



# *Career & Technical Education*

## Teacher Handbook 2025-26

Waco ISD does not discriminate on the basis of race, color, national origin, sex, or disability 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 non-discrimination policies: Assistant Superintendent of Student Services and Support, 254-755-9417.

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# ***CTE WIG Goals 2025-2026***

- Continue to increase Industry Based Certifications (IBCs)
- CTE teachers will incorporate “Writing Across the Curriculum” in their classrooms
- Recruit and retain students in the Future Educators Academy



*“Success is not the key to happiness. Happiness is the key to success. If you LOVE what you are doing, you will be successful.”*

*–Albert S.*

# NON TRADITIONAL CAREERS

Non-traditional careers are those occupations in which one gender comprises less than 25% of the current workforce.

## Texas – Perkins IV

| Nontraditional Occupations for Males                           |
|--|
| Course Name  |
| <b>Business Management &amp; Administration Career Cluster</b> |
| Touch System Data Entry  |
| Business Information Management I                              |
| <b>Education and Training</b>                                  |
| Instructional Practices in Education & Training                |
| Practicum in Education & Training                              |
| <b>Health Science Career Cluster</b>                           |
| Medical Terminology  |
| Health Science   |
| Medical Microbiology   |
| <b>Human Services Career Cluster</b>                           |
| Lifetime Nutrition and Wellness                                |

| Nontraditional Occupations for Females  |
|---|
| Course Name   |
| <b>Architecture &amp; Construction Career Cluster</b>                           |
| Architectural Design  |
| Construction Technology   |
| <b>Arts, Audio Video Technology &amp; Communications Career Cluster</b>         |
| Audio Video Production  |
| Advanced Audio Video Production   |
| Practicum in Audio Video Production   |
| <b>Hospitality &amp; Tourism Career Cluster</b>                                 |
| Culinary Arts   |
| Practicum in Culinary Arts  |
| Food Science  |
| <b>Law, Public Safety, Corrections &amp; Security Career Cluster</b>            |
| Law Enforcement   |
| <b>Manufacturing Career Cluster</b>   |
| Principles of Manufacturing   |
| Welding   |
| Advanced Welding  |
| Practicum in Manufacturing  |
| <b>Science, Technology, Engineering &amp; Mathematics (STEM) Career Cluster</b> |
| Engineering Design & Presentation   |
| Robotics & Automation   |
| Engineering Design & Problem Solving  |

|  |
|--|
| Digital Electronics  |
| <b>Transportation, Distribution &amp; Logistics Career Cluster</b> |
| Automotive Technology  |
| Advanced Automotive Technology                                     |

# WISD ENDORSEMENTS



## STEM

Science, Technology, Engineering and Math

This path includes courses directly related to science (including Environmental Science), Engineering, and Advanced Mathematics, or a coherent sequence in some Career and Technical Education Courses



## Business & Industry

Includes courses directly related to Database Management, Information Technology, Communications, Accounting, Finance, Marketing, Graphic Design, Architecture, Construction, Welding, Logistics, Automotive Technology, Agricultural Science and HVAC



## Public Services

Includes courses directly related to Health Sciences, Education and Training, Law Enforcement, Culinary Arts and Hospitality and Tourism



## Arts & Humanities

Includes courses directly related to Political Science, World Languages, Cultural Studies, English Literature, History and Fine Arts, Journalism and Broadcasting



## Multidisciplinary Studies

Includes courses from the curriculum of each Endorsement area and credits in a variety of advanced courses from multiple content area sufficient to complete the Distinguished Level of Achievement under the Foundation High School Program

## CHAIN OF COMMAND-ADMINISTRATIVE

Because of the Career Technical Education program's specialized characteristics, it is organized under two distinct chains of command. The **administrative** chain of command and the **program** chain of command are separate, complementary systems. More information concerning WISD organizational charts is available on the WISD website. The home campus principal is the teacher's primary supervisor. The following areas/items are mainly within the principal's jurisdiction:

- Activity funds Building/room keys
- Class scheduling
- Extra duty assignments
- Fire safety/emergency procedures
- Fundraising
- Grade books and grading
- Lesson plans
- Parent conferences
- Pep Rallies
- PTSA activities
- Student discipline
- Teacher appraisal
- Work orders (repairs – technology, routine and emergency)

## CHAIN OF COMMAND-PROGRAM

**"Program"** authority refers to the specialized chain of command within the Career Technical Education Department itself. The Director of Career Technical Education is primarily responsible for:

- Dual Credit agreements
- Bids for equipment
- Budget operations
- Course selection approvals (CTE)
- Coordination of Advisory Boards
- CTE Curriculum (except lesson plans)
- In-district travel/Out-of-district travel
- Inventory
- CTE TEA Reporting
- Recruitment of students
- Requests for equipment & supplies
- Staff Development
- Teacher assignments
- Teacher Procurement/recruitment
- Work orders (technology)

Obviously, there are areas of overlapping interest and responsibility. Therefore, the above groupings are provided only to give a general idea of how the system operates. The key to past success has come from a spirit of cooperation and consultation.

## ACTIVITY FUNDS

The district and each school operate an activity fund, the use of which is governed by TEA Bulletin 679, by WISD policy, and by campus policy. Career Technical Education sponsors are expected to manage activity fund sub-accounts in a manner that adheres to established policy and reflects good “common sense.”

Money collected from students must be properly received and safeguarded. Regular deposits should be made to the school bookkeeper. **At no time** should cash or checks be left in filing cabinets, desks, school buses, or private vehicles.

Examples of funds deposited in activity account include:

- Moneys collected from fundraising
- Moneys collected from students for bulk purchases such as T-shirts, candy and food sales
- Items or services purchased with activity fund moneys are to directly benefit the students that the program serves. Specific guidelines can be found in the WISD Activity Fund Procedures on the WISD website.

## CLASS SCHEDULES

The task of formulating an effective district-wide secondary Career Technical Education class schedule has become more complex with each passing year. Obviously, the stakes are high; a well-coordinated schedule provides for efficient use of staff. Conversely, a poorly planned schedule can degrade the benefits of adequate staffing, budgeting, curriculum, and facilities.

Among the many difficulties are:

- Conference period scheduling
- Conflicts with athletics periods
- Conflicts with academic singleton courses
- Coordination between campuses sharing teachers
- Availability of facilities
- Coordination of bus schedules between campuses

In spite of the obstacles, WISD remains committed to a secondary Career Technical Education schedule with a strong teaching component and a structure that is vertically organized.

## DEPARTMENT MEETINGS

In a program such as ours, the ability to communicate with each other at all levels and in all directions is great and presents many challenges. Our greatest virtue, strong vertical organization, brings with it our greatest problem - physical distance and dispersion. We must depend on a strong “program” chain of command and a variety of well-organized communication modes to help us cope with this problem.

Personal visits, use of the telephone, campus mail, e-mail and faxes are some of our communication tools. Staff meetings of various types and levels are also necessary. Some of the more formal types are:

- a. CTE Director organizes---Administrator meeting (Assist. Director, Dean, Coordinator)
- b. Faculty meetings – organized by the campus
- c. CTE teacher meetings —organized by the Assist. Director, Dean, Coordinator

**E-mail is an essential means of communication. E-mail should be checked several times a day. It is expected that emails will be answered within 24 hours of their receipt.**

## EXTRA DUTY ASSIGNMENTS

Although principals recognize the difficulties in assigning extra duty (e.g., bus duty, hall duty, cafeteria duty, etc.) to itinerant staff, there is no policy that exempts the Career Technical Education faculty from such duty. Where possible, it is in everyone’s interest for staff members to pull a reasonable share of such duties.

## FIRE SAFETY/EMERGENCY PROCEDURES

Career Technical Education staff will find it necessary to be acquainted with emergency procedures at several schools. On secondary campuses, principals and deans shall ensure that a Career Technical Education teacher is assigned to verify evacuation during emergency drills. This procedure should be done for each class period during which the facility is occupied.

## Fundraising

Fundraising forms can be found on [www.wacoisd.org](http://www.wacoisd.org) at: Departments > Business & Financial Services > Forms > Activity Fund

1. Read the Fundraising Permission Request Form Instructions
2. Approved Fundraiser Vendors can be found at: Departments > Business & Financial Services > Processes & Procedures > Vendors
3. Complete the Fundraising Permission Request Form at least two weeks in advance.
4. DO NOT order merchandise without the completed and approved Fundraising Permission Request Form.

5. Once approved:
  - a. The Business Services Department assigns an ID number to the fundraiser.
  - b. Obtain a purchase order
    - i. If additional products must be ordered at a later date, an additional purchase order must be obtained.
6. Keep all receipts from purchases.
7. Issue receipts when funds are turned in.
8. Turn in money collected to the **Campus Bookkeeper** daily.
9. Fundraisers must end on an approved date. An extension requires approval.
10. Complete and Submit the Fundraising Recap form within seven business days of the end of the fundraiser. The form needs to be completed in its entirety.

## Friendly Reminders

**Do not leave cash or checks unattended – EVER!!!!!!!!!!!!!!**

Do not begin until you have identified needs and goals. Do not use class time except when necessary.

**DO NOT EVER USE CASH TO BUY ITEMS!**

Fundraising should be carefully planned to ensure success. The internal auditor reviews WISD activity accounts. Over the course of a school year, documentation should include the following:

1. Deposits for fundraising are made on a timely and regular basis.
2. Fundraising deposits should consist of cash and checks.
3. In general, checks should not have been written more than two weeks prior to deposit.
4. Fundraising should yield a reasonable profit. Most professional fundraising vendors' indicate that the organization should realize approximately 35% profit.
5. There should be a reasonable accounting of money deposited as the result of sales.

## GRADE BOOKS AND GRADING

In averaging grades for each reporting period, the following formula shall be used in all subject areas:

1. **Daily Work=50% of grade.** Daily grades are obtained from daily papers; quizzes, homework assignments; teacher observation of demonstrated skills based upon a rubric that defines mastery, skills, demonstrations, or performance; short compositions; etc. These grades should be at the independent practice or summative evaluation stage of the lesson cycle—not grades taken during guided practice. No more than 20% (of the 50%) of grades in each grading period shall be homework.
2. **Major assignments and/or tests=50% of grade.** This category includes unit, chapter, or skills tests and/or major assignments such as projects, major reports/compositions, journals and portfolios.
3. **For Science:** Tests shall be assigned a value of 30% (of the 50%); laboratory assignments which are derived and performed solely by the students shall be assigned a value of 20% (of the 50%). Notebooks as major assignments cannot be simply a compilation of previously graded material.

## STUDENT ELIGIBILITY

Secondary Career Technical Education grading involves considerations that have been complicated by the “no-pass-no-play” rule. It is important to ensure that students who become ineligible are not placed in double jeopardy; that is, students should not receive grade penalties that are based in any way on eligibility restrictions. At the same time, it is recognized that traditional inclusion of co-curricular activities within grading criteria should be maintained. Grading criteria for secondary Career Technical Education classes may include but are not limited to:

- Overall progress
- Progress on individualized projects

While behavior (or “department”) per se should not be a factor in grading, it is difficult to imagine a class situation in which poor attitude or behavior would not have a detrimental effect on progress. Grades reflect the learning that has taken place and should not consist of blanket “A’s” with attendance and punctuality penalties deducted.

All students are welcome to participate in any career and technology education courses. Student recruitment and enrollment activities are a year-around process. Campus based activities for recruitment into CTE programs include high school showcases, career fairs, and college days.

Some CTE courses have prerequisites that students must complete before moving into another CTE course. For information on courses and their prerequisites, please see the Secondary School Information Guide (commonly referred to as the course catalog).

Career and Technology Education teachers attend Annual, Review and Dismissal (ARD) meetings of special education students to help facilitate appropriate placement of students in career and technology courses.

It is our mission to allow students to take the CTE courses they select. From time to time, budget constraints prevent overpopulation of some classes. In the case of students not being able to enroll in specific career and technology courses, an evaluation of the students’ 4-year plan will be conducted to place the student in the next sequence of courses.

## LESSON PLANS

**Principals/Assist.Director/Dean/Coordinator establish lesson plan procedures at campuses. The CTE Administrator on campus will review lesson plans weekly.**

### Course Syllabus

Teachers will develop the course syllabi, including the following:

- A description of the course content
- Teaching strategies
- Performance measures
- Resource materials
- Objective/outcomes
- Academic integration

## PROFESSIONAL DEVELOPMENT

Each Career Technical Education teacher is encouraged to attend the summer professional development conference on a case by case basis. The latest information can then be shared and implemented in the classroom.

## PARENTAL RELATIONS/STUDENT DISCIPLINE

Communication with parents is essential to any quality educational program and Career Technical Education is no exception. Although parental relations lie primarily within the principal's domain, the Career and Technical Education Director/Dean is available to serve in an advisory capacity.

### ***Words to the wise:***

- a. Establish a few well-advertised, reasonable rules and routines early in the school year.
- b. Dress and act to gain the respect of your students.
- c. **Treat students with respect.** (Ask yourself: "Would I act the same way toward these students if his/her parents were present?")
- d. **Do not avoid or delay contacting a parent when contact is needed. Keep a written log of communication including date and times.**
- e. Have proper documentation of grades, disciplinary matters, and prior communications.
- f. Do not approach a parent conference thinking in terms of mandatory winners and losers. Successful conferences should end with everyone a winner - even when you find it necessary to stand your ground. Avoid "preaching."
- g. Remember - parents do not have to behave the same as you in a conference situation. Also, remember that parents may enter the chain of command at any point they choose.
- h. Use every legitimate opportunity for sincere praise.
- i. **Be willing to admit to an occasional mistake (and try not to make the same one again).**
- j. Keep the Director of Career and Technical Education and your Campus Admin informed.
- k. Keep your principal informed.

***Program Activities - Career Technical Education teachers/sponsors should see their Campus Principal/CTE Assist. Director/Dean/Coordinator in early September in order to schedule activities. The Campus Principal/CTE Administration needs to have a list of competitions or activities that includes dates and times a copy of this list needs to be filed in the office of the CTE. The Campus Assist. Director/Dean/Coordinator will make sure the CTE Director has the calendar.***

## ADDITIONAL AND SUPPLEMENTARY DUTY PAY

Supplementary Duty Pay is only available for teachers who are CTSO Advisors who meet specific level requirements. Duty Pay form needs to be completed and turned in to Administration no later than **May 1 2026**. It is the CTSO Advisor's responsibility to turn in all the required documentation by the due date. If the

CTSO Advisor has some pending travel that has not been cleared, it may result in partial or full-nonpayment of the stipend.

- LEVEL 1 – CTSO is created, officers established, complete fundraising, and compete locally.
- LEVEL 2 – Students participate and compete in State Competition for CTSO
- LEVEL 3 – Students participate and compete in National Competition for CTSO

See addendum *WISD CTSO Sponsorship Compensation* for additional requirements for compensation.

## TEACHER SUBSTITUTES

Secondary Career Technical Education teachers encounter a number of difficulties concerning the use of substitutes. **All teachers must contact the Dept.Chair/Coordinator/Dean if they are going to be absent.** First, there may be no point in using a substitute for a “team teaching” period unless we are fortunate enough to locate a specialist. Second, the substitute may have to contend with traveling to several campuses, locating keys, etc. Finally, convincing a substitute to work for half a day can be difficult. While these problems cannot be eliminated, they can be minimized through use of the following procedures:

- a. Each staff will develop and publish 5 contingency plans for substitute teachers. The Assist.Director/Dean/Coordinator will be aware of lesson plans.
- b. The CTE Director shall be advised when a CTE teacher is out of an extended period of time.

## TEACHER ASSIGNMENTS

Campus assignments are made by the Human Resource Department in consultation with the Director of Career and Technical and the receiving principal. Changes in class loads and other factors sometimes make involuntary transfers or program elimination necessary. Due to the nature of itinerant service, Career Technical Education teachers may be subject to transfer.

## DIVERSIFIED CAREER-PREP (DCP) TEACHER MILEAGE REIMBURSEMENT

Diversified Career-Prep teachers may be paid a travel allowance to compensate for expenses incurred while driving between campus and employers during the school day. The travel allowance needs to be approved before paperwork is submitted and must be turned in on a monthly basis. The rate for mileage is set by the district annually.

The monthly travel form is included in the forms section. The travel report must be accompanied with google map millage page. **Monthly travel is due each month on the 15<sup>th</sup> at 5:00. Late travel reimbursement requests will not be funded.**

# STUDENT TRAVEL GUIDELINES FOR 2025-2026

- Complete and Submit a Request for Student Travel and receive approval.
  - The Request for Student Travel form can be found at: Departments > Business & Financial Services > Forms > Travel
- Below are the current travel guidelines that are to be followed once the trip is approved:
  - Ensure staff is in compliance with all guidelines as stated in FMG Student Travel Board Policy
  - Ensure all permission slips, emergency contact information, and student health information are readily available on the trip
  - Submit a detailed itinerary that has been reviewed and approved by the campus supervisor, principal supervisor, and program director
  - Submit plans for sleep arrangements and supervision of students
  - Assign additional chaperones if there is not a 10:1 student ratio
  - Sponsor will schedule a chaperone meeting prior to the trip where specific chaperone duties are outlined.
  - Each chaperone will need to provide the sponsor with a cell phone contact number.
  - Where applicable, sponsors and the chaperones will have a cell phone contact number of the students.
  - Schedule specific check-in times throughout the day

## Per CTE

1. Advisors have to accompany their students to all CTSO events. If prior arrangements have not been made and approved by CTE Assist. Director/Dean and Coordinator. :
  1. Students will not be able to participate in the competition.
  2. Students will not be allowed on the bus without their advisor if prior arrangements were not made.
  3. The Assist. Director/Dean/Coordinator will communicate and keep the Director updated and informed.
2. For student eligibility, all CTE organizations must follow U.I.L. guidelines and timelines.
3. All schools must travel together and coordinate all CTSO events whenever possible to maximize CTE revenues.
4. The student, advisor ratio will be determined on an individual trip basis (FMG Local). Male students must be chaperoned by a male, female students must be chaperoned by a female.

# Employee Travel

Career Technical Education funds may be used to support travel for in-service training and workshops on the integration of Career Technical Education and academic curriculum for both Career Technical Education and academic teachers who are providing instruction to students. All expenses incurred for professional development are paid on a reimbursement basis. Please follow procedures listed entitled travel payment procedures. Please discuss with campus Assist. Director/Coordinator/Dean and all paperwork will begin with him/her. You must have approval first. Hotel and Registration can be pre-paid by the district.

- Complete and Submit an Out-of-District Travel Request and Reconciliation Form (TR-1) and receive approval.  
The TR-1 Form can be found at: Departments > Business & Financial Services > Forms > Travel
- Hotel reservations may be made through the Business Services Department after a copy of an approved TR-1 form is received.
- The traveler shall present a Hotel Occupancy Tax Exemption Certificate to a Texas hotel. If the traveler fails to present the certificate, the traveler shall reimburse the district for the unallowable tax expense.
- A detailed lodging receipt must be submitted by the traveler with the Out-of-District Travel Request and Reconciliation Form (TR-1) within 30 days after the travel event.
- The authorized travel expenses shall be supported by the registration form and Schedule of Events. A copy of the registration form and Schedule of Events shall be submitted with the Out-of-District Travel Request and Reconciliation Form (TR-1).

## BUDGET

### GENERAL BUDGET RECORDS

The CTE Department, through its Account Holders, maintains a centralized budget in support of the Career Technical Education programs. All budget accounts are serviced directly by the Director of CTE. State Funds are generated through CTE enrollment and student attendance. **All F-16s must be correctly typed and submitted to your campus CTE Admin. for first approval.**

Federal Funds, Perkins Grants, are expended to purchase equipment and supplies.

### BURGLARY/VANDALISM/LOSS REPORT PROCEDURE

- a. Burglaries, vandalism or break-ins must be reported to the WISD PD as soon as they are discovered.
- b. It shall be the responsibility of the principal or their designee to deal with all instances of burglaries (break-ins), vandalism and theft.

- c. The principal or their designee shall contact the Waco ISD Police Department and file a police report.
- d. The person filing the report shall obtain a **case number** and report the losses on an **Add/Transfer/Disposal Form** to Fixed Assets/Warehouse Services (Central Warehouse).
- e. Instructions for filling out the form are found in the section titled **District Property Disposal**.
- f. Once the property has been identified, the Waco ISD Police Department will enter it into a criminal database system.
- g. If the items are identified as stolen by other law enforcement agencies, the equipment may be recovered, the individual responsible for the burglary may be apprehended, and charges filed.
- h. Identifying stolen property on the **Add/Transfer/Disposal Form** is very important particularly for equipment with serial numbers such as, computers, printers, etc.

## CONTROL AND SECURITY

Providing for proper accounting of school-owned property is useless without proper physical control and security. The following steps are vital to assure a reasonable degree of control and security:

Use appropriate documentation all the time. **Do not put keys in the hands of students.**

Do not leave the classroom and offices unlocked unless you are in the classroom.

Do not allow students to congregate around open storage areas at any time of the day; before, school, during lunch, or after school.

## SAFETY POLICY

### PURPOSE

Studies by safety engineers have pointed out a definite relationship between the numbers of accidents in any particular classroom, laboratory, or shop and the housekeeping conditions of the area. Therefore, all CTE teachers must establish a set of rules related to the general health and safety requirements in their specific area.

### SCOPE

This applies to all CTE teachers' classrooms, shops and labs.

### POLICY

CTE teachers have the direct responsibility for maintaining their classrooms, shops, and labs in addition to their other duties and responsibilities.

### PROCEDURE

1. Establish and maintain a clean and orderly classroom, shop/lab environment.

2. Eliminate hazards.
3. Develop proper attitudes and orderly work habits of students.
4. Arrange all equipment to permit safe and efficient work practices.
5. Provide for materials and supplies to be safely stored.
6. Provide appropriate type and quantity of waste containers.
7. Request floors to be cleaned regularly.
8. Properly dispose of combustible waste materials.
9. Prohibit the storage of excess materials and debris on benches in the work areas.
10. Conduct regular inspections to maintain clean and orderly conditions.
11. Clean splash guards and collecting pans of all machines that use oil and coolants.
12. Maintain supply of brooms, bench brushes, shop towels and other cleaning equipment.
13. Use housekeeping tools, equipment and supplies properly.
14. Remind students of their responsibility to keep the laboratory clean and orderly.
15. Organize a housekeeping routine that involves all students.
  - a. Neatness: It is important to have definite places for tools to be kept when not in use. Oily rags, waste paper, scrap materials and other flammable materials should be cleaned up daily and placed in suitable metal or other non-flammable containers.
  - b. Proper storage of materials: Materials need to be stored or stacked securely and in such a way as to make them accessible without impairing the security of the stored materials. Attention should be given to accessibility, lighting and ventilation in storerooms.
  - c. Maintenance of aisle space: Adequate aisles should be maintained in all facilities and storage rooms. This aisle space or travel zone can be maintained more readily if the area needed is clearly marked on the floor by painted white or yellow lines. Aisles should be kept clear of materials or equipment at all times. Tool rooms and emergency equipment should be located off main aisles.

## **SAFETY RULES AND SAFETY TESTS**

### **PURPOSE**

The safety rules and tests refer to common tools and machines which are used in CTE programs. Every effort should be made to provide an appropriate set of safety rules and a corresponding safety test for the machine or tool.

### **SCOPE**

This policy applies to all areas of CTE and covers lab practices, hand tools, and machine tools.

### **PROCEDURE**

It is expected that each teacher will make up a series of tests on general safety rules and on individual power machines if equipment in their facility... The teacher should make it clearly understood that no student will be

given permission to operate power machines until such time as he has successfully passed all safety test requirements (100%). It is necessary that the teacher demonstrate, in detail, the dos and don'ts in the operation of each piece of equipment.

### STUDENTS (SHOP/LAB PRACTICE)

1. Ask the teacher to approve all work.
2. Report all injuries, however slight, immediately to the teacher.
3. Wear suitable eye protection when engaged in any activity where eye hazards may exist.
4. Be sure clothes are safe and suitable for shop work.
5. Remove or fasten any loose clothing.
6. Roll loose sleeves above elbows.
7. Keep hair away from equipment in operation (students with long hair must confine their hair.)
8. Observe rules concerning operator's safety zones.
9. Report to the teacher any equipment that does not seem to work properly.
10. Keep tools and materials from projecting over the edge of benches whenever possible.
11. Use a brush or piece of wood to clear away dry chips and use a rag to clean oily areas.
12. Keep the floor clear of scraps and litter.
13. Immediately wipe up any liquids spilled on the floor.
14. Keep benches, cabinets and locker drawers closed.
15. Place oily rags and other combustible materials in a covered metal container.
16. Exercise care in handling large, heavy and long pieces of material.
17. Know and practice procedures to follow in case of fire or other disasters.

### HAND TOOLS

1. Be sure hands are as free as possible of dirt, grease and oil when using tools.
2. Use the proper type and size of hand tool.
3. Make sure that the tools are sharp and in good condition.
4. Handle edged or pointed tools with care.
5. Make sure, when using a sharp-edged tool, the point edge is turned away from the body of the student, teacher or visitor.
6. Clamp small work on bench or secure in vise when using gouge or wood chisel.
7. Control chisels gouges and carving tools with one hand while the other hand supplies the power.
8. Wear a face shield or safety glasses (goggles, spectacles) when clipping or cutting with a cold chisel.
9. Arrange work so that classmates are protected from flying chips.

10. Pass tools to classmates with the handles first.
11. Clamp small work on bench or secure in vise when driving screws.

## MACHINE TOOLS

1. Teachers will qualify a safe machine operator.
2. Obtain permission from the teacher before using any power equipment.
3. Check adjustments on machines before turning on the power.
4. Make sure that all other students are clear of the machines before turning on the power.
5. Keep all machine safety guards in the correct position.
6. If a student starts a machine he/she must remain with it until it is turned off and it has come to a dead stop.
7. Stay clear of machines being operated by others.
8. Notify the teacher when a machine does not seem to be working properly.
9. Wait for the machines to come to a dead stop before oiling, cleaning or adjusting.

## FIRE SAFETY

1. Provide approved fire extinguishers in the shop/lab area. Multi-purpose dry chemical units are most effective for general use. Water back-up for extinguishers is often desirable. Multi-purpose dry chemicals can damage delicate electrical equipment. Carbon Dioxide type extinguishers reduce that possibility.
2. Fire extinguishers should be located along normal paths of travel and must not be obstructed or obscured from view.
3. Store flammable liquids in approved safety containers and cabinets.
4. Provide for the inspection and testing of fire extinguishers at regular intervals to ascertain that they are fully charged and in proper working condition.
5. Provide instruction to students in the location and proper use of fire extinguishers and other fire fighting equipment. However, it is the instructor's primary responsibility to remove all students from a hazardous situation such as a fire.
6. Segregate oxidizers and oily material in storage. Do not use oxidizers (peroxide catalyst) containers for any other purposes.
7. Post fire alarm and evacuation procedures in the classroom.
8. Students should know remote shut-off valve or switch locations for gas or oiled fired equipment and how to de-energize electrical equipment in an emergency.
9. Deluge showers would be desirable in all CTE needed education laboratories, especially where there is danger of fire igniting clothing made of synthetic materials
10. An approved fire blanket should be provided in each laboratory.

# CLASSROOM SAFETY RESPONSIBILITIES

## EACH CTE TEACHER WILL:

1. Design and implement curriculum to include the following:
  - Teach thoroughly the proper and safe use of all machines/equipment before allowing students to use them.
  - Use various teaching models including demonstrations, audio-visual, safety articles, posters, etc. to reinforce and demonstrate safety practices.
2. Document all safety instructions in lesson plans.
3. Check frequently to see that students are properly following safety procedures. Tests, both written and “hands on,” will aid in checking competency and will help students to be aware of safety methods.
  - Ensure that all machines are properly guarded.
  - Post safety rules at each machine.
  - Post general safety rules in the classroom, shop, or lab.
  - Supervise personally the student’s first attempt to operate a machine at any given time.
  - Ensure that no more than one student operates a machine at any given time.
  - Maintain machines and equipment in good mechanical condition.
  - Include “real work” experience scenarios in all safety lessons.

## EACH CTE STUDENT WILL:

In order to participate in CTE classroom, shops/lab and workplace activities, the students must adhere to the following:

- Comply with all classroom safety instructions and regulations
- Practice emergency procedures as per instructor’s directions
- Use equipment and machinery in a safe and appropriate manner
- Inform the teacher of any safety or hazardous situation (Don’t forget to wear goggles).
- Dress in a safe and healthy way in all technical and career classes and work-site locations.

## STUDENT OF THE MONTH ESSAYS

Essays for students must reflect their academy. Student essays/pictures are posted to the web and are used for the selection of student of the year. **Teachers/Dept. Chairs should review and make constructive suggestions to the student so that they can make edits prior to submission to the CTE Assist. Director/Dean or Coordinator.**

**PLEASE proof before you send. Make sure the picture is clear.**

The essay should demonstrate that a student has the attributes of a CTE Student:

- Strong, competitive academic foundation
- Global and technical competence
- Career specific skills and goals
- Professional and scholastic networking and social skills
- Critical and independent thinking abilities
- Self-discipline and intrinsic motivation

Some leading questions for writing could include:

- What activities in the academy helped prepare you for your future?
- What support did your academy teachers provide?
- What CTSOs have you taken part in?
- What community service projects have you taken part in?
- What life experiences have shaped who you are today and what challenges have you overcome in achieving your education (i.e. financial, personal, medical, etc.)?
- Describe an event in which you took a leadership role and what you learned about yourself.

# **CTE Student of the Month Calendar (2025-26)**

**(Seniors only)**

## **September**

Automotive

Name, photo and essay due to Saxenian/Stewart by 9/19

## **October**

Health Science

\*Since Seniors students are at GWAHCA... these students will need to come from GWAHCA (1UHS and 1WHS)

Name, photo and essay due to Saxenian/Stewart by 10/17

## **November**

Academy of Arts, AV Technology & Communication Technology

Name, photo and essay due to Saxenian/Stewart by 11/14

## **December**

Business/ Finance (UHS) and Business/Marketing (WHS)

Name, photo and essay due to Saxenian/Stewart by 12/12

## **January**

Law & Criminal Justice

\*GWAMA (Construction)

\*Since Seniors students are at GWAMA... these students will need to come from GWAMA (1UHS and 1WHS)

Name, photo and essay due to Saxenian/Stewart by 1/16

## **February**

Future Educators Academy/Education & Training

Name, photo and essay due to Saxenian/Stewart by 2/13

## **March**

Manufacturing (Welding & UVA Robotics)

Engineering (PLTW) Name, photo and essay due to Saxenian/Stewart by 3/20

\*Since Seniors students are at GWAMA... these students will need to come from GWAMA (1UHS and 1WHS)

## **April**

Culinary Arts

JROTC

Name, photo and essay due to Saxenian/Stewart by 4/17

# ACADEMY LETTER JACKET

A committee of CTE Sponsors will review Letterman Jacket Applications and approve the list of students receiving jackets/academy patches. Any student who has received a letterman jacket from another organization is eligible for an academy patch, only. This is a UIL rule and a student who tries to secure two jackets will lose his/her amateur standing and will not play amateur sports or will not be able to receive a scholarship.

*Career & Technical Education Academy Letterman jacket requirements are as follows:*

1. Students must be a senior enrolled in a Career & Technical Education class.
  2. Students must have completed or be enrolled to complete a coherent sequence of at least three (3) courses, one of which MUST include the junior or senior level capstone course.
  3. Qualifying Academy GPA of 90
  4. Students are disqualified from receiving an Academy letter jacket if they have lost credit due to attendance.
  5. Students are disqualified from receiving an Academy letter jacket if they have been assigned to DAEP (junior or senior year) or JJAEP (at any time during their high school career)
6. Students must qualify under one (1) of the following:
- Served or serving as an Academy Ambassador
  - 30 hours of CTE approved community service projects (must occur outside the school day)  
*Qualifying community service projects will be determined by each Academy and approved by the CTE Assist. Director, Dean, Coordinator/Director.*
  - Competed at the State level of a CTSO (only projects awarded a Blue Ribbon at State qualify)
  - State or national CTSO officer
  - Qualify for the National Honor Society
  - Completed a WISD Internship the summer prior or during their senior year
  - Completed and currently enrolled in all 4 levels in their Academy Pathway (an Academy Workforce Certification)
7. Students are disqualified from receiving an Academy letter jacket if they have lost credit due to attendance.
8. Students are disqualified from receiving an Academy letter jacket if they have been assigned to DAEP (junior or senior year) or JJAEP (at any time during their high school career).

**\*Clubs may not purchase or sponsor the purchase of letterman jackets for those students who do not qualify for a jacket under these regulations.**

## **CTE GRADUATION MEDALS**

### **Achievement Criteria:**

- Has completed all three levels (Level 1, Level 2, and Level 3) within the CTE Academy Pathway with a passing grade (average) in each level.
- Currently enrolled in either Level 4 Practicum or CP1 (Career Preparation 1) within the CTE Academy Pathway.
- Has achieved a passing grade in Semester 1 of their current Level 4 Practicum or CP1 enrollment.

This medal recognizes the students' dedication, commitment, and successful completion of a rigorous Career and Technical Education pathway, demonstrating their readiness for future academic and career endeavors.

# ACADEMY AMBASSADORS

## **WHAT IS THE PURPOSE OF THE AMBASSADOR PROGRAM?**

The Academy Ambassador program markets through student voice and choice, their chosen Academy and program of study to other students inside and outside of the school environment. The Ambassadors meet on a regular basis; provide candid feedback to the campus administrators, as well as visitors to the campus. They provide service, leadership and program development. They may also share information for the college and career preparation journey.

## **WHO IS THE ACADEMY AMBASSADOR?**

- A junior or senior
- A student who is willing to become the student “experts” in academy trends at Waco/University High School.
- A student who is willing to demonstrate professionalism in speech, dress, and actions.
- A student who is willing to connect their own academy interests to the outside community (business/industry partners).
- A student who is willing to provide testimonials on their own journey in becoming career and college ready.
- A student who is willing to assist as an academy program developer.
- A student who is willing to gain opportunities and experience in leadership.
- Students are recognized for service, leadership, and for taking initiative!

## **HOW ARE AMBASSADORS SELECTED?**

Candidates should adopt the work habits and personal attributes aligned to 21st Century soft skills. Volunteers should have good communication skills and interpersonal skills or a willingness to learn, and have demonstrated responsibility in school attendance, behavior, and be of good academic standing. Students who are given parental permission to volunteer must be granted final approval by campus administration and academy program teachers before participating.

## **APPLICATION PROCESS**

Students will be required to complete a written application as well as type a short response (150 words or less) to the following essay question: ***“Why is my Academy important and what does it have to offer students?”*** Academy teachers will be required to complete an approval rubric for each student application, which will then be used as the selection matrix to determine the Academy Ambassadors for that academic year. Ambassador applicants will be rated on leadership demonstration, peer relations, dependability, punctuality, communication skills, attitude, attendance, behavior, academic standing and essay response.

## **WHAT TRAINING WILL BE PROVIDED?**

Students that volunteer to serve as Academy Ambassadors and deemed to be good role models may have the opportunity to participate in a district-wide training for all campuses. The training will occur in September. The training will provide students with many tools to boost self-confidence and enhance team-building skills. The students will develop skills to help them make meaningful first impressions with academy community and industry partners, provide relevant and educational tours of their schools and academies, prepare impromptu speeches and much more.

Training will include:

- Talking points for events
- Preparation for different audiences
- Activities for events
- Team building/collaboration activities
- Academy model and structure
- Soft Skills

### **GOALS AND EXPECTATIONS**

The ambassadors raise awareness of the academy programs among business, organizations, parents, and students. They assist in highlighting specific Academy programs. They help unite and bring together students within the smaller learning communities. They also provide a student voice through advisory board participation. Ambassadors participate in focus groups as needed. The group will meet monthly for updates and to prepare for events.

Possible activities include:

- Panel discussions
- Advisory committees
- Academy night
- Elementary and middle school career awareness activities
- Campus tours
- Roundtable discussions
- Attendance at Business Advisory Board meetings on selected dates
- Academy Showcase Breakfast

### **PARENT PERMISSION**

Parents should be aware that students are interested in participating in the Ambassador program and that this comes with both opportunity and responsibility. Permission slips will be sent to parents to sign that acknowledges their understanding of the expectations.

*Please note the following:*

- Permission forms must be signed for each additional off-campus activity.
- Student photos and testimonials may be used in various media for communication and marketing purposes.

### **BENEFITS**

Being an Ambassador allows students opportunities to grow as a student leader and complement the skills they gain through all of their courses. Ambassadors develop ways of thinking creatively and ways for working collaboratively. Since this is a leadership position, it can be included on resumes and college applications. Letters of recommendation may be provided upon request.

# WISD CTSO SPONSORSHIP COMPENSATION

\_\_\_\_\_ **Level I (\$400) (Must complete all)**

- \_\_\_\_\_ Roster and dues sent to the state/national organization
- \_\_\_\_\_ Minimum of six club meetings a year (one per each six weeks)
- \_\_\_\_\_ Participate and compete at the first level of competition
- \_\_\_\_\_ One community service project successfully completed
- \_\_\_\_\_ Organize one successful fund-raiser

\_\_\_\_\_ **Level II (\$200) (Must complete all of Level I and one of the following)**

- \_\_\_\_\_ Attend and compete at the state leadership conference
- \_\_\_\_\_ Host a district/area/regional contest or leadership conference
- \_\_\_\_\_ Sponsor an area/regional/district/state/or national officer

\_\_\_\_\_ **Level III (\$100) Complete all items in level I; One item of Level II, and attend and compete at National Competition**

***The maximum amount of compensation for obtaining all three levels is \$700.00.***

## **APPROVED STUDENT ORGANIZATIONS**

- Texas Association of Future Teachers (TAFE)
- Future Business Leaders of America (FBLA)
- Health Occupation Students of America (HOSA)
- Skills USA

# SPECIAL EDUCATION ARD MEETINGS

*\*CTE Representatives should be invited to attend ARDs when discussing their course*

The Texas Administrative Code - <http://www.tea.state.tx.us/rules/tac/chapter075/ch75bb.html> scroll to §75.1023 (d)(1) mandates that the ARD committee shall include a representative from career and technology education, preferably the teacher, when considering initial or continued placement of a student in career and technical education.

ALL CTE teachers should collaborate with the special education department, diagnostician, and counselors to make sure that CTE input is included.

If the course specific teacher is unable to attend, another CTE teacher may represent CTE, preferably a CTE teacher from the same pathway. The representative should have teacher input related to the CTE classroom so that they may speak on the teacher's behalf.

It is important to note that an individual may NOT participate in the ARD fulfilling two roles. For example, if a principal is acting as the CTE rep, then he/she cannot sign as the LEA representative AND the CTE rep in the ARD. Another individual would need to attend to fulfill that role.

## CTE Contacts

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