



LUEDERS-AVOCA ISD
CAREER AND TECHNICAL
EDUCATION MANUAL

L-AISD CTE Contact

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**Public Notification of Nondiscrimination
in Career and Technical Education Programs**

Lueders-Avoca ISD offers career and technical education programs in Agriculture, Business Management, Career Development, and Criminal Justice. Admission to these programs is based on the student's interest.

It is the policy of Lueders-Avoca ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Lueders-Avoca ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices 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.

Lueders-Avoca ISD 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 and Section 504 Coordinator at bspikes@lueav.esc14.net, 325-228-4211.

Mission

The Lueders-Avoca Independent School District Career and Technical Education department collaboratively engages students, families, and industry partners to develop essential skills in a school culture that inspires innovative student-centered opportunities to enrich our community.

Vision

We will collaborate with our greater community to strategically develop opportunities and utilize resources to educate students, families, and school personnel, in order to prepare students for in-demand, high-skill, high-wage careers.

Student Success

1. Create pathways offering a coherent sequence of coursework, aligned resources, credentials, and work-based learning.
 - a. Establish processes for offering student credentials and documentation.
 - i. L-AISD will update CTE facilities and technology required to provide student coursework leading to credentials.
 - ii. L-AISD CTE will publish a student credential alignment yearly documenting certifications and licensures offered that align with the curriculum and courses offered.
 - iii. L-AISD CTE will create and implement a process to monitor, report, and provide feedback for student credentialing by 2023.

Customer Service

- b. Facilitate cross curricular, industry, and community education and engagement.
 - i. L-AISD CTE will unify stakeholders with district business industry partner events at least once yearly beginning in 2022.
 - ii. L-AISD CTE will provide opportunities for students to extend their classroom learning to real world scenarios.

Human Capital

2. Engage parents, staff, school leaders, and the greater community to diversify and prepare students as capable learners.
 - a. Staff engage in professional learning to improve CTE content, pedagogy, and accountability.
 - i. L-AISD CTE aligns teacher professional learning to the strategic plan, focusing on pedagogy and accountability in 2022-2023.
 - ii. L-AISD CTE will create opportunities for school leaders and the community to engage in college, career, and military learning.

Customer Service

- b. Collaborate with representatives for special populations.
 - i. L-AISD CTE will collaborate with Special Education personnel, meeting yearly
towards more effective inclusion practices in 2022-2023.
 - ii. L-AISD CTE will analyze data targeting professional learning for the inclusion of special populations.
 - iii. L-AISD CTE will facilitate program marketing and recruitment methods that are inclusive of every student and stakeholder.
- c. Create CTE Leadership Team for facilitation and shared decision representatives.
 - i. L-AISD CTE Leadership Team will meet bi-annually and collaborate on CTE programming and resources beginning 2022.

Fiscal Responsibility

- 3. Evaluate, monitor, and adjust programming for a continuous cycle of improvement.
 - a. Establish feedback procedures to acquire data regarding CTE program quality and effectiveness for student success.
 - i. L-AISD CTE will survey stakeholders and report data collected yearly.
 - b. Utilize data to adjust programming.
 - i. L-AISD CTE will analyze stakeholder feedback to adjust programming, resources, and professional learning yearly.

Acknowledgment of Receipt / Accountability

This form indicates that the teacher below has received a copy of the 2020-2021
Lueders-Avooca ISD Career and Technical Education Manual

Teacher's Last Name (Printed)

Teacher's First Name (Printed)

School

I understand and consent to the responsibilities outlined in the 2020-2021 Manual.

Signature of Teacher

Date

Overview

Career and Technical Education (CTE) provides rigorous and relevant coursework preparing individuals for high-demand, high-skill, and high-wage careers. CTE programs are transformed programs of study that no longer resemble the vocational education programs of previous decades.

As we prepare students for emerging and future careers, CTE coursework must encompass technical knowledge in specific program areas, while applying the skills learned in core content classes. Meeting this new educational demand requires new instructional delivery designs that integrate both academics and industry skills. Students will learn best by experience. Innovative instructional delivery promotes hands-on learning combined with advanced academics while meeting the needs of all learners.

The Division of College, Career, and Military Preparation has engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, and high-wage careers in Texas. The programs of study went into effect for 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). (TEA).

Perkins V Transition Plan

On July 31, 2018, the president signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into Law. Perkins V includes key changes that will impact the implementation of CTE programs, such as an added emphasis on programs of study, the addition of a Comprehensive Local Needs Assessment, and the introduction of new program quality indicators. The Texas Perkins V four-year state plan, covering all the requirements of the Act, was submitted to the US Department of Education upon approval by the Governor and State Board of Education in spring 2020 to encompass program years July 1, 2020-June 30, 2024.

Industry-Based Certifications (IBCs)

2019-2020 Approved Industry-Based Certifications for Public School Accountability

A list of the Texas Education Agency (TEA) industry-based certifications can be found at this link:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certification-resources>

General Responsibilities of CTE Teacher

The job description of a Career and Education (CTE) teacher encompasses multiple responsibilities and obligations. Teachers seek to influence the students through experiences that extend academic instruction that yields life-long benefits. Teachers behave in ways that consistently exhibit the highest standards of professionalism. The safety of our students is a priority.

CTE teachers involved in UIL events or other activities sponsored by a state or national organization are thoroughly acquainted with current rules, regulations, and dates pertaining to their disciplines. Students eligibility is 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 training campus teachers and leaders regarding such issues. Compliance concerns are reported to the campus principal, Director of CTE, and any other district level personnel that may need to have knowledge of such issues.

Conflict of Interest

An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District.

Outside Employment and Tutoring Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. The Districts' Business Manager/Human Resource or other appropriate administrator will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the District employee during non-school hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose. An employee shall not use his or her position with the District to attempt to sell products or services.

A person commits an offense if the person intentionally or knowingly offers, confers, or agrees to confer on another, or solicits, accepts, or agrees to accept from another, any benefit:

“Benefit” means anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the beneficiary has a direct and substantial interest.

A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions of government commits an offense if the public servant solicits, accepts, or agrees to accept any benefit from a person the public servant knows is

interested in or likely to become interested in any contract, purchase, payment, claim or transaction involving the exercise of the public servant's discretion. Penal Code 36.08(d) A

A benefit to a public servant required to file a statement under Government Code Chapter 572 or a report under Election Code Title 15 that is derived from a function in honor or appreciation of the recipient if:

- a. The benefit and the source of any benefit more than \$50 is reported in the statement.
- and b. The benefit is used solely to defray the expenses that accrue in the performance of duties or activities in connection with the office which are nonreimbursable by the state or political subdivision.

Donation Procedures

The Board delegates to the Superintendent the authority to accept unsolicited gifts on behalf of the District. However, any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval.

Once accepted, a gift becomes the sole property of the District. The District shall not accept any gift that would violate or conflict with policies of or actions by the Board or with federal or state law. Before the Superintendent accepts a gift or recommends acceptance of a gift to the Board, as applicable, the Superintendent shall consider whether the gift:

1. Has a purpose consistent with the District's educational philosophy, goals, and objectives.
2. Places any restrictions on a campus or District program.
3. Would support a program that the Board may be unable or unwilling to continue when the donation of funds is exhausted.
4. Would result in ancillary or ongoing costs for the District.
5. Requires employment of additional personnel.
6. Requires or implies the endorsement of a specific business or product [see GKB for advertising opportunities].
7. Would result in inequitable funding, equipment, or resources among District schools or programs.

8. Obligates the District or a campus to engage in specific actions.

9. Affects the physical structure of a building or would require extensive maintenance on the part of the District.

An employee who solicits gifts on behalf of the District or for use in the fulfillment of his or her professional responsibilities shall comply with relevant state and federal law and any District administrative regulations. All donations solicited on behalf of the District, including solicitations in the name of the District or a campus, or donations solicited using District or campus resources, become the sole property of the District.

Practicum

The Practicum course is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. This differentiation is appropriate and must be documented in the training plans of the teacher. To prepare for careers, students must attain 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 their knowledge and skills in a variety of settings. Teachers will attend a Practicum training every three years for updates. Practicum students will be instructed on safety and employer ethics before site work begins. The United States Department of Labor guides youth employment and makes recommendations for guidelines. <https://webapps.dol.gov/elaws/>

Written training plans must be on file for any student participating in either a paid or unpaid learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all training. Training plan forms are available at http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/. Lueders-Avoca ISD will require training plans for all student regarding of placement. A copy of each plan will be on file with the CTE Lead and with the teacher of record.

A teacher assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit each student training site at least **six times** each school year. The teacher must be provided time within his or her schedule to visit the training sites. The training site visits must not be conducted during the teacher's planning and preparation period. A calendar or plan for site visits will be submitted to the CTE Lead.

Training plans, agreements, evaluation forms, grading policies/standards, lesson plans, and employer information will be shared during the first three weeks of enrollment. Employers should be presented with child labor standards and a verification of that meeting or evidence will be submitted. Access to templates is given during training. Each program area creates specific forms and guidelines approved by the CTE Director before publishing to the community.

So, you are the teacher of record for a Practicum class, now what?

- Attend training
- Create all necessary forms
- Plan lessons and calendar, including plan for site visits
- Attend employer orientations
- Submit all lesson plans and forms to Director for approval
- Obtain signatures and agreements from students, parents, and employers •

Train students on safety and ethics

- Verify employer knowledge of child labor laws
- Visit sites, evaluate, and submit feedback

A year at-a-glance is a suitable substitution for lesson plans. Templates and examples are attached in the appendix.

Student Certifications

Lueders-Avoca ISD will reimburse the cost of a passing certification(s) once proof of completion is received.

Certifications Offered:

OSHA-10

OSHA-30

AWS Welding

Pharmacy Technician - Level 1

*More opportunities coming soon.

Safety Procedures

CTE courses with laboratory experiences will include an OSHA Certification Assessment. Safety agreements should be signed by students and guardians. Keep all documentation of safety instruction and assessments. The following courses must have a record of an attained OSHA 30-hour certification:

Practicum in Agriculture

Introduction to Welding

Welding I

Welding II

*Anatomy and Physiology teachers must complete their designated Science safety courses and document safety instruction and successful assessments proving student knowledge and accountability.

*Floral Design and Food Science courses will document safety instruction and assessments as approved by the Director of CTE.

Budget Policies and Procedures

Central CTE budget requests will occur via the Business Manager. Campus budgets are intended for consumable supplies for instruction. Site licenses, curriculum, small equipment, and large capital items will be purchased with central office approval. The funds provided are to be utilized for purchases for Campus/Student/Teacher needs in terms of routine daily program functioning and student learning. Purchases are expected to align with curriculum and CTE strategic planning.

Career and Technical Student Organizations (CTSO)

Career and Technical Student Organization (CTSO) exist in order to offer students an opportunity to extend classroom experiences into the areas of competition, community outreach, industry engagement and personal development.

Being an active member goes beyond competition; it is about becoming a productive, contributing community member. Membership is available to any student who meets the qualifications of membership as outlined by the respective organizations state and national by laws.

Approved Organizations

- FFA

Membership

CTSO membership is attained by enrollment in CTE courses. CTSOs are not clubs and organizations. By design, a CTSO is the route for extension of academics.

Student membership dues should be clearly stated and documented. Membership expectations should be in place prior to allowing students to participate in field trips or competitions. It is not enough to allow students to pay dues and attend competition without being actively engaged in other organization activities.

Required Documentation

The following documentation is shared with campus administration and BISD CTE.

- Current officer list
- Calendar of competition events
- Membership requirements including the cost of dues.
- Officer selection criteria
- Award criteria: Letter jacket requirements or graduation cords are examples.

Advisor Responsibilities

Advisors of CTSOs must be current CTE teachers. The advisor is expected to maintain accurate student records of membership, ensure that the experiences offered in the CTSO program are educational in nature, and strive to create leadership development experiences for all CTE students.

- Advisors are responsible for understanding all policies and procedures regarding the operation of a student organization.
- Advisors must maintain appropriate student/teacher relationships.
- Advisors are responsible for submitting completed permission forms when students travel away from the campus.
- Advisors are expected to work in collaboration with other district advisors to ensure continuity of all programs.
- Advisors are expected to ensure that all active members meet the criteria set forth by the organization.
- Advisors are required to complete appropriate travel paperwork
- Advisors are expected to ensure that students meet UIL eligibility requirements for all CTSO events.
- Advisors are responsible for ensuring students do not exceed the maximum number of allowable absences for school sponsored events.
- All CTSO chapters are expected to take part in district-wide events that promote CTE programs.
- Advisors are expected to maintain copies of all travel permission slips while on trips; the campus should be provided a copy as well.

- Advisors are expected to submit rosters to the ADA clerk in a timely fashion prior to travel.
- Advisors are expected to travel on all trips including state and national trips with their students. If an advisor knows they cannot travel with the group, the advisor should not advertise the trip for students. Student's will not be allowed to travel on trips where the advisor is not present.

CTE and SPED

According to the Carl D. Perkins Act, a person categorized as being a member of special populations defines an individual with a disability, comes from and economically disadvantaged family, is preparing for non-traditional fields, is a single parent or a single pregnant woman, is a displaced homemaker, or has limited English proficiency. In order to better understand the term, we should examine what each criterion under the special population category means.

- Individuals with disabilities

An individual with a disability means any disability as defined in Section 3 of the Americans with Disabilities Act of 1990. This mean the following:

A physical or mental impairment that substantially limits one or more of the major life activities, or a record of impairment, or being regarded as having impairment.

The CTE teacher will have a broad variety of individuals with disabilities in their program over their career.

IEP/ARD Meeting

Admission, Review, and Dismissal (ARD) Committee meets to develop the Individualized Education Program (IEP). The team talks about the student's needs, any special services they should have, and how progress will be measured.

Career and Technology Education (CTE) and Special Education Questions and Answers

1. Can a dually certified special education/CTE teacher serve both roles at the ARD Committee meeting?

The only way a teacher could serve in both roles is if he/she is employed by the district in both capacities. Otherwise, the teacher must represent the department for which he/she is employed to provide service. The CTE representative on the ARDC needs to have knowledge of the program. Being dually certified does not grant the teacher permission to sign the ARD paperwork in multiple capacities. The only context in which a dually certified teacher may serve in both a general education and a special education role is in an Early Childhood Program for students ages 3 or 4.

2. May the general education teacher and the CTE representative be the same person? Yes.
3. When is a CTE representative required to be at an ARD meeting?

According to: Chapter 75. Curriculum Subchapter BB. Commissioner's Rules Concerning Special Provisions for Career and Technology Education. §75.1023. Provisions for Individuals Who Are Members of Special Populations. (d)(1) -- The ARD committee shall include a

representative from career and technology education, preferably the teacher, when considering initial or continued placement of a student in career and technology education.

***The following confidentiality notice and nondiscrimination statement will be included on staff email signatures. Nondiscrimination statements should also be included on all public documents and communications.

CONFIDENTIALITY NOTICE: This email and attached documents may contain confidential information. All information is intended only for the use of the named recipient. If you are not the named recipient, you are not authorized to read, disclose, copy, distribute or take any action in reliance on the information and any action other than immediate delivery to the named recipient is strictly prohibited. If you have received this email in error do not read the information and please immediately notify sender by telephone to arrange for a return of the original documents. If you are the named recipient, you are not authorized to reveal any of this information to any other unauthorized person. If you did not receive all pages listed or if pages are not legible, please immediately notify sender by phone.

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Es norma del distrito de Lueders-Avoca ISD no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades vocacionales, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.