

# BOERNE ISD CAREER & TECHNICAL EDUCATION

HANDBOOK

2025-2026

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# CTE

## OVERVIEW



Career and technical education programs offer a sequence of courses that provides students with coherent and rigorous content. CTE content is aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

### Perkins V

Perkins V is federal legislation requiring states that receive federal CTE funds to align CTE programs of study to high-wage, in-demand, and high skill occupations. The Division of College, Career, and Military Preparation has engaged members of the workforce, secondary education, and higher education to advise on the development and recent refresh of programs of study, which include coherent course sequences, industry-based certifications, and work-based learning opportunities to ensure students are prepared for high-wage, in-demand, and high-skill careers in Texas.

### Industry-Based Certifications (IBCs)

Industry-based certifications are a valuable component of strong student pathways. Texas Education Code [§39.053](#) requires the Texas Education Agency (TEA) to account for high school students who earn an industry-based certification as one indicator within the student achievement domain of the state's public school accountability system. The purpose of the IBC list is to identify certifications that prepare students for success in the workforce, military, or postsecondary education. The (V3) [2025-2030 IBC list is linked here: 2022-25 Industry-Based Certification List for Public School Accountability](#).

Current (PDF) Updated July 2025. [Aligned IBCs to Programs of Study Crosswalk 2024-25](#) (PDF) April 29, 2024 (revision release August 22, 2025).



# BISD CTE VISION

We will unify and educate students, parents, staff, school leadership, and our greater community to strategically utilize resources and create opportunities to prepare students for in-demand, high-skill, sustainable, and rewarding careers.

## MISSION

The Boerne Independent School District Career and Technical Education Department collaboratively engages students, parents, and industry partners to build essential skills in a school culture that inspires innovative student-centered opportunities to enrich our community.

## GOALS & OBJECTIVES

1. Advise students to complete a coherent program of study.
2. Build and advise students about quality work-based learning experiences.
3. Provide an opportunity for students to earn a credential.



# BISD SCORECARD

## Student Success

By 2028, 100% of Boerne ISD students will engage in innovative learning experiences so they are College, Career, and/or Military Ready upon graduation.

## Family & Community Engagement

By 2028, 100% of Boerne ISD stakeholders will be a part of a culture of trust where they feel engaged and valued.

## Talent

By 2028, 100% of the Boerne ISD employee experience will prioritize opportunities to perform at and aspire to the highest level of professional performance growth.

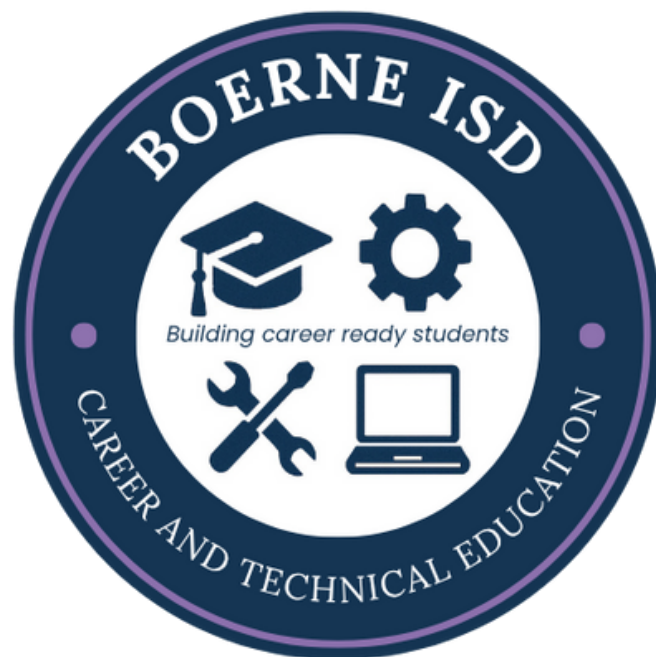
## Fiscal Responsibility

By 2028, Boerne ISD will maximize funding and efficiencies so our budget funds 100% of our identified needs.

# CCMR

The goal of CTE is to build career-ready students. This means that BISD is dedicated to supporting endeavors that educate and engage students and the community in effort to prepare every student to be college, career, or military ready (CCMR). Below is a list of activities that CTE will engage annually.

- BISD Summer Professional Learning including New Teacher Orientation and Boerne U
- External CTE content professional learning
- Internal education including administrative retreats, campus CCMR planning, counselors meetings, and instructional coaches meetings
- Community education opportunities such as Alamo Workforce, Rotary, Chamber, and Economic Development events
- Pathways to Technology Early College High School (P-TECH) parent events
- Middle school to high school exploration trips
- Tours and showcases for CTE including parent nights, counselors, industry partners, and community
- Advanced Academics, CCMR nights, Advancement Via Individual Determination (AVID) Future Ready events
- CTE month activities including Career & Technical Student Organizations (CTSO) spotlights and CCMR week
- Workforce Wednesdays and preparation activities



# CTE LEADERSHIP

## Roles & Responsibilities

Career & Technical Education Director reports to the Chief Instructional Officer. The main duties of the CTE Director are:

- Assists with the planning and development of goals, objectives, materials, methods, activities for K-16 articulation of CTE curriculum and instruction, and a K-16 long-range district CTE plan.
- Provide leadership and direction to all CTE courses and programs.
- Provide assistance to the C & I department in the planning and implementation of professional development offerings, including identification of the elements necessary to develop and provide such offerings.
- Engage in professional development to remain current with trends, demands, and emerging careers in a rapidly changing workforce.
- Observe, coach, and provide feedback to teachers regarding all aspects of CTE instruction, student engagement, and classroom environment.
- Develop effective, contemporary, professional, and responsive programs to meet area economic and workforce needs.
- Develop and implement a budget for CTE operations as well as assist in writing and compiling reports for grant funds including the Carl D. Perkins application.
- Conduct grant writing as needed to supplement funding and support the district career technology education long-range plan.
- Compile PEIMS information for career and technology funding; ensure student coding and course coding are accurate and up to date.
- Develop and propose new career and technology courses in accordance with Achieve Texas Career Clusters, and endorsements for the Foundations Graduation Program
- Serve as an instructional coach for STEM/CTE teachers, grades K – 12.
- Collaborate with the director of college readiness on the development of career pathways, 6 year student plans to counselors, parents, students and community.
- Assist campus administrators on the scheduling of Career and Technology courses. Work with principals to ensure appropriate assignment of highly qualified teachers to course sections.
- Represent BISD CTE in external partnership committee meetings such as Skill Point Alliance, Health Industry Steering Committee, e3 Alliance, Texas Regional Collaboratives, Tech Prep., etc.
- Interface with post-secondary institutions to coordinate programs, develop articulation agreements, implement dual credit opportunities and expand opportunities for all learners.
- Facilitate partnerships with business, industry, post-secondary institutions, PTA, public agencies, and civic and community organizations to promote and provide opportunities for BISD CTE students and teachers.
- Promote effective CTE student organizations with shared responsibility among teachers. 18. Assist campus administrators in recruiting, interviewing, and recommending highly qualified teachers for CTE offerings as well as participate in the evaluation of CTE teachers by providing additional information.
- Support grant funded professional development activities that are related to STEM/CTE and coordinate the fair, equitable, and appropriate use of grant funds with the director of federal programs and grants.
- Promote a positive, caring, and supportive climate for learning and instruction; foster collegiality and team-building among CTE staff members district-wide.
- Cultivate and model a respectful working and learning environment.
- Perform other duties as assigned.

# CTE LEADERSHIP

## Roles & Responsibilities

Career & Technical Education Coordinator 1 reports to the CTE Director. The main duties of the CTE Coordinator 1 are:

- Coordinate the developing and facilitating of the implementation of innovative K 12 STEM curriculum platforms and initiatives to support the district's vision and the portrait of a BISD learner, including but not limited to Esports, Project Lead the Way, P-TECH, after-hour campus clubs, competitions, and activities related to STEM and CTE.
- Coordinate, plan, and facilitate district-wide professional learning for all Technology Applications teachers; STEM teachers; PLTW curriculum; Esports implementation.
- Develop and conduct or arrange professional learning sessions, including sessions on various instruction methods and enriched learning in classroom settings.
- Ensure that student progress is evaluated on a regular, systematic basis and that findings are used to make programs more effective.
- Collaborate with district teams in writing and/or revising and implementing district curriculum including instruction and assessment for all students.
- Conduct program evaluations of the effectiveness of STEM/Technology/PLTW programs and recommend changes where appropriate to ensure a continuous focus on improving student achievement.
- Provide ongoing support to campus administrators and disseminate information regarding current research and significant developments on the state and national level regarding STEM/Technology/PLTW.
- Support teachers at campus CTE PLCs.
- Assist in the on-boarding of new CTE teachers.
- Support both teachers and students in the credentialing process, including the incorporation of student certification preparation materials, online platforms, and exams.
- Assist in the development of content for communication and education to further STEM and Career and Technical education initiatives, partnerships, and work-based learning.
- Assist in providing guidance and support for curriculum and technology development.
- Collaborate with co-workers on departmental and district-wide projects.
- Collaborate with the Technology department and other Digital Learning Specialists to ensure proper communication toward seamless technology integration and upgrades in CTE.
- Participate in Campus Technology Coach meetings to share information on CTE technology initiatives.
- Assist in the implementation of the Digital Transformation Rubric with a focus on STEM and CTE teachers.
- Assist with the collection and monitoring of Practicum compliance.
- Facilitate SPED/CTE Collaborations (required meeting documentation for MOA).
- Represent CTE at stakeholder engagement events.
- Perform other duties as assigned and deemed necessary by the administration.

# CTE TEACHER

## Roles & Responsibilities

The role of a Career and Education (CTE) teacher encompasses multiple responsibilities and obligations. Teachers seek to influence students through experiences that extend academic instruction and that yield life-long benefits. Teachers behave in ways that consistently exhibit the highest standards of professionalism and acknowledge that the safety of our students is a priority. CTE teachers involved in UIL events or other activities sponsored by a state or national organization should be thoroughly acquainted with current rules, regulations, and dates pertaining to their disciplines. Students' eligibility should be monitored on a regular basis. The CTE teacher refers all concerns regarding eligibility to the campus principal and the Director of CTE for interpretation and resolution.

CTE programs are held to local, state, and federal standards. Compliance with policies and procedures is critical to success. The Director of CTE will seek to provide opportunities for training campus teachers and leaders regarding such issues. Compliance concerns are reported to the campus principal, Director of CTE, and any other district level personnel that may need to have knowledge of such issues.



## CURRICULAR EXPECTATIONS

- Boerne ISD's learning management system is Google Classroom. Teachers are expected to utilize Google classroom to record learning intentions, success criteria, lesson resources, and enrichment for students **daily**.
- Student industry-based certifications (IBCs) should be considered the summative assessment for CTE. Teachers will align their curriculum with the appropriate student certification and intentionally prepare students for these exams.
- Boerne ISD CTE teachers will engage in professional learning communities (PLCs). If common planning is unavailable, then teachers will schedule PLCs outside of the school day.

# CTE ADVISORY

Boerne ISD Career and Technical Education relies on the entire community to guide strategic plans and implementation of programming. This group is called the CCT (Community Collaboration Team) and consists of business professionals, teachers, students, and community members with interest in the programs. The group meets a minimum of twice per year in a variety of settings. Advisory groups are integral to the success of CTE programs to keep the programming relevant to industry standards and community needs.

## **Conflict of Interest**

An employee shall disclose to his or her immediate supervisor a personal financial interest, a business interest, or any other obligation or relationship that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the district.

### *Outside Employment and Tutoring Policy DBD*

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. The District's Chief Human Resources Officer or other appropriate administrator will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest or that is sold by a company that employs or retains the district employee during non-school hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose. An employee shall not use his or her position with the district to attempt to sell products or services.

A person commits an offense if the person intentionally or knowingly offers, confers, or agrees to confer on another, or solicits, accepts, or agrees to accept from another, any benefit:

"Benefit" means anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the beneficiary has a direct and substantial interest.

A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions of government commits an offense if the public servant solicits, accepts, or agrees to accept any benefit from a person the public servant knows is interested in or likely to become interested in any contract, purchase, payment, claim or transaction involving the exercise of the public servant's discretion. Penal Code 36.08(d) A

A benefit to a public servant required to file a statement under Government Code Chapter 572 or a report under Election Code Title 15 that is derived from a function in honor or appreciation of the recipient if:

1. The benefit and the source of any benefit more than \$50 is reported in the statement.
- and b. The benefit is used solely to defray the expenses that accrue in the performance of duties or activities in connection with the office which are non-reimbursable by the state or political subdivision.

# CTE ADVISORY

## Donation Procedures

The Board delegates to the Superintendent the authority to accept unsolicited gifts on behalf of the district. However, any gift that the potential donor has expressly made conditional upon the district's use for a specified purpose, or any gift of real property, shall require Board approval. Once accepted, a gift becomes the sole property of the district. The district shall not accept any gift that would violate or conflict with policies of or actions by the Board or with federal or state law. Before the Superintendent accepts a gift or recommends acceptance of a gift to the Board, as applicable, the Superintendent shall consider whether the gift:

1. Has a purpose consistent with the district's educational philosophy, goals, and objectives.
2. Places any restrictions on a campus or District program.
3. Would support a program that the Board may be unable or unwilling to continue when the donation of funds is exhausted.
4. Would result in ancillary or ongoing costs for the district.
5. Requires employment of additional personnel.
6. Requires or implies the endorsement of a specific business or product [see GKB for advertising opportunities].
7. Would result in inequitable funding, equipment, or resources among District schools or programs.
8. Obligates the District or a campus to engage in specific actions; or
9. Affects the physical structure of a building or would require extensive maintenance on the part of the district. An employee who solicits gifts on behalf of the district or for use in the fulfillment of his or her professional responsibilities shall comply with relevant state and federal law and any District administrative regulations. All donations solicited on behalf of the district, including solicitations in the name of the district or a campus, or donations solicited using District or campus resources, become the sole property of the district.

An employee shall not solicit web-based donations of money or items, including "crowdfunding, using the name or image of the district, a campus, or any student.

# CTE PRACTICUM

Practicum courses are designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. This differentiation is appropriate and must be documented in the training plans of the teacher. To prepare for careers, students must attain academic skills and knowledge, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

Teachers will attend a Practicum training every three years for updates. Practicum students will be instructed on safety and employer ethics before site work begins. The United States Department of Labor guides youth employment and makes recommendations for guidelines.

<https://webapps.dol.gov/elaws/>

Written training plans must be on file for any student participating in either a paid or unpaid learning experience at an approved training site except for a student participating in an unpaid practicum for which the teacher of record provides all training. Training plan forms are available at [http://tea.texas.gov/CTE Career Preparation and Practicum Courses/](http://tea.texas.gov/CTE_Career_Preparation_and_Practicum_Courses/).

Boerne ISD will require training plans for all students regarding of placement. A copy of each plan will be on file with the Director of CTE and with the teacher of record **by August 29, 2025**.

A teacher assigned to teach courses involving work-based learning experiences, both paid and unpaid, must visit each student training site at least **six** times each school year. The teacher must be provided time within his or her schedule to visit the training sites. The training site visits must not be conducted during the teacher's planning and preparation period. A calendar or plan for site visits will be submitted to the Director of CTE. **Teachers are expected to create and maintain relationships with community partners to provide work-based learning opportunities.**

Training plans, agreements, evaluation forms, grading policies/standards, lesson plans, and employer information will be shared during the first three weeks of enrollment. Employers should be presented with child labor standards and a verification of that meeting or evidence will be submitted. Access to templates is given during training. Each program area creates specific forms and guidelines approved by the CTE Director before publishing to the community.

The TEA Work-Based Learning online course which can be completed to meet this requirement.

So, you are the teacher of record for a Practicum class, now what?

- Attend training
- Create all necessary forms
- Plan lessons and calendar, including plan for site visits
- Attend employer orientations
- Obtain signatures and agreements from students, parents, and employers
- Train students on safety and ethics
- Verify employer knowledge of child labor laws
- Visit sites, evaluate, and submit feedback

\*Templates and examples are attached in the appendix. OSHA 10-hour courses will be used as safety curriculum and documentation of student success.

# CTE

## FACILITIES/BUDGET/TRAVEL

The Boerne ISD Agricultural Complex is located on the property of the Kendall County Fair Association grounds in Boerne, TX. The purpose of this facility is to provide an extension to classroom instruction that maximizes learning and allows FFA and 4Hmembers to utilize the complex for their Supervised Agricultural Experience Program(SAEP). [BISD Ag Facility Manual](#)

### Budget Policies and Procedures

Campus budgets are intended for consumable supplies for instruction. Site licenses, curriculum, small equipment, and large capital items will be purchased with central office approval. The funds provided are to be utilized for purchases for Campus/Student/Teacher needs in terms of routine daily program functioning and student learning. Purchases are expected to align with curriculum and CTE strategic planning. Consumable CTE budgets (171) should be used on current students for instruction in the current year.

### General Information

Where campuses have multi-teacher departments, it is the responsibility of the team members to work together to develop a system of monitoring the total budget. Care should be taken to split funds in an equitable manner dependent upon programming and student enrollment.

Teachers are responsible for ensuring that no sales tax is charged.

Original receipts should be kept on campus in a budget file by the campus teacher.

Each year budget deadlines are communicated in August. Seventy-five percent (75%) of the consumable budgets should be encumbered before the Thanksgiving break in November. CTE consumable budgets close at the end of March. **For 2025-2026 75% of CTE consumables will be spent by Nov 21, 2025. All CTE budgets will close February 27, 2026. All proposals to request funds for summer professional learning are due April 24, 2026.** Teachers should allow for a two week minimum for PO requests. To receive approval to expend CTE funds via a blanket purchase order/credit card, you will submit a detailed list of supplies in the item descriptions on the requisition forms. Vague purchase requests will be denied.

### Class fees

The following is taken from BISD Board Policy:

STUDENT FEES, FINES, AND CHARGES FP (LEGAL) DATE ISSUED: 10/26/2017 1 of 3 UPDATE 109

FP(LEGAL)-P A board may require payment of: 1. A fee for materials used in any program in which the resultant product in excess of minimum requirements becomes, at the student's option, the personal property of the student, if the fee does not exceed the cost of materials.

Our policy is that like courses across the district collaborate and agree to a universal fee. Teachers will communicate with the students and guardians detailing what items will be received or projects completed.

### Travel Policies

Boerne ISD CTE Transportation Procedure:

When traveling on behalf of Boerne ISD Career and Technical Education in any capacity (Professional Learning, CTSO travel, Field trips, etc....), all vehicles should be requested through the central transportation department via the Info finder Field Trip Request process. Each campus is assigned a central account code to use during the reservation process. Program area budgets and activity accounts are not charged for the travel. Personal vehicles should never be used to transport students, individual projects, or property. Texas exempt vehicles and trailers will be used for the purpose of transporting BISD students, projects, and property.

# CTE

## FACILITIES/BUDGET/TRAVEL

Employee use of personal vehicles and trailers for district purpose or travel is prohibited. Any circumstance in which a district vehicle is unavailable requires advance approval by the Director of CTE and Transportation.

Travel of any kind related to Boerne ISD business should not take place until all signed travel paperwork is returned to the requestor.

Each campus may have additional travel forms from the district mandated forms. It is the employees responsibility to verify with campus administration that all forms have been completed to travel.

Examples of district forms can be found on the [CTE Hub Intranet](#).

Examples of district forms can be found in the Appendix:

[Policies and Procedures](#)

[Field Trip Permission Form](#)

During CTE-funded professional learning, it is the expectation that teachers actively participate in all learning event opportunities.

After CTE-funded professional learning, attendees are expected to:

- Submit verification of attendance (name badge, certificate of completion, etc.)
- Complete and turn in final travel paperwork within five business days of return (signed travel form with documented expenses such as registration, hotel and itemized meal receipts)

This opportunity is intended to enhance educator practice and student classroom experience. Teachers may be asked to share knowledge acquired with their peers on Content team days and future professional learning.

# CTE STUDENTS

## **Student Certifications**

To monitor, report, and provide feedback for student credentialing, Boerne ISD CTE will use the program Eduthings. Access Eduthings online at <https://ctecoding.com/>. User accounts are set up for you. Teachers will report student attempts and attainments. The district CTE department will run reports in the program for the campus registrars for reporting in Skyward. It is expected that all students in a pathway that aligns to a student certification are offered the opportunity for attainment.

## **Industry-Based Certifications**

Industry-based certifications (IBC) are a valuable component of strong student pathways. TEC §39.053 requires the Texas Education Agency (TEA) to account for high school students who earn an industry-based certification as one indicator within the student achievement domain of the state's public school accountability system. The purpose of the IBC list is to identify certifications that prepare students for success in the workforce, military, or postsecondary education. Our current alignment is posted within the [BISD CTE Program Of Study Document](#) including industry-based certifications for accountability. Certification administration windows are determined by program of study and will follow the specified timeline for [Boerne ISD IBC A-F Accountability](#).

## **Safety Procedures**

CTE courses with laboratory experiences will include an OSHA Certification Assessment prior to the student's lab participation if there is not a safety curriculum and assessment. Safety agreements should be signed by students and guardians. Keep all documentation of safety instruction and assessments.

Anatomy and Physiology teachers must complete their designated Science safety courses and document safety instruction and successful assessments proving student knowledge and accountability.

## **Career and Technical Student Organizations (CTSO)**

Career and Technical Student Organization (CTSO) exist to offer students an opportunity to extend classroom experiences into the areas of competition, community outreach, industry engagement and personal development.

Being an active member goes beyond competition; it is about becoming a productive, contributing community member. Membership is available to any student who meets the qualifications of membership as outlined by the respective organizations state and national by-laws.

## **Approved Organizations**

Each campus may operate one CTSSO chapter in each program area.

- Business Professionals of America
- Family Career, and Community Leaders of America
- HOSA - Future Health Professionals
- Skills USA
- Texas Association of Future Educators
- Future Farmers of America
- Other approved curricular activities: UIL, Incubator, Robotics, ESports

# CTE STUDENTS

## **Membership**

CTSO membership is attained by enrollment in CTE courses. CTSOs are not clubs and organizations. By design, a CTSO is the route for extension of academics. Student membership dues should be clearly stated and documented. Membership expectations should be in place prior to allowing students to participate in field trips or competitions. It is not enough to allow students to pay dues and attend competition without being actively engaged in other organization activities.

## **CTSO Advisor Responsibilities**

Advisors of CTSOs must be current CTE teachers. The advisor is expected to maintain accurate student records of membership, ensure that the experiences offered in the CTSO program are educational in nature, and strive to create leadership development experiences for all CTE students.

- Advisors are responsible for understanding all policies and procedures regarding the operation of a student organization.
- Advisors must maintain appropriate student/teacher relationships.
- Advisors are responsible for submitting completed permission forms when students travel away from the campus.
- Advisors are expected to work in collaboration with other district advisors to ensure continuity of all programs.
- Advisors are expected to ensure that all active members meet the criteria set forth by the organization.
- Advisors are required to complete appropriate travel paperwork.
- Advisors are expected to ensure that students meet UIL eligibility requirements for all CTSO events.
- Advisors are responsible for ensuring students do not exceed the maximum number of allowable absences for school sponsored events.
- All CTSO chapters are expected to take part in district-wide events that promote CTE programs.
- Advisors are expected to maintain copies of all travel permission slips while on trips; the campus should be provided a copy as well.
- Advisors are expected to submit rosters to the ADA clerk in a timely fashion prior to travel.
- Advisors are expected to travel on all trips including state and national trips with their students. If an advisor knows they cannot travel with the group, the advisor should not advertise the trip for students. Student's will not be allowed to travel on trips where the advisor is not present.

## **Career and Technical Education & Special Education**

According to the Carl D. Perkins Act, a person categorized as being a member of special populations defines an individual with a disability, comes from and economically disadvantaged family, is preparing for non-traditional fields, is a single parent or a single pregnant woman, is a displaced homemaker, or has limited English proficiency. In order to better understand the term, we should examine what each criterion under the special population category means.

### **Individuals with disabilities**

An individual with a disability means any disability as defined in Section 3 of the Americans with Disabilities Act of 1990. This means the following:

# CTE STUDENTS

A physical or mental impairment that substantially limits one or more of the major life activities, or a record of impairment, or being regarded as having impairment.

The CTE teacher will have a broad variety of individuals with disabilities in their program over their career.

The Methods of Administration for Access (MOA) to Career and Technical Education (CTE) is designed to ensure students enjoy equal access to CTE programs and activities regardless of race, color, national origin, sex, or disability.

## **CTE and Students Served by Special Education**

There are no designated Career and Technical Education for Students with Disabilities (CTED) courses in the CO22 table, and references have been removed from the Student Attendance Accounting Handbook (SAAH). Career and Technical Education (CTE) courses are available to all students.

The Individuals with Disabilities Education Act (IDEA) states that a student who receives special education services must learn in the least restrictive environment (LRE).

- This means that, to the maximum extent appropriate, a student with a disability must be educated with students who do not have disabilities. It also means that a student with a disability may not be placed in a special class that removes the student from the regular educational environment unless the nature or severity of the disability is such that education in a regular class with the use of supplementary aids and services cannot be achieved satisfactorily.
- Access to the general curriculum, LRE, and a continuum of alternative placements must be considered when addressing students' needs and making placement decisions. These decisions are made on an individual basis by the student's ARD committee, which must include a representative from Career and Technical Education, preferably the teacher, when considering the initial or continued placement of a student in a career and technical education program.
- The ARD committee determines the student's placement, which may, in limited situations, include a CTE course in a self-contained setting that serves only students with disabilities, but only when deemed necessary as described above.
- Therefore, an LEA can provide a CTE course in a special-education-only setting if the ARD committee has made an individualized determination that this setting is the least restrictive environment for the student.
- Also, because of the individualized decisions that must be made for each student with a disability, there must not be a pattern of "guiding" students with disabilities into any one program, and there must be an opportunity for interaction with peers in general education programs.

# CTE STUDENTS

## **NOTE: Career Preparation Teacher Certification**

- §231.271. Career Development, Grades 9-12. Section 231.271(a) reflects current certificates for teaching career development for grades 9-12 and provides holders of special education certificates an opportunity to teach career development courses, provided they have completed appropriate training in state and federal requirements regarding work-based learning and safety. The rule ensures that students who receive special education services have opportunities to enroll in these courses taught by teachers who are highly trained to provide appropriate supports. The rule also provides clarity for district personnel to place educators with the appropriate credentials into classroom assignments.

\*Campuses will hold CTE/SPED department collaboration meetings once each semester, documenting attendance, agenda, and minutes. This documentation will be collected in December and May.

## **Career and Technical Education (CTE) and Special Education: Frequently Asked Questions**

This document addresses common questions received by the Texas Education Agency (TEA) relating to CTE and students served by special education. All students should have equitable access to CTE courses, with supports as specified in the IEP. The content of this document provides clarification for the following categories:

- ARD committee membership
- Teacher certification and classroom roles
- Special education services, including adaptations to course content and requirements
- Vocational Adjustment Class

**[View FAQs CTE and Special Education](#)**

# CTE

## COURSES FOR ACADEMIC CREDIT

### **CTE Teacher Professional Learning Requirements**

All teachers assigned to a CTE course that qualifies for math or science credit are required to participate in the following Texas Education Agency-approved training prior to teaching the course:

#### **Teachers Assigned to Math Courses:**

Integrating Math into the CTE Classroom, Part 1 and Part 2, is available on TEALearn.

- [Integrating Math into CTE Classrooms, Part 1](#)
- [Integrating Math into CTE Classrooms, Part 2](#)

#### **Teachers Assigned to Science Courses:**

Integrating Science into the CTE Classroom, Part 1 and Part 2, is available on TEALearn.

- [Integrating Science into CTE Classrooms, Part 1](#)
- [Integrating Science into CTE Classrooms, Part 2](#)

#### **TEA Science Safety Training for High School**

- [Science Safety Training](#)

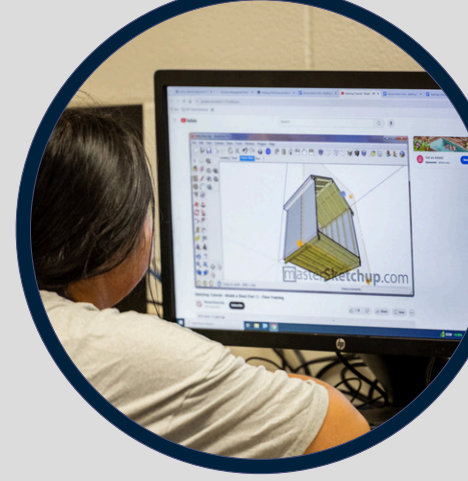
#### **Teachers Assigned to Career Preparation or Practicum Courses:**

- [Work-Based Learning](#) (now on TEALearn and does have certificate instructions)

Teachers assigned to teach Career Preparation and Practicum courses must complete the Texas Education Agency approved training as outlined in §231.271. Career Development, Grades 9-12. subsection (e):

- (e)The school district is responsible for ensuring that each teacher assigned to Career Preparation I, Career Preparation II, or Extended Career Preparation, Grades 9-12, has completed appropriate training in state and federal requirements regarding work-based learning and safety.
- See specific Practicum courses for language on approved WBL training.

# IMPORTANT CONTACTS












Name	Position	Contact
Heather Willis	Director	830-357-2051 heather.willis@boerneisd.net
Kerri Sparkman	CTE-Coordinator	830-357-2142 kerri.sparkman@boerneisd.net
Todd Rust	CTE-Coordinator	830-357-2103 todd.rust@boerneisd.net
Kathleen Richardson	Ag Facility Manager	830-357-2239 kathleen.richardson@boerneisd.net
Greg Hiett	P-TECH Administrator CHS - Cybersecurity	830-357-2611 gregory.hiett@boerneisd.net
Lisa Reeh	P-TECH Administrator BHS - Health Science	830-357-3513 lisa.reeh@boerneisd.net
Judith Noland	Secretary Teaching & Learning	830-357-2037 michelle.james@boerneisd.net

# APPENDIX

- Programs of Study
- Training Plans
- CTE Courses for Academic Credit
- Training Sponsor Evaluation
- Training Station Visits



Pathway	Level 1	Level 2	Level 3	Level 4	Industry Based Certifications
<b>Agricultural Technology and Mechanical Systems</b> 	Principles of AFNR	Ag. Mechanics & Metal Tech.	Ag. Equipment Design & Fabrication	Practicum in AFNR (2)	AWS SENSE Welding AWS D1.1 Structural Steel AWS D9.1 Sheet Metal
<b>Animal Science</b> Ag, Food, & Natural Resources 	Principles of AFNR	Small Animal Management (.5) Equine Science (.5)	Livestock Production	Practicum in AFNR (2) OR Advanced Animal Science (1)	ELANCO Fundamentals of Animal Science NHJTCA Equine Management & Evaluation
<b>Plant Science</b> Ag, Food, & Natural Resources 	Principles of AFNR	Floral Design	Horticulture Science and/or Advanced Floral Design	Practicum in AFNR (2) OR Advanced Floral Design (1)	TSFA Floral Benz Floral Level 1
<b>Graphic Design &amp; Multimedia</b> Arts, A/V Tech, & Comm. 	Principles of AAVTC	Graphic Design & Illustration I	Graphic Design & Illustration II	Practicum in Graphic Design & Illustration (2)	Adobe Certified Professional- Illustrator, Photoshop, InDesign
<b>Digital Communications</b> Arts, A/V Tech, & Comm. 	Principles of AAVTC	Audio Video Production I	Audio Video Production II	Practicum in AV Production (2)	Adobe Certified Professional- Premiere Pro Adobe Certified Professional- Photoshop
<b>Accounting &amp; Finance</b> Business, Marketing, & Finance 	Principles of Business, Marketing, & Finance	Accounting I Financial Math	Accounting II	Practicum in Entrepreneurship (2)	Accounting Foundations
<b>Entrepreneurship</b> Business, Marketing, & Finance 	Principles of Business, Marketing, & Finance	Entrepreneurship I	Entrepreneurship II- Incubator	Practicum in Entrepreneurship (2)	Entrepreneurship & Small Business
<b>Real Estate</b> Business, Marketing, & Finance 	Principles of Business, Marketing, & Finance	Financial Math and/or Professional Communications (.5) or Entrepreneurship I	Fundamentals of Real Estate (2)	Practicum in Entrepreneurship (2)	Real Estate Sales Agent License
<b>Automotive Transportation</b> 	Automotive Basics	Auto Tech I (2)	Auto Tech II (2)	Practicum in Transportation Systems (2)	ASE Entry Level Certifications
<b>Architectural Design</b> Architecture & Construction 	Principles of Architecture	Architectural Design I	Architectural Design II (2)	Practicum in Architectural Design (2)	LEED Green Associate Autodesk Revit

Pathway	Level 1	Level 2	Level 3	Level 4	Industry Based Certifications
<b>Culinary Arts</b> Hospitality & Tourism 	Intro to Culinary Arts	Culinary Arts (2)	Advanced Culinary Arts (2)	Practicum in Culinary Arts (2) OR Food Science (1)	Food Manager Certification
<b>Engineering Foundations</b> Engineering 	Intro to Engineering Design PLTW	Introduction to Computer Aided Design & Drafting	Engineering Science PLTW  Engineering Design & Development PLTW	Practicum in STEM (2) OR Engineering Design & Development PLTW (1)	Autodesk Fusion 360 Autodesk CAD
<b>Cybersecurity</b> Information Technology <b>*PTECH</b> 	Fundamentals of Comp. Sci. **CompTIA A+	Computer Science I **CompTIA Network+  Computer Maintenance* ** CompTIA Linus+	AP Computer Science A  Networking* Digital Forensics DC PTECH* **Cisco CCNA 200-301	Practicum in STEM (2)	CompTIA A+ CompTIA ITF+
<b>Programming &amp; Software Development</b> Information Technology <b>*Esports</b> 	Fundamentals of Comp. Sci.	Computer Science I **CompTIA Network+  Game Programing & Design*	AP Computer Science A	Practicum in STEM (2)	CompTIA A+ or ITF Unity
<b>Healthcare Diagnostic and Therapeutic Services</b> Health Science <b>*PTECH</b> 	Principles of Health Science	Medical Terminology	Health Science Theory and Anatomy and Physiology	Practicum in Health Science (2)	Certified Clinical Medical Assistant
<b>Teaching &amp; Training</b> Education & Training 	Principles of Human Services	Child Development	Instructional Practices (2)	Practicum in Education (2)	Educational Aide I
<b>Early Learning</b> Education & Training 	Principles of Human Services	Child Development	Child Guidance (2)	Practicum in Early Learning (2)	Child Development Associate
<b>Family &amp; Community Services</b> Human Services 	Principles of Human Services	Child Development	Family & Community Services	Practicum in Human Services (2)	Community Health Worker
<b>JROTC</b> Air Force 	JROTC I Aerospace I Aviation History Leadership I Military Traditions & Foundations of Citizenship	JROTC II Aerospace II Science Of Flight Leadership II Communication Awareness	JROTC III Aerospace III Space Exploration Leadership III Life Skills & Career Opportunities	JROTC IV Aerospace IV World Cultures Leadership IV Fundamentals of Management	

## Training Plan Agreement

Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

School District \_\_\_\_\_ Campus Name \_\_\_\_\_

Career Cluster \_\_\_\_\_ Business Name \_\_\_\_\_

Program of Study \_\_\_\_\_ CTE Course Title \_\_\_\_\_

Time Class Meets \_\_\_\_\_ Course Code \_\_\_\_\_

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

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

In addition to providing practical instruction, the work-based learning instruction the student receives can be paid or unpaid.

Please check one:

Unpaid work-based instruction

OR

Paid work-based instruction. The training sponsor agrees to pay the student for the useful work done while undergoing training according to the following plan:

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

The training period begins the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, and extends through \_\_\_\_\_, \_\_\_\_\_.

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

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

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

It is the policy of \_\_\_\_\_ School District and \_\_\_\_\_ (business name) not to discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: title, address, telephone number, email.

Es norma de \_\_\_\_\_ Distrito Escolar y \_\_\_\_\_ (Nombre del Negocio) no discriminar por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: título, dirección, número de teléfono, correo electrónico.

\_\_\_\_\_  
(Student) \_\_\_\_\_ Date **Signature Approvals** \_\_\_\_\_ (Training Sponsor) \_\_\_\_\_ Date

\_\_\_\_\_  
(Parent or Guardian) \_\_\_\_\_ Date \_\_\_\_\_ (CTE Teacher) \_\_\_\_\_ Date

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

### Description of Specific and Related Occupational Training

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

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

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

## Career and Technical (CTE) Courses for Academic Credit

Effective 2/3/2021

Course	Credit Satisfied	TAC Chapter 130 & 127 Career Clusters	Program(s) of study in which course appears
Business English	English	§130.135, Business Management and Administration	N/A
Accounting II	Mathematics	§130.188, Business Management and Administration	Accounting & Financial Services
Applied Mathematics for Technical Professionals	Mathematics	§127.13, Career Development	N/A
Digital Electronics	Mathematics	§130.407, STEM	Renewable Energy
Engineering Mathematics	Mathematics	§130.413, STEM	N/A
Financial Mathematics	Mathematics	§130.180, Finance	Accounting & Financial Services
Mathematical Applications in Agriculture, Food, and Natural Resources	Mathematics	§130.5, Agriculture, Food and Natural Resources	N/A
Mathematics for Medical Professionals	Mathematics	§130.229, Health Science	Health Informatics
Manufacturing Engineering Technology II	Mathematics	§130.356, Manufacturing	Advanced Manufacturing and Machinery Mechanics, Engineering
Statistics and Business Decision Making	Mathematics	§130.190, Finance	Business Management, Marketing & Sales
Robotics II	Mathematics	§130.409, STEM	Manufacturing
AP Computer Science A	Mathematics	§130.409, STEM	Programming and Software Development, Cybersecurity
IB Computer Science Higher Level, Math	Mathematics	§130.409, STEM	Programming and Software Development, Cybersecurity
Discrete Mathematics for Computer Science	Mathematics	§130.409, STEM	Programming and Software Development, Cybersecurity
Advanced Animal Science	Science	§130.10, Agriculture, Food, and Natural Resources	Animal Science
Advanced Plant and Soil Science	Science	§130.25, Agriculture, Food, and Natural Resources	Plant Science
Anatomy and Physiology	Science	§130.224, Health Science	Exercise Science and Wellness, Healthcare Diagnostics, Healthcare
Biotechnology I	Science	§130.415, STEM	Biomedical Science
Biotechnology II	Science	§130.416, STEM	Biomedical Science
Engineering Design and Problem Solving	Science	§130.412, STEM	Engineering, Renewable Energy
Engineering Science	Science	§130.414, STEM	Engineering
Food Science	Science	§130.256, Hospitality and Tourism	Culinary Arts
Forensic Science	Science	§130.339, Law, Public Safety, Corrections, and Security	Law Enforcement
Medical Microbiology	Science	§130.225, Health Science	Health Diagnostics, Healthcare Therapeutic, Nursing Science, Biomedical Science
Pathophysiology	Science	§130.227, Health Science	Health Diagnostics, Healthcare Therapeutic, Nursing Science, Biomedical
Principles of Technology	Science	§130.404, STEM	N/A
Scientific Research and Design	Science	§130.417, STEM	Animal Science, Applied Agriculture Engineering, Environmental and Natural Resources, Food Science and Technology, Plant Science, Biomedical Science, Engineering

## TRAINING SPONSOR EVALUATION OF STUDENT TRAINEE

Student's Name \_\_\_\_\_ Due Date \_\_\_\_\_

Training Site \_\_\_\_\_ Grading Period 1 2 3 4 5 6

Employer: Please complete this evaluation by circling the number that applies in each category and place the corresponding number in the Total space.

	1	2	3	4	5	6	7	8	9	10	Total
<b>1. COOPERATION:</b> Ability to get along with others	Antagonistic, pulls against rather than works with others		Difficult to handle		Usually gets along with others		Cooperates willingly, gets along with others		Gets along well with others, is friendly and helpful		
<b>2. INITIATIVE:</b> Tendency to go ahead	Takes no initiative, has to be instructed repeatedly		Takes very little initiative, requires urging		Does routine work acceptable		Is fairly resourceful, does well by self		Is resourceful, looks for things to learn and do		
<b>3. COURTESY:</b> Polite and mannerly	Has been discourteous to public and staff		Is not polite and is inconsiderate of others		Usually polite and is considerate of others		Considerate and courteous of others		Very polite and always considerate of others		
<b>4. ATTITUDE:</b> Toward constructive criticism	Does not profit from criticism, resents it		Does not pay much attention to criticism		Accepts criticism, tries to do better		Accepts criticism, improvement has been noticed		Accepts criticism, and improves greatly		
<b>5. KNOWLEDGE OF JOB:</b>	Has not tried to learn job and its routines		Pays little attention to learning job		Has learned necessary routines but needs supervision		Understands the job; needs little supervision		Knows job well and shows desire to learn more		
<b>6. ACCURACY, SPEED OF WORK, AND WORK HABITS:</b>	Is extremely careless; works slowly; output is unsatisfactory; wastes time		Is often inaccurate & careless; is slower than average; often wastes time		Makes errors, but work is generally satisfactory; occasionally wastes time		Makes few errors; is careful, neat & thorough; seldom wastes time		Rarely makes errors; work is of good quality; is fast, efficient, & industrious; rarely wastes time		
	1	2	3	4	5	6	7	8	9	10	

<b>7. ADAPTABILITY:</b>	Cannot adjust to changing situations		Is slow in grasping ideas, has difficulty adapting to new situations		Makes necessary adjustments after considerable instruction		Adjusts readily		Learns quickly, is adept at meeting changing situations		
<b>8. PERSONAL APPEARANCE:</b> Neatness and personal care	1	2	3	4	5	6	7	8	9	10	
	Is extremely careless in dress & appearance		Often neglects appearance & dress code		Is passable in appearance, but should make effort to improve		Has good appearance; looks neat most of the time		Has excellent appearance; looks neat all of the time		
<b>9. ATTENDANCE:</b> How many days did this student call in when scheduled to work?	1	2	3	4	5	6	7	8	9	10	
	Too frequently absent for continued training		Not regular enough in attendance		Usually dependable		Dependable		Never absent except for an unavoidable emergency		
<b>10. PUNCTUALITY:</b> How many days was this student late to training site?	1	2	3	4	5	6	7	8	9	10	
	Too frequently tardy for continued training		Very often tardy		Punctuality could be improved		Seldom tardy		Never tardy except for an unavoidable emergency		
<b>TOTAL GRADE:</b> Up to 100											

Overall, I would rate this student's performance as: (please circle one)

A+   A   A-   B+   B   B-   C+   C   C-   D   F

Maturity level of this student: (please check one)

\_\_\_\_\_ Below Average                      \_\_\_\_\_ Average                      \_\_\_\_\_ Above Average

SUPERVISOR'S SIGNATURE: \_\_\_\_\_ Date \_\_\_\_\_

Please print name of Supervisor: \_\_\_\_\_

In order for this evaluation to be most effective, you are encouraged to go over it with your student trainee and help them make a plan for improvement.

If you wish to meet with the teacher-coordinator regarding the student's performance or this evaluation, please do not hesitate to contact me at:

Please make any comments at the back of the page.

## TRAINING STATION VISIT RECORD

Student: \_\_\_\_\_ Training Station: \_\_\_\_\_

Contact Person: \_\_\_\_\_

School Year: \_\_\_\_\_ Phone Number: \_\_\_\_\_

<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone    <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p><i>Comments:</i></p>	<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone    <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p><i>Comments:</i></p>
<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone    <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p><i>Comments:</i></p>	<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone    <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p><i>Comments:</i></p>
<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone    <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p><i>Comments:</i></p>	<p>Date: _____ Time: _____</p> <p>Contact: _____</p> <p><input type="checkbox"/> By Phone    <input type="checkbox"/> Visited Training Station</p> <p><input type="checkbox"/> Other _____</p> <p><i>Comments:</i></p>



## **CAREER & TECHNICAL EDUCATION PUBLIC NOTIFICATION OF NONDISCRIMINATION**

Boerne ISD offers career and technical education programs in Agriculture, Food, & Natural Resources, Arts, Audio/Visual, & Communications, Business, Marketing, & Finance, Hospitality & Tourism, Transportation, Construction, Information Technology, STEM, Health Science, Education & Training, and Human Services. Admission to these programs is based on enrollment in Boerne ISD Schools.

It is the policy of Boerne 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 Boerne 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.

Boerne 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.

For information about your rights or grievance procedures, contact the Title IX Coordinator at 235 Johns Road, Boerne, TX 78006 [Tami.charest@boerneisd.net](mailto:Tami.charest@boerneisd.net), 830-357-2040, and the Section 504 Coordinator at 235 Johns Road, Boerne, TX 78006, [kim.berny@boerneisd.net](mailto:kim.berny@boerneisd.net), 830-357-2097.