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*Inspire • Engage • Prepare*

# *Career and Technical Education*

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## **Policy and Procedures Manual 2016-2017**



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TISD CTE offers an equal education opportunity. We admit students and make available to them all of the program advantages, privileges and courses of study without regard to race, color, national origin, sex, or handicap in its programs, services or activities as required by Title VI of the Civil Right Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Dr. Scott Moger and/or the Section 504 Coordinator, Jennie Mathesen at 200 North 23<sup>rd</sup> Street, Temple, Texas, (254) 215-8473.

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**The Program Design**



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## DESCRIPTION

The Temple Independent School District (TISD) Career & Technical Education (CTE) Department educates today's students to become leaders in tomorrow's workforce using:

- integrated instruction and curricula
- current technologies and state-of-the-art equipment
- and, most importantly, business partnerships

to create learning environments that empower students to enter the constantly changing workforce. TISD CTE courses integrate academic rigor, technical, and employability skills thus preparing students for the highly technological and competitive workplace of the 21st century.

Our programs are strategically designed to train students for life-long success in high-wage, high-skill, and high-demand occupations and career fields. Many TISD CTE programs allow students to earn college credit in escrow through Articulated Credit, as well as direct college credit through Dual Credit agreements with area colleges, including Temple College and Texas State Technical College.

TISD CTE Programs:

- Provide rigorous instruction through hands-on, problem solving projects
- Teach and reinforce state and national academic standards
- Provide instruction and training in high-demand career occupations
- Link to local and regional businesses and industries
- Prepare students for workforce success locally, regionally, and globally
- Prepare students for post-secondary education
- Offer career development activities
- Provide opportunities to earn industry recognized certifications

## VISION

To *inspire, engage and prepare* students in order to promote success in the constantly changing workforce

The CTE vision is defined by five guiding principles.<sup>1</sup> Collectively, they serve as guideposts for CTE leaders and partners to set priorities and make decisions affecting CTE programs, policies and priorities—and to chart a new course for CTE in the 21st century.

- *Principle 1:* CTE is critical to ensure local, regional, state, national and global competitiveness for TISD students
- *Principle 2:* CTE actively partners with employers to design and provide high-quality, dynamic programs
- *Principle 3:* CTE prepares students to succeed in post-secondary education and careers
- *Principle 4:* CTE delivers comprehensive courses incorporating academic rigor as well as technical and employability skills and aligns programs of study to The National Career Clusters® Framework
- *Principle 5:* CTE is a results-driven system that links to greater earnings, improved employability, and positive cost-benefit ratio

## MISSION

To prepare students for workforce readiness and lifelong learning by providing real-world business and industry experiences as well as exposing students to post-secondary education opportunities as a part of their high school experience

## PURPOSE

To promote post-secondary readiness, Career and Technical Education classes will *inspire, engage and prepare* students.

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<sup>1</sup> Adapted from the National Association of State Directors of Career and Technical Education Consortium (NASDCTEc)

## OVERVIEW

Temple Independent School District (TISD) Career and Technical Education (CTE) provides students across the district with academic rigor, technical training and employability skills necessary to succeed in future careers and to become lifelong learners. These academically rigorous, integrated and sequenced career-themed programs of study align with post-secondary education and workplace readiness. Students in CTE courses experience opportunities to acquire the competencies required in today's workplace – critical thinking skills, collaboration, problem solving abilities, innovation and communication.

Of the 16 federal career pathways outlined in House Bill 5, TISD offers courses and pathways associated with 15.

## HOUSE BILL 5

House Bill 5 (HB5) has significantly impacted education in several key areas: First, the number of required credits a student must earn to be on the "Foundation" graduation plan is 22. This decrease, coupled with an emphasis on career endorsements, creates more opportunities for students to participate in CTE courses. Second, students graduating under the HB5 "Distinguished" plan must select *at least one* endorsement associated with a career path – Arts and Humanities, Business and Industry, Public Service, STEM, and Multidisciplinary. Third, CTE has become a part of the State's accountability system as related to post-secondary readiness.

## PARTNERSHIPS

Educators and business leaders share common goals as well as common challenges – both manage complex operations; both want to ensure that students' graduate high school prepared with the skills necessary to succeed in the workplace and in further educational opportunities. By working together, schools and businesses can achieve far more than by tackling the goals and challenges independently. Together, education and businesses partnerships:

- Create strong advocacy teams to drive purposeful initiatives impacting student learning and thus preparing the future workforce

- Develop an educated workforce by offering real-world opportunities for student engagement through job-shadowing experiences, internships, mentoring programs, business tours, and serving as guest speakers
- Generate positive publicity and brand awareness for both entities through partnership success and improved student outcomes
- Establish additional funding streams for programs, including in-kind contributions
- Expand corporate citizenship engagement – by providing volunteer opportunities to employees, businesses can increase employee motivation and retention rates while also providing a dedicated and skilled volunteer base for schools.

In short, education and business partnerships produce a more skilled and better prepared workforce that enhances economic stability and growth. TISD CTE invites you to partner with us to prepare and equip your needed employees.

## PARENT and COMMUNITY COMMUNICATION AND INVOLVEMENT

TISD CTE is committed to providing relevant and needed information regarding our CTE programs with open and direct communication practices. Why? Because together we are better and our students are more equipped to succeed.

Methods of communication include the TISD website, email, mail, phone calls, text messages, mobile applications, etc. I invite you to contact CTE staff or leadership with any questions, thoughts, ideas, or concerns that you may have or to find out how you can become more involved.

Denise Ayres, Director of CTE · [denise.ayres@tisd.org](mailto:denise.ayres@tisd.org) · 254.215.7030

## GOAL

TISD CTE aims to empower students to enter the constantly changing workforce. To prepare students for workforce readiness and lifelong learning, TISD CTE will provide real-world business and industry experiences as well as expose students to post-secondary education opportunities as a part of their high school experience. In short, TISD CTE will *inspire, engage and prepare* students for life after high school.

## ACTION

In order to effectively inspire, engage and prepare students for post-secondary success, TISD CTE programs are designed and implemented based on three key factors:

1. Labor Market and Workforce Data
2. Advisory Council Input
3. Student Career Interest Survey Results

## CAREER PATHWAYS

*AGRICULTURE, FOOD & NATURAL RESOURCES* – Careers relating to plant and animal systems, food production and processing, natural resources systems and power, structural and technical systems

*ARCHITECTURE & CONSTRUCTION* – Careers in designing, planning, managing, building and maintaining the build environment

*ARTS, A/V TECHNOLOGY & COMMUNICATIONS* – Careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services

*BUSINESS MANAGEMENT & ADMINISTRATION* – Careers in planning, organizing, directing and evaluating business functions

*EDUCATION & TRAINING* – Careers relating to the planning, managing and provision of education and training services, and related learning support services

*FINANCE* – Careers in financial and investment planning, banking, insurance and business financial management

*GOVERNMENT & PUBLIC ADMINISTRATION* – Careers relating to Governance, National Security, Foreign Service, Planning, Revenue and Taxation, Regulation, and Management and Administration at the local, state, and federal levels.

*HEALTH SCIENCE* – Careers relating to the planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development

*HOSPITALITY & TOURISM* – Careers involving the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services

*HUMAN SERVICES* – Careers relating to family and human needs such as early childhood development and services, counseling and mental health services, family and community services, personal care services, and consumer services

*INFORMATION TECHNOLOGY* – Careers in design, development, support and management of hardware, software, multimedia and systems integration services

*LAW PUBLIC SAFETY, CORRECTIONS & SECURITY* – Careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services

*MANUFACTURING* – Careers in planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering

*SCIENCE TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM)* – Careers in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services

*TRANSPORTATION, DISTRIBUTION & LOGISTICS* – Careers relating to various vehicle systems, the logistics used to move goods and services to consumers, and the components of transportation infrastructure

For specific course information, refer to the TISD Middle School and High School Course Catalogues:

Middle Schools: <http://tinyurl.com/gbznxxj>

High School: <http://tinyurl.com/nz34re8>

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\*The 16<sup>th</sup> career cluster, Marketing, relates to careers in planning, managing and performing marketing activities to reach organizational objectives. Current labor market and workforce data shows that this career area is not in high-demand or high-growth. Therefore, TISD chooses not to offer this career cluster at this time.

## ELIGIBILITY

TISD CTE offers an equal education opportunity. We admit students and make available to them all of the program advantages, privileges and courses of study without regard to race, color, national origin, sex, handicap or age in its programs, services or activities.

If there is a student with limited English proficiency, a qualified TISD staff member will assist the student in completing the necessary forms, as applicable, and assist in interpreting during the application process, as needed, *upon the request of the student*.

Disabled students may voluntarily self-identify for the purpose of requesting reasonable accommodations during the admission process.

Information on limited English Proficiency and/or disability submitted voluntarily by the applicant, for the purpose of receiving assistance and accommodations during the entire admission process, will not affect his/her admission to any CTE program.

Any student enrolled in TISD is eligible to register and/or apply for fall admission or admission during the school year to CTE programs. The student must be eligible to be promoted into the grade that they seek to enter for fall admission.

Transfer students from other districts, charter schools, private schools, and/or home school settings may also apply for fall admission or admission during the school year provided they expect to be promoted to the grade they seek to enter by their current school.

All students will be evaluated according to the selection criteria contained in these guidelines; however, qualified TISD students will be given priority.

## RECRUITMENT

TISD disseminates information about CTE programs and courses offered through a variety of methods, including:

- Student-centered career day events targeted to applicable incoming grade levels
- Student tours of community businesses
- Open house events for students and parents
- Student course catalog, annually updated and distributed as well as posted to the website
- One-on-one student meetings with counselors
- Parent conferences/meetings

## ADMISSION PROCESS

TISD counselors review Career Cruising and/or student interest inventories in order to place students into courses according to their area(s) of interest.

TISD offers CTE programs in:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law Public Safety, Corrections & Security
- Manufacturing
- Science Technology, Engineering & Mathematics (STEM)
- Transportation, Distribution & Logistics

Admission to these programs is based on four components:

1. Aptitude as evidenced in successful completion of prerequisite courses and scored on program preparedness rubric
2. Interest
3. Age appropriateness
4. Class space available
5. Overall student schedule

During one-on-one student-counselor meetings, students identify and register for courses of interest, such as CTE program courses, as well as other necessary courses to meet graduation requirements.

Some CTE courses require job-shadowing and internship experiences with area businesses. For example, the Health Science program frequently requires students to participate in clinical rotations at various local health care facilities. Additionally, the Veterinary Technician Assistant program and the Manufacturing program both have regular interaction with partnering businesses. Since students in such programs have direct contact with patients and/or businesses, these programs may have an application and interview process required for admission. Additionally, some CTE programs may have a program readiness rubric by which all students must meet a minimum standard in order to be admitted to the course.

English as a Second Language (ESL) services are offered to students who are English Language Learners (ELLs). Program qualification is based on an oral language proficiency test and Language Proficiency Assessment Committee recommendation. A Newcomer program is available for students who are new to the country and meet qualification criteria. All ELLs are assessed each year with a state assessment called Texas English Language Proficiency Assessment System (TELPAS) to measure English acquired in the domains of Reading, Writing, Speaking and Listening. ESL curriculum and strategies are embedded and taught by ESL certified teachers across the district to meet each student's needs.

Special education courses for students who qualify for special education services will be determined by the student's admission review and dismissal (ARD) committee. An ARD Committee meeting must be held when considering an initial placement or a continued placement in a CTE course. A representative from CTE, preferably the teacher, is a required member of this ARD. 19 Texas Administrative Code [§75.1023\(d\)\(1\)](#), 20 United States Code [§2301](#). The student's ARD committee will meet annually to develop an Individualized Education Plan (IEP) and develop a schedule of courses, including applicable CTE courses, for each school year. Transition ARDs for current 8th graders will be held in the spring to develop an IEP and course schedule for the student's 9th grade year.

Students with disabilities who are unable to be appropriately served in inclusive CTE courses, even with modifications, may be served in specialized, self-contained CTE courses for students with disabilities. These are general education courses in which content and instruction may be adjusted to accommodate the needs of students in specialized CTED classes.

## SELECTION PROCESS

Upon the completion of student registration for current TISD students, a vetting process is followed for courses with an overflow of student requests. Steps to this process include:

1. Remove students who have not met prerequisite criteria as identified in the course catalog and on the program preparedness rubric.
2. Remove students who do not have opportunity or schedule space to complete required classroom hours for an industry recognized license and/or certification, as outlined by that licensing or certifying authority. For example, a senior registering for Cosmetology 1 does not have the years needed to complete the licensure requirements. Therefore, this student may be removed from the class.
3. Apply a random number generator for remaining students to determine which students are removed using a fair and equitable method.

Counselors meet with students transferring into TISD to examine courses taken at their previous school and to align their schedule based on these courses, student interest and graduation requirements. Transfer students are vetted for overflow classes following the same processes outlined for currently enrolled TISD students.

Practicum level courses require that specific learning be achieved and specific criteria be met. Therefore, all students registering for a practicum course must meet the required standards:

1. Be eligible to be promoted into the grade that they seek to enter for fall admission or admission during the school year
2. Meet defined criteria as identified by program specific applications and rubrics
3. Successfully complete course prerequisites

## GRADUATION CORDS

Students are eligible to earn a graduation cord in recognition of their longevity and success in a program of study. To earn a cord, these four requirements must be achieved:

1. Students must have 3 or more years in a coherent course sequence
2. Students must earn 4 or more credits in a coherent course sequence
3. Students must be in a senior level class of this course sequence during their senior year
4. Students must complete a capstone project during their senior year that relates to the coherent course sequence; the capstone experience may include one of the following options:
  - a. An internship experience

- b. A research project
- c. A senior project with a presentation to a teacher and members of the community
- d. Participation in at least one dual credit course with an end of year presentation given
- e. Cross-curricular research project
- f. Digital portfolio – a collection of high school successes and Endorsement experiences
- g. An approved competitive event or certification with an external presentation and evaluation

Note: Capstone projects are designed and developed collaboratively with the student and with their program of study teacher, or, with an assigned faculty member. In addition, seniors earning a graduation cord must be articulated and matriculated into post high school education or workforce.

Students are responsible to notify their program of study teacher in January that they are eligible to receive a graduation cord.

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**The Strength of Partnerships**



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## MISSION

To analyze educational choices in order to make strategic decisions that lead to successful opportunities for students and business

## PURPOSE

The TISD CTE Business & Industry Advisory Council exists to advise, assist, support, and advocate for Career and Technical Education programs.

## FUNCTION

The Council will:

- Link education with business and industry
- Enable the District to glean feedback and insight from business experts in order to implement relevant and innovative CTE initiatives
- Provide opportunity for business and industry leaders to gain knowledge about CTE options, programs and legislation
- Cultivate a collaborative, cross-beneficial relationship with TISD and local businesses

The Council serves solely in an advisory capacity in order to aid the District in providing meaningful, forward-thinking education. The Council works cooperatively with school personnel in reviewing and providing feedback regarding educational initiatives.

Members are volunteers who agree to share expert knowledge associated with Career and Technology Education. Additional industry specific committees may be established as needed.

The Council forms four functions: (1) Advise, (2) Assist, (3) Support, and (4) Advocate.

## MISSION

To represent the interest of CTE – *Wildcat Workforce* – students and provide input and feedback on educational programs

## PURPOSE

The Temple High School CTE Student Advisory Council exists to **advise, assist, support** and **advocate** for the Career and Technical Education – *Wildcat Workforce* – programs.

## FUNCTIONS

The Council will:

- Enable the Director to glean feedback and insight from students
- Provide opportunity for students to gain knowledge about CTE initiatives and programs
- Cultivate a collaborative, cross-beneficial relationship with the CTE Director and CTE students

The council serves solely in an advisory capacity in order to aid the District in providing meaningful, forward-thinking education. Members are student volunteers who agree to advise, assist, support and advocate for *Wildcat Workforce* programs and initiatives.

## CRITERIA TO PARTICIPATE

- Student in 9<sup>th</sup> – 12<sup>th</sup> grade
- Teacher recommendation
- Letter of recommendation from a teacher or coach
- Application submission
- Passing all classes
- Good attendance

Because of purposeful partnerships with area Institutes of Higher Education, including Technical Schools, Community Colleges and Universities, TISD CTE is proud to offer students opportunities to earn both dual credit as well as articulated credit.

#### DUAL CREDIT

High School courses offered for dual credit enable high school students to enroll in a college course and **simultaneously earn high school credit AND college credit** for the course. This course structure enables high school students to earn college credit hours before graduating from high school, making their **transition to the collegiate campus smoother** and their **likelihood of graduating from college greater**.

#### ARTICULATED CREDIT

Articulated credit is "college credit in escrow." Articulation agreements, like dual credit agreements, give students the opportunity to **simultaneously earn high school credit AND college credit** for the course. However, students must graduate high school THEN enroll in the collaborating college to earn the articulated college credit.

#### COSTS

While there is a student cost associated with earning Dual Credit, there is no cost to the student to earn Articulated Credit

#### BENEFITS OF BOTH DUAL AND ARTICULATED CREDIT

- Seamless transition from high school to college
- Greater likelihood of success in subsequent collegiate work
- Greater likelihood of earning a high school diploma and a college degree
- Reduced cost of enrolling in higher education courses
- Opportunity to access college facilities and resources such as tutoring services, computer labs and counseling services

- Enhances skills required to be successful at the collegiate level such as time management skills, critical thinking skills, study skills and following directions and procedures

#### TISD HIGHER EDUCATION PARTNERS

Specific TISD Technical College, Community College and University partners include:

- Central Texas College
- McLennan Community College
- Temple College
- Texas State Technical College

Approximately 25 CTE Courses give students a choice of dual or articulated college credit. TISD routinely examines programs and reviews partnerships to update and add opportunities for continued student success.

Research tells us<sup>2</sup> that the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to:

1. Create a home environment that encourages learning
2. Express high (and realistic) expectations for their children's achievement and future careers
3. Become involved in their children's education at school and in the community

It continues to show that parent involvement activities that are effectively planned and well implemented result in substantial benefits to students, parents, educators, and the school.

#### THE STUDENT BENEFIT

- Higher achievement demonstrated by better grades, higher test scores, and better attendance
- More consistent completion of homework
- Increased self-esteem, more self-disciplined, and higher aspirations and motivation toward school
- Improved behavior in school and less suspension for disciplinary reasons
- Less stressful transitions from junior high to high school to work and/or college
- Decreased likelihood of dropping out of school

#### THE PARENT BENEFIT

- Increased interaction and discussion with children
- Increased awareness, responsiveness and sensitivity to children's social, emotional, and intellectual developmental needs
- Increased confidence in parenting and decision-making skills
- Increased understanding of the teacher's job and school curriculum
- Increased awareness of and thus greater involvement in policies affecting their child's education

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<sup>2</sup> The Benefits of Parent Involvement: What Research Has to Say. (2010, July 20). Retrieved August 9, 2015.

## THE EDUCATOR BENEFIT

- Increased morale for teachers and administrators
- Increased professional respect
- Improved communication and relations between parents, teachers, and administrators
- Increased understanding of families' cultures and diversity
- Deeper respect for parents' abilities and time
- Increase in job satisfaction

## THE SCHOOL BENEFIT

- Improved community reputation
- Greater community support
- Increased student success and overall performance across higher quality programs

Meaningful student involvement ultimately equates to “the process of engaging students as partners in every facet of school change for the purpose of strengthening their commitment to education, community and democracy.”<sup>3</sup>

Now, more than ever before, it is imperative that students take an active role in their own learning. As education moves toward more rigorous programs of study and creates greater opportunities for student choices through the implementation of HB5, it is incumbent upon the student to take an active role in his/her education and ultimately, his/her future.

Student best practices include:

- Remain focused toward success
- Make a point to complete all assignments
- Read often! Reading is the foundation for nearly all subject areas
- Challenge themselves – set goals as well as milestones and then re-evaluate as often as necessary in order to adjust goals as needed
- Consider what you want to do in life

In addition to classroom lessons and participation, students have opportunities to support and extend learning by:

- Participating in Career and Technical Student Organizations
- Serving as a Student Ambassador to engage in selected activities
- Serving on the CTE Director Student Advisory Council (application process required)
- Participating in Community Service projects and activities
- Etc.

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<sup>3</sup> Fletcher, A. (2008, November 1). Educational Leadership: Giving Students Ownership of Learning: The Architecture of Ownership. Retrieved August 9, 2015.

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**The Implementation of Best Practices**



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## INTERDEPARTMENTAL COMMUNICATION PRACTICES

Open communication is practiced across the CTE department between colleagues, parents and students in order to provide relevant and needed information. Methods of communication include one-on-one meetings, group meetings, department meetings, email, text messages, phone calls, mail, the TISD website, etc.

Foundational expectations:

- The CTE department will practice direct, timely, efficient and professional communication.
- The CTE department will keep parents and students informed; when grades drop below a 75, parents will be notified.

I invite you to contact me at any time with any questions, thoughts, ideas, or concerns. If you stop by my office and I am unavailable at that time, please let my secretary know. I will then follow up with you as soon as possible.

*It is the CTE department expectation and District practice that all personnel respond to messages – email, phone calls, and/or texts – within 24 to 48 hours.*

## SOCIAL MEDIA USE AND PRACTICES

Teachers and staff are encouraged to use social media to promote program information and student successes. When using any form of social media,

1. Collaborate with the TISD Director of Communication to **ensure they are an administrator on each social media site.**
2. Add value. Provide worthwhile information and perspective. The *Wildcat Workforce* brand is best represented by its people and what you publish may reflect our brand.
3. Act professionally.
4. THINK before posting. Consider:
  - a. Does this add value?
  - b. Does this align with the mission and purpose of *Wildcat Workforce* programs?

- c. Is this the best format to deliver and/or promote this information?
  - d. Is this the best time to deliver and/or promote this information?
  - e. Is it true? Is it hurtful? Is it legal? Is it necessary? Is it kind?
5. Post frequently. “Friends” or “followers” won’t have a reason to follow you on Facebook or Twitter if they can’t expect new information regularly.

## PURCHASES

To purchase needed supplies and materials for your class or program:

1. Complete the updated CTE purchase order request form **prior** to making any purchases (this form can be found in the shared CTE Department folder in Google Drive).
2. Turn in or email the completed purchase order request to the CTE department secretary. Include pictures and item descriptions – this can be done by going to the vendor website and adding the requested items to the cart, then printing the cart list and attaching it to the purchase request. These steps help to promote accurate ordering and minimizes questions.
3. **PLAN AHEAD** – Purchase requests need to be submitted two weeks ahead of the desired purchase date.
4. Once approved, you will be notified that the purchase may be made using a purchase order or the department credit card.\*  
\*NOTE: The department has just two credit cards to share amongst 28 educators.
5. Department credit cards may be checked out between 4:15pm – 4:30pm to use for making the approved purchase and returned the following morning between 7:45am – 8:10am. When checking out a credit card, sign the credit card check out log. Sign the log again when turning in the credit card **WITH** the needed receipts. ALL RECEIPTS MUST BE TURNED IN **WITH** THE CREDIT CARD.
6. Cards must be signed out by the person making the purchase. A sales tax exemption form (received when checking out the card) must be used with each credit card purchase. If sales tax is charged, the person making the purchase will be personally responsible for paying the sales tax or getting a refund for the tax charged.
7. When checking out a credit card to make an online purchase, verify the vendor will email a receipt *immediately* following the purchase. **NOTE: Some vendors, Walmart, for example, will charge tax when making an online purchase. This portion of the charge will need to be reimbursed at the same time the credit card and receipts are turned in.**
8. Credit cards must be returned to the department secretary the morning immediately following an afternoon check out between 7:45am and 8:10am.

The person who signed out the card must sign in the card. **ALL RECEIPTS MUST BE TURNED IN WITH THE CREDIT CARD.**

9. Itemized receipts are needed for all purchase. **Place receipts AND a copy of the approved purchase request in an envelope marked with – a) Your name; b) Vendor – and submit to the CTE department secretary for appropriate processing.**
10. Credit cards will not be checked out over a weekend unless special circumstances exist.
11. If items are purchased with personal funds before pre-approval is given, risk of non-reimbursement is assumed. Please plan ahead and utilize a department credit card or purchase order to avoid this risk.
12. *Failure to follow these guidelines could result in loss of credit card privileges.*

## RECEIVING PURCHASES

To ensure all purchases are received and paid for in a timely manner, follow these procedures:

1. Open packages as soon as they are received.
2. Review the order to verify that it has shipped correctly.
3. Highlight any items on the packing slip that were not received or that are on back order.
4. Turn in the ORIGINAL copy of the packing slip with needed highlights to the department secretary within 24 hours of package receipt.

## TRAVEL

*School Sponsored Trips*      Students who participate in school-sponsored trips shall be required to ride in transportation provided by the school to and from the event. An exception may be made if the student's parent or legal guardian personally requests that the student be allowed to ride with the parent or presents a written request to the principal or department director before the scheduled trip that the student be allowed to ride with an adult designated by the parent. The District shall not be liable for any injuries that occur to students riding in vehicles that are not provided by the school.

*Elementary School*      Elementary school students shall not be allowed any overnight trips unless approved by the Superintendent or designee.

<i>Middle School</i>	Middle school students shall not be allowed any overnight trips unless approved by the Superintendent or designee.
<i>High School</i>	High school trips may not exceed three consecutive days without Board approval. All out-of-state trips shall have prior approval of the Board. Trips that are longer than 150 miles one way must be approved by the Superintendent or designee. Out of state trips may not be made during non-school hours unless an invitation has been extended to compete in a nationally recognized contest.
<i>Non-Curricular</i>	School transportation shall not be provided for non-curricular or pleasure trips.
<i>Out of State Trips</i>	Wildcat Workforce teachers must have director approval before approving any out of state trips. Additionally, all out-of-state trips must have Board approval before scheduling.

To gain travel approval and to then schedule travel, follow these steps:

1. Complete a travel request form **prior** to making any travel arrangements, including any registrations\* (this form can be found in the shared CTE Department Folder). **All travel should be pre-approved.** If registrations are made utilizing personal funds before receiving travel approval, the risk of non-reimbursement is assumed.
2. Include a conference, workshop or event agenda with each travel request pertaining to a conference or workshop.
3. Once you are notified of travel approval, register for the conference or workshop using a department credit card.
4. Once travel is approved, the department secretary will add it to the shared department calendar. If travel details change after approval is given, pre-approval must be given again following the steps above.
5. All hotel reservations will be made by the department secretary and secured with a department credit card.
6. Requests for specific hotels are welcome. However, if that particular hotel does not fall within the designated budget guidelines or if they are not an approved TISD vendor, an alternate hotel will be selected at the discretion of the department secretary.
7. Hotel arrangements are made based on two same-sex adults per room and four same-sex students per room. If a single adult room is preferred, the additional cost must be paid personally.
8. **PLAN AHEAD.** All travel must be pre-approved. **Travel requests must be submitted at least one month prior to the required registration date.** Student travel using the Agri-Science truck must be submitted two weeks prior to the first travel day. **All travel details should be finalized at least two days before departure.**
9. When utilizing TISD transportation:
  - a. Departure times must be after 8:30am.\*
  - b. Return time is 2:30pm. (This is the time transportation arrives back to the campus so the actual departure time from your travel location will be earlier.)\*
  - c. No field trips will be scheduled on early release days\*NOTE: Time restrictions vary when scheduling travel related to curriculum and/or practicum courses.
10. When traveling in groups of two or more, plan to carpool. Mileage will be reimbursed for one car per four people. When reserving a TISD vehicle, the type of vehicle will be determined based on the number of travelers.
11. Itemized receipts must be turned in for all meals when traveling. Meal reimbursement is covered for overnight travel only. Overnight travel meals on the first and last day of travel will be reimbursed at 75%. **Place receipts in an envelope marked with – a) Your name; b) Dates of travel; c) Destination; d) Reason for travel – and submit to the CTE department secretary for reimbursement.**

12. TISD medicine procedures – If a student must take medicine during an overnight trip, contact the principal or school nurse for information on procedures that must be followed.

## CREDIT CARD USAGE

Overview – Each campus or department is issued a MasterCard to use when immediate purchases are necessary. This Purchasing Card is a corporate charge card, which will not affect the Cardholder's personal credit; however, it is the Cardholder's responsibility to ensure that the card is used within stated guidelines. Since it is a corporate card, any person in possession of the card is authorized to use it.

Cardholder Responsibilities – The principal or department head is responsible for the security of the card. Responsibilities may be delegated to others, but understand that except for theft or similar circumstances, any charges to this card will be charged to the cardholder's budget.

The credit card should be kept at the campus/department level; responsibility for the card should be placed with one person. The card should be locked in a secure location when not in use, and access should be limited.

When issued to staff, there should be a strict limit on return time to prevent loss or misplacement. A check-out log is to be maintained to know who is in possession of the card at any given time.

**A sales tax exemption certificate must be used for every MasterCard purchase.** Both the credit card and a tax-exemption certificate need to be given to the cashier at the time of purchase.

\*Note – Some vendors have tax-exemption cards specific to their store. This must be used in such situations in order to receive the tax exemption.

Making Purchases – A properly completed and approved purchase order request form is required **before** receiving the card.

### Restrictions

- The credit card is to be used only to make purchases for the legitimate benefit of Temple ISD.
- The card is not to be used for travel-related expenditures, such as registration fees, hotels, airline tickets, etc. **until** a completed *and approved* travel form is in

place.

- If you check out a district card for travel-related expenses, you will need to maintain records as to individual amounts that make up group purchases (i.e. meals, etc.).
- Absolutely no personal purchases should be made on these cards.
- Employees who are found to have inappropriately used the Purchasing Card will be required to reimburse the District for all costs associated with such improper use. They will also be subject to revocation of use privileges and/or disciplinary action, up to and including termination of employment.

Disputes and Billing Errors – The Cardholder should notify the Executive Director of Finance and/or the accounting supervisor of any disputed purchase. The following information will be required:

- Transaction Date
- Merchant Name/Description
- Dollar Amount
- Reference Number
- Reason for Dispute

Notification can be accomplished by email or phone.

Credits – Vendors will issue credits to the Purchasing Card account for any item they have agreed to accept for return. This credit will appear on a subsequent statement.

***Under no circumstances should an employee accept cash or gift cards in lieu of a credit to the Purchasing Card account.***

Spending Limits – Card spending limits have been set based on historical spending habits. Requests for adjustments to these limits (either permanently or temporarily) may be sent to the executive director of finance.

Lost, Misplaced, or Stolen Cards – Cardholders are required to immediately report any lost, misplaced, or stolen cards to the executive director of finance at 215-6772 or the accounting supervisor at 215.6767 at the first opportunity during normal business hours.

## STANDARD HOURS and TIME-OFF REQUESTS

Standard hours are 8am to 4:30pm. Exceptions include hours necessary for assigned teacher duty responsibilities, department and/or faculty meetings, and other duties as assigned.

To request discretionary time-off, email the CTE director **BEFORE** submitting the request in Aesop. All discretionary time off must have pre-approval from the CTE director before submitting in Aesop. If you are sick or have an emergency, submit the absence in Aesop immediately then notify the CTE lead teacher regarding the absence. Sick leave must be submitted by 6:30am the morning you need to be out.

If you will be out for a brief time and need a class covered, please collaborate coverage with your colleagues and notify the CTE lead teacher AND department secretary once a plan is in place.

Per District policy, discretionary leave may not be taken on the following days:

1. The day before a school holiday
2. The day after a school holiday
3. Days scheduled for end-of-semester or end-of-year exams
4. Days scheduled for STAAR or TAKS tests
5. Professional or staff development days

## CONFERENCE PERIOD

All teachers are given a 45+ minute conference period and a 30 minute lunch hour. While infrequent, it may be necessary for teachers to attend a student Admission-Review-Dismissal (ARD) meeting or to cover another teacher's classroom during a conference period.

## STAFF PARKING

TISD Temple High School *Wildcat Workforce* teachers and staff may utilize parking in front of or behind the CTE building as long as a faculty parking permit is clearly displayed from the rearview mirror. See the assigned campus designee to be issued a valid staff parking permit.

## STUDENT PARKING

Student parking is located in the front of the Temple High School campus. Students are **not** permitted to park in front of or behind the CTE building at any time.\*

\*Note: Automotive Technology students may utilize identified parking in front of the CTE building as marked – “Automotive” – *WITH* a valid 2016-2017 Automotive parking sticker.

## STANDARD CLASSROOM REQUIREMENTS

<i>Posted Teaching Schedule</i>	Use the TISD template provided. Complete the table with your teaching schedule and post it outside of your classroom door
<i>Tutoring Schedule</i>	Post your tutoring schedule both outside your classroom door and inside your room, preferably at your information station
<i>Procedures, Expectations, Consequences, Rewards</i>	Post your classroom procedures, expectations, consequences and rewards in your classroom so that they are visible to students and visitors to your classroom
<i>Tardy Log</i>	Place your tardy log in a location near your door so that tardy students can easily sign the log without disruption to class. It is also helpful to have pens/pencils near the log to minimize disruption
<i>Information Station</i>	Create a bulletin board or binder where students can quickly access information about your class; include tutoring schedule, assignments and homework, upcoming tests and quizzes and other important information and dates
<i>Parent Contact Log</i>	With your log, include behavioral expectations with details specific to your class rules and consequences
<i>Substitute Folder</i>	Leave your substitute folder on your desk where it can be easily seen and located by a substitute teacher in your absence (see page 31-32 for specific substitute folder details)

## Bulletin Boards

Bulletin boards in and outside the classroom serve multiple functions: they help establish a positive school climate; they add personality and personalization to a school and/or department; they set the stage for learning; and, they reinforce learning. To better accomplish these achievements, **CTE bulletin boards should be updated at the beginning of every other six weeks grading period.**

**To begin the school year efficiently, prepare EACH of these standard classroom requirements by or before the first day of school.** Discuss and practice implementation within the first week. For assistance preparing any these standard classroom requirements, see the CTE department lead teacher.

## COURSE SYLLABUS

Syllabi serve several important purposes, the most basic of which is to communicate the instructor's course design. Other functions commonly served by a syllabus include:

- To convey enthusiasm for the topic and expectations for the course
- To show how this course fits into a broader context ("the big picture")
- To establish a contract with students by publicly stating policies, requirements, and procedures for the course
- To set the tone for the course, and convey the role of the teacher and the role of the students
- To help students assess their readiness for the course by identifying pre-requisite areas of knowledge
- To help students manage their learning by identifying outside resources and/or providing advice
- To communicate course goals and content to colleagues

REQUIRED ELEMENTS TO INCLUDE IN EACH TISD CTE SYLLABUS ARE:

<i>Course Introduction</i>	A general introduction and welcome to the course
<i>Overview</i>	A general overview to include major topics, units, books to be read and/or studied, and a general sequence of topics
<i>Materials List</i>	Outline materials, supplies and necessary equipment to be used in class. Include related student costs.
<i>Classroom Policies</i>	Rules and policies that govern expectations for routines and procedures within your class
<i>Tardy Policy</i>	Outline expectations and specifically state your definition of tardiness (In the door? In your seat? Etc.)
<i>Electronic Device Policy</i>	The use of cell phones, mp3 players, iPods and other unapproved devices are not permitted. (Continue with your consequences for the unapproved use of electronic devices.)
<i>Behavior Management</i>	Outlined expectations including details specific to your class rules, rewards and consequences
<i>Grading Guidelines</i>	Grading policy including the weighted breakdown of tests, quizzes and class work as well as job shadowing and internship participation as applicable
<i>Late Work/Retesting</i>	TEA, TISD and campus policies concerning retesting as well as acceptance of late work
<i>Skyward Grades</i>	Include statements explaining how to access students' grades online and note that grades will be updated weekly <b>Note: Six (6) minor grades and two (2) major grades are required each six weeks</b>
<i>Academic Integrity</i>	State your answer to the following question: What constitutes cheating in your classroom?

## Graduation Cords

Students are eligible to earn a graduation cord in recognition of their longevity and success in a program of study. To earn a cord, these four requirements must be achieved:

1. Students must have 3 or more years in a coherent course sequence
2. Students must earn 4 or more credits in a coherent course sequence
3. Students must be in a senior level class of this course sequence during their senior year
4. Students must complete a capstone project during their senior year that relates to the coherent course sequence; the capstone experience may include one of the following options:
  - a. An internship experience
  - b. A research project
  - c. A senior project with a presentation to a teacher and members of the community
  - d. Participation in at least one dual credit course with an end of year presentation given
  - e. Cross-curricular research project
  - f. Digital portfolio – a collection of high school successes and Endorsement experiences
  - g. An approved competitive event or certification with an external presentation and evaluation

*Note: Capstone projects are designed and developed collaboratively with the student and with their program of study teacher, or, with an assigned faculty member. In addition, seniors earning a graduation cord must be articulated and matriculated into post high school education or workforce.*

Students are responsible to notify their program of study teacher in January that they are eligible to receive a graduation cord.

## Contact Information

Full name, room number, email, classroom telephone number and any other contact information you wish to provide

*Tutoring Times & Location* Tutoring times and instructions for participating in tutoring

*Acceptable Format* Ensure that your syllabus is in good form – easy to read and understand. This is a professional document!

Additional considerations to professionally develop your course syllabus:

- This is a professional document.
- It should be POSITIVE and outline your *expectations* for the course as well as *inform* the student about your course.
- Make sure that your name and contact information are easy to find, and your document is well organized and generally easy to understand.
- All syllabi for identical courses must have the same grading, retake and late work policies (if it affects a student's grade, it needs to be identical).
- Syllabi that are for separate vertically aligned courses taught by the same teacher should look similar (font, format, content, etc.).
- Unless you teach a standalone course, it is nearly impossible to complete this task without collaboration. Talk to your colleagues!
- Finally, do NOT use an antiquated syllabus that does not include current policies.

**A professional syllabus must be completed for each course. Save each course syllabus in your personal lesson plan folder by or before the first day of school.**

## LESSON PLANS

The 2016-2017 lesson plan template has been shared with each teacher via Google Drive. Further, a personal lesson plan folder has been created for and shared with each teacher. **Lesson plans must be saved in your personal lesson plan folder on Google Drive by 8am each Monday identifying lessons for the week.** If the first teaching day of the week falls on a Tuesday, lesson plans for that week must be saved in your personal lesson plan folder by 8am on Tuesday.

**One lesson plan template must be used for each course taught. Weekly lessons need to be added as a new tab within the same sheet.**

For further assistance or explanation about using the lesson plan template and individual lesson plan folder on Google Drive, please contact the CTE department technology liaison, the CTE department lead teacher or the Temple High School Instructional Technologists.

## SUBSTITUTE FOLDER

Current Class Roster	Include a roster for each class. This roster should be updated at least every six weeks.
Seating Chart	Include a seating chart for each class. This seating chart should include student pictures and should be updated at least every six weeks. See your technology liaison if you have questions about printing seating charts.
Policies and Procedures	Include your policies and procedures for your class, along with the name of a trusted student and nearby teacher that can assist the substitute teacher if necessary.
Information Regarding Students with Special Circumstances	Make a note of students with special medical needs or students who have a pass to visit the nurse, use the restroom or drink water in class. If you have students with IEPs, 504 plans, or Behavior plans, provide instructions for working with these students. It is not necessary to provide extensive detail about the student's situation. Example: Mary may go to Content Mastery to work on her assignment.
Emergency Procedures	Provide directions for Fire Drills, Evacuations, Tornado Drills, Soft and Hard Lock Downs and all other emergency procedures.
Emergency Lesson Plans	Provide TWO days of emergency lesson plans. This should be an assignment that will take students more than fifty minutes to complete. Please provide copies of the assignment for each student along with instructions for how they should be turned in. In your subfolder, indicate the location of your student copies. Do NOT ask your sub to make copies.

While we hope that emergencies do not arise, it is often when we are unprepared that they do. **To be prepared, substitute folders need to be prepared, including any necessary copies for students, by or before the second Monday of the school year.**

## SOFT SKILLS

Soft skills are the abilities and traits that pertain to personality, attitude and behavior. These employability skills differ distinctly from academic knowledge and technical proficiency yet must also be taught and demonstrated.

Because CTE – *Wildcat Workforce* – programs of study and career pathways are centered around rigorous academics, technical knowledge and employability skills, it is the expectation that *Wildcat Workforce* educators will teach, practice and, thus demonstrate – or model – exceptional soft skills. In addition to courteous practices such as greeting students at the door, shaking student's hands, addressing students by name, and making eye contact, *Wildcat Workforce* educators will teach, practice and demonstrate:

- Customer service
- Oral and written communication
- Teamwork and collaboration
- Work ethic, self-motivation, dependability and honesty
- Critical thinking, questioning, problem solving
- Leadership and influencing
- Ability to work under pressure
- Creativity, innovation and resourceful
- Organization and time management
- Attention to detail

## CLASSROOM, SHOP and BUILDING ORGANIZATION and CLEANLINESS

Organization and cleanliness play a significant role in the ability to reach goals. It is a priority soft skill desired by employers and one that demonstrates respect and responsibility for the space around us. Further, an organized, clean space allows for increased productivity and a more relaxed work-space.

As a standard practice, *Wildcat Workforce* educators are expected to maintain an organized, clean classroom, shop and building. Common areas are the responsibility of the team as a whole – when we see trash, we will pick it up; when we see a maintenance issue, we will submit a maintenance request to have the issue corrected.

For maintenance issues above and beyond cleanliness and organization, staff members can submit a maintenance request online. To submit an initial request, contact the maintenance department first to be enrolled in the system. Once enrollment is complete, click on the [School Dude link](#), enter the TISD organization account #620069610, and your email address to log in.

For more information, contact the maintenance secretary at 254-215-6774.

## CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

Student organizations play a vital role in the education of TISD CTE learners. These organizations enhance the curriculum thus supplementing the knowledge and skills students learn in their CTE courses. Benefits of these organizations include:

- Building leadership
- Utilizing team work
- Practicing time management
- Developing interpersonal skills and networking
- Improving self-esteem, and
- Establishing a sense of accomplishment

Through these organizations, students have the opportunity to compete at district, state and national levels.

CTSOs currently offered to TISD CTE students include:

- Family Career and Community Leaders of America (FCCLA)
- Future Farmers of America (FFA)
- Junior Future Farmers of America (Junior FFA)
- Skills USA
  - Automotive
  - Cosmetology
  - Criminal Justice
  - Health Science
  - Hospitality
  - Human Services
- Technology Student Association (TSA)
- Texas Association of Future Education (TAFE)

## FUNDRAISING

Like CTSOs, student fundraising activities and events play an important role in the development of the whole learner. Such activities:

- teach the importance of goal setting
- develop customer service skills
- encourage creativity
- promote communication and selling skills
- build and support teamwork

### Guidelines

1. All Temple High School (THS) CTE fundraising activities must be pre-approved by the Dean of Student Discipline.
2. It is the responsibility of the CTSO advisor or class instructor overseeing the fundraising activity
  - a. to act in the best interests of the students and to represent the CTE department, school, and district responsibly
  - b. to plan, coordinate and implement fundraising activity and/or event details in collaboration with THS CTE students
  - c. to oversee and be responsible for related expenditures as well as profits
  - d. to ensure all students participating in fundraising activities and/or events represent the CTE department and TISD respectfully and responsibly
  - e. to emphasize to the student group that money raised by the group belongs to the group and not to any one individual.
3. All money raised by the fundraising activity or event shall be deposited into the appropriate school account as they are received
4. No money may be disbursed from non-deposited receipts; no transactions shall be done with cash
5. No money may be placed in the advisor or teacher's personal account for "safekeeping"
6. The advisor or teacher shall have personal responsibility for the funds collected until they are submitted for deposit

## COMMUNITY SERVICE<sup>4</sup>

Research indicates that student participation in community service projects result in:

- Improved personal, interpersonal and social development
- Increase motivation, engagement, and school attendance
- Development of new perspectives
- More positive lifestyle and behavior choices

A common challenge for many students to overcome is a lack of motivation. This, combined with boredom, is probably a function of what seems to many students to be an unfathomable gap between the curriculum and everyday life. Community service can often provide the missing link – an opportunity to apply academic learning to real human needs.

Putting this research into practice, practicum level students will be expected to complete 10 hours of community service in the first semester of the course. Students are encouraged to choose an area of interest and will be required to report on the community service experience as outlined by the course instructor.

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<sup>4</sup> Benefits of Student Participation in Community Service: What are the Benefits of Service Learning? (n.d.). Retrieved August 9, 2015.