



Carrizo Springs CISD



Career and Technical Education
Program Handbook
2023-2024

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Carrizo Springs CISD
Superintendent of Schools, Dr. Jose A. Cervantes
Administration Staff

Mrs. Maria Villarreal, Career Technical Education Director
Ms. Sofia Morones, CSHS Principal
Mr. Jose (Joey) Cantu, Assistant Principal
Mr. Alejandro Chapa, Assistant Principal
Mrs. Nydia Rodriguez, CTE Counselor
Mrs. Ashton E. Ponce, CCMR Coordinator
Mrs. Nicole Taylor, CTE Department Head

CS High School Career and Technical Education Instructors

Nicole Taylor – Agriculture, Food and Natural Resources
Program of Study: Animal Science & Applied Agricultural Engineering

Ronnie Yandell – Architecture and Construction
Program of Study: Carpentry

Bernice Romero-Urenda – Business Marketing and Finance
Program of Study: Business Management

Lisa Haley & Katty Branum – Education and Training
Program of Study: Teaching and Training

SWTJC Adjunct Instructor & Cassandra Pendergrast – Health Science
Program of Study: Healthcare Therapeutic

Guadalupe Jimenez – Hospitality and Tourism
Program of Study: Culinary Arts

Thomas Marroquin – Law and Public Service
Program of Study: Law Enforcement

Chris Branum – Manufacturing
Program of Study: Welding

Carrizo Springs CISD

CAREER AND TECHNICAL EDUCATION

INTRODUCTION - The Carrizo Springs CISD Career and Technical Education Department (CTE) receives funding from both the State and Federal Governments as assistance to provide industry-driven programs for students. The purpose of CTE is to provide educational opportunities for students so they will become successful in college and their career.

The Carrizo Springs CISD CTE Procedures Manual contains information pertaining to the management of the program. Information contained in this document is subject to change without notice.

OVERVIEW - Carrizo Springs CISD Career and Technical (CTE) program serves students in grades 9 - 12. CTE programs include classes in the following career clusters: Agriculture, Food and Natural Resources; Architecture and Construction; Business, Marketing & Finance; Education and Training; Health Science; Hospitality and Tourism; Law and Public Service; Manufacturing.

INDUSTRIAL CERTIFICATIONS - Carrizo Springs CISD seeks to provide industry recognized certification in each of the career clusters. Evaluating programs and opportunities for certifications is an ongoing effort between the district, certifying agencies, community colleges and industry partners.

PARTNERSHIPS - Carrizo Springs CISD is committed to reaching into our community of industry partners. We encourage input from local businesses in addition to our CTE Advisory Council. Our programs will always benefit from this partnership to enhance our students' knowledge and skills.

MISSION - The mission of the CSCISD Career and Technical Education program is to develop and implement a comprehensive and challenging educational curriculum enhanced with practical experiences designed to empower students with academic and technical skills needed to be successful in the global workforce and/or in post-secondary education.

Es norma de Carrizo Springs CISD no discriminar por motivos de raza, edad, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades CTE, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, segun enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Seccion 504 de la Ley de Rehabilitacion de 1973, segun enmienda.

VISION - "Preparing to Succeed"

GOALS -

- To empower students with the necessary technical skills that are essential to complete in today's technology oriented workplace.
- To instill the confidence needed to compete in today's work environment.

Carrizo Springs CISD

CAREER & TECHNICAL EDUCATION - ADVISORY COUNCIL

The CTE program advisory council is a group of individuals whose experiences and abilities represent a cross section of the occupational areas in our community. The primary purpose of the advisory council is to assist educators in establishing, operating and evaluating the CTE program - which serves the needs of the students, the community and the business/industry partners - and to provide expertise and insight about current/future industry and technological changes.

Given the ever-changing economy and workforce, students need your help! CTE programs should be tailored to meet the workforce development needs of the community and the needs and interests of the individual students. Advisory committee strengthens collaboration between those responsible for CTE programs and the communities they serve. The CTE programs that operate with an active and supportive Advisory Council teach the most current curriculum and apply the newest technology. This gives the students unique advantages. The dialogue between advisory committee members and CTE educators provides valuable real-world input into the workplace students will enter and fosters a shared responsibility for preparing students for a place in today's workforce and society.

Advisory councils are needed to advise. The advisory council assesses specific areas of the CTE program and makes suggestions and recommendations for improvement, such as curriculum modifications, updates to facilities/budget/student competencies, purchase of new instructional materials and equipment or adoption of a new safety policy.

Advisory councils are needed to assist. The advisory committee helps the instructor(s) and/or administrator carry out specific activities. These activities could include judging competitive skill events, setting up a scholarship program or working to identify and arrange meaningful structured learning experiences for the students in the program.

Advisory councils are needed to advocate. The advisory council promotes the CTE program throughout the community and strives to improve the relationships between CTE educators, business/industry partners, and/or the community. Promotion or marketing could include talking to legislators, speaking for career and technical education at meetings, writing articles for local newspapers or obtaining media coverage for special events.

PROCEDURES FOR SPECIAL PROJECTS

Reminder of proper procedures for Students' Projects and Community Projects

- Any project created or built with Career & Technology Education Funds cannot be raffled, sold or donated among students or community members.
- Projects constructed with Career & Technology Education Funds must remain on school property to showcase students' work.
- When building projects for community or non-profit organizations:

Supplies and materials must be provided by the person and/or organization requesting the project.

Special Project Form must be authorized prior to the construction of the project.

CTE Advisory Committee Members 2023-2024

U.S. Border Patrol- Adan Sanchez (830)876-1453

Dimmit County Sheriff Office- Chris Castaneda (830)876-3508

Texas Parks & Wildlife- Game Warden, Hunter Meyer (254)784-5888

AgriLife Extension Service- Ag Agent, Alyssa Cruz (830)876-4216

CMWW Partners Ltd- Owner, Dana Wilson (830)876-8484

Dimmit Regional Hospital- Carmen Esquivel (830)876-2424

Fresenius Kidney Care- Delia Sanchez (830)374-7419

City of Carrizo Springs- City Manager, Azalia Garcia (830)876-2476

Middle Rio Grande Workforce- Jose Saucedo (830)876-3521

Chamber of Commerce- Paula Seydel (830)876-5205

SM Energy- Ronnie Talamantez (830)255-0958

A&D Services- Jose Angel Urenda Jr. (830)255-9045

KC Ag True Value- Mr./Mrs. Urban (830)876-3229

Cortinas Construction- J. Cortinas (830)773-6102

Alamo Lumber- Manger, Mario Levana (830)876-3757

Happy Days Daycare Center- Director, Valarie Munoz (830)876-9462

Kids Are First Head Start Program- Director, Melissa Talamantes (830)876-9293

HEB- Alexis Cantu (830)876-3521

Cafe Suzanna- Suzanna Harrington (830)219-0440

Carrizo Springs CISD CTE Program

The following is a Texas Education Agency Requirement: Annual Notification of Nondiscrimination in Career and Technical Education Programs

The Office for Civil Rights (OCR) of the United States Department of Education requires that local education agencies (LEAs) provide career and technical education (CTE) programs, services, and activities in accordance with the requirements of 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. The Texas Education Agency (TEA) has regulatory responsibilities for CTE programs in Texas public secondary schools and is required to adopt a civil rights compliance program to identify, remedy, and/or prevent discrimination in the CTE programs operated by LEAs.

Therefore, the following statements will appear on all district email below the signature area.

CTE Mission Statement: The mission of the CSCISD Career and Technical Education program is to develop and implement a comprehensive and challenging educational curriculum enhanced with practical experiences designed to empower students with academic and technical skills needed to be successful in the global workforce and/or in post-secondary education. It is the policy of Carrizo Springs CISD not to discriminate on the basis of age, race, religion, color, national origin, sex or handicap in its CTE 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. Es norma de Carrizo Springs CISD no discriminar por motivos de raza, edad, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades CTE, 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.

CONFIDENTIALITY NOTICE This electronic mail transmission and any documents accompanying it may contain CONFIDENTIAL INFORMATION belonging to Carrizo Springs CISD that is legally privileged. The information is intended only for the use of the individual or entity listed above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, use or taking of any action on reliance on the contents of this electronic mail confidential information is strictly prohibited. If you have received this electronic mail in error, please notify us by telephone immediately arranging for return.

Carrizo Springs CISD

Texas Education Agency – Division of Career and Technical Education

Public Notification of Nondiscrimination in Career and Technical Education* Programs

Carrizo Springs CISD offers career and technical education programs to our students in Agriculture and Food Natural Resources, Architecture & Construction, Business, Marketing and Finance, Education and Training, Health Science, Hospitality and Tourism, Law and Public Service, and Manufacturing. Admission to these programs is based on interest, aptitude, age appropriateness, and class space availability.

It is the policy of Carrizo Springs CISD 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 Carrizo Springs CISD 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. Carrizo Springs CISD 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, Director of Human Resources at 300 N. 7th Street, Carrizo Springs, Texas 78834, (830) 876-3503 extension 1302 and/or the Section 504 Coordinator, Director of Special Education at 300 N. 7th Street, Carrizo Springs, Texas 78834, (830) 876-3503, extension 1402.

Notificación Publica de No Discriminación en Programas Vocacionales

Carrizo Springs CISD ofrece programas vocacionales para nuestros estudiantes en Arquitectura y Construcción, Agricultura, Alimento y Recursos Naturales, Justicia Penal, Artes Culinarias, también ofrecen Seguridad y Salud del Medio Ambiente, Educación y Formación, Ciencias de Salud, La admisión a estos programas se basa en intereses, aptitudes, edad apropiada y disponibilidad de espacio de clase.

Es norma de Carrizo Springs CISD no discriminar por motivos de raza, color, origen de nacionalidad, 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.

Es norma de Carrizo Springs CISD no discriminar por motivos de raza, color, origen nacionalidad, sexo, impedimento o edad, en sus procedimientos de empleo, 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, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Carrizo Springs CISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del idioma inglés no será un obstáculo para la admisión y participación en todos los programas educativos y vocacionales. Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Título IX, Director para los Recursos Humanos en 300 N. 7th Street, Carrizo Springs, Texas 78834, (830) 876-3503 extensión 1302 y/o la Coordinadora de la Sección 504, Director de Educación Especial en 300 N. 7th Street, Carrizo Springs, Texas 78834, (830) 876-3503 extensión 1402.

Carrizo Springs CISD

Student Placement: CTE and Special Education

CSCISD ensures that:

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with children who are nondisabled; 300.114(a)(2)(i) and Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of the child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 300.114(a)(2)(ii)

In providing or arranging for the provision of nonacademic and extracurricular services and activities, CSCISD ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of the child. 300.117

If the child is unable to receive a free appropriate public education (FAPE) in a regular career and technical (CTE) program, using SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION, RELATED SERVICES* the child may be served in separate programs designed to address the child's occupational/training needs, such as CTE for children with disabilities programs which may require assistance through Vocational Adjustment Coordination (VAC). 75.1023(c)

When determining placement in a CTE classroom, the ARD committee must consider the child's graduation plan, the content of the IEP, including the consideration of TRANSITION SERVICES and classroom supports. 75.1023(d)(6) Enrollment numbers in a CTE classroom must not create a harmful effect on learning for children with or without disabilities. 75.1023(d)(6)

*The term supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable the child with a disability to be educated with nondisabled children to the maximum extent appropriate. 300.42, 1401(33)

Authorities: 20 U.S.C. §§ 1401, 1414, 7801; 34 C.F.R. Part 300; Texas Education Code; 19 T.A.C. Chapter 75 and 89, OSEP Letter to Neveland; OSEP Memo 89-23

Resources: The Legal Framework for Child-Centered Special Education Process:
<https://framework.esc18.net>

Transition in Texas: <http://www.transitionintexas.org>

CTE Program Administration: <http://www.txcte411.com/special-populations>

Carrizo Springs CISD Funding for Career and Technical Education

Federal and State

The Carl Perkins Act defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency- based applies learning which contributes to an individual's academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

Under the Perkins Act, federal funds are made available to provide vocational-technical education programs and services to youth and adults. The vast majority of funds appropriated under the Perkins Act are awarded as grants to state education agencies. These State Basic Grants are allotted to states according to a formula based on the state's populations in certain age groups and their per capita income.

Only State Boards for Vocational Education are eligible to apply for State Basic Grants. The distribution of grant funds within a state is directed to priority items established by the state in accordance with an approved state plan for vocational-technical education. Local education agencies and postsecondary institutions are eligible recipients for sub-grants.

Texas State Board of Education (SBOE) serves as the State Board for Career and Technical Education and is responsible for CTE and administration of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Texas Education Agency is the designated agency for management and disbursement of CTE Perkins funding. Texas weighted CTE students at 1.35 FTE. The formula is FTE multiplied by the Adjusted Allotment x (AA) or Adjusted Basic Allotment (ABA) multiplied by 1.35. $(AA) \times (1.35) = \text{State Funding}$ or $(ABA) \times (1.35) = \text{State Funding}$.

By agreement with the Texas Higher Education Coordinating Board (THECB), funding is provided to support postsecondary career and technical education programs. The SBOE determines the Basic Grant funding split between the two agencies. Careful analysis of program data and other quantitative information are used to determine the funding split.

The P-16 Council advised the SBOE. THECB and Texas Workforce Investment Council (TWIC) on issues related to career and technical education and workforce preparation. The council is composed of the commissioner of education, the commissioner of higher education, the executive director of the Texas Workforce Commission, the executive director of the State Board for Educator Certification and the commissioner for the Department of Assistive and Rehabilitative Services, and other members as appointed, including representatives from business and industry.

The TWIC assists the governor and legislature with strategic planning for and evaluation of the Texas Workforce Development system. The Texas workforce Commission works closely with TEA to provide labor-market information used by CTE programs and in the Achieve Texas publications. The Texas Skills Standards Board (TSSB), an advisory body of the governor and legislature, is charged with the development of a statewide system of skills standards for sub-baccalaureate occupations with strong employment and earning opportunities. The TSSB has developed skill standards and a list of related industry certifications for many occupations, which will be essential resources for identifying valid, reliable industry certifications for secondary and postsecondary technical-skill attainment.

District Funding Distribution

CSCISD obtains funds annually through State and Federal fiscal resources. These funds are distributed into the District's current year budget accounts. State funds are then allocated to the CTE Department's Budget and subsequently distributed to the programs based upon student counts and previous year expenditures and program goals.

Perkins Funds are allocated to the CTE Department.

Federal/State/District guidelines as well as Policies and Procedures are in place in regards to the District's proper and legal utilization of these funds.

Funds are provided to:

- Cover all District-level CTE Department and Program operational costs and expenditures including CTE staff salaries and benefits;
- As a means of support and supplement to the campuses ... based individually upon specific guidelines as well as the availability of specific funds. Campus/Department requests for funding must be submitted by the CTE teachers prior to making expenditure arrangements to ensure that funds can be appropriated.
- Justifications are necessary for submitting requests and should be based on the educational needs of the students.
- The CTE Department's chief priority is to support the CTE Programs and CTE students at the campus level to the best of our abilities.

TEXAS CAREER & TECHNOLOGY LEGISLATION

House Bill 5 (HB5)

House Bill 5 will significantly impact CTE in several ways. The number of required credits a student needs on the "Foundation Plan" will be decreased from 26 credits with the previous "Recommended Plan", to 22 credits under the new HB5 Foundation Graduation Plan. This decrease, coupled with an emphasis on career endorsement, is projected to cause a surge in CTE enrollment in the years to come.

Students graduating under the HB5 "Distinguished Plan" must select at least one endorsement associated with a career path. The endorsements are STEM, Business and Industry, Public Service, Arts & Humanities and Multidisciplinary. Preliminary indications are that CTE will be a part of the State's accountability system. A distinction for outstanding performance will be based on, in part, percent of students who earn an industry- recognized credential or license, complete a coherent sequence of CTE courses or earn dual credit or articulated credit.



Fiscal Questions to Ask

Please answer these questions when requesting travel/purchasing supplies/contracted services for Federal Programs / At-Risk / CTE.

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. What need, as identified in the comprehensive needs assessment, does the expenditure address? Explain how the expenditure addresses this need.
3. Provide the description, as written in the campus improvement plan, of the program, activity, or strategy that will be addressed by the expenditure requested. How would the program, activity, or strategy be funded if the Title I, Part A funds are not available?
4. If for a school-wide campus, how will the expenditure upgrade the entire educational program on the campus?
5. How is the expenditure supplemental to other non-federal programs?
6. How will the expenditure be evaluated to measure a positive impact on student achievement?

State Graduation Requirements

Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

Discipline	Foundation HSP	*MHSP	*RHSP	*DAP
English Language Arts	Four credits: <ul style="list-style-type: none"> English I English II English III An advanced English course 	Four credits: <ul style="list-style-type: none"> English I English II English III English IV or approved alternate course 	Four credits: <ul style="list-style-type: none"> English I English II English III English IV 	Four credits: <ul style="list-style-type: none"> English I English II English III English IV
Mathematics	Three credits: <ul style="list-style-type: none"> Algebra I Geometry An advanced math course 	Three credits: <ul style="list-style-type: none"> Algebra I Geometry SBOE approved math course 	Four credits: <ul style="list-style-type: none"> Algebra I Algebra II Geometry An additional math credit 	Four credits: <ul style="list-style-type: none"> Algebra I Algebra II Geometry An additional math credit
Science	Three credits: <ul style="list-style-type: none"> Biology IPC or an advanced science course An advanced science course 	Two credits: <ul style="list-style-type: none"> Biology IPC or Chemistry and Physics (one of the two serves as an academic elective) 	Four credits: <ul style="list-style-type: none"> Biology Chemistry Physics An additional science credit 	Four credits: <ul style="list-style-type: none"> Biology Chemistry Physics An additional science credit
Social Studies	Three credits: <ul style="list-style-type: none"> U.S. History U.S. Government (one-half credit) Economics (one-half credit) World History or World Geography 	Three credits: <ul style="list-style-type: none"> U.S. History (one credit) U.S. Government (one-half credit) Economics (one-half credit) World History (one credit) or World Geography (one credit) 	Four credits: <ul style="list-style-type: none"> U.S. History (one credit) U.S. Government (one-half credit) Economics (one-half credit) World History (one credit) World Geography (one credit) 	Four credits: <ul style="list-style-type: none"> U.S. History (one credit) U.S. Government (one-half credit) Economics (one-half credit) World History (one credit) World Geography (one credit)
Physical Education	One credit	One credit	One credit	One credit
Languages Other Than English	Two credits in the same language Two credits from Computer Science I, II, and III (other substitutions)	None	Two credits in the same language	Three credits in the same language
Fine Arts	One credit	One credit	One credit	One credit
Speech	Demonstrated proficiency in speech skills	One-half credit from either of the following: <ul style="list-style-type: none"> Communication Applications Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> Communication Applications Professional Communications (CTE) 	One-half credit from either of the following: <ul style="list-style-type: none"> Communication Applications Professional Communications (CTE)
Electives	Five credits	Seven and one half credits (one must be an academic elective)	Five and one-half credits	Four and one-half credits
Total Credits	22	22	26	26

Endorsements	A student may earn an endorsement by successfully completing
	<ul style="list-style-type: none"> curriculum requirements for the endorsement a total of four credits in mathematics a total of four credits in science two additional elective credits
STEM	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> CTE courses with a final course from the STEM career cluster Computer science Mathematics Science A combination of no more than two of the categories listed above
Business and Industry	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook Technology applications A combination of credits from the categories listed above
Public Services	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster JROTC
Arts and Humanities	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> Social studies The same language in Languages Other Than English Two levels in each of two language in Languages Other Than English American Sign Language (ASL) Courses from one or two categories (art, dance, music, and theater) in fine arts English electives that are not part of Business and Industry
Multidisciplinary Studies	A coherent sequence or series of courses selected from one of the following: <ul style="list-style-type: none"> Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts
	Total Credits w/endorsement - 26
Distinguished Level of Achievement	<ul style="list-style-type: none"> A total of four credits in math, including credit in Algebra II A total of four credits in science Completion of curriculum requirements for at least one endorsement
Performance Acknowledgments	<ul style="list-style-type: none"> For outstanding performance <ul style="list-style-type: none"> in a dual credit course in bilingualism and biliteracy on an AP test or IB exam on the PSAT, the ACT-Plan, the SAT, or the ACT For earning a nationally or internationally recognized business or industry certification or license

SAFETY GUIDELINES

- Please review the guidelines with your students and display the safety rules in your shop and classrooms.
- Remind students that liquids/sodas are not allowed in the computer labs. Please keep computers as clean as possible (accumulation of dust damages them).
- Keep your classroom electronic devices under lock and key when not in use.
- Keep your classroom inventory list updated.

Classroom Safety Guidelines

General statement for the safe operation of District Career and Technical Education courses.

The school district recognized and is committed to provide a safe environment in the operation of career and technical education programs. Only through joint efforts of the CSCISD School Board, the administration, the teaching/non-teaching staff, the students, the District's Safety Program will be implemented to provide an "on- going" process to promote and reinforce safety regulations.

Care of Equipment

Some method of equipment distribution and protection should be established. Tools should be clearly identified to minimize theft and vandalism. Tool and storage areas should be kept locked. This should be a part of a good classroom management system and students should be taught the value of the tools and equipment they are using.

District equipment and facilities are not to be used for personal projects. To do so, constitutes theft or misuse of public funds and can result in termination.

Periodic inventory should be done to discover any missing tools, materials, etc. All items must be accounted for. As new equipment is added, it should be added to inventory. It is the teacher's responsibility to keep up with all equipment in his/her laboratory. Stolen or missing equipment should be reported immediately to the principal and the program director.

Under no circumstances may a teacher sell or otherwise dispose of equipment!

Equipment that is no longer needed or operational should be discussed with the principal and the director. If the principal and director agree that the equipment should be disposed of, the teacher will be instructed to complete the appropriate paperwork to send the equipment to auction or to the Fixed Assets Department. Documentation that the equipment has been removed should be maintained in the teacher's records. A copy of the disposition form should be sent to the director's office for inclusion in District records.

General Safety

Teachers responsible for conducting a lab program are required to document the following:

- Evidence that ALL students passed with 100% a written safety test prior to working in the lab.
- Evidence that students successfully demonstrated, in the presence of the teacher, the use of all power equipment.
- Evidence that there is a well-established safety procedure for the lab, including emergency procedures, and those students are well-informed of this procedure.
- Safety posters should be displayed in all labs.
- Proper guards must be utilized on all equipment. Any equipment that does not have a guard must be rendered inoperable.

- Danger zones should be clearly marked.
- Non-skid substances (or surfaces) should be placed in front of each machine.
- The school nurse must be notified immediately when an accident occurs.

Maintained Accessibility Paths

The Shop Teacher and the Department Head will ensure a maintained path of travel around the shop by applying the following:

- Yellow path outlines for walking/traveling
- White lines for equipment permanent stations
- Blue for working/current operations areas for project zones
- Red for caution with flammable gasses, fire hazards and shut off stations
- Green for safety equipment and zones

Official inspection of such areas will be conducted on a semester basis along with walk through visuals conducted at least twice a semester.

The maximum number of students enrolled in each CTE class will be no greater than the number who can be provided safe and effective instruction commensurate with the standards of the applicable industry and no greater than the number of classroom or laboratory workstations. {Authority reference: 19 TAC 75-213. (I) and 78.1 (b) (2)} 6.

OSHA Safety Videos - <http://www.osha.gov/dts/vtools/construction.html>

Eye Safety {Reference TEC 21.909 (a) (1), (b), and (c)}

- Eye protection is required by law and MUST be worn at all times when equipment is in use.
- Safety glasses are provided either to each student, or assigned to each student and properly sterilized after each use. If glasses are provided to each student; one pair is provided, and if lost or broken by the student, must be replaced by the student
- If a student received an eye injury, the principal and school nurse must be notified immediately.
- The principal is responsible for filing a TEA report for eye injury.

General Shop Safety Rules

To be observed by all students in the career & technical education shops.

- Eye Protection must be worn at all times.
- Always use a dust masks when operation creates fine airborne particles (grinding, sanding, wood cutting)
- Only closed-toe shoes may work, no sandals/crocs permitted in the shop area.
- No loose clothing or dangling jewelry permitted.
- Use shop vacuum to remove chips, sawdust, etc from machines (do not use your hands)
- When lifting heavy objects, lift with your legs, keep back straight.
- "Horseplay" should never be allowed in the shop.
- Report even the slightest injury to the instructor immediately.
- Never used compressed air to clean clothing or hair.
- Keep the floor clean, dry and free from trip hazards.
- Know where the fire extinguisher is kept and how to use it.
- Learn safe operating procedures for all tools recommended by the manufacturer

- Never alter, tamper or play with the equipment.
- Never operate a machine/tool without authorization and/or supervision from the instructor.
- Do not work in a hurry, obey all safety rules.
- Return all tools and accessories to their proper storage location.
- Always store oily rags in an approved metal container.
- Always use safety guards (if applicable) when operating machinery.
- Keep fingers clear from the point of operation of machines by using a push stick or other cutting aid.
- Machines and tools must be unplugged before making any blade replacement or adjustments.
- Applying paint, lacquer or stain should be done in a well ventilated area.
- Use only proper protective clothing when welding.
- Think through the entire job before starting.
- Check for power cords and plugs on tools for damage or fray before use.

General Safety Checklist

- All machine tools are properly guarded.
- All portable electric tools are correctly grounded.
- Flammables are always stored properly.
- All electric cords are kept in good condition.
- Temporary electrical wiring is never used.
- Scraps of material are never on the floor
- All materials have a definite storage space.
- Cutting tools are kept sharp for maximum safety and efficiency.
- Machine tools are inspected for defects and repaired or taken out of service until repairs have been made.
- Only one student at a time is allowed in the operator's zone of the machine. (zone is properly marked)
- Students are never allowed to talk to the machine operator.
- Eye protection is mandatory during any shop activity.
- The student is familiar/comfortable with the operation of a machine or tool.
- The shop is cleaned after every use.
- Adequate PPE (Personal Protective Equipment) is provided and proper use is always enforced.
- Shop exits are unobstructed and follow emergency exit procedures
- Proper storage of flammables and compressed gasses is practiced.
- Proper disposal of flammable material and/or volatile chemicals is managed.
- Students are instructed on personal safety protection devices (location, extinguishers, fire blanket, eye wash/shower stations, power shut-off buttons)
- Students are instructed in the fundamentals of the "Right to Know Act".
- Safe handling of compressed air, enclosure should be located away from emergency exits and must be kept well-drained, well-ventilated, cool, and protected from the weather (prevent rust)
- Store cylinders, both empty and full, in the upright position and secure with an insulated chain or non-conductive belt
- Student's competence/skill is assessed prior to the use of specific machines and tools.

Carrizo Springs CISD

CAREER AND TECHNICAL STUDENT ORGANIZATIONS- CTSO

In the Carrizo Springs CISD there are Career & Technology Student organizations available in all CTE areas of instruction.

Membership in each of the following organizations is open to all students who are participating or who have participated in classroom instruction related to the organization.

BPA - Business Professionals of America-

For students interested in office occupations For students enrolled in the following clusters: Business Management



FCCLA – Family, Career & Community Leaders of America-

For students interested in Family & Career related occupations. For students enrolled in the following clusters:



FFA – Future Farmers of America-

For students who are interested in agriculture and related occupations Students enrolled in the Agriculture Science and Natural Resources cluster. Students enrolled in Floral Design



HOSA – Health Occupations Student Organization-

For students interested in health and related occupations. For students enrolled in the Health Science cluster.



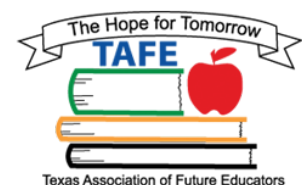
Skills USA – A partnership of students, teachers and industry representatives working together to ensure America has a skilled workforce. Skills USA is for students interested in Architecture & Construction, Culinary Arts, Law, Public Safety, Corrections & Security, and Manufacturing.



TAFE - Texas Association of Future Educators

For students interested in learning about the teaching profession, opportunities, responsibilities, and its important role in our democracy.

TAFE is for students enrolled in the Teaching and Training



Carrizo Springs CISD

ABOUT CAREER & TECHNICAL STUDENT ORGANIZATIONS

What are Career & Technical Student Organizations?

Career & Technical Student Organizations (CTSO's) are tools of instruction which reinforce through a variety of outside activities that the students learn in the classroom. They are an integral part of the total Career & Technical Education program.

Why is it important?

Integrated chapter activities improve the effectiveness of every career & technical education program and help students become more successful and employable. CTSO's, classroom instruction and/or supervised on-the-job training are components of the total CTE program and should be directly related to each other. They help to tie together the existing curriculum. The activities of a chapter should be part of the learning experiences planned for any career & technical education class.

Even though skills are taught at all levels of career & technical education, those attitudes and values that promote employability are often a neglected part of career & technical education courses. These skills and attitudes that are developed through participation in chapter activities include:

- getting along with co-workers
- respecting authority
- accepting criticism
- respecting the rights and dignity of others
- meeting deadlines
- working with supervisors
- taking directions
- communicating clearly
- taking initiative
- being punctual
- assuming responsibility
- building self-confidence
- assertiveness

THE ROLE OF THE ADVISOR

Being an Effective Advisor-

Every CTE teacher accepted a leadership role when they chose to teach Career & Technical Education. An effective CTE teacher not only imparts knowledge, they guide, direct, set an example and lead. An effective CTE teacher will use the CTSO to teach, integrating the chapter program into the instructional program to achieve total student development.

Creating an Environment for Success-

It is impossible to stress too much the teacher's influence on students. The prime quality of a teacher/advisor has to be their positive approach for generating enthusiasm in the student. The advisor must be extremely sensitive to the attitude they convey to the student. They must demonstrate sincere interest in each individual, and clearly show that they are honest and fair in their dealings with others.

Suggestions for the Effective Advisor

- Advice and guide, do NOT dictate.
- Assume that chapter activities are going to succeed. Know that chapter activities are strong teaching tools. Show Enthusiasm!
- Establish basic ground rules that help students to lead themselves. Hold meetings regularly and conduct meetings in a businesslike manner.
- Provide the students with room, files, etc to organize their activities.
- Remember that chapter activities are individual and group student activities and not teacher activities.
- Familiarize yourself with state and national publications and other resource materials so you can refer members to pertinent information.
- Help officers understand their responsibilities and guide them in assuming them. Assist them in developing a meaningful program of activities.
- Know and observe the policies relating to youth clubs and activities at CSCISD.

Advisor Responsibilities

- Schedule an orientation meeting to create awareness of the organization and recruit members.
- Establish a student leadership structure and organize monthly meetings. (Program of Work)
- Present the local constitution and guide a committee to revise it as needed.
- Create sign in sheets for meeting attendance.
- Follow the national organization rules and regulations pertaining to all events.
- Present a code of conduct form to be signed by all members.
- Explain your CTSO to your Advisory Committee.
- Integrate CTSO activities into ongoing classroom activities and lessons.
- Integrate employability activities.
- Collect membership dues and follow proper procedures for membership roster.
- Follow the Calendar of Events.
- Provide CTSO leaders to leadership preparation events. Follow all eligibility guidelines.
- Report all activities, following CTE policies to the CTE office.
- Submit all required reports to the CTE office by designated deadlines.
- Close out the year by reviewing and evaluating all activities.

Sponsor's Code of Conduct

The district's jurisdiction includes any district activity on or off school property. While a sponsor* is at a school function all district policies apply.

All sponsors are expected to conduct themselves in a professional manner while participating in any school related event or competition. This includes all travel, hotel and sightseeing time associated with participation in any local, state or national district related event. All sponsors are under the policies of the Carrizo Springs CISD Teacher Handbook. In addition, sponsors must adhere to the following:

An agenda of activities and contact information will be provided to parents and campus/district personnel prior to leaving for the event – including approximate timelines.

- Copies of student forms must be left with a building or district administrator.
- Student forms must be in the sponsor's position at all times.
- Sponsors are to be involved in event related activities at all times.
- Clothing is to be appropriate for the day's activities.
- Sponsors are to ride on district provided transportation with the students.
- Room assignments for sponsors and chaperones must be appropriate.
- Tobacco products are prohibited in the presence of students.
- Profanity of any kind, including songs, riddles or jokes, which may be offensive to others is prohibited.
- Curfew times are to be set and enforced daily. (Curfew means each student will be in the assigned room with the TV and radio at a soft volume.)
- Room checks to be conducted by gender appropriate sponsors and district approved chaperones.
- A visual room check is required at curfew time (see and speak to every child).
- Doors must be monitored at all times after curfew. This may be done by taking shifts.
- Weapons are prohibited.
- Alcohol or illegal drugs are prohibited.
- Sponsors remain with students until all are picked up by parents or guardians.

All inappropriate behavior by student(s), teacher(s) or chaperone(s) must be reported to the building administrator and the sponsoring program director within 24 hours of returning to the district. Major infractions should be reported to the building administration and sponsoring program director immediately.