

Career and Technical Education

Handbook



2
0
2
5

NOTICE TO PARENTS

Statement of Non-discrimination For Career and Technical Education Programs

Duncanville ISD offers career and technical education programs in P-Tech, Automotive, Education and Training, Cosmetology, Business Technology, and STEM. Admission to these programs is based on student selection of courses based on program interests.

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

It is the policy of Duncanville ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Duncanville ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

Title IX:

Pamela Brown
Chief of Human Recourses
710 S. Cedar Ridge Dr.
Duncanville 75137
972-708-2020

Section 504/ADA:

Ryan Flint
Director of Teaching & Learning and Assessments
9240 County View Rd.
Dallas, 75249
972-708-2060



CTE Handbook

Table of Contents



01

Introduction

Provides an overview of the Career and Technical Education (CTE) programs offered by Duncanville ISD, including a statement of non-discrimination and key contact information.

03

Advisory Committees & Community Involvement

Details the structure and role of the CTE Advisory Board, including its goals and the program of work to enhance communication and collaboration between the school district, community, and industry.

08

Student Access & Teacher Expectations

Explains the career program of study and graduation plans, coherent sequences of courses, and the process for including students with disabilities in CTE programs through the Individual Education Program (IEP).

14

Management Guidelines

Provides guidelines for general safety, equipment care and maintenance, inventory procedures, and financial management and accountability within CTE programs.

26

CTE Forms

Lists and briefly explains various forms used in the CTE programs, including field trip requests, fundraising and sales tax records, equipment check-out forms, and travel checklists.

35

Career & Technical Student Organizations (CTSO)

Summarizes the approved CTSOs, participation requirements for CTE programs, and references to additional information available in the CTSO handbook.

35

Field Trips & Travel Procedures

Describes the process for organizing and approving field trips, obtaining travel authorization,

43

Purchasing Procedures

Details the steps for requesting purchase orders, getting purchase approvals, and adhering to deadlines and guidelines for purchasing within the CTE program.

CAREER & TECHNICAL EDUCATION DEPARTMENT



Winston Minix

Director of Career & Technical Education/College, Career & Military Readiness



Brandon Foster

CTE Coordinator/College, Career & Military Readiness Coordinator



Celee Stephens

CTE Innovation Specialist



Kristi Trimble

CTE Academic Specialist



Sherry Jingles

Department Administrative Assistant

- Monitor all CCMR data on Eduthings/EMS Dashboards
- Distribute IBC testing vouchers
- Promote PK-12 College and Career Awareness
- Manage Middle School and High School Go Centers
- Develop the CCMR classroom guidance calendar
- Implement district-wide CCMR initiatives:
 - FAFSA & TASFA
 - TSIA 2.0
 - Dallas County Promise
- Coordinate and oversee college fairs, tours, and visits for PK-12*(Panther Impact Facilitator)
- Collaborate with PK-12 counselors to integrate CTE and CCMR
- Facilitate campus-wide CCMR activities
- Lead Action Team Meetings
- Oversee District Inventory

Oversees the following Programs of Study (POS)

- Agriculture
- Animation
- Construction
- Cosmetology
- Early Learning
- Education
- Floral Design
- Graphic Design
- JROTC
- Nursing
- Photography
- Robotics
- Vet Med

- Facilitate all Choice and Signature programs, which encompass the Choice Application, presentations, events, professional development, and support guides.
- Coordinate the 8th grade Career Expo, the Champions' Choice Event, and the Fall Showcase.
- Monitor and manage the Champions' Choice application** process.
- Coordinate the Teacher of the Month and Year awards, as well as the CTE Newsletter.
- Develop and nurture strategic partnerships** with business partners and the community.
- Facilitate the CTE Advisory Board*meetings.
- Support Campus Life Liaisons** in their initiatives.

Supports all Choice and Signature Programs

- Including all middle school programs (Campus ONLY)

- Oversee textbooks and instructional materials, both physical and digital.
- Manage CTE technology resources.
- Supervise curriculum for both Middle School and High School.
- Administer district CTSO clubs, including stipend payments, events, and travel arrangements.
- Facilitate CTE mentorship programs.
- Coordinate transportation for field experiences and internships.
- Monitor technology work orders for all CTE laboratories.
- Provide support to all CTE Middle School teachers.

Oversees the following Programs of Study (POS)

- Architecture
- Automotive
- Business Man.
- Collision
- Culinary
- Engineering
- Fashion Design
- Marketing
- Media
- Welding

- Carry out regular bookkeeping duties and keep departmental budget records up to date.
- Prepare and manage purchase orders along with payment authorizations.
- Organize travel arrangements for central department staff.
- Provide support and assistance to the Director of CTE as required.



ADVISORY COMMITTEES & COMMUNITY INVOLVEMENT

CAREER & TECHNICAL EDUCATION ADVISORY BOARD

Duncanville ISD, 2025 – 2026

Meeting Dates

Month
August 14
September 11
October 9
November 13
December 11

Month
January 8
February 12
March 12
April 9
May 14

Duncanville ISD Advisory Board and Committees

Goals and Program of Work

Goals:

Assist Duncanville ISD in long-range planning

Provide timely and clear feedback which enables staff to set goals, design programs, and evaluate program effectiveness

Assist in disseminating information about Duncanville ISD Career and Technical programs

Provide a forum for reviewing personnel and training needs of business and industry

Enhance political and community support and image of Career and Technical Education

Program of Work:

It is imperative that education, business, industry, and community members “speak” to each other. The advisory committee is an excellent communication vehicle with which to accomplish this. The committee provides a link between the school district and the community through which educational and business activities can be coordinated. Through the establishment of the following committees, we reach our goals:

- **Program Advisory Committees** – with staff assistance, will review the instructional programs in their respective subject areas to determine if existing programs provide adequate services to students. This committee is also responsible for analyzing community economic and demographic trends and determining training needs within the Duncanville Independent School District employment area.
- **Image** – the function of the image committee is to enhance the community perception of career and technical education. Suggestions from members are needed for activities that will explain our purposes.
- **Equipment/Facilities** – It is recommended that program advisory members work with teachers to review the instructional programs and note any concerns regarding equipment or facility needs.

Program Review and Design:

In addition to Program Advisory Committees, Ad Hoc Committees may be appointed by the Director of Career and Technical Education and the Advisory Committee Chairman to evaluate certain programs to determine technological applications/change and community need in terms of program offerings and need for improvement.

Why do we evaluate/review programs?

- To support new funding initiatives
- To improve instruction, to get accurate measurement of accomplishments
- To enhance public relations



STUDENT ACCESS & CTE TEACHER EXPECTATIONS

Career and Technical Education Career Program of Study/Graduation Plans

Coherent Sequence of Courses:

An educational plan of course taking is designed to lead the student progressively toward a career concentration (or major). These course-taking patterns may be flexible and overlapping in nature but fit together and complement each other to provide for the acquisition of competencies appropriate for a variety of occupations within that career concentration.

Career Program of Study 4- Year Plan Sample

Business Management

Business Management				
Course Number	Course Name	Grade(s)	Credit	Service ID
13BMF02	Principles of Business, Marketing and Finance*	9	1	13011200
13BIM02	Business Information Management I*	10	1	13011400
13BIM12	Business Information Management II*	11	1	13011500
13BMG21	Practicum in Business Management*	12	2	13012200
Additional Courses Offered (CTE Electives)				
13BL002	Business Law*	11	1	13011700
13BMG02	Business Management*	11-12	1	13012100
13ENT02	Entrepreneurship*	10-12	1	13034400
*Courses needed for program of study *Additional courses offered				
IBC to be Earned		<ul style="list-style-type: none"> ● Microsoft Office Specialist: Microsoft Excel Expert(2019) ● Microsoft Office Specialist: Microsoft (Word 2019) ● Microsoft Office Specialist: 2016 Master ● Microsoft Office Specialist: Microsoft Access Expert (Access 2019) ● Project Management Institute (PMI) Project Management Ready ● Entrepreneurship and Small Business 		

The Individual Education Program Process (IEP) When a Career and Technical Course or Coherent Sequence of Courses is being considered

The Individual Education Program Process (IEP) When a Career and Technical Course or Coherent Sequence of Courses is being considered The Commissioner's Rules Concerning Career and Technical Education states the following:

A student with a disability who is unable to succeed in regular career and technology education without modifications, special supplementary aids, or services shall be placed in career and technology education by the Individual Education Program Committee (the IEP Committee) composed of the persons required under 20 USC, Section 1401 (20), to develop the student's individualized education program (IEP)*. Whenever appropriate, Career and Technical Education activities shall be included as a component of a student's IEP. A student with a disability identified in accordance with provisions of Public Law 101-392: Public law 476; and the Individuals with Disabilities Act (IDEA) is an eligible participant in Career and Technical Education when the requirements of this subsection are met.

1. The committee shall include a teacher from career and technology 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 students with disabilities in Career and Technical Education classes is consistent with the IEP's developed for the students.

Expectations of the Career and Technical Teacher

General Expectations:

- 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 technology education (see samples elsewhere in this handbook).
- CTE teachers should work cooperatively with the Special Education staff and state rehabilitation agencies as needed to assist special education students with a smooth transition to services or continuing education.
- A substitute will be provided for the teacher if the IEP is scheduled during the regular school day.
- CTE teachers are expected to attend and actively participate in IEP meetings as requested.

Teacher Expectations

Prior to the ARD Committee Meeting

- The CTE teacher should receive notice of an impending IEP/ARD meeting in a timely manner. Since the parent must receive notice five school days before the meeting, the CTE teacher should be notified at the same time. This notice should be provided by the person scheduling the IEP/ARD—probably the Diagnostician.
- The CTE teacher should receive pertinent information about the student PRIOR to the IEP/ARD meeting. This information should address the child's individual needs, interests, and aptitude assessment. This information is to be used to make a professional decision about placement of the student in a CTE program.
- The CTE teacher should see opportunities to plan collaboratively with the Special Education staff, conferring with them and the career and technology counselor as needed regarding the needs of the student. Planning for students with disabilities who will participate in CTE programs should include a coherent sequence of courses in Career and Technical Education.
- As stated above in the Commissioner's Rules, an IEP/ARD committee shall include a teacher from career and technology. In some instances, the CTE counselor will be the CTE representative. In these instances, the teacher should confer with the counselor prior to the IEP/ARD meeting to participate in the decision-making process (the teacher is best able to access the student's ability to manage the requirements of the course and to assist the counselor with appropriate modifications.)

At the IEP/ARD Meeting:

- CTE teachers are Consensus Members. All Consensus Members must stay until the end of the IEP/ARD meeting.
- Teachers should speak at the meeting and participate in the decision-give their professional opinion. Each person should get an opportunity to speak and deliberate the issues.
- CTE teachers participate in development of the IEP. Remember, the reason for the IEP/ARD meeting is to determine if modifications, special supplementary aids, or services are necessary for the student to succeed in regular CTE. The committee's charge is to develop an individualized education plan (or program), to provide curriculum equipment, devices, classroom, and supportive personnel to ensure the student's success.
- Signing the IEP/ARD document indicates consensus with the proceedings of the IEP/ARD meeting.
- CTE teachers should not sign a completed IEP/ARD form if they are not present at the IEP/ARD meeting. It is a violation of the federal guidelines of IDEA-97 to do so.

Teacher Expectations

Following the IEP/ARD Meeting:

Teachers should receive a copy of the IEP, Student Behavior Intervention Plan (S-BIP), and know what his/her role is in implementation of these documents. Teachers should ask for a copy of these documents if copies are not supplied and keep for their records.

Teachers should document in lesson plans that the specific modifications are being done and should be able to show examples of modification implementation. (34CFR§§300.342(b)(2); 19TAC§75.1023.)

If it becomes clear that the student will not be successful in the CTE program even with the modifications specified, the CTE teacher does have the option to ask for another IEP/ARD meeting to consider the appropriateness of the IEP.

IEP's should include:

- Specific program in which the student is to be enrolled
- Modifications of program goals and objective, if needed
- Evidence that modifications are consistent with modifications for academic courses, if needed
- Modifications of equipment, devices, supportive personnel, if needed
- Decisions regarding the student's participation in state and district-wide assessments.

Modifications

Sometimes we use the terms accommodations and modifications interchangeably. We described accommodations as ways to assist a student in meeting the same goals as other students. Now, we can think of modifications as a way to assist a student in reaching some of the same goals as the other students. Maybe a student will be responsible for fewer course objectives or will have fewer problems to answer on an assignment. This means that teachers have to consider the student's needs and suggest modifications that would help the student progress in the classroom.

Examples of modifications are:

- writing alternatives, such as displays or projects;
- checking for understanding;
- immediate feedback;
- allowing self-talk;
- preferential seating;
- adjusting the length of assignments;
- allowing extra time to complete assignments;
- reading a test to a student;
- providing a copy of notes;
- creating an assignment notebook for the student;
- giving them credit for oral response;
- using graphic organizers.

Teacher Expectations

More about Specific Modifications

Use of writing alternatives, written displays and projects: Many students with learning disabilities have unique talents that can be used to demonstrate mastery of objectives. Research has shown that many students with disabilities struggle with writing and do not enjoy it. In many cases, students will provide a shorter response when asked to write it than if they are asked to provide the same information in a different manner. Providing alternative ways to present their information can assist students in many ways. A written display can help students organize their material in shorter segments, while still covering the entire topic. It can also help them organize their thoughts around separate and specific concepts rather than being overwhelmed by the prospect of writing a lengthy assignment. Projects also allow students alternate ways of presenting information. By incorporating technology, pictures, drawings, and other items into a project, teachers can allow students to use their preferred method of demonstrating what they have learned.

Checking for understanding: Many times students with disabilities are hesitant to ask questions in front of their classmates. This may lead to their stalling to begin their assignment, not completing their assignment correctly, or not attempting the assignment at all. When a teacher checks for understanding at different points in the lesson cycle, they ensure that the student knows how to complete the assignment, that the student understands what is expected on the assignment, and that the student knows that they will consistently receive help and do not have to continuously ask for help in front of classmates.

Providing immediate feedback: When a student with a disability begins an assignment, it is important that the teacher check their progress. Providing immediate feedback will keep a student on track and eliminate the frustration of completing an assignment incorrectly. Students also receive feedback more frequently and will often be encouraged to complete the assignment if they are successful.

Adjusting the length of assignments: It is often difficult for students with disabilities to complete the same number of questions or problems on an assignment as students without disabilities. This can be due to reading difficulties, perceptual difficulties, a disability in written expression, and many other issues. Therefore, a teacher may choose to reduce the length of an assignment so that the student has adequate time to complete the assignment.



MANAGEMENT GUIDELINES

General Safety

INTRODUCTION

The safety mistakes a student/technician/instructor makes today could have future ramifications both personally and environmentally. This guide is designed to help instructors/teachers instill safety awareness among their students. It is also intended to alert the school district staff to their own areas of responsibility, to reduce accidents, and to minimize exposure to litigation.

Effective safety awareness education leads to safer attitudes and safety consciousness, which lead to safer working practices and accident prevention within CTE programs.

The task of overcoming the “it can’t happen to me” attitude is a big one and requires safety awareness be an integral part of the everyday instructional program.

In addition to the traditional safety point of view in both personal and area safety, new emphasis should be considered in COMPONENT safety, in that new, sophisticated, and computerized equipment must be well cared for because of high replacement costs. One will find that safe operators that save people will also save equipment.

A more recently recognized safety problem concerns hazardous waste and hazardous waste disposal. An unsafe act today could have serious effects years from now.

Safety consciousness requires that the student be educated in safety generally and specifically. The teacher, in working to develop a positive attitude toward safety, should teach the student to ask “Is what I am about to do unsafe in any way to myself, to others, or to property?” It is essential that the instructional methods lend themselves to positive safety attitude development. This includes (1) a clean and orderly working environment, (2) the awareness of possible accident situations where respect replaces fear, (3) the importance of rules and regulations, (4) the necessity to teach the correct way to perform the first time, (5) the knowledge and skills in the use and the proper maintenance of tools and machines, (6) the reinforcement of safe operating procedures, and (7) proper respect for hazardous wastes and hazardous waste disposal.

Student participation greatly increases the effectiveness of any safety education program. Students should be actively involved in planning and presenting programs and demonstrations that involve the subject of safety as well as the care and maintenance of tools and machines.

PURPOSE

To reduce and eliminate accidents in educational shops, labs, and the classroom by:

- Having instructors aware of dangers and risks to themselves, the students, and visitors.
- Providing the instructors with knowledge to be able to make the lab, shop, classroom, or workplace a safe environment and meet Labor and Industry standards.
- Providing recommendations to improve the safe environment for learning or working.
- Providing examples of important records and forms for evidence of compliance
- Providing a basic understanding of the educator's legal responsibilities.
- Providing rules and regulations of Labor and Industry.
- Provide a framework for teachers to include safety awareness or safety training in their curriculum and daily Instructional practices.

DEFINITION

“Safety is freedom from danger, risks, or accidents that may result in injury, death, or property damage.”

-The New OSHA Reinventing Workers Safety and Health

“Workplace fatalities, injuries, and illnesses cost the country billions of dollars every year. In its 2018 Workplace Safety Index, Liberty Mutual estimated that employers paid more than \$1 billion per week for direct workers' compensation costs for disabling, non-fatal workplace injuries in 2015. The National Safety Council estimated that work-related deaths and injuries cost the nation, employers, and individuals \$151 billion in 2016. ”

-“Business Case Study for Safety and Health” osha.gov, OSHA,
<https://www.osha.gov/businesscase>

LEGAL DUTIES OF INSTRUCTOR

DUTY TO INSTRUCT

- An instructor who does NOT instruct properly could place a student in a dangerous situation where the lack of appropriate information might contribute to an accident.
- A prudent instructor must ANTICIPATE and EXPLAIN/DEMONSTRATE any problems that could arise for each experience and instruct proper safety to the students.

DUTY OF SUPERVISION

- Instructors are responsible for APPROPRIATE BEHAVIOR on the student's part.
- If one student hurts another, it is the instructor who is the responsible adult.
- Instructors must teach and maintain CLASSROOM CONTROL.
- The instructor is IN LOCO PARENTIS—you are the local parent and the responsible adult during the educational experience.

DUTY TO MAINTAIN

Instructors are responsible for seeing that EQUIPMENT is kept in safe working order.

Facility, Tool, and Equipment Concerns

As we know, hazards exist everywhere. A person can be injured as simply as self-impalement by a pencil or tripping down a set of stairs if not used correctly.

As a professional, it is reasonable and prudent that you maintain relatively clean, uncluttered facilities. Properly working tools and equipment, safety signs, posters, and floor markings where applicable, safety guards, the wearing of Personal Protective Equipment (PPE), etc., are examples of reasonable and prudent measures and examples of Labor and Industry requirements to protect all persons in the shop environment. Should there be a facility, tool, or equipment concern that you as the professional feel does not allow safe education to take place in a reasonable and prudent manner, immediately contact your supervisor to resolve how to bring the article in question back into reasonable and prudent compliance. Also, be fair in developing your paradigm of what reasonable and prudence entails.

LEGAL DUTIES OF INSTRUCTOR CONT.

Look at the scenario from society's point of view. The phrase "not everything goes" is critical in the CTE educational environment; that's part of what makes you a professional. All instructors are obligated to follow all safety regulations at all times.

To further delineate the role of the instructor in safety and the expectations of society, the following issues are addressed:

- Underlying reason and prudence.
- Facility, tool, and equipment concerns.
- Personal and student training, education, and preparedness.
- Present judiciary support, direction, and definition.

Please conceptualize what a reasonable and prudent person would think a student at the middle/junior high school age should be experiencing in this environment and what operations they should be performing. In the following section, Managing Risk, there are recommendations for the junior high/middle school age appropriators for power equipment usage.

Personal and Student Training, Education, and Preparedness

- It is crucial that you, as a professional, obtain and keep current your credentials and training so that you, in turn, may provide your students with a quality, safe learning experience. It is required that you be appropriately certified.
- Non-licensed and non-endorsed instructors employed with assignments involving career and technical education classes should NOT operate tools, equipment, and machinery, nor allow their students to do the same. Since each unlicensed and/or unendorsed individual possesses a different history of training and experience, the CTE administrator in your local district will make reasonable and prudent accommodations, requirements, and limitations of the individual instructor. (RE: Substitutes)
- There is a higher liability to the instructor and school district if a non certified instructor is used.
- It is reasonable and prudent for a professional instructor to provide all students with adequate safety training. This could include, but is not limited to:
 - Safety demonstrations—attentively watched by all.
 - Safety videos.
 - The proper and adequate wearing of personal protective equipment (PPE) appropriate to the industry or program area.
 - Safety quizzes and tests, etc.
 - Students demonstrate proficiency in facility, tool, and equipment safety to the instructor, who uses his or her professional assessment in allowing the student to utilize shop facilities.
 - OSHA Modules and training, TDI (Texas Department of Insurance) training materials, NSC materials and checklists.
- Training by example is of utmost importance. Impressionable minds are quick to see the level of dedication or lack thereof in their instructor. It is imperative that you personify the example of safe and enjoyable learning that you desire your students to show you.
- If there is ambiguity, doubt, disapproval, or curiosity concerning any issue of personal and student training, education, and preparedness, contact another instructor, your CTE Department Chair, or CTE Administration that can give you the appropriate information in allowing you to obtain and maintain a reasonable and prudent effort to keep students safe while learning.

TRANSPORTATION

TRANSPORTATION MANAGEMENT STUDENT TRANSPORTATION

CNA
(LEGAL)

Definitions

For purposes of this policy:

1. "Bus" means a motor vehicle used to transport persons and designed to accommodate more than ten passengers, including the operator.
2. "Passenger car" means a motor vehicle, other than a motorcycle, used to transport persons and designed to accommodate ten or fewer passengers, including the operator.
3. "Passenger van" means a motor vehicle, other than a motorcycle or passenger car, used to transport persons and designed to transport 15 or fewer passengers, including the driver.
4. "School activity bus" means a bus designed to accommodate more than 15 passengers, including the operator, that is owned, operated, rented, or leased by a district and is used to transport public school students on a school-related activity trip, other than on routes to and from school. The term does not include a chartered bus, a bus operated by a mass transit authority, a school bus, or a multifunction school activity bus.
5. "School bus" means a motor vehicle that was manufactured in compliance with the federal motor vehicle safety standards for school buses in effect on the date of manufacture and that is used to transport primary, or secondary students on a route to and from school or on a school-related activity trip other than on routes to and from school. The term does not include a school-chartered bus or a bus operated by a mass transit authority.
6. "Motor bus" means a vehicle designed to transport more than 15 passengers, including the driver. Education Code 34.003(d), (e); Transp. Code 541.201(3)(A), (12), (15), (16)

Authority

A board may establish and operate an economical public school transportation system:

1. In the district;
2. Outside the district, if the district enters into an interlocal contract as provided by Government Code Chapter 791; or
3. Outside the district if students enrolled in the district reside outside the district and the district:
 - a. Has an active policy adopted by the board that prohibits screening transfer students who reside outside the district based on the student's academic performance, disciplinary history, or attendance record, regardless of any relevant district or innovation plan adopted by the board or authorization to screen transfer students under any other authority; and
 - b. Certifies that the district has:
 - i. An overall performance rating of C or higher under Education Code 39.054 for the preceding school year or the most recent school year in which a performance rating was assigned;
 - ii. An overall accountability score of 70 or higher for the preceding school year or the most recent school year in which a performance rating was assigned as calculated by the Texas Education Agency (TEA) for purposes of determining the district's overall performance rating under Education Code 39.054; and
 - iii. The same or better overall performance rating under Education Code 39.054 for the preceding school year or the most recent school year in which a performance rating was assigned as the district from which the district will transport students under these provisions

TRANSPORTATION Cont.

A district shall make publicly available on the district's internet website information regarding the district's compliance with the requirements under item 3 above.

Education Code 34.007 may not be construed to prohibit a board from operating a transportation system in another district to ensure the most efficient routes for transporting students who reside in the operating district.

Education Code 34.007(a), (a-1), (c)

Transportation Allotment for Eligible Student

Each district operating a regular transportation system is entitled to an allotment based on a rate per mile per regular eligible student set by the legislature in the General Appropriations Act. Education Code 48.151(c)

"Regular eligible student" means a student who resides two or more miles from the student's campus of regular attendance, measured along the shortest route that may be traveled on public roads, and who is not classified as a student eligible for special education services; or is a homeless child or youth, as defined by 42 U.S.C. 11434a. Education Code 48.151(b)(1)

The commissioner of education may not reduce the allotment because a district provides transportation for an eligible student to and from a child-care facility or a grandparent's residence instead of the student's residence, as authorized by Education Code 34.007 [see Designation of Child-Care Facility or Grandparent's Residence, below]. Education Code 48.151(k)

Authorized Uses

Funds allotted under these provisions must be used in providing transportation services. Transporting a meal or instructional materials as provided below is included in transportation services under this provision. Education Code 48.151(h)

Meals and Instructional Materials

For the duration of a declared disaster, a district located in an area that is wholly or partly the subject of a disaster declaration by the governor under Government Code Chapter 418 or by the president of the United States may be reimbursed on a per-mile basis for the cost of transporting a meal or instructional materials to a student's residence or to another location, designated by the district, for pickup by the student. Education Code 48.151(n)

Fees for Transportation

For information regarding fees a district may charge for transportation, see FP(LEGAL).

TRANSPORTATION Cont.

Hazardous Conditions or High Risk of Violence

A district may apply for and on approval of the commissioner receive an additional amount of up to 10 percent of its regular transportation allotment to be used for the transportation of children living within two miles of the school they attend who would be subject to hazardous traffic conditions or a high risk of violence if they walked to school. Education Code 48.151(d); 19 TAC 61.1016

Definitions

"Hazardous traffic condition" means an area within two miles of a campus where no walkway is provided and children must walk along or cross a freeway or expressway, an underpass, an overpass or a bridge, an uncontrolled major traffic artery, an industrial or commercial area, or another comparable condition.

"Area presenting a high risk of violence" means an area within two miles of a campus that law enforcement records indicate presents a high incidence of violent crimes. 19 TAC 61.1016(b)

Community Walking Transportation Programs

A district may use all or part of any additional funds received to support community walking transportation programs, including walking school bus programs, provided that the district requires each supported program to submit a financial report each semester that covers services provided by the program for the benefit of the district. Education Code 48.151(d-2)

Eligibility

A district or county is eligible to report hazardous area service annual mileage in the Foundation School Program (FSP) transportation application if the district submits to the TEA a policy adopted by the board that:

1. Explains the specific hazardous traffic conditions or areas presenting high risk for violence that apply to the district and exist within two miles of its campuses; and
2. If a district elects to implement community walking transportation programs or innovative school safety projects, requires such district-supported community walking transportation programs or innovative school safety projects to:
 - a. Utilize trained adults with current background checks to either walk students to their home or school or to stand guard along safe routes; and
 - b. Provide financial reports to the district each semester. 19 TAC 61.1016(c)

TRANSPORTATION Cont.

Reporting

A district is required to submit a hazardous area policy prior to the start of the school year and to report annual hazardous area service mileage by August 1 of each school year on the home-to-school/school-to-home section of the FSP transportation route services report. Districts requesting funds for an area presenting a high risk of violence must provide to TEA, contemporaneously with the explanation required at Eligibility above, consolidated law enforcement records that document violent crimes identified by reporting agencies within the relevant jurisdiction. 19 TAC 61.1016(d)

Career and Technology Program

The cost of transporting career and technology education students from one campus to another inside a district, from a sending district to another secondary public school for a career and technology program or an area career and technology school or to an approved post secondary institution under a contract for instruction approved by TEA, or from a district campus to a location at which students are provided work-based learning under the district's career and technology program shall be reimbursed based on the number of actual miles traveled times the district's official extracurricular travel per mile rate as set by the board and approved by TEA. Education Code 48.151(f)

Dual Credit Students

A district shall be reimbursed on a per-mile basis for the cost of transporting a dual credit student to another campus in the district, a campus in another district, or a postsecondary educational institution for purposes of attending the course, if the course is not available at the student's campus. Education Code 48.151(m)

Bus Drivers

In establishing and operating the transportation system, the board shall employ bus drivers certified in accordance with standards and qualifications adopted by the Department of Public Safety. Education Code 34.007(b)(1)

Dual Credit Students

A district shall be reimbursed on a per-mile basis for the cost of transporting a dual credit student to another campus in the district, a campus in another district, or a postsecondary educational institution for purposes of attending the course, if the course is not available at the student's campus. Education Code 48.151(m)

TRANSPORTATION Cont.

Bus Operation

A person may not operate a school bus if:

1. The door of the school bus is open; or
2. The number of passengers on the bus is greater than the manufacturer's design capacity for the bus.

An operator of a school bus, while operating the bus, shall prohibit a passenger from:

1. Standing in the bus; or
2. Sitting on the floor of the bus or in any location that is not designed as a seat. Transp. Code 545.426

Transporting Students to School

School buses or mass transit authority buses shall be used for the transportation of students to and from schools on routes having 10 or more students. Passenger cars may be used on routes having fewer than 10 students. Education Code 34.003(a)

Bus Passes or Cards

A school district may use the state transportation allotment to provide a bus pass or card for another transportation system to each student who is eligible to use the regular transportation system of the district but for whom the regular transportation system of the district is not a feasible method of providing transportation. Education Code 48.151(l)

Designation of Child-Care Facility or Grandparent's Residence

On determining eligibility for transportation services, the board shall allow a parent to designate one of the following locations instead of the child's residence as the regular location for purposes of obtaining transportation under the system to and from the child's school, if the location is an approved stop on an approved route:

1. A child-care facility as defined by Human Resources Code 42.002 below; or
2. The residence of a grandparent of the child.

Education Code 34.007(b)(2)

"Child-care facility" means a facility licensed, certified, or registered by the Department of Family and Protective Services to provide assessment, care, training, education, custody, treatment, or supervision for a child who is not related by blood, marriage, or adoption to the owner or operator of the facility for all or part of the 24-hour day, whether or not the facility is operated for profit or charges for the services it offers. Human Resources Code 42.002(3)

TRANSPORTATION Cont.

Transportation of Homeless Students

As a condition of receiving funds under the McKinney-Vento Homeless Assistance Act, a district shall adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, at the request of the homeless liaison [see FFC]) to and from the school of origin, as follows:

1. If the child continues to live in the area served by the district in which the school of origin is located, the district of origin will provide the child's transportation to and from the school of origin.
2. If the child's living arrangements in the area served by the district of origin terminate and the child, though continuing his or her education in the school of origin, begins living in an area served by another district, the district of origin and the district in which the child is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the districts are unable to agree, the responsibility and costs shall be shared equally. 42 U.S.C. 11432(g)(1)(J)(iii)(I), (II) [See FDC]

Transportation of Students in Foster Care

A district receiving Title 1, Part A funds must collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care.

These procedures shall:

1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with 42 U.S.C. 675(4)(A); and
2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the district will provide transportation to the school of origin if:
 - a. The local child welfare agency agrees to reimburse the district for the cost of such transportation;
 - b. The district agrees to pay the cost of transportation; or
 - c. The district and the local welfare agency agree to share the cost of such transportation. 20 U.S.C. 6312(c)(5) [See FD]

TRANSPORTATION Cont.

School Activities

When transporting students in connection with school activities other than on routes to and from school:

1. Only school buses or motor buses may be used to transport 15 or more students; and
2. Passenger cars or passenger vans may be used to transport fewer than 15 students.

Education Code 34.003(b)

In all circumstances in which passenger cars or passenger vans are used to transport students, the operator of the vehicle shall ensure that the number of passengers does not exceed the designed capacity of the vehicle and that each passenger is secured by a safety belt. Education Code 34.003(c)

Accelerated Instruction Programs

For more information regarding transportation of students to accelerated instruction programs, see EHBCA.

Transportation Company or System

A board may contract with a mass transit authority, commercial transportation company, or juvenile board for all or any part of a district's public school transportation if the authority, company, or board:

1. Requires its school bus drivers to have the qualifications required by and to be certified in accordance with standards established by the Department of Public Safety; and
2. Uses only those school buses or mass transit authority buses in transporting 15 or more students that meet or exceed safety standards for school buses established under Education Code 34.002.

A mass transit authority contracting under this provision for daily transportation of pre-primary, primary, secondary students to or from school shall conduct, in a manner and on a schedule approved by the board, the following education programs:

1. A program to inform the public that public school students will be riding on the authority's or company's buses;
2. A program to educate drivers of the buses to be used under the contract of the special needs and problems of public school students riding on the buses; and
3. A program to educate public school students on bus riding safety and any special considerations arising from the use of the authority's or company's buses.

A board may supplement the state transportation cost allotment with local funds necessary to provide complete transportation services.

Education Code 34.008

[For provisions pertaining to criminal history record information on contractors providing transportation services, see CJA(LLEGAL).]

CTE Transportation Policy

All transportation for CTE activities must be coordinated through the district's Transportation Department.

CTE teachers shall not be utilized for student transportation purposes outside of their assigned program of study, regardless of CDL licensure. The practice of assigning CTE teachers to transport students for other departments or activities is strictly prohibited.

This policy is established to ensure compliance with district transportation protocols, maintain the safety and supervision of students, and preserve the instructional responsibilities of CTE staff.



CTE FORMS

**(FOR CTSO TRAVEL REFER TO
CTSO HANDBOOK)**



Duncanville High School

900 West Camp Wisdom Road Duncanville, Texas 75116
972-708-3700

DUNCANVILLE INDEPENDENT SCHOOL FIELD TRIP/WORK-FIELD EXPERIENCE REQUEST

Teacher _____ School _____ Grade _____

Class/Organization _____ Date of trip _____

Place to visit _____

Time of Departure _____ Return _____

Number of Students _____ (Attach Student Roster) Number of Adults _____ (Ratio of 1:12)

Approximate Mileage _____ Admission Price _____

Name of Chaperone: _____

Teaching Assignments: _____

Substitute needed: Yes _____ No _____

Accommodations for wheelchair/s (YES) _____ (NO) _____

Educational purpose of trip (Attach TEK's and Lesson Design) – written out (attach)

Teacher

Date

APPROVED _____

DENIED _____

Executive Principal

Department Signature

Cancelled trips without a 24 HOUR NOTICE will still be billed to your campus/department. Be mindful of reserving buses, it is easier for us to add buses if needed than reserving and then cancelling. Mileage Rate \$1.00.

REGULATION: THIS REQUEST MUST BE SUBMITTED THREE WEEKS/15 DAYS IN ADVANCE OF THE DATE REQUESTED FOR THE TRIP. EXECUTIVE PRINCIPAL MAKES FINAL DECISIONS ON ALL OVERNIGHT FIELD TRIPS AND WORK-FIELD EXPERIENCES.



ACTIVITY FUND SPONSOR DEPOSIT REPORT

CAMPUS _____ SPONSOR: _____

DATE: _____ CLUB/ACTIVITY: _____

Reason for the Collection (i.e. Car Wash, Dues, etc.)	
	TOTAL COLLECTED \$ _____
Receipt _____ To _____	

Reason for the Collection (i.e. Car Wash, Dues, etc.)	
	TOTAL COLLECTED \$ _____
Receipt _____ To _____	

Reason for the Collection (i.e. Car Wash, Dues, etc.)	
	TOTAL COLLECTED \$ _____
Receipt _____ To _____	

Actual Cash Count		
HUNDREDS	X 100 =	\$
FIFTIES	X 50 =	\$
TWENTIES	X 20 =	\$
TENS	X 10 =	\$
FIVES	X 5 =	\$
TWOS	X 2 =	\$
ONES	X 1 =	\$
Total Currency		\$
DOLLAR COINS	X 1.00 =	\$
FIFTY CENTS	X .50 =	\$
QUARTERS	X .25 =	\$
DIMES	X .10 =	\$
NICKELS	X .05 =	\$
PENNIES	X .01 =	\$
Total		\$
Total Check		\$
TOTAL DEPOSIT		\$

GRAND TOTAL \$

SPONSOR SIGNATURE _____

DATE ACCEPTED _____

CAMPUS SECRETARY SIGNATURE _____

DATE ACCEPTED _____



FUNDRAISER REQUEST FORM

(Organization Name)

(Date Submitted)

FUND RAISING ACTIVITY (Description)

DATE(S) OF ACTIVITY: _____

TIMES OF ACTIVITY (IF APPLICABLE) (Begin) _____ (End) _____

PURPOSE FOR FUNDS RAISED:

ESTIMATE OF THE AMOUNT OF MONEY TO BE RAISED: \$ _____

- WHAT IS THE CURRENT BALANCE OF THE ORGANIZATION'S FUNDS? \$ _____
- WILL FUNDS RAISED BE EXPENDED THIS SCHOOL YEAR? YES OR NO
- IF YES, ESTIMATE OF FUNDS TO BE EXPENDED THIS SCHOOL YEAR: \$ _____
- WILL STUDENT CLASS TIME BE EXPENDED AS A RESULT OF THIS FUNDRAISER? YES OR NO
- IF YES, ESTIMATE OF CLASS TIME TO BE EXPENDED: _____
- WILL THE ORGANIZATION BE CONDUCTING ANY OTHER FUNDRAISERS THIS SCHOOL YEAR? YES OR NO
- IF SO, HOW MANY AND WHEN?

REQUESTED BY:

(PRINTED NAME OF SPONSOR)

APPROVED: _____ DISAPPROVED: _____ DATE: _____

(SIGNATURE OF ADULT SPONSOR) (PRINCIPAL'S SIGNATURE)

_____ DATE: _____

FINANCE OFFICE

NOTE: Board Policy requires that all organizations conducting fundraisers must submit prior to the seventh day following the end of the school year, to the principal, a reconciliation of actual money raised and expended compared to budgeted revenues and expenses. This information will then be submitted to the Superintendent by June 15th.



STUDENT PERMISSION FORM

RELEASE OF LIABILITY FOR STUDENT PARTICIPATION IN FIELD TRIP OR ANY SCHOOL-SPONSORED TRIP

The purpose of our field trip is to participate :

Where: _____

When: _____

Time: _____

Lunch arrangements: Students have two options for lunch:

- Lunch will be provided by _____
- Bring a sack lunch: students are welcome to bring a packed lunch from home

This form will serve as a permission slip for any such field trips your child will take this school year.

I, _____, agree to allow my child,

_____,
(Parent/guardian) (Student's name)

to travel with a group of individual associated with the Duncanville Independent School District, and agree to assume any and all liability and hold the District, its Trustees, employees and agents harmless from all claims or actions which I or my child ever had, now have, or may have in the future or any liability for injuries or damages which occur to my child or to me as a result of his or her participation in this trip. I expressly waive all claims for medical expenses, loss of services or other claims to which I may otherwise be entitled and I agree to indemnify and hold harmless the Duncanville Independent School District, its Trustees, employees and agents from all claims made against it or them on behalf of my child. I agree to indemnify and hold harmless the Duncanville Independent School District, its Trustees, employees and agents from all claims made by third parties against it or them which result from my child's actions on the trip.

I understand that the District, its Trustees, employees and agents are not waiving any sovereign or governmental immunity which it or they have under Texas law.

I understand that normal disciplinary procedures will be followed from the time of departure from the school until the time of arrival back at the school.

I have read and understand this release and sign it voluntarily and with knowledge of its significance.

Date	Parent or Guardian Name Printed	Parent or Guardian Name Signature	Contact Number
------	---------------------------------	-----------------------------------	----------------

Date	Student Name Printed	Student Name Printed	Contact Number
------	----------------------	----------------------	----------------

CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)





Duncanville Career and Technical Education Career and Technical Student Organizations

It is a requirement by TEA that ALL CTE programs participate and have an active chapter in any of the approved CTSOs that best represent your program.

Sec. 29. 182. STATE PLAN FOR CAREER AND TECHNOLOGY EDUCATION.

(D) as an integral part of the program, participation by students and teachers in activities of career and technical student organizations supported by the agency and the State Board of Education.

Added by Acts 1995, 74th Leg., ch. 260, sSc. 1, eff. May 30, 1995.

Approved CTSO's:

- BPA
- HOSA
- DECA
- SkillsUSA
- FFA
- FCCLA
- TSA
- TAFE

General Information

- Students participating in CTSO Competitions will follow the base guidelines of UIL for No Pass No Play Regulations.
- Constitutions/Bylaws will be required for all CTSO's.
- Meeting dates and minutes will be required for submission.
- Area, Local & District competitions are covered by fundraising activities.
- State, National & International competitions will be offset with CTE funds.

CTE Director – Winston Minix

FIELD TRIP & TRAVEL PROCEDURES



Career & Technical Education Field Trip/Travel Procedures

Please note that you need to plan accordingly to follow the procedures below.

1. Email Sherry Jingles (sjingles@duncanvilleisd.org) when a field trip request form has been submitted to your Administrative Office.
2. Upon approval from your Administrative Office, turn your field trip request form to Sherry Jingles in the CTE Office.
3. Once the trip has been approved by the Director of CTE and has been arranged with Transportation, you will receive an email confirming your trip. Do not make final plans for the trip until you have received this confirmation.
 - This process can take up to four (4) weeks, so please make sure again that you are planning accordingly.
 - All field trip requests for the 2025-2026 school year MUST be submitted to the CTE Office by **March 1st**. So again, plan accordingly.

Travel Procedures

Reimbursement for mileage is completed once the trip is concluded. All receipts must be turned in to CTE Office and reconciled before a reimbursement will be processed.

Duncanville ISD Transportation

- When students load they must fill the vehicle from the back to the front and when they exit they must unload from the front to the back

Field Trip Procedures



01. EMAIL FIELD TRIP REQUEST

1. Email Campus Administration office Field Trip Request
 2. Email Sherry Jingles Request
- MUST EMAIL BOTH**

02. SUBMIT FIELD TRIP REQUEST FORMS

Upon approval from your Administrative Office, turn your field trip request form and the TEA field trip form to Sherry Jingles in the CTE Office.



03. APPROVAL OR DENIAL

Do not make final plans for the trip until you have received this confirmation.



04. APPROVED TRIPS

Once the trip has been approved by the Director of CTE and transportation has been arranged you will receive an email confirmation. ***Do not make final plans for the trip until you have received this confirmation.***



Career & Technical Education Field Trip/Travel Procedures

Student Meals

District policy will be followed. Money for meals will be issued on a check to instructor. You will need to turn in all itemized receipts to Sherry Jingle finance within 3 days of returning from trip. Cash will be distributed by instructor and a signed students meal form with student signatures are required within 3 days of returning from trip

Out of State Travel

If out of state travel is required for any trip, contact the Director of CTE at least six (6) weeks prior to the date of the trip. This will require School Board Approval. Once approved, you will receive notification that you may proceed in planning the trip. Do not make plans for any trip requiring out of state travel without the written consent of the Director. Refer to CTSO Handbook for CTSO Travel. The feasibility of out of state travel during the pandemic will be evaluated by CTE and Campus Admin.

Hotel

Ensure that hotel and registration confirmations are readily available, along with organized copies of all student permission forms. Have substitute lesson plans and rosters prepared to maintain educational continuity. A comprehensive list of students should be submitted to campus security for safety and emergency procedures. Additionally, coordinate transportation arrangements, including buses, and manage debit card transactions efficiently to handle financial matters securely during the event.

Field Trips

Field Trips are highly encouraged to enhance the learning experiences of our students. Please be certain that you follow the written procedures so that we are able to provide these experiences for the students of DISD.

Travel/Field Trip Checklist

Travel Checklist

Advisor: _____

Purpose: _____

Location: _____

Dates: _____

QUICK CHECK



- _____ **Hotel & Registration Confirmations**
- _____ **Copies of Student Permission Forms**
- _____ **Sub, Lesson Plans, Rosters**
- _____ **List of students submitted to Campus Sec.**
- _____ **Bus / Transportation**
- _____ **Cash for Per Diem**

GENERAL

- ___ Field trip request form – “Student Travel Forms” from website – submitted to campus secretary (at least one month in advance)
- ___ Out of state travel – requires board approval – plan two months ahead
- ___ Request to be off campus (one per traveling teacher) – submitted to campus secretary
- ___ Request for sub/uses – Online Absence
- ___ Lesson plans on file with campus secretary prior to leaving for trip
- ___ Attendance Sheets left with campus secretary prior to leaving for trip
- ___ Complete “Travel Form for Student Meals” and submit to Sherry Jingles (one per traveling teacher and within 3 of returning from trip)
- ___ Include: student travel, meals, mileage, baggage, fees etc.
- ___ Attach list of students & advisors attending, list who will be rooming together.
- ___ Permission forms (each traveling teacher must sign their own form).
- ___ Nurse/Medical Information
- ___ Submit list of students out to attendance and campus secretary
- ___ Teachers should include: Subs/Meetings & schedules
- ___ Student Emergency form, Nurse, if required.

HOTEL

- ___ Reserve hotel room – book as soon as possible Sponsor must use their personal credit card to hold the room per district policy.
- ___ Obtain a quote – No payment (ask teacher, we pay if we do not have enough activity tax).
- ___ Include room list for students & advisors attending. Separate student registration costs from Teacher registration costs.
- ___ Bus (driver must have hotel for bus drivers) – may need late checkout at hotel for bus driver if driving the night.

Travel/Field Trip Checklist

REGISTRATION

1. Register for event.
2. Submit Event Registration payment to Sherry Jingles.
3. Separate student registration costs from Teacher registration costs.
4. Include list of student names, registration confirmation, and agenda with PO request.

FINAL (UPON RETURN)

___ All itemized receipts to Finance within 3 days of return to CTE Office





PURCHASING PROCEDURES

Career & Technical Education Purchasing Procedures

1. After your inventory has been approved, you may proceed with purchasing.
2. Make sure you or your department has received department budget.
3. Once the requisition leaves the CTE Office it can take 10 – 15 business days to become a purchase order.
4. You will receive a copy of a signed PO via email. You will then place the order with the vendor. If **YOU** do not place the order, you will not receive the items. All orders **MUST** be shipped to the CTE office. You will receive an email when the items are ready to be picked up in the CTE Office. **DO NOT SHARE PO's with another teacher. If you need classroom supplies, it is your responsibility to request a PO for you to use.**

Open Purchase Orders will follow the above procedures in addition to the ones below.

- Open Purchase Order Amount
- **Date range that you need to purchase in (for example: September 1, 2025 to September 7, 2025) up to calendar week.**
- Item Detail of what you will be purchasing (Cups, butter, string, etc.) BE SPECIFIC and itemize. Simply listing “supplies” will not work.

Do not purchase items prior to receiving a purchase order. Doing so will result in your personal financing of goods received.

All requests for purchase orders for 2025-2026 school year (for educational items) and the start of 2025-2026 MUST be submitted Sherry Jingles by February 28, 2026. High School PO's from your Activity Accounts are submitted through your campus finance clerk. CTE does not handle any activity account deposits or purchase orders for middle schools.

There will be no exceptions!

***Keep in mind, PO requests in September and February will take longer to receive due to the high volume in purchasing. PO's are processed in the order received.**

To facilitate financial management and accountability of state revenue, and local funds, please note the following deadlines for expenditures of General Funds (199):

December 1, 2025: 70% of allocated funds should be expended, encumbered or planned.

February 28, 2026: 30% or the remainder of allocated funds should be expended and encumbered. The cut off time will be at NOON, NO EXCEPTIONS.

***NOTE:** Any purchase order request that is not a “Blanket PO” must be submitted with a current quote from the vendor. Failure to upload the quote with the purchase order request in Canvas will result in the purchase order not being processed.
Career & Technical Education Money Collection Procedures

Career & Technical Education Money Collection Procedures

You will be required to sign the Acknowledgement of Activity Fund Procedures with your campus. You must follow all guidelines set forth in the Business Operations Manual. CTE does not handle any activity account deposits or purchase orders for middle schools. The finance clerk on your campus handles all activity account transactions.

****REMEMBER that ALL money is secured in a locked area each night. You MUST follow the guidelines that are in the finance handbook. Your desk drawer is NOT an acceptable location.**



Repairs

Repairs for CTE equipment are set up independently by programs. When repairs are needed, the teacher should contact CTE Coordinator Brandon Foster bfoster@duncanvilleisd.org via email about the request.

CARE OF EQUIPMENT

- Some method of equipment distribution and protection should be established. Tools should be color coded, etched, or otherwise 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 assessed 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 Director of CTE.
- 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 of CTE. If the principal and the Director of CTE agree that the equipment should be disposed of, the teacher will be instructed to complete the appropriate paperwork to send the equipment to action 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 of CTE office for inclusion in District records.
- When loaning equipment to students, students will be required to fill out an Equipment Check Out Form prior to usage. Any items over \$200 will require parent immediate contact prior to usage. Also, be diligent in retrieving items from the student.
- **If loaned items to students are not returned, this becomes a financial obligation to the student (fine). You must report it to your CTE Coordinator and to Sherry Jingles in the CTE office by April 30, 2026.**

CTE Equipment Inventory Procedures

Each CTE Program of Study is responsible for maintaining a current inventory of equipment and supplies that have been purchased with CTE funds. A copy of the current inventory will be kept on file for your program with Sherry Jingles. After the beginning of school, each Program of Study will receive a copy of the previous years' inventory from Sherry Jingles with instructions on how to complete the new inventory documentation.

Please send all attachments to Brandon Foster by Friday, September 1, 2025.

Failure to provide inventory documentation will prevent purchase orders being processed.

Once the requested documentation is provided, routine purchase order procedures will resume on a first come, first served basis. Example: Inventory working Document

Example: Arts & Video Inventory				
TEACHER NAME	CAMPUS	ROOM # 1234	SIGNATURE	DATE
Description	Serial #	Model #	Purchase Date	Asset Tag #
-----	-----	-----	-----	-----
DSLR Camera	123-456	D5600	1/15/2023	1001
Tripod Stand	654-321	TP-500	1/15/2023	1002
Studio Lights	789-012	SL-300	1/15/2023	1003
Green Screen	345-678	GS-10	1/15/2023	1004
Microphone Set	901-234	MS-100	1/15/2023	1005
Editing Software	567-890	Adobe CC	1/15/2023	1006
Video Camera	432-109	VC-200	1/15/2023	1007
Drawing Tablets	210-987	DT-1500	1/15/2023	1008
Light Reflectors	876-543	LR-75	1/15/2023	1009
Projector	654-789	PJ-500	1/15/2023	1010

Please note: Official Inventory form will be emailed to by August 14th***

ACKNOWLEDGMENT OF RECEIPT/ACCOUNTABILITY

This form indicates that the teacher below has received a copy of the 2025-2026
Duncanville ISD Career and Technical Education Handbook

Teacher's Last Name (Printed)

Teacher's First Name (Printed)

School Course / Program of Study

I understand and consent to the responsibilities outlined in the CTE 2025-2026 Handbook.

Signature of Teacher Date

*Please return to CTE Department Staff

