Microbiology	Science	§130.225, Health Science	Health Diagnostics, Healthcare Therapeutic, Nursing Science, Biomedical Science
Pathophysiology	Science	§130.227, Health Science	Health Diagnostics, Healthcare Therapeutic, Nursing Science, Biomedical
Principles of Technology	Science	§130.404, STEM	N/A
Scientific Research and Design	Science	§130.417, STEM	Animal Science, Applied Agriculture Engineering, Environmental and Natural Resources, Food Science and Technology, Plant Science, Biomedical Science, Engineering

CTE & Special Education

All students should have equitable access to CTE courses, with supports as specified in the IEP. The ARD Committee shall include a representative from career and technical education (CTE), preferably the student's CTE teacher, when considering initial or continued placement of a student in a CTE program. The CTE representative may not serve in a dual role on the ARD committee.

Students receiving special education services must learn in the least restrictive environment (LRE). This means that to the extent appropriate, a student with a disability must be educated with students who do not have disabilities. A student with a disability may not be placed in a special class that removes the student from the regular educational environment unless the nature or severity of the disability is such that education in a regular class with the use of supplementary aids and services cannot be achieved satisfactorily.

Planning for students with disabilities shall be coordinated among career and technical education, special education, and state rehabilitation agencies and should include a coherent sequence of courses. A school district shall monitor to determine if the instruction being provided to students with disabilities in CTE classes is consistent with the IEP developed. It is the responsibility of the school district to provide supplementary services that each student with a disability needs to successfully complete a CTE program, such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.

Any CTE course can be considered by the ARD committee, regardless of whether the student is pursuing an endorsement. The student's IEP will outline the transition services, including courses of study needed to assist the student in reaching postsecondary goals.

Career & Technical Education Student Organizations (CTSO)

CTSO Advisor Responsibilities

Advisors of CTSOs must teach a CTE course. The student organization advisor will maintain accurate student records of membership, ensure the activities and experiences offered in the CTSO program are educational, and seek to enhance leadership development for all CTE students. Advisors will:

- Understand all policies and procedures regarding the student organization.
- Sustain appropriate student/teacher relationships.
- Submit completed permission forms for all student travel.
- Collaborate with other district organization advisors to ensure program consistency.
- Ensure all active members meet the necessary requirements set by the student organization.
- Complete appropriate travel paperwork.
- Ensure students meet UIL eligibility requirements for all CTSO events.
- Ensure students do not exceed the maximum number of allowable absences for school sponsored events.
- Promote CTSO chapters and will participate in district-wide events that promote CTE programs.
- Promote CTE Programs of Study.
- Maintain copies of all travel permission slips while on trips; the CTE Campus Coordinator will also be provided with a copy.
- Submit rosters to the ADA clerk in a timely manner prior to travel.
- Travel on all trips including state and national trips with their students.
 - o If an advisor knows they cannot travel with the group, the advisor should not advertise the trip for students.
 - o Students will not be allowed to travel on trips where the advisor is not present.

CTE Fundraising/Funds (Fund 951)

Student Activities

Student activity funds belong to a bona fide chapter such as student groups or organizations. These funds do not belong to the district, but the district does function as a trustee of the funds. Bona-Fide student groups include:

- student groups that elect officers yearly and meet on a regular basis.
- Students meet to determine the type of collections & expenditures of the funds and record the approval in the meeting minutes.
- Minutes must be recorded at each meeting and submitted to the Finance department; the sponsor must oversee all decisions.

A new school organization form **MUST** be completed by the individual who will serve as sponsor and be responsible for the new student activity. This school organization **MUST** be approved by the campus principal and submitted to the Director of CTE, Assessment, & Accountability to receive CFO approval.

The Sponsor is responsible for maintaining accurate records of all financial transactions of the club or organization. The school's activity funds should include the following:

- Fundraising approval forms, Permission to Collect, and Apparel Approvals,

- If bona fide student account, minutes of meeting which detail, attendance, discussion of fundraising, approval of expenditures
- Copies of money receipts & deposit tabulation forms,
- Retain purchasing documentation,
- Completed operations report

Permission to Collect Funds

A Permission to Collect Funds Form MUST be given to the Finance Department when money is collected for any reason. The form must be approved by the principal and turned into the Director of CTE, Assessment & Accountability, to receive final approval from the CFO **BEFORE** any funds can be collected. The sale of items with specific designs and/or artwork will need a T-Shirt/Apparel/Fundraiser item Design Application Form completed, submitted, and approved by the campus principal and turned into the Director of CTE, Assessment, & Accountability for approval from the Executive Director of Communications. The sale of food items during school hours must be approved by the Child Nutrition Department (ext. 9034/9050) to ensure food items meet the Smart Snack Regulation. Documentation must be turned into the Director of CTE, Assessment, & Accountability indicating approval from the Child Nutrition Department.

Acknowledgement of Funds

When selling items, a Tabulation Form must be completed at the time of collection listing the student's name and the amount paid. Additionally, a list, roster, or spreadsheet with student names and the amount paid must be attached to the completed deposit form. To deposit funds, the sponsor will complete the following tasks:

- Write the activity account on the face of all checks in the upper right-hand corner.
- Itemize the coins and currency on the deposit form.
- Provide copies of the numbered receipts (including voided) with the deposit form.
- Turn in ONE tabulation or deposit form for the event or reason for collection.
- Submit funds to the campus secretary for deposit verification.

Tax Collection

The current tax rate (on tabulation and deposit form) for fundraising activities will be computed and deducted on all tangible items. Sales tax is required to be collected when a tangible item is sold. However, there are some exceptions:

- Two One-Day Tax-Free Sales: available per organization and must be designated prior to the sale.
 - o One-Day Sales – All money collected in one day is tax-exempt.
 - o Pre-sale with one day delivery – All money is collected in advance of receiving the merchandise. The day the merchandise is delivered to the club is considered the tax-free day.

Donations, Contributions, and/or Grants

The Board delegates to the Superintendent the authority to accept gifts, donations, grants, and sponsorship agreements. A donation form will be filled out and submitted to the Director of CTE, Assessment, & Accountability and will be turned into the Finance Department. Any amount over \$250 will receive an official District receipt for customer tax signed by the CFO.

Hornet Spirit Shop

If you want to sell items through the spirit shop you must go through the application process, contact the Campus CTE Coordinator and he/she will contact the Executive Director of Communications (ext. 9713).

Closing Fundraiser / Activity Sales

Within 30 days of the end of the fundraiser / activity sales an Operating Report Form MUST be completed and submitted to the Director of CTE, Assessment, & Accountability and will be turned into the Finance Department. This is used to determine the success of your fundraiser, and that everything has been recorded properly.

Vendor Orders & Payment

All purchases will be processed through Skyward using the electronic requisitions system. The purchase order number MUST be provided at the time the order is placed. All materials will be received through Central Receiving. Proof of delivery will be required to process the payment. Payment will only be made based on original invoices. Activity account payments are processed weekly.

Split Payments

We are not able to split an invoice or payment between an activity fund and the general fund of the district.

Donations to Charitable Organizations

Student Bona fide Organization: must be submitted through Skyward and minutes of meeting approving expenditure of funds.

Campus: May not donate to a charitable organization.

CTE Professional Development

To attend CTE Professional Development, complete the following tasks:

- Contact the campus principal for approval of time off for specified professional development.
 - o **DO NOT** register or sign up for any professional development until you have full approval – The district will NOT pay for professional development if it is not pre-approved.
- Contact the Director of CTE, Assessment, & Accountability for approval and to ensure funds are available.
- Contact Jennifer Rendon (9223) for assistance with registering and travel arrangements.

CTE Travel with/without Students

Employees/Student Sponsors will follow the district employee travel guidelines, as well as the following:

- Complete travel for ALL travelers for the event.
- Provide a numbered roster with yourself, employees, assisting/district bus driver(s), and students WITH student ID numbers.
- Provide PO#s for prepaid items such as registration, rental car(s), charter bus(es)
- Meals should be eaten as a group when possible.
 - o If meals cannot be eaten as a group and allowances are to be distributed, have a meal allowance form signed by ALL employees, sponsors, bus driver(s) before distributing funds.
- Meal rates when traveling with students are \$8/\$10/\$12 for all travelers (including adults).
- Meal rates when traveling without students are \$10/\$12/\$15.
 - o Remove this rate if a meal is provided by the hotel/event.
 - o Bus driver(s) are to be paid by sponsor's meal funds up front in case they need to eat during the event.
- Complete the Travel Advance Request/Travel Expense Voucher Form **two weeks prior** to travel.

- Purpose of Travel
- Travel Departure / Return Date and Time
- Hotel Confirmation
- Tax Rate
- Parking Charges
- List of students, assistant sponsors, chaperones, and bus driver.
- Complete the travel advancement form and return it to the finance department no later than **14 days after** travel.
 - Funds owed to the district need to be turned in **within 14 days**.
 - If the district owes you funds, please allow **one week** for reimbursement.

CTE Public Notification of Nondiscrimination

Flour Bluff Independent School District offers career and technology education programs in numerous programs of study. Career Development, Architecture & Construction, Arts, A/V Technology & Communications, Business, Marketing, & Finance, Health Science, Hospitality & Tourism, Human Services, Information Technology, Law & Public Service, Manufacturing, Science, Technology, Engineering & Math, Transportation, Distribution, and Logistics. Admission to these programs is based on career interest, ability, achievement, age appropriateness, and class availability.

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

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

For information about your rights or grievance procedures, contact the Title IX Coordinator, James Crenshaw, at 2505 Waldron Rd., Corpus Christi, TX 78418, (361) 694-9203.

Safety Policies

Purpose

CTE teachers will establish classroom/lab rules related to the health and safety requirements in their specific area.

Policy

CTE teachers are responsible for maintaining their classrooms, shops, and labs as well as complete other duties and responsibilities as assigned.

Procedures

1. Establish and sustain a clean and orderly classroom, shop, and/or lab environment.
2. Reduce hazards.
3. Develop proper attitudes and orderly work habits of students.
4. Ensure all equipment allows for a safe and efficient work environment.
5. Ensure materials and supplies are safely stored.
6. Provide the appropriate amount and type of waste containers.

7. Clean floors regularly.
8. Properly dispose of combustible waste materials.
9. Do not allow excess materials and debris to be stored in the work areas.
10. Perform frequent inspections to ensure clean and orderly conditions.
11. Clean splash guards and collect pans of all machines that use oil and coolants.
12. Keep a supply of brooms, shop towels and other cleaning equipment.
13. Use ALL tools, equipment and supplies properly.
14. Remind students it is their responsibility to ensure the laboratory is clean and orderly.
15. Have a cleaning routine that involves all students.
 - a. Cleanliness: It is imperative to have all tools in their correct location when they are not in use. Oily rags, wastepaper, scrap materials, and other flammable materials MUST be cleaned up daily and placed in the correct metal or other non-flammable containers.
 - b. Storing materials: Materials MUST be stored and/or put away securely and so they are easily accessible. Pay attention to the accessibility, lighting and ventilation in the storage areas.

Safety Rules and Safety Tests

Purpose

The safety rules and tests pertain to the tools and machines used in CTE programs. An appropriate set of safety rules must be visible and a safety test for the machine or tool MUST be completed.

Procedure

Teachers will administer a general safety rules test, as well as complete an individual test on all power machines/equipment in their classroom/facility... The teacher will clearly and concisely inform students that permission will not be provided to operate power machines until all safety tests and requirements have been completed (100%). The teacher must demonstrate how to operate each piece of equipment.

Students (Shop/Lab) Procedures

1. Ask the teacher to approve all assignments/projects.
2. Immediately report all injuries to the teacher.
3. Wear the necessary eye protection when engaging in activities that may be a hazard to the eyes.
4. Ensure clothes are safe and appropriate for lab/shop production.
5. Do NOT wear loose clothing.
6. Fold baggy sleeves above the elbow or have another shirt to change into.
7. Be sure to have long hair pulled back.
8. Understand and follow rules regarding operator's safety zones.
9. Inform the teacher of any equipment/tools that are broken and/or do not work properly.
10. Ensure all tools and materials are properly put away and/or do not hang over the edges of benches/worktables.
11. Ensure the floors and workstations are free of clutter, scraps, and litter.
12. Clean liquid spills immediately.
13. Keep bench lids, cabinet doors, and drawers closed at all times.
14. Dispose of oily rags and other combustible materials appropriately.
15. Be careful when handling large, heavy and/or long pieces of material.
16. Understand and utilize procedures to follow in the event of fire or other disasters.

Hand Tools

1. Ensure hands are clean (no dirt, grease, etc.) when using tools.
2. Use the correct hand tools for projects.
3. Make sure tools are in working condition.
4. Handle tools safely (turn pointed/sharp edges away from the body).
5. Clamp or secure work in a vise when utilizing a gouge or wood chisel.
6. Use one hand to control chisels, gouges, and carving tools while using the other hand to supply and monitor the power cord.
7. Wear safety glasses, goggles, or spectacles when using a cold chisel.
8. Ensure classmates and self are protected from flying chips.
9. Give tools to classmates/teacher(s) with the handle first.
10. Clamp or secure work in a vise when driving screws.

Machine Tools

1. Teachers will appoint safe machine operators.
2. Receive permission prior to using power equipment.
3. Determine and/or verify adjustments on machines prior to turning on the power.
4. Ensure classmates are away from machines prior to turning on the power.
5. Ensure machine safety guards are in the correct position.
6. Remain with the machine until the power has been turned off and has come to a complete stop.
7. Do NOT approach machines operated by the teacher and/or other classmates.
8. Inform the teacher about machines that are not working properly.
9. Do NOT oil, clean and/or adjust machines while the power is on.

Fire Safety

1. Supply appropriate fire extinguishers in shop/lab areas. Multi-purpose dry chemical units are efficient for general use. Water back-up for extinguishers is often necessary. Multi-purpose dry chemicals may damage some electrical equipment, but carbon dioxide extinguishers can decrease that possibility.
2. Fire extinguishers MUST be visible and MUST be located in high traffic areas.
3. Flammable liquids MUST be stored in approved safety containers and cabinets.
4. Inspect fire extinguishers regularly to ensure they are in proper working condition.
5. Ensure students know where to locate and how to properly use fire extinguishers and other firefighting equipment. The teacher's primary responsibility is to remove all students from hazardous situations. **Safety is priority.**
6. Ensure fire alarm and evacuation procedures are in place and posted in the classroom and/or lab/shop.
7. Students MUST understand and know where to locate remote shut-off valve or switch locations for gas or oil-fired equipment. In the event of an emergency, students MUST understand how to de-energize electrical equipment.
8. Ensure a Deluge shower is located in all CTE labs, especially if there is a possible danger of clothing made of synthetic materials catching fire.
9. Ensure each lab has a fire blanket. Students MUST be aware of its use and location.

CTE Student Responsibilities

To participate in CTE classroom, shops/lab and workplace activities, the students must adhere to the following:

- Comply with all classroom safety instructions and regulations.
- Practice emergency procedures as per instructor's directions.
- Use equipment and machinery in a safe and appropriate manner.
- Inform the teacher of any safety or hazardous situation (Don't forget to wear goggles).
- Dress in a safe and healthy way in all technical and career classes and work-site locations.

CTE Forms

Campus Forms

The following forms can be obtained from your campus secretary.

- Deposit Tabulation Forms
- Fundraising Approval Form
- Permission to Collect Funds Form
- Classroom Celebration Form
- Fundraiser Item Design Approval Form
- Donation Form
- Operating Report Form
- Travel Advance Request / Expense Voucher Form

Child Labor Verification Form

Child Labor Verification Form

I acknowledge and understand that by law a school district is required to provide me with the Child Labor Standards. I hereby verify and confirm that I have received and reviewed the Child Labor Standards provided by Flour Bluff ISD.

Employer Signature

Date

Employer Printed Name

Name of Business

Training Plan Agreement: Paid Work-Based Instruction

Student _____ Grade _____ Age _____
School District _____ Campus Name _____
Career Cluster _____ Business Name _____
Program of Study _____ CTE Course Title _____
Time Class Meets _____ PEIMS Course Code _____

The student agrees to diligently perform the work-based training experiences and conscientiously pursue the coordinated classroom course of study as outlined in this training plan. Work-based training experiences will be assigned by the training sponsor and performed according to the same company policies and regulations applicable to regular employees. The student agrees to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits to pursue further education and enter the chosen occupation as a desirable employee.

The company and school are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. To provide a systematic plan for well-rounded training, a schedule of work-based training experiences and a parallel classroom course of study have been coordinated and agreed upon by the training sponsor and CTE teacher.

In addition to providing practical instruction, the work-based learning instruction the student receives can be paid or unpaid.

Please check one:

Unpaid work-based learning instruction

Paid work-based instruction. The training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be \$ _____ per _____ for _____ hours per school week.
2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

The training period begins the ____ day of _____, 20____, and extends through _____, _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupational training area, and if the training should be continued. This plan may be terminated for just cause by either party without recourse.

Is the training objective listed considered to be a hazardous occupation by the U. S. Department of Labor, Employment Standards Administration and the Wage and Hour Division: Yes _____ No _____

If yes, any exemption(s) for student-learners or apprentices will apply as described in the Youth Employment Provisions for Nonagricultural Occupations Under the Fair Labor Standards Act - Child Labor Bulletin 101 or Child Labor Requirements in Agricultural Occupations - Child Labor Bulletin 102. Current information for exemptions is available from the U. S. Department of Labor in the Wage and Hour Division or its website at www.dol.gov/whd.

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to manage inquiries regarding the nondiscrimination policies: *title, address, telephone number, email*.

Es norma de _____ Distrito Escolar y _____ (Nombre del Negocio) no discriminar por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: título, dirección, número de teléfono, correo electrónico.

Signature Approvals

(Student)	Date	(Training Sponsor)	Date
-----------	------	--------------------	------

(Parent or Guardian)	Date	(CTE Teacher)	Date
----------------------	------	---------------	------

Note: Each party to this agreement should receive a signed copy. Keep the original or a copy with the student's permanent record.

Description of Specific and Related Occupational Training

In the section below labeled Texas Essential Knowledge and Skills (TEKS) for Training Objective, insert the knowledge and skill statements from the related CTE course.¹ The Advanced Occupationally Specific Essential Knowledge and Skills section is available to add specific training opportunities otherwise not identified in the TEKS.

NOTE: Add rows as needed.

Texas Essential Knowledge and Skills (TEKS) for Training Objective	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements from the TEKS here. Student expectations are not necessary to list here.]</i>			
Advanced Occupationally Specific Knowledge and Skills	Work-Based Instruction	Individualized Class Study	Specific Related Study Assignments
<i>[Add knowledge and skill statements developed from collaboration among the student, CTE teacher, and training sponsor.]</i>			

NOTE: This form is intended as a template; the user may modify as needed. Updated 11/2022 (TEA)

Training Site-Visit Record

TRAINING STATION VISIT RECORD

Student: _____ Training Station: _____

Contact Person: _____

School Year: _____ Phone Number: _____

<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p>Comments:</p>	<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p>Comments:</p>
<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p>Comments:</p>	<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p>Comments:</p>
<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p>Comments:</p>	<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p>Comments:</p>

Student Evaluation Form

Student's Name _____ Due Date _____

Training Site _____ Grading Period: _____

Employer: Please complete this evaluation by circling the number that applies in each category and place the corresponding number in the Total space.

	1	2	3	4	5	6	7	8	9	10	Total
1. COOPERATION: Ability to get along with others	Antagonistic, pulls against rather than works with others		Difficult to handle		Usually gets along with others		Cooperates willingly, gets along with others		Gets along well with others, is friendly and helpful		
2. INITIATIVE: Tendency to go ahead	Takes no initiative, has to be instructed repeatedly		Takes very little initiative, requires urging		Does routine work acceptable		Is fairly resourceful, does well by self		Is resourceful, looks for things to learn and do		
3. COURTESY: Polite and mannerly	Has been discourteous to public and staff		Is not polite and is inconsiderate of others		Usually polite and is considerate of others		Considerate and courteous of others		Very polite and always considerate of others		
4. ATTITUDE: Toward constructive criticism	Does not profit from criticism, resents it		Does not pay much attention to criticism		Accepts criticism, tries to do better		Accepts criticism, improvement has been noticed		Accepts criticism, and improves greatly		
5. KNOWLEDGE OF JOB:	Has not tried to learn job and its routines		Pays little attention to learning job		Has learned necessary routines but needs supervision		Understands the job; needs little supervision		Knows job well and shows desire to learn more		
6. ACCURACY, SPEED OF WORK, AND WORK HABITS:	Is extremely careless; works slowly; output is unsatisfactory; wastes time		Is often inaccurate & careless; is slower than average; often wastes time		Makes errors, but work is generally satisfactory; occasionally wastes time		Makes few errors; is careful, neat & thorough; seldom wastes time		Rarely makes errors; work is of good quality; is fast, efficient, & industrious; rarely wastes time		
	1	2	3	4	5	6	7	8	9	10	

7. ADAPTABILITY:	Cannot adjust to changing situations		Is slow in grasping ideas, has difficulty adapting to new situations		Makes necessary adjustments after considerable instruction		Adjusts readily		Learns quickly, is adept at meeting changing situations		
8. PERSONAL APPEARANCE: Neatness and personal care	1	2	3	4	5	6	7	8	9	10	
	Is extremely careless in dress & appearance		Often neglects appearance & dress code		Is passable in appearance, but should make effort to improve		Has good appearance; looks neat most of the time		Has excellent appearance; looks neat all of the time		
9. ATTENDANCE: How many days did this student call in when scheduled to work?	1	2	3	4	5	6	7	8	9	10	
	Too frequently absent for continued training		Not regular enough in attendance		Usually dependable		Dependable		Never absent except for an unavoidable emergency		
10. PUNCTUALITY: How many days was this student late to training site?	1	2	3	4	5	6	7	8	9	10	
	Too frequently tardy for continued training		Very often tardy		Punctuality could be improved		Seldom tardy		Never tardy except for an unavoidable emergency		
TOTAL GRADE: Up to 100											

Overall, I would rate this student's performance as: (please circle one)

A+ A A- B+ B B- C+ C C- D F

Maturity level of this student: (please check one)

_____ **Below Average**

_____ **Average**

_____ **Above Average**

Supervisor's Signature: _____ **Date:** _____

Printed name of Supervisor: _____

For this evaluation to be most effective, you are encouraged to go over it with your student trainee and help them make a plan for improvement. If you wish to meet with the teacher-coordinator regarding the student's performance or this evaluation, please do not hesitate to contact me at: _____

Please make any comments at the back of the page

CTSO/Field Trip Permission Forms

Parent/Guardian Permission Form for Student Event, Activity or Travel

I am the parent, guardian, conservator, foster parent, or other person having custody of the following student(s):

Student Name(s): _____

I give my express consent for my student(s) to participate in the following event, activity, or travel:

School: _____

Reason for Trip: _____

Date/Time: _____

Destination: _____

Method of Transportation: _____

I acknowledge and understand that by law a school district is generally immune from liability except for those situations that involve the application of excessive disciplinary force or where property or person are harmed or damaged through the negligent use of a motor vehicle operated by the district. I therefore understand that the Flour Bluff ISD is not under any circumstances responsible for injury or harm to my child unless legal exceptions somehow apply. I also acknowledge that the Flour Bluff ISD does not provide independent medical insurance for this event, activity or travel and is not legally responsible for my child's medical expenses under any circumstances. Finally, I acknowledge that District and campus rules and the Student Code of Conduct apply to my student while he or she is participating in this event, activity, or travel.

Parent/Guardian Printed Name

Parent/Guardian Signature

Date

Parent/Guardian Permission Form for Student Event, Activity or Travel

Spanish

Soy el padre, guardián, curador, padre adoptivo u otra persona que tenga la custodia del siguiente estudiante (s):

Nombre del estudiante(s): _____

Doy mi consentimiento expreso para que mi hijo y/o mi hija participen en el siguiente evento, actividad o viaje:

Escuela: _____

Nombre del viaje: _____

Fecha: _____

Ubicacion: _____

Transporte: _____

Reconozco y entiendo que por ley un distrito escolar es generalmente inmune a la responsabilidad, excepto por aquellas situaciones que impliquen la aplicación de una fuerza disciplinaria o donde la propiedad o persona sea dañada o perjudicada a través del uso negligente de un vehículo motorizado operado por el distrito. Por lo tanto entiendo que el distrito escolar de Flour Bluff no es responsable bajo ninguna circunstancia de lesión o daño a mi hijo y/o hija a menos que las excepciones legales sean aplicables. También reconozco que el distrito escolar de Flour Bluff no es responsable bajo ninguna circunstancia de proporcionar seguro de gastos médicos independientes para éste acontecimiento, actividad o recorrido. Finalmente, reconozco que las reglas del distrito y del campus y el código de conducta estudiantil se aplicarán a mi hijo y/o hija mientras él o ella este participando en este evento, actividad o viaje.

Nombre impreso del padre/guardián

Firma del padre/guardián
New School Organization Form

Fecha

CTE Contact Information

Shayd Speed

Campus CTE Coordinator
(361)694-9847

Dr. Staci Cade

Director of Assessment, Accountability, and CTE
(361)694-9223

Gerald Padilla

College and Career Counselor
(361)694-9847

Melinda Montes

CTE Counselor
(361)694-9172

Jennifer Rendon

Administrative Assistant
(361)694-9223