



CAREER & TECHNICAL EDUCATION HANDBOOK

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KENNEDALE INDEPENDENT SCHOOL DISTRICT

120 W. Kennedale Pkwy
Kennedale, TX 76060
(817) 563-8000

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KENNEDALE HIGH SCHOOL
CTE PROGRAMS &
TEACHERS

Arts, A/V Technology, & Communications

Thomas Lenning

Ariseli Modica

Gabrielle Ndlovu

Business Marketing & Finance

Gary Burkham

Emily Clendenen

Education & Training

Melissa Springfield

Health Science

Joey Lucero

Hospitality & Tourism

John Bolles

Human Services

Julie Naughton

Information Technology

Zachary Tate

Manufacturing Technology

Welding - In Partnership with TCC South

Science, Technology, Engineering, & Mathematics

Mark McNutt

Transportation, Distribution, & Logistics

Automotive - In Partnership with TCC South

KENNEDALE INDEPENDENT SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION PROGRAM NON-DISCRIMINATION POLICY

Kennedale ISD does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Stephanie Devlin, Director of Counseling Services, 120 W Kennedale Pkwy, Kennedale, Tx 76060, 817-563-8000, devlins@kisdtx.net.

KENNEDALE INDEPENDENT SCHOOL DISTRICT
NOTIFICACION PUBLICA DE NO DISCRIMINACION EN PROGRAMAS VOCACIONALES

Kennedale ISD no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Stephanie Devlin, Director of Counseling Services, 120 W Kennedale Pkwy, Kennedale, Tx 76060, 817-563-8000, devlins@kisdtx.net.

Kennedale ISD Career and Technical Education Mission Statement

The Kennedale Independent School District Career and Technical Education program is dedicated to preparing all students for success in post-secondary education opportunities by providing real-world education experiences, industry certification opportunities and skills that will allow our students to thrive in the 21st century competitive workforce.

Individual Education Program Process (IEP)

When a Career and Technical Education course is being considered for a student with an IEP:

The Commissioner's Rules Concerning Career and Technical Education states the following:

An individual who is a member of a special population as defined in 20 United States Code (USC), §2302(29), shall be provided career and technical education in accordance with all applicable federal law and regulations, state statutes, and rules of the State Board of Education (SBOE) and commissioner of education. A student with a disability shall have access to career and technical education in accordance with the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, 20 USC, §§1400-1491o, and implementing regulations, state statutes, and rules of the SBOE and commissioner of education relating to services to students with disabilities. A student with a disability shall be instructed in accordance with the student's individualized education program (IEP) in the least restrictive environment, as determined by the admission, review, and dismissal (ARD) committee. If a student is unable to receive a free appropriate public education (educational benefit) in a regular career and technical education program, using supplementary aids and services, the student may be served in separate programs designed to address the student's occupational/training needs, such as career and technical education for students with disabilities program

1. The committee shall include a representative from career and technical education, when considering initial or continued placement of a student in Career and Technical Education.
2. Planning for students with disabilities shall be coordinated among Career and Technical Education, special education, and state rehabilitation agencies and should include a coherent sequence of courses.
3. A school district shall monitor to determine if the instruction being provided to students with disabilities in Career and Technical Education classes is consistent with the IEP's developed for the students.
4. A school district shall provide supplementary services that each student with a disability needs to successfully complete a career and technical education program such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.
5. A school district shall help fulfill the transitional service requirements of the IDEA of 2004, 20 USC, §§1400-1491o, and implementing regulations, state statutes, and rules of the commissioner of education for each student with a disability who is completing a coherent sequence of career and technical education courses.
6. When determining placement in a career and technical education classroom, the ARD committee shall consider a student's graduation plan, the content of the IEP, including the consideration of transition services, and classroom supports. Enrollment numbers should not create a harmful effect on student learning for a student with or without disabilities in accordance with the provisions in the IDEA of 2004, 20 USC, §§1400-1491o, and its implementing regulations.

Expectations of the Career and Technical Education Teacher In Regards to Servicing Special Education Students

- CTE teachers should provide a classroom environment that is conducive to learning for all students.
- Planning for students with disabilities who will participate in CTE programs should include a coherent sequence of courses in career and technical education.
- CTE teachers should work cooperatively with the Special Education staff and as needed to assist special education students with a smooth transition.
- CTE teachers are expected to attend and actively participate in IEP/ARD meetings as requested.
- CTE teachers are expected to comply with all local, state, and federal regulations as it pertains to serving special education students.

Student Travel Guidelines and Procedures

All district travel guidelines and procedures must be followed in addition to the specific Career and Technical Education (CTE) Department ones listed below.

Student Travel

- Eligibility
 - Student must be a current member and in good standing of the local Career and Technical Student Organization (CTSO) or the University Interscholastic League (UIL) to participate in contests, competitions, training, conferences or any other travel provided by Kennedale ISD.
 - Students must meet national and state CTSO guidelines for membership at the local level.
 - Students must be 9th – 12th graders and meet one of the following requirements:
 - Have completed a CTE class, either a semester or year long, the previous year while in high school.
 - Have completed a CTE class in the first semester of the current school year.
 - Be currently enrolled in, and attending, a CTE class, either a semester or year long, at the time of CTE-related travel.
 - Students must meet grade eligibility guidelines as outlined in district policy.
 - Students must be competing in a skilled contest/competition that is recognized by the CTSO or UIL as one that advances from district/regional/area to state or district/regional/area to state to national.
 - Students who have earned advancement to state contest/competition through participating and placing in a skilled event at district/regional/area, and will compete in the same skilled event at state contest/competition, may travel to state contest/competition.
 - Students who have earned advancement to national contest/competition through participating and placing in the same skilled event at the district/regional/area and state contest/competition, and will compete in the same skilled event at national contest/competition, may travel to national contest/competition.
 - Only students competing in a skilled event may travel to state and national competition.
 - Students participating only in contests categorized as “open”, those where students are recognized for achievement but do not advance to the next level, i.e. district/regional/area to state to national, may not attend any contest/competition.
- Covered Costs
 - District/Regional/Area
 - Registration for skilled contests
 - Transportation (district vehicles or buses)
 - Lodging if trip meets district guidelines for overnight travel
 - Food – utilizing the district per diem schedule
- State
 - Registration for skilled contests
 - Transportation (district vehicles/buses or airfare, decision made by CTE)

- specialist)
- Lodging
- Luggage fee when airfare is required
- Food – utilizing the district per diem schedule
- Non-covered Costs
 - Membership dues
 - Excursions or activities, at any contest/competition level, not included in the lowest level of registration
 - CTSO Student Officers – the district will not cover any costs associated with holding a CTSO office.
- Field Trips
 - Field trips will be approved on a case by case basis
 - Requirements
 - Must align with the course TEKS
 - Must take place as to not cause a disruption in normal school bus drop off and pick up times.
 - Request for approval must be made using district or campus field trip form
 - Must be approved by both the campus Principal and CTE Specialist (Principal approval does not guarantee CTE specialist approval)
 - Available funding
 - Students must be currently enrolled in and attending the course with which the field trip is aligned at the time the field trip is taken
 - Covered Costs
 - Transportation
 - Non-Covered Costs
 - Food
 - Registration, entry, or ticket fees
 - Any other associated costs



Arts, Audio/Video Technology, & Communications

The Arts, A/V Technology and Communications (AAVTC) Career Cluster focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

PROGRAM OF STUDY:

Digital Communications:

Year 1: Audio/Video Production I (1)
Year 2: Audio/Video Production II (1)
Year 3: Practicum in Audio/Video Production I (3)
Year 4: Practicum in Audio/Video Production II (3)
Professional Communications (.5)

Graphic Design & Multimedia Arts:

Year 1: Graphic Design and Illustration I (1)
Year 2: Graphic Design and Illustration II (1)
Year 3: Practicum in Graphic Design & Illustration (2)
Year 4: Practicum in Graphic Design & Illustration (2)

ENDORSEMENT:

Business and Industry

CERTIFICATIONS:

- o Digital Video Production Foundations
- o Adobe Certified Professional in Graphic Design and Illustration using Adobe Illustrator
- o Adobe Certified Professional in Visual Design Using Adobe Photoshop

POSTSECONDARY OPPORTUNITIES:

Cinematography and Film/Video Production, Music Technology, Radio and Television, Graphic Design, and Game and Interactive Media



Business, Marketing, & Finance

The Business, Marketing, and Finance Career Cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

PROGRAM OF STUDY:

Accounting & Financial Services:

Year 1: Principles of Business, Marketing & Finance (1)
Year 2: Money Matters (1)
Year 3: Practicum in Business Management (2)
Year 4: Practicum in Business Management (2)
Statistics and Business Decision Making (1)

Entrepreneurship:

Year 1: Principles of Business, Marketing & Finance (1)
Year 2: Entrepreneurship (1)
Year 3: Practicum in Business Management (2)
Year 4: Practicum in Business Management (2)

ENDORSEMENT:

Business and Industry

CERTIFICATIONS:

- Entrepreneurship and Small Business
- Facebook Digital Marketing Associate Certification

POSTSECONDARY OPPORTUNITIES:

General Management, Business Information Management, Human Resources Management, Operations Management, Administrative Support



Education & Training

The Education and Training Career Cluster focuses on planning, managing, and providing education and training services and related learning support services. All parts of courses are designed to introduce learners to the various careers available within the Education and Training career cluster.

PROGRAM OF STUDY:

Education and Training:

Year 1: Principles of Education and Training (1)

Year 2: Communication and Technology in Education (1)

Year 3: Instructional Practices (2)

Year 4: Practicum in Education and Training (2)

ENDORSEMENT:

Public Services

CERTIFICATIONS:

- Educational Aide I

POSTSECONDARY OPPORTUNITIES:

Teacher Education, Bilingual and Multilingual education, Special Education, Instruction and Learning, Educational Leadership and Administration



Health Science

The Health Sciences Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

PROGRAM OF STUDY:

Exercise Science & Wellness:

Year 1: Principles of Exercise Science & Wellness (1)

Year 2: Kinesiology I (1)

Year 3: Kinesiology II/Project Based Research (2)

Year 4: Practicum in Entrepreneurship (2)

Anatomy & Physiology (1)

Health Science:

Year 1: Principles of Health Science (1)

Year 2: Medical Terminology (1)

Year 3: Health Science Theory/Health Science Clinical (2)

Year 4: Practicum in Health Science (2)

Anatomy & Physiology (1)

ENDORSEMENT:

Public Services

CERTIFICATIONS:

- Certified Nurse Aide (CAN)
- Emergency Medical Technician – Basic (EMT)
- NASM Certified Personal Trainer
- CPR

POSTSECONDARY OPPORTUNITIES:

Physical Therapy, Athletic Training, Medical/Clinical Assistant, Physician Assistant, General Practitioner



Hospitality & Tourism

The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

PROGRAM OF STUDY:

Culinary Arts:

Year 1: Introduction to Culinary Arts (1)

Year 2: Culinary Arts (2)

Year 3: Practicum in Culinary Arts (2)

Year 4: Practicum in Culinary Arts (2)

ENDORSEMENT:

Public Services

CERTIFICATIONS:

- o Safe Serve Manager

POSTSECONDARY OPPORTUNITIES:

Restaurants & Food/Beverage Service, Hotel and Restaurant Management, Hospitality Administration



Human Services

Human Services Career Cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

PROGRAM OF STUDY:

Human Services:

Year 1: Principles of Human Services (1)

Year 2: Counseling and Mental Health (1)

Year 3: Practicum in Human Services (2)

Year 4: Practicum in Human Services (2)

ENDORSEMENT:

Public Services

CERTIFICATIONS:

POSTSECONDARY OPPORTUNITIES:

Early Childhood Development & Services, Counseling & Mental Health Services, Family & Community Services, Personal Care Services, Consumer Services, Marriage and Family Counseling



Information Technology

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

PROGRAM OF STUDY:

Information Technology:

Year 1: Principles of Information Technology (1)

Year 2: Computer Maintenance (1)

Year 3: Computer Technician Practicum (2)

Year 4: Computer Technician Practicum (2)

ENDORSEMENT:

Business and Industry

CERTIFICATIONS:

- IT Fundamentals
- A+ Certification
- Dell Client Foundations

POSTSECONDARY OPPORTUNITIES:

Network Systems, Information Support & Services, Web and Digital Communications, Computer Systems Analysts, Computer Engineer



Manufacturing

The Manufacturing Career Cluster focuses on 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.

PROGRAM OF STUDY:

Welding:

Course 1: Introduction to Welding / WLDG 1428 (1)

Course 2: Welding I / WLDG 1430 (2)

Course 3: Welding II/Lab / WLDG 1312 (2)

Course 4: Practicum in Manufacturing / WLDG 1417 (2)

Course 5: Practicum in Manufacturing / WLDG 1434 (2)

ENDORSEMENT:

Business and Industry

CERTIFICATIONS:

- Basic Level 1 Welding Certificate
- American Welding Society (AWS)

POSTSECONDARY OPPORTUNITIES:

Welders, Cutters, Solderers, and Brazers



Science, Technology, Engineering, & Mathematics

The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing scientific research and professional and technical services, including laboratory and testing services, and research and development services.

PROGRAM OF STUDY:

Programming & Software Development:

Year 1: Computer Science I (1)

Year 2: Computer Science II (1) OR AP Computer Science A (1)

Year 3: Practicum in STEM (2)

Year 4: Practicum in STEM (2)

ENDORSEMENT:

STEM, Business and Industry

CERTIFICATIONS:

POSTSECONDARY OPPORTUNITIES:

Software Developer, Systems Software, Computer Programmers



Transportation, Distribution, and Logistics

The Transportation, Distribution, and Logistics Career Cluster focuses on careers in planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

PROGRAM OF STUDY:

Automotive:

Course 1: Automotive Basics / AUMT 1405 (1)

Course 2: Automotive Technology I: Maintenance and Light Repair / AUMT 1407 (2)

Course 3: Automotive Technology II / AUMT 2417 (2)

Course 4: Automotive Technology II Lab / AUMT 2434 (3)

Course 5: Energy and Power of Transportation Systems / AUMT 2307 (1)

Course 6: Practicum in Transportation Systems / AUMT 2321 (2)

ENDORSEMENT:

Business and Industry

CERTIFICATIONS:

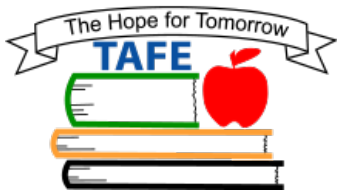
- Engine Analysis Level 1 Certificate of Completion

POSTSECONDARY OPPORTUNITIES:

Automotive Body & Related Repairers, Automotive Service Technician & Mechanics

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSO)

Kennedale ISD is proud to offer the CTSOs listed below to our students enrolled in a Career and Technology Education course!



TAFE
Texas Association of Future Educators



Appendix

- KISD CTE PRACTICUM POLICIES/GUIDELINES
 - Required for all students enrolled in a practicum
- KISD CTE CONSENT TO SCHOOL-DAY TRANSPORTATION
 - Required for all students enrolled in a program with travel to and from locations other than Kennedale High School
- CTE UNPAID TRAINING PLAN AGREEMENT
 - Required for all practicum students
- CTE PAID TRAINING PLAN AGREEMENT
 - Required for all students enrolled in Career Prep courses
- KISD CTE EQUIPMENT & FACILITIES ACKNOWLEDGMENT FORM
 - Required for all students enrolled in any CTE course

Kennedale Independent School District Career and Technical Education Practicum Policies/Guidelines

Kennedale ISD is proud to provide real world, industry-standard learning opportunities for our students at Kennedale High School who are enrolled in a Career and Technology Education (CTE) practicum course. A student can enroll in a CTE practicum course after completion of the appropriate prerequisite courses determined by the district's CTE Specialist and KHS Counselors. Practicum courses at KHS are similar to internship opportunities for our students. Students will have the opportunity to earn an education and gain valuable work force experiences off-campus in an industry environment deemed appropriate by Kennedale ISD. Along with being enrolled in a practicum course, comes increased responsibility for all stakeholders, especially our students. The following policies have been established to ensure the safety of all practicum students while having practicum related, off-campus privileges.

1. Any student enrolled in a practicum course must be in grades 11 or 12.
2. Students are to follow the directions and schedule designed by their specific program's teacher daily. Schedules and routines will be clearly established and communicated by the teacher the first day of school.
3. All students at KHS are assigned to one, thirty-minute lunch. This includes all practicum students, regardless of the class period of the practicum course. Any student abusing off-campus privileges for an extended lunch are subject to consequences including but not limited to revocation of off-campus privilege for an extended period of time, deemed appropriate by the teacher and CTE administrator. Repeat offenders may be subject to removal of the practicum course and/or disciplinary actions by KHS administration.
4. Practicum teachers will complete attendance audits weekly to ensure students are reporting to their appropriate off-campus learning site.
5. Each student is a representation of KISD's CTE programs and KHS. Students must abide by all rules and policies stated in the Student Code of Conduct when on other campuses, including the dress code established by the KISD Board of Trustees. Students enrolled in a practicum with a specific uniform or dress code while off-campus must remain in dress code during the school day unless permission has been granted by the Campus Principal and CTE Specialist.
6. In accordance to KHS best safety practices, all students enrolled in a practicum course must enter and exit the building using the front doors of the campus. Side doors to the campus shall remain closed and locked throughout the school day.

All students enrolled in a practicum course are required to be in accordance with the policies/guidelines listed above at all times. Practicum teachers may establish additional, program-specific policies after they have been communicated to and earned approval by the Campus Principal and CTE/CCMR Administrator. Violation of policies listed above and in course syllabus may result in disciplinary actions and/or removal from a practicum course.

Practicum students must return this document signed with the appropriate signatures by the end of the second week of in-person instruction. Students will not be allowed to proceed with a practicum course without appropriate signatures.

Dr. Rachel Lomax, CCMR Coordinator

Student Signature

Michael Cagle, KHS Principal

Parent/Guardian Signature

Practicum Teacher



CONSENT TO SCHOOL-DAY TRANSPORTATION TO CURRICULAR ACTIVITIES

Your child/ward is enrolled in _____ (*insert name of course*) at Kennedale ISD. This course is designed to teach students _____. Because some of the course work is completed away from the school campus, private-vehicle transportation to or from some locations may be necessary. This form authorizes your child/ward to drive or ride with others.

PLEASE NOTE THAT THIS DOCUMENT HAS IMPORTANT LEGAL CONSEQUENCES, INCLUDING A RELEASE OF LIABILITY FOR INJURIES OR DAMAGES SUFFERED AND AN AGREEMENT TO INDEMNIFY KENNEDALE ISD FOR CLAIMS ASSERTED AS A RESULT OF SUCH INJURIES OR DAMAGES. IF YOU HAVE QUESTIONS REGARDING THE EFFECT OF THIS RELEASE, YOU ARE ENCOURAGED TO CONSULT LEGAL COUNSEL.

We/I, the parent/legal guardian of _____ (*name of student*), agree to the terms checked below for the 20____ - 20____ school year:

☐

PERMISSION TO DRIVE MOTOR VEHICLE OFF CAMPUS.

My child/ward has my permission to *drive* his/her motor vehicle off campus during school hours when necessary to complete assignments required or offered by the course(s) listed above.

I certify that my child/ward has a valid Texas driver's license. I also certify that my child/ward has liability insurance, and I agree to keep the liability insurance in effect from August _____, 20____, through _____, 20____. I acknowledge that my child/ward is not an employee of Kennedale ISD.

I HEREBY RELEASE KENNEDALE ISD FROM LIABILITY FOR ANY AND ALL CLAIMS OR CAUSES OF ACTION FOR PERSONAL INJURY OR PROPERTY DAMAGE ALLEGED TO HAVE BEEN SUFFERED BY MY CHILD/WARD OR CAUSED BY MY CHILD/WARD OR HIS/HER VEHICLE DURING MY CHILD'S/WARD'S RELEASE. THIS RELEASE EXPRESSLY EXTENDS TO ALL CLAIMS OR CAUSES OF

ACTION OF ANY ORIGIN, INCLUDING THOSE ARISING AS A RESULT OF THE NEGLIGENCE OF KENNEDALE INDEPENDENT SCHOOL DISTRICT, ITS TRUSTEES, EMPLOYEES, REPRESENTATIVES, AND AGENTS, IN BOTH THEIR OFFICIAL AND INDIVIDUAL CAPACITIES, WHETHER BY ACT OR OMISSION. I FURTHER AGREE NOT TO SUE KENNEDALE INDEPENDENT SCHOOL DISTRICT FOR SUCH CLAIMS OR CAUSES OF ACTION.

Any damages inflicted by my child/ward or his/her vehicle to another party are the responsibility of my child/ward and myself as the parent/legal guardian. I FURTHER AGREE TO INDEMNIFY AND HOLD HARMLESS KENNEDALE ISD ITS TRUSTEES, EMPLOYEES, REPRESENTATIVES, AND AGENTS, IN BOTH THEIR OFFICIAL AND INDIVIDUAL CAPACITIES, FROM ANY DAMAGES OR LOSS ARISING FROM (1) ANY CLAIM OR CAUSE OF ACTION FOR PERSONAL INJURY OR PROPERTY DAMAGE ASSERTED BY ME, BY MY CHILD/WARD, OR ANY THIRD PARTY; AND (2) ANY MISREPRESENTATION BY MYSELF WHETHER INTENTIONAL OR NEGLIGENT, ARISING FROM MY CERTIFICATION HEREIN. THIS RELEASE EXPRESSLY EXTENDS TO ALL CLAIMS OR CAUSES OF ACTION OF ANY ORIGIN, INCLUDING THOSE ARISING AS A RESULT OF THE NEGLIGENCE OF KENNEDALE INDEPENDENT SCHOOL DISTRICT, ITS TRUSTEES, EMPLOYEES, REPRESENTATIVES, AND AGENTS, IN BOTH THEIR OFFICIAL AND INDIVIDUAL CAPACITIES, WHETHER BY ACT OR OMISSION.

☐ PERMISSION TO RIDE AS A PASSENGER IN A VEHICLE DRIVEN BY ANOTHER STUDENT.

My child/ward has my permission to leave campus during school hours as a passenger in a motor vehicle driven by a licensed student when necessary to complete assignments required by or offered in the course(s) listed above. I acknowledge that my child/ward is not an employee of Kennedale ISD.

I HEREBY RELEASE KENNEDALE ISD FROM LIABILITY FOR ANY AND ALL CLAIMS OR CAUSES OF ACTION FOR PERSONAL INJURY OR PROPERTY DAMAGE ALLEGED TO HAVE BEEN SUFFERED BY MY CHILD/WARD OR CAUSED BY MY CHILD/WARD OR HIS/HER VEHICLE DURING MY CHILD'S/WARD'S RELEASE. THIS RELEASE EXPRESSLY EXTENDS TO ALL CLAIMS OR CAUSES OF ACTION OF ANY ORIGIN, INCLUDING THOSE ARISING AS A RESULT OF THE NEGLIGENCE OF KENNEDALE INDEPENDENT SCHOOL DISTRICT, ITS TRUSTEES, EMPLOYEES, REPRESENTATIVES, AND AGENTS, IN BOTH THEIR OFFICIAL AND INDIVIDUAL CAPACITIES, WHETHER BY ACT OR OMISSION.

Any damages inflicted by my child/ward or his/her vehicle to another party are the responsibility of my child/ward and myself as the parent/legal guardian. I FURTHER AGREE TO INDEMNIFY AND HOLD HARMLESS KENNEDALE ISD FROM ANY DAMAGES OR LOSS ARISING FROM (1) ANY CLAIM OR CAUSE OF ACTION FOR PERSONAL INJURY OR PROPERTY DAMAGE ASSERTED BY ME, BY MY CHILD/WARD, OR ANY THIRD PARTY; AND (2) ANY MISREPRESENTATION BY MYSELF WHETHER INTENTIONAL OR NEGLIGENT, ARISING FROM MY CERTIFICATION HEREIN. THIS RELEASE EXPRESSLY EXTENDS TO ALL CLAIMS OR CAUSES OF ACTION OF ANY ORIGIN, INCLUDING THOSE ARISING AS A RESULT OF THE NEGLIGENCE OF KENNEDALE INDEPENDENT SCHOOL DISTRICT, ITS TRUSTEES, EMPLOYEES, REPRESENTATIVES, AND AGENTS, IN BOTH THEIR OFFICIAL AND INDIVIDUAL CAPACITIES, WHETHER BY ACT OR OMISSION.

☐ DENIAL OF PERMISSION.

I do not consent to my child/ward driving his/her motor vehicle off campus during school hours, nor do I consent to my child/ward leaving campus as a passenger in a motor vehicle driven by a licensed student during school hours. I understand that my child/ward will be permitted to complete similar assignments without having to leave campus during school hours or that I will be responsible for arranging other transportation for my child/ward.

Parent or Guardian Signature

Date

Student Signature (*required if Student is 18 or older*) Date

Training Plan Agreement
Unpaid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title¹ _____

Time Class Meets _____ PEIMS Code _____

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

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

It is understood that the work-based training experiences will be unpaid. In order to qualify for an exemption from wage requirements, all six of the following criteria must be met: 1) training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a career and technical education program; 2) training is for the benefit of the student 3) the student does not displace regular employees but works under their close supervision; 4) the training sponsor derives no immediate advantages from the activities of the student and on occasion operations may actually be impeded; 5) the student is not necessarily entitled to a job at the conclusion of the training period; and 6) the training sponsor and the student understand that the student is not entitled to wages for the time spent in training.

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

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

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

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

It is the policy of _____ School District and _____ (business name) not to discriminate on the basis of race, color, national origin, sex or disability in its Career and Technical Education 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 _____ Distrito Escolar y _____ (Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

Signature Approvals

(Student) Date

(Training Sponsor) Date

(Parent or Guardian) Date

(CTE Teacher) Date

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

Description of Specific and Related Occupational Training

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

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

NOTE: This form is intended as a template; the user may modify as needed.

¹A training plan should be developed for any student that participates in a CTE work-based learning (WBL) experience where the training is conducted outside of the direct supervision of the teacher. This form may be used in conjunction with any CTE course; however, the most common WBL arrangements are either a cluster specific Practicum course or Career Preparation (paid only). An unpaid training plan cannot be used for students enrolled in Career Preparation.

Training Plan Agreement

Paid Work-Based Instruction

Student _____ Grade _____ Age _____

School District _____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title¹ _____

Time Class Meets _____ PEIMS Code _____

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

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

In addition to providing practical instruction, the training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

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

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

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

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

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

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Student Name _____ ID # _____

KENNEDALE INDEPENDENT SCHOOL DISTRICT
CAREER AND TECHNICAL EDUCATION DEPARTMENT

Parent(s)/Guardian(s) Approval Form for
Use of Materials, Hand Tools, and Power Equipment, and
Facilities 2023-2024

Your student is enrolled in a Career and Technical Education course. The course curriculum requires the use of school equipment including but not limited to: ladders, hand tools, kitchen tools, power equipment, and safety and operational demonstrations.

All tools and machines are kept in good working order; safety guards are provided where needed; and precautions are taken to assure the best and safest working conditions possible. However, there is always an element of danger when working with materials and equipment in any lab or facility site. *Student accident insurance is recommended for every pupil taking this Career and Technical Education course.* Kennedale Independent School District does not provide student insurance coverage for any accident or injury incurred while participating in any CTE lab or facility activity before, during, or after school.

Kennedale Independent School District and its employees do not assume responsibility for any accident or injury. Your signature below acknowledges your understanding of the information contained here and gives permission for your student to use materials, tools, equipment, and machines in the appropriate lab and/or facility site.

Parent/Guardian Signature _____ Date signed _____