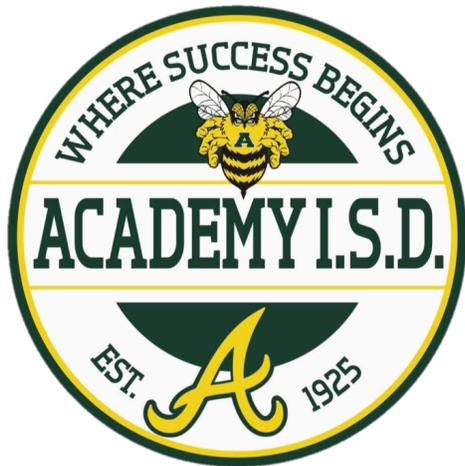


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# 2024-2025 ACADEMY HIGH SCHOOL CTE HANDBOOK



## INTRODUCTION

### OVERVIEW

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

- ❖ integrated instruction and curricula
- ❖ current technologies and workforce aligned equipment
- ❖ and, most importantly, business partnerships to create learning environments that empower students to enter the constantly changing workforce.

AISD CTE courses integrate academic rigor, technical competencies, and employability skills thus preparing students for the highly technological and competitive workplace of the 21st century.

Our programs are strategically designed to train students for life-long success in high-wage, high-skill, and in-demand career fields and occupations. We have AISD CTE programs that allow students to earn college credit through Dual Credit agreements with area colleges, including Temple College. Additionally, students have the opportunity to earn industry-based certifications validating their workforce readiness.

AISD CTE Programs:

- ❖ Provide rigorous instruction through project- and service-based learning
- ❖ Teach and reinforce state and national academic standards
- ❖ Provide instruction and training in in-demand career areas
- ❖ Link to local and regional businesses and industries
- ❖ Prepare students for workforce success locally, regionally, nationally, and globally
- ❖ Prepare students for post-secondary education
- ❖ Offer career development activities
- ❖ Provide opportunities to earn industry recognized certifications
- ❖ Provide opportunities to earn college credit

### VISION

To inspire, engage, and prepare students to succeed in the constantly changing Workforce.

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

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

- ❖ *Principle 1:* CTE is critical to ensure local, regional, state, national and global competitiveness for AISD students
- ❖ *Principle 2:* CTE actively partners with employers to design and provide high-quality, dynamic programs inclusive of work-based learning opportunities
- ❖ *Principle 3:* CTE prepares students to succeed in careers and post-secondary education
- ❖ *Principle 4:* CTE delivers comprehensive courses incorporating academic rigor as well as technical competencies and employability skills
- ❖ *Principle 5:* CTE is a results-driven system that progresses in content specificity and links to recognized post-secondary credentials, greater earnings, and improved employability

## **MISSION**

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

## **PURPOSE**

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

## **BENEFITS**

Academy Independent School District (AISD) Career and Technical Education (CTE) provides students across the district with academic rigor, technical training and employability skills necessary to succeed in future careers and to become lifelong learners. These academically rigorous, integrated, and sequenced career-themed programs of study align with post-secondary education and workplace readiness. Students in CTE courses experience opportunities to acquire the competencies required for success in today's workplace – critical thinking skills, collaboration, problem solving abilities, innovation and communication. Further, students in CTE courses have the opportunity to earn industry recognized certifications and/or college credit via dual credit courses.

## **PARTNERSHIPS**

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

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

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

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

## **PROGRAM PLANNING**

### **GOAL**

AISD CTE aims to empower students to successfully enter the constantly changing workforce. To prepare students for workforce readiness and lifelong learning, AISD CTE will provide real-world business and industry experiences as well as expose students to postsecondary education opportunities as a part of their high school experience.

### **ACTION**

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

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

## **PROGRAMS OF STUDY**

### **CAREER PATHWAYS**

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

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

**BUSINESS AND FINANCE** – Careers in planning, organizing, directing and evaluating business

functions: careers in financial and investment planning, banking, insurance and business financial management.

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

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

## **ADMISSION GUIDELINES**

### **ELIGIBILITY**

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

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

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

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

Any student enrolled in AISD is eligible to register and participate in the provided CTE programs of study. The student must be eligible to be promoted into the grade that they seek to enter for fall admission.

Transfer students from other districts, charter schools, private schools, and/or home school will be scheduled with the best matched CTE courses taken prior to attending Academy High School.

### **RECRUITMENT**

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

- ❖ Student centered career day events
- ❖ Open house events for students and parents

- ❖ Student course catalog
- ❖ One-on-one student meetings with counselors
- ❖ Parent conferences/meetings
- ❖ Website

## **ADMISSION PROCESS**

AISD counselors review student interest inventories in order to place students into courses according to their area(s) of interest.

AISD offers CTE programs in:

- ❖ Agriculture, Food & Natural Resources
- ❖ Arts, A/V Technology & Communications
- ❖ Business and Finance
- ❖ Health Science
- ❖ Hospitality & Tourism

Admission to these programs is based on these components:

1. Student Interest
2. Aptitude as evidenced in successful completion of prerequisite courses, performance-based assessments and scored on program preparedness rubrics
3. Age/grade level appropriateness
4. Class space available
5. Overall student schedule

Advanced level courses require that specific learning be achieved, and specific criteria be met. All students registering for an advanced course must meet the required standards:

1. Be eligible for promotion into the grade seeking to enter for fall admission or admission during the school year
2. Successfully complete all course prerequisites
3. Meet defined criteria as identified by program preparedness rubrics which includes but is not limited to attendance and behavior
4. Demonstrate knowledge and skill by program performance-based assessments

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

Special education courses for students who qualify for special education services will be determined by the student's admission review and dismissal (ARD) committee. An ARD Committee meeting must be held when considering an initial placement or a continued placement in a CTE course. The student's ARD committee will meet annually to develop an Individualized Education Plan (IEP) and develop a schedule of courses, including applicable CTE courses, for each school year.

## **SELECTION PROCESS**

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

- ❖ Remove students who have not met any prerequisite criteria as identified in the course catalog and/or performance-based assessment and rubric score.
- ❖ Remove students who do not have opportunity or schedule space to complete required classroom hours for an industry recognized license and/or certification, as outlined by that licensing or certifying authority.
- ❖ Apply a random number generator for remaining students to determine which students are removed using a fair and equitable method.

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

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

- ❖ Be eligible to be promoted into the grade that they seek to enter for fall admission or admission during the school year
- ❖ Successfully complete all course prerequisites
- ❖ Meet defined criteria as identified by program preparedness rubrics which includes but is not limited to attendance and behavior
- ❖ Demonstrate knowledge and skill by program performance-based assessments

## *-THE STRENGTHS OF PARTNERSHIPS-*

### AISS CTE ADVISORY COUNCIL

#### **MISSION**

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

#### **PURPOSE**

The AISS CTE Advisory Council exists to advise, assist, support, and advocate for Career and Technical Education programs.

#### **FUNCTIONS**

The Council will:

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

The council meets two to three times per year. Additional meetings are scheduled as needed in order to efficiently meet the needs of businesses and the District.

The Council serves solely in an advisory capacity in order to aid the District in providing meaningful, forward-thinking education. The Council works cooperatively with school personnel in reviewing and providing feedback regarding educational initiatives. Members are volunteers who agree to share expert knowledge associated with Career and Technical Education.

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

### INSTITUTES OF HIGHER EDUCATION

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

#### **DUAL CREDIT**

High School courses offered for dual credit enable high school students to enroll in a college course and simultaneously earn high school credit AND college credit for the course. This

course structure enables high school students to earn college credits hours before graduating from high school, making their transition to the collegiate campus smoother and their likelihood of graduating from college greater.

## **COSTS**

Dual credit costs and associated materials are the responsibility of the student.

## **BENEFITS**

- ❖ Seamless transition from high school to college
- ❖ Greater likelihood of success in subsequent collegiate work
- ❖ Greater likelihood of earning a high school diploma and a college degree
- ❖ Reduced cost of enrolling in higher education courses
- ❖ Opportunity to access college facilities and resources such as tutoring services, computer labs and counseling services
- ❖ Enhances skills required to be successful at the collegiate level such as time management skills, critical thinking skills, study skills and following directions and procedures

## **PARTNERS**

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

- ❖ Temple College

## **THE PARENT CONNECTION**

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

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

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

## **THE STUDENT BENEFIT**

- ❖ Higher achievement demonstrated by better grades, higher test scores, and better attendance
- ❖ More consistent completion of homework

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

- ❖ Increased self-esteem, more self-disciplined, and higher aspirations and motivation toward school
- ❖ Improved behavior in school and less suspension for disciplinary reasons
- ❖ Less stressful transitions from junior high to high school to work and/or college
- ❖ Decreased likelihood of dropping out of school

### **THE PARENT BENEFIT**

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

### **THE EDUCATOR BENEFIT**

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

### **THE SCHOOL BENEFIT**

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

## **STUDENT INVOLVEMENT**

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

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

Student best practices include:

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

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

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

- ❖ Participating in Career and Technical Student Organizations
- ❖ Serving as a Student Ambassador to engage in selected activities
- ❖ Participating in Community Service projects and activities
- ❖ Etc.

## *-THE IMPLEMENTATION OF BEST PRACTICES-*

### CLASSROOM EXPECTATIONS

#### **STANDARD CLASSROOM REQUIREMENTS**

Posted Teaching Schedule: Use the AISD template provided as applicable for your assigned campus

Tutoring Schedule: Post your tutoring schedule in your google classroom

Procedures, Expectations, Consequences, Rewards: Post your classroom procedures, expectations, consequences and rewards in your classroom so that they are visible to students and visitors to your classroom

Information Station: Create a place where students can quickly access information about your class; include tutoring schedule, assignments and homework, upcoming tests and quizzes and other important information and dates

Parent Contact Log: Maintain a log with all contacts made to parents/guardians, both positive and corrective.

Substitute Folder: Leave your substitute folder on your desk where it can be easily seen and located by a substitute teacher in your absence

To begin each school year efficiently, CTE teachers will prepare classrooms and instructional spaces as directed by campus administration at their assigned home campus. Teachers will discuss and practice implementation of standards and expectations within the first week.

#### **COURSE SYLLABUS**

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

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

- ❖ To communicate course goals and content to colleagues

## **KEY SYLLABI ELEMENTS:**

Course Introduction: A general introduction and welcome to the course

Overview: A general overview to include major topics, units, books to be read and/or studied, and a general sequence of topics

Materials List: Outline materials, supplies and necessary equipment and/or uniforms to be used in class. Include related student costs, as applicable, and due dates

Classroom Expectations: Guidelines and expectations that govern classroom interactions, routines and procedures within your class; outline rules, rewards, and consequences

Tardy Policy: Outline expectations and specifically state your definition of tardiness (In the door? In your seat? Etc.)

Electronic Device Policy The use of cell phones, mp3 players, iPods and other unapproved devices are not permitted. If you utilize a cell phone locker, note processes and expectations

Grading Guidelines: Grading policy including the weighted breakdown of tests, quizzes and class work as well as job shadowing and internship participation as applicable

Make-up Work: Note that make-up assignments or tests shall be made available to students after any absence. Include the time you will allow for completing the make-up work (refer to the current grading guidelines to ensure alignment) Note that it is the student's responsibility to find out about the assignments and for satisfactorily making up the work within the allotted time

Late Work/Retesting Note policies: concerning retesting as well as acceptance of late work (refer to the current grading guidelines to ensure alignment)

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

## **CTE PROGRAM SPECIFIC INCLUSIONS**

Program shirts/uniforms: Include information regarding any specific shirt or uniform requirements such as dress required for off-site work-based learning experiences and/or career connection experiences such as Workforce Wednesday

Supply kits/sponsorships: Include information regarding specific student supply kits and/or sponsorship expectations; for example, cosmetology supply kits and floral design sponsorships; include amounts and deadlines

Course Advancement: Admission to CTE programs is based on these components:

- ❖ Student Interest
- ❖ Aptitude as evidenced in successful completion of prerequisite courses and scored on program preparedness rubrics
- ❖ Age/grade level appropriateness
- ❖ Class space availability
- ❖ Overall student schedule

Advanced level courses require that specific learning be achieved, and specific criteria be met. All students registering for an advanced course must meet these required standards:

- ❖ Be eligible for promotion into the grade seeking to enter for fall admission or admission during the school year
- ❖ Successfully complete all course prerequisites
- ❖ Meet defined criteria as identified by program preparedness rubrics which includes but is not limited to attendance and behavior
- ❖ Demonstrate knowledge and skill by program performance based assessments

Follow all guidelines as established by your home campus for completing your syllabus.

## **LESSON PLANS**

Lesson plans must be saved in your designated lesson plan folder as designated by campus administration for your assigned campus

## **SUBSTITUTE FOLDER**

Current Class Roster: Include a roster for each class. This roster should be updated at least every six weeks.

Seating Chart: Include a seating chart for each class. This seating chart should include student pictures and should be updated at least every six weeks. See your technology liaison if you have questions about printing seating charts.

Policies and Procedures: Include your policies and procedures for your class, along with the name of a trusted student and nearby teacher that can assist the substitute teacher if necessary.

Information Regarding Students with Special Circumstances: Make a note of students with special medical needs or students who have a pass to visit the nurse, use the restroom or drink water in class. If you have students with IEPs, 504 plans, or Behavior plans, provide instructions for working with these students. It is not necessary to provide extensive detail

about the student's situation. Example: Mary may go to Content Mastery to work on her assignment.

Emergency Procedures Provide directions for Fire Drills, Evacuations, Tornado Drills, Soft and Hard Lock Downs and all other emergency procedures.

Emergency Lesson Plans: Provide at least TWO days of emergency lesson plans. This should be an assignment that will take students more than fifty minutes to complete. If copies are needed for the assignment, these should be pre-made and included with the emergency lesson plan. Include instructions for how the assignment should be turned in. In your subfolder, indicate the location of your student copies.

While we hope that emergencies do not arise, it is often when we are unprepared that they do. To be prepared, substitute folders need to be prepared, including any necessary copies for students, by the date set by campus administration at your assigned campus. Extended Learning Opportunities.

## EXTENDED LEARNING OPPORTUNITIES

### **CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)**

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

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

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

District recognized CTSO's include:

- ❖ Family Career and Community Leaders of America (FCCLA)
- ❖ Future Farmers of America (FFA)
- ❖ Health Occupations Students of America (HOSA)

Participation Guidelines:

- ❖ UIL participation guidelines apply to each CTSO organization
- ❖ If a student is not eligible for District competition and has an individual project, they will not be eligible for State competition
- ❖ If a student is not eligible for District competition and has a group project with other

group members being eligible for District competition and the group project advances to State competition, the student may become eligible for State competition by meeting UIL requirements

- ❖ If a student has an individual project and is not eligible for District competition, the project may not be shown by another student; likewise, if a group of students have a group project and each group member is ineligible for District competition, the students are not eligible for State competition

## **FUNDRAISING**

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

- ❖ Teach the importance of goal setting
- ❖ Develop customer service skills
- ❖ Encourage creativity
- ❖ Promote communication and selling skills
- ❖ Build and support teamwork

### Guidelines

- ❖ All fundraising activities must be pre-approved by the designated campus administrator
- ❖ It is the responsibility of the CTSO advisor and/or class instructor overseeing the fundraising activity
  - To act in the best interests of the students and to represent the CTE department, school, and district responsibly
  - To facilitate event planning and implementation for students to then implement; fundraising events and activities should be student driven
  - To oversee and be responsible for related expenditures as well as profits
  - To ensure all students participating in fundraising activities and/or events represent the CTE department and AISD respectfully and responsibly
  - To emphasize to the student group that money raised by the group belongs to the group and not to any one individual
- ❖ All money raised by the fundraising activity or event shall be deposited into the appropriate school activity account as they are received. No monies should be kept in the classroom at any time
- ❖ Deposits must note who the funds are from and the reason funds were raised
- ❖ No money may be disbursed from undeposited receipts; no transactions shall be done with cash
- ❖ No money may be placed in the advisor or teacher's personal account for "safekeeping"; All funds should be deposited following AISD guidelines and procedures; See the department secretary for clarification as needed
- ❖ The advisor or teacher shall have personal responsibility for the funds collected until they are submitted for deposit

## **STUDENT ACTIVITY ACCOUNT**

Student activity accounts are created and used for student learning experiences and events. Funds are acquired through service-learning projects and/or fundraising.

- ❖ When accepting cash, ALWAYS give receipts
- ❖ When completing the deposit tabulation form, include:
  - List of students and/or customers who paid cash, the amount paid, and for what
  - Note the SPECIFIC purpose of the funds
    - For example, rather than simply stating “donation”, note what the donation is for and/or the name of the fundraiser
- ❖ When noting “collect by”, this should be the person completing the form; if that person is different from the person who actually collected the funds, note the person who collected the funds in parenthesis
- ❖ Include all other details noted on the deposit tabulation form; each part of the form must be completed
- ❖ All deposits should be delivered to the office for processing by the teacher
- ❖ Receipts must be given for ALL deposits
- ❖ When deposits are submitted to the department secretary for processing, teachers must get a receipt; therefore, teachers should schedule a time to meet to exchange and count funds as necessary

## **EVERYDAY OPERATING GUIDELINES**

### **SOCIAL MEDIA USE AND PRACTICES**

Teachers and staff are encouraged to use the Academy ISD Facebook page’s to promote program information and student successes. To use,

- ❖ Collaborate with the AISD Social Media Coordinator
- ❖ Add value, provide worthwhile information and perspective.
- ❖ Act professionally
- ❖ THINK before posting. Consider:
  - Does this add value?
  - Does this align with the mission and purpose of the AISD CTE Program?
  - Is this the best format to deliver and/or promote this information?
  - Is this the best time to deliver and/or promote this information?
  - Is it true? Is it hurtful? Is it legal? Is it necessary? Is it kind?
- ❖ Post frequently. “Friends” or “followers” won’t have a reason to follow us without new information regularly shared.

### **PURCHASES**

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

1. Complete the CTE purchase order request form prior to making any purchases
2. Email the completed purchase order request to the AHS secretary.

Include links, pictures, and item descriptions as applicable to assist with accurate ordering. This can be done by going to the vendor website and adding the requested items to the cart then printing the cart list as a PDF and attaching it to the purchase request. Remember to include shipping cost.

3. **PLAN AHEAD** – Purchase requests need to be submitted two weeks ahead of the desired purchase date. This gives time for any needed follow up questions.
4. Itemized receipts are needed for all purchases.
5. If items are purchased with personal funds before pre-approval is given, risk of non reimbursement is assumed.

## **RECEIVING PURCHASES**

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

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

## **TRAVEL**

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

High School: All out-of-state trips shall have prior approval of the Board.

Out of State Trips: Teachers must have director approval before approving any out of state trips. Additionally, all out-of-state trips must have board approval before scheduling.

To schedule travel, follow these steps:

1. Complete the current travel request form prior to making any travel arrangements, including conference registrations\* \*NOTE: All travel should be pre-approved. If registrations are made utilizing personal funds before receiving travel approval, the risk of non-reimbursement is assumed.
2. Once travel is approved, the secretary will add it to the shared department calendar. If dates change, pre-approval must be given.

3. All hotel reservations will be made by the secretary and secured with a school credit card.
4. Requests for specific hotels are welcome. However, if that particular hotel does not fall within the designated budget guidelines or if they are not an approved AISD vendor, an alternate hotel will be selected at the discretion of the department secretary.
5. Hotel arrangements are made based on two same-sex adults per room and four same-sex students per room. If a single adult room is preferred, the cost must be paid personally.
6. **PLAN AHEAD.** Travel requests must be submitted at least one month prior to the first travel day.
7. When traveling in groups of two or more, plan to carpool. Mileage will be reimbursed for one car per four people. When reserving a AISD vehicle, the type of vehicle will be determined based on the number of travelers.
8. Itemized receipts must be turned in for all meals when traveling. AISD medicine procedures – if a student must take medicine during an overnight trip, contact the principal or school nurse for information on procedures that must be followed. Students must turn in all medications – prescribed and over-the-counter- to teachers before travel departure.
9. Staff must repay any paid expenses for travel if the event is not attended after expenses have been paid.

## **STANDARD HOURS and TIME-OFF REQUESTS**

Standard hours are specific to each campus.

To request time-off, contact the campus principal. All time off except for illness, doctor's appointments and emergencies should have pre-approval from the campus principal.

If you will be out for a brief time and need a class covered, please collaborate coverage with colleagues. When a plan is in place, email your principal and secretary to inform them of the absence and the coverage.

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

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

## **EVERYDAY BEST PRACTICES**

### **BRANDING GUIDELINES**

As a team, it is important to be unified in the narrative we deliver for our brand. By consistently delivering one message, our brand will serve to:

- ❖ Build greater recognition of our programs and career pathways
- ❖ Create trust and credibility with partners
- ❖ Increase value to students, parents, and partners
- ❖ Inspire purpose, collaboration, teamwork, and a sense of belonging
- ❖ Generate growth

So that we can consistently deliver a unified message,

- ❖ Ensure all materials include the Academy ISD logo which can be found in the School's share folder
- ❖ Include the Academy ISD logo on all uniforms, t-shirts, and any other clothing
  - Individual program logos are optional
  - All designs must be pre-approved by the department director before placing an order
- ❖ Include the Academy ISD logo on all promotional items
  - All designs must be pre-approved by the department director before placing an order

By working together to make our brand consistent, visible, and strong, we will further establish Academy ISD CTE as a leader across all CTE programs.

## **SOFT SKILLS AND TEAM INTERACTIONS**

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

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

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

## **FACILITY CARE AND ORGANIZATION**

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

### **SCHOOL EQUIPMENT, MATERIALS, AND SUPPLIES**

The District works to ensure each program has the necessary equipment, materials, and supplies to facilitate a successful program and engaged student learning. ALL school equipment must remain on school property – equipment cannot be loaned to friends and/or family members, community members, nor taken home personally. Certain materials and/or supplies may be checked-out to staff for use in planning engaging student lessons. Written pre-approval must be obtained by the department director before any materials and/or supplies are taken home. Personal tools and/or equipment may not be brought to the facility without prior approval.

### **NON-DISCRIMINATION STATEMENT**

The Academy Independent School District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the process set out in this policy is a violation of District policy.