Draft

Career & Technical Education Department

Policy & Procedural Manual

Compliance to Federal Law

It is the policy of Humble Independent School District to comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be discriminated against on the basis of sex, disability, race, color, age or national origin in its educational and vocational programs, activities, or employment as required by Title IX, Title VI, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator.

El Distrito de Humble cumple plenamente con las provisiones de leyes y regulaciones federales y estatales de no discrimina asegurando que no discrima ni por sexo, incapacidad, raza, color, edad ni origen nacional en sus programas educacionales y vocacionales, actividades, ni empleo como requerido por Título IX, Título VI y la Sección 504 de la Acta de Rehabilitación y la Acta de Americanos Incapacitados (ADA).

Esta noticia se provee según el Título II de la Acta de Americanos Incapacitados (ADA) de 1990 y la Sección 504 de la Acta de Rehabilitación de 1973. Preguntas, quejas o información acerca de ADA o la sección 504 pueden hacer al/la coordinador/a del distrito.

Section 504 and ADA: Programs & Services

Dr. Thomas Price
Chief Academic Officer / Deputy Superintendent
20200 Eastway Village Drive
Humble, Texas 77338 281-641-8005

CTE Procedure Manual

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Career and Technology Education Department Directory

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Introduction

The Humble ISD Career and Technology Department (CTE) receive funding from both the State and Federal Governments as assistance to provide industry-driven programs for students. The purpose of CTE is to provide education opportunities for students so that they will become successful in college and in their career. All decisions associated with HISD CTE will reflect this purpose.

The Humble ISD CTE Procedures Manual contains information pertaining to the management of the program. Information contained in this document is subject to change without notice.

Our Mission

Our mission is to provide students with business/industry experience as part of their high school curriculum. Students are exposed to a unique combination of classroom instruction and placements in technical work environments where they can acquire new information, concepts, techniques and procedures related to their specific career interests.

The goal is to ensure that students are prepared to succeed in post-secondary education and in a world that is increasingly oriented toward highly skilled jobs.

Executive Summary

Career and Technical Education
Dr. Marley Morris, CTE Director

Overview

Humble ISD Career and Technical Education (CTE) serves students in grades 6-12. CTE courses are available in all 5 comprehensive high schools. The Career and Technology Education Center (CATE) is located adjacent to Humble High School and houses the following programs: pharmacy technician, certified nursing assistant, computer maintenance, networking, sports medicine, robotics, and criminal justice. CTE also has a presence at the Community Learning Center with two CTE teachers on staff. In addition to secondary, all 8 middle schools offer CTE courses-some counting as high school credit. Although foods for today and keyboarding are not official TEA CTE courses, they are placed within the structure of CTE. As too is JROTC. Humble ISD offers 15 of 16 federal career pathways.

House Bill 5 (HB5)

House Bill 5 has significantly impacted CTE in several ways. First, the number of required credits a student needs to be on the "Foundation" graduation plan decreased from 26 credits with the previous "Recommended Plan" to 22 credits under the new HB 5 Foundation Graduation Plan. This decrease, coupled with an emphasis on career endorsements, is projected to cause a surge in CTE enrollment in the years to come. Second, students graduating under the HB 5 "Distinguished" plan must select at least one endorsement associated with a career path. The endorsements are: STEM, Business and Industry, Public Service, Arts & Humanities, and Multidisciplinary. Third, preliminary indications are that CTE will be a part of the State's accountability system. A distinction for outstanding performance will be based on, in part, percent of students who earn an industry-recognized credential or license, complete a coherent sequence of CTE courses or earn dual or articulated/workforce credit.

Industry Certifications

Humble ISD CTE offers several federally and locally recognized industry certifications. In most cases, certifications (federally recognized or local) are administered through a certified entity such as PerasonView or a State Board of Licensures (i.e. TDLR cosmetology). Each year the CTE department evaluates the CTE programs and certifications offered and make adjustments as the industry demands. This process includes the input from our advisory boards.

Partnerships

Humble ISD is committed to connecting our CTE programs and students with our local business. We actively reach out to our community of partners to offer paid and unpaid internships for our students. In addition to creating connections, we also actively visit managers and owners at their place of business to collect input on their needs. The input is collected and used to increase the rigor of our CTE programs so that our students, their future employees, are well prepared. CTE also regularly meets with a CTE advisory committee that is comprised of teachers, parents, students and local businesses. The advisory committee also offers input on industry growth and trends regarding the job market.

Communication

Humble ISD CTE is committed to providing ample information regarding our CTE programs. We have and are committed to exploring vehicles to do so including mobile applications, mall and cinema advertisements, brochures in addition to the traditional websites and newspaper articled, etc. The best communication tool, thus far, continues to be the success stories of our student body.

For more information, please contact Dr. Marley Morris at 281.641.8310 or marley.morris@humble.k12.tx.us.
CTE is here to serve.

Acknowledgment of Receipt/Accountability

This form indicates that the teacher below has received a copy of the Humble ISD Career and Technical Education Handbook.

Teacher's Last Name (Printed) | Teacher's First Name (Printed)

School | Department

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

Signature of Teacher | Date

Humble ISD

Career and Technical Education

Course Flow Charts

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Graduation Endorsements & CTE Clusters

Business & Industry

- Agriculture, Food, and Natural Resources
- Architecture & Construction
- Arts, Audio/Video, Technology, and Communications
- Business Management and Administration
- Finance
- Hospitality & Tourism
- Information Technology
- Manufacturing
- Marketing
- Transportation, Distribution, and Logistics

Public Service

- Education and Training
- JROTC
- Health Science
- Human Services
- Law, Public Safety, Corrections and Security

STEM

- Science, Technology, Engineering, and Mathematics (STEM)

Multidisciplinary

- Various Career Clusters

Indicates Limited Seating Course

Middle School CTE Courses

Middle School Options

- Career Portals (One Semester) 7th-8th
- Foods for Today (One Semester) 7th-8th
- Introduction to Programming (One Semester) 7th-8th
- Introduction to Engineering & Technology (One Semester) 7th-8th
- Introduction to S.T.E.M (One Semester) 7th-8th

Options for High School Credit

- Touch Systems Data Entry (.5 credit) 7th-8th
- Principles of Hospitality and Tourism (.5 credit) 8th
- Business Information Management I (1 credit) 8th
- Principles of Manufacturing (.5 credit) 8th

Indicates Limited Seating Course

Agriculture, Food, and Natural Resources Cluster

Business & Industry Endorsement

Principles of Agriculture, Food & Natural Resources
(1 credit)
9th-10th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Agribusiness Pathway

- Principles of Manufacturing (.5 credit) 8th
- Food Technology & Safety (.5 credit) 10th-12th
- Math Applications in Agriculture (1 credit) 10th-12th
- Practicum (2 credits) 12th

Wildlife & Range Ecology Management Pathway

- Wildlife , Fisheries, and Eco Management (1 credit) 10th-12th
- Math Applications in Agriculture (1 credit) 10th-12th
- Practicum (2 credits) 12th

Animal Science / Vet Assistant Pathway

- Small Animal (.5 credit) 10th-12th
- Livestock Production (.5 credit) 10th-12th
- Math Applications in Agriculture (1 credit) 10th-12th
- Medical Terminology (.5 credit) 10th-12th
- Adv. Animal Science (1 credit) 12th
- Practicum (2 credits) 12th

Plant Science Pathway

- Horticulture Science (.5 credit) 10th-12th
- Floral Design (1 credit) 10th-12th
- Landscape (.5 credit) 10th-12th
- Math Applications in Agriculture (1 credit) 10th-12th
- Practicum (2 credits) 12th

Agriculture Mechanics Pathway

- Principles of Manufacturing (.5 Credit) 8th
- Agricultural Mechanics and Metal Tech (1 credit) 10th-12th
- Agricultural Facilities Design and Fab (1 credit) 10th-12th
- Math Applications in Agriculture (1 credit) 10th-12th
- Practicum (2 credits) 12th

Students may earn the Business & Industry Endorsement in the Agriculture Cluster by successfully completing 4 or more credits from any combination of pathways above.

Indicates Limited Seating Course

Architecture & Construction Cluster

Business & Industry Endorsement

Principles of Architecture and Construction
(1 credit)
9th-12th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Architectural Design Pathway

- Engineering Design (1 credit) 10th-12th
- Architectural Design (1 credit) 10th-12th
- Advanced Architectural Design (2 credits) 11th-12th
- Practicum (2 credits) 12th

Construction Management Pathway

- Principles of Manufacturing (.5 credit) 8th
- Architectural Design (1 credit) 10th-12th
- Construction Tech (1 credit) 10th-12th
- Advanced Construction Technology (2 credits) 11th-12th
- Practicum (2 credits) 12th

Interior Design Pathway

- Architectural Design (1 credit) 10th-12th
- Interior Design (1 credit) 10th-12th
- Advanced Interior Design (2 credits) 11th-12th
- Practicum (2 credits) 12th

Students may earn the Business & Industry Endorsement in the Architecture & Construction Cluster by successfully completing 4 or more credits from any combination of pathways above.

Indicates Limited Seating Course

Arts, Audio/Video Technology, and Communications Cluster

Business & Industry Endorsement

Principles of Arts Tech & Communication
(.5 credit)
9th-11th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Graphic Design Pathway

- Graphic Design and Illustration (1 credit) 10th-12th
- Advanced Graphic Design and Illustration (2 credits) 10th-12th
- Practicum (2 credits) 12th

Media Technology Pathway

- Audio Video Production (1 credit) 10th-12th
- Advanced Audio Video Production (1 or 2 credits) 11th-12th
- Practicum (2 credits) 12th

Animation Pathway

- Animation (1 credit) 10th-12th
- Advanced Animation (2 credits) 11th-12th
- Practicum (2 credits) 12th

Game Design Pathway

- Graphic Design (1 credit) 10th-12th
- Animation (1 credit) 10th-12th
- Video Game Design (1 credit) 10th-12th
- Practicum (2 credits) 12th

Students may earn the Business & Industry Endorsement in the Arts, A/V, & Communications Cluster by successfully completing 4 or more credits from any combination of pathways above.

Indicates Limited Seating Course

Business Management and Administration Cluster

Business & Industry Endorsement

Principles of Business Management & Adminstration
(.5 credit)
9th-11th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Business Management Pathway

- Global Business (.5 credit) 10th-12th
- Business Law (.5 credit) 11th-12th
- Hotel Management (.5 credit) 10th-12th
- Restaurant Management (.5 credit) 10th-12th
- Practicum (2 credits) 12th

Data Management Pathway

- Money Matters (.5 credit) 9th-12th
- Medical Billing & Coding (BIM II) (1 credit) 10th-12th
- Practicum (2 credits) 12th

General Business Studies Pathway

- Virtual Business (.5 credit) 10th-11th
- Business English (1 credit) 12th
- Principles of Automotive and Collision Repair (1 credit) 10th-12th
- Principles of Hospitality & Tourism (.5 credit) 9th-11th
- Practicum (2 credits) 12th

Students may earn the Business & Industry Endorsement in the Business Management & Administration cluster by successfully completing 4 or more credits from any combination of pathways above.

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Indicates Limited Seating Course

Education and Training Cluster

Public Service Endorsement

Principles of Education & Training
(.5 credit)
9th-12th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Early Childhood Pathway

- Principles of Human Services (1 credit) 9th-12th
- Child Development (.5 credit) 10th-12th
- Practicum (2 credits) 12th

Education Pathway

- Child Development (.5 credit) 9th-12th
- Instructional Practices in Education & Training (2 credits) 11th-12th
- Practicum (2 credits) 12th

Students may earn the Business & Industry Endorsement in the Education and Training cluster by successfully completing 4 or more credits from any combination of pathways above.

Indicates Limited Seating Course

Finance Cluster

Business & Industry Endorsement

Principles of Business, Marketing, and Finance
(.5 credit)
9th-11th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Finance Pathway

- Money Matters (.5 credit) 9th-12th
- Banking and Financial Services (.5 credit) 10th-12th
- Accounting (1 credit) 10th-12th
- Accounting II (1 credit) 11th-12th
- Practicum (2 credits) 12th

General Finance Studies Pathway

- Principles of Hospitality and Tourism (.5 credit) 9th-11th
- Medical Billing & Coding (BIM II) (1 credit) 10th-12th
- Hotel Management (.5 credit) 10th-12th
- Restaurant Management (.5 credit) 10th-12th
- Practicum (2 credits) 12th

Students may earn the Business & Industry Endorsement in the Finance cluster by successfully completing 4 or more credits from any combination of pathways above.

Indicates Limited Seating Course

JROTC Option

Public Service Endorsement

JROTC

Army Pathway

- Army LET I (1 credit) 9th-12th
- Army LET II (1 credit) 9th-12th
- Army LET III (1 credit) 9th-12th
- Army LET IV (1 credit) 9th-12th

Air Force Pathway

- Aerospace Science I (1 credit) 9th-12th
- Aerospace Science II (1 credit) 9th-12th
- Aerospace Science III (1 credit) 9th-12th
- Aerospace Science IV (1 credit) 9th-12th
- Aerospace Science Capstone Management (1 credit) 12th
- Aerospace Science Rocketry (1 credit) 11th-12th
- Aerospace Drill (1 credit) 9th-12th

Marines Pathway

- Marine LE I (1 credit) 9th-12th
- Marine LE II (1 credit) 9th-12th
- Marine LE III (1 credit) 9th-12th
- Marine LE IV (1 credit) 9th-12th

Navy Pathway

- Navy Science I (1 credit) 9th-12th
- Navy Science II (1 credit) 9th-12th
- Navy Science III (1 credit) 9th-12th
- Navy Science IV (1 credit) 9th-12th

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Indicates Limited Seating Course

Health Science Cluster

Public Service Endorsement

Principles of Health Science
(1 credit)
10th-12th

Touch Systems Data Entry (.5 credit) 9th-12th
Business Information Management I (1 credit) 9th-12th
Professional Communications (.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

General Health Science Pathway

- Medical Terminology (.5 credit) 10th-12th
- Child Development (.5 credit) 10th-12th
- Medical Microbiology (1 credit) 10th-12th
- Pathophysiology (1 credit) 10th-12th
- Anatomy & Physiology (1 credit Adv GP) 11th-12th
- Health Science (2 credits) 11th-12th

Pharmacy Technician Pathway

- Medical Terminology (.5 credit) 10th-12th
- Medical Microbiology (1 credit) 10th-12th
- Pathophysiology (1 credit) 10th-12th
- Anatomy & Physiology (1 credit Adv GP) 11th-12th
- Pharmacy Technician (1 credit) 12th

Certified Nursing Assistant Pathway

- Medical Terminology (.5 credit) 10th-12th
- Medical Microbiology (1 credit) 10th-12th
- Pathophysiology (1 credit) 10th-12th
- Anatomy & Physiology (1 credit Adv GP) 11th-12th
- Certified Nursing Assistant (1 credit) 12th

Sports Medicine Pathway

- Medical Terminology (.5 credit) 10th-12th
- Medical Microbiology (1 credit) 10th-12th
- Pathophysiology (1 credit) 10th-12th
- Anatomy & Physiology (1 credit Adv GP) 11th-12th
- Health Science for Sports Medicine (2 credits) 11th-12th

Medical Administartion Pathway

- Medical Terminology (.5 credit) 10th-12th
- Anatomy & Physiology (1 credit Adv GP) 11th-12th
- Medical Billing & Coding (BIM II) (1 credit) 10th-12th

Students may earn the Public Service Endorsement in the Health Science cluster by successfully completing 4 or more credits from any combination of pathways above.

Indicates Limited Seating Course

Hospitality & Tourism Cluster

Business & Industry Endorsement

Principles of Hospitality and Tourism
(.5 credit)
9th-11th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Hospitality Management Pathway

- Hotel Management (.5 credit) 10th-12th
- Hospitality Services (2 credits) 11th-12th
- Practicum at Marriott (2 credits) 12th

Culinary Arts Pathway

- Restaurant Management (.5 credit) 10th-12th
- Culinary Arts (2 credits) 10th-12th
- Practicum (2 credits) 12th

Students not admitted into the capstone course for each Hospitality & Tourism Pathway may earn the Business & Industry Endorsement by successfully completing 4 or more credits from any combination of Business Management & Administration cluster courses.

Indicates Limited Seating Course

Human Services Cluster

Public Service Endorsement

Principles of Human Services
(1 credit)
9th-12th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Family & Community Service Pathway

- Principles of Education and Training (.5 credit) 9th-12th
- Interpersonal Studies (.5 credit) 9th-12th
- Family and Community Service (1 credit) 10th-12th
- Practicum (2 credits) 12th

Childcare Management Pathway

- Principles of Education (.5 credit) 9th-12th
- Child Development (.5 credit) 10th-12th
- Practicum (2 credits) 12th

Cosmetology Pathway

- Introduction to Cosmetology (.5 credit) 9th-12th
- Cosmetology I (3 credits) 11th -12th
- Cosmetology II (3 credit) 12th

Students may earn the Public Service Endorsement in the Human Services cluster by successfully completing 4 or more credits from any combination of the pathways above.

Indicates Limited Seating Course

Information Technology Cluster

Business & Industry Endorsement

Principles of Information Technology
(1 credit)
9th-12th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Computer Maintenance & Networking Pathway

- Computer Maintenance (1 credit) 10th-12th
- Telecommunications & Networking (1 credit) 10th-12th
- CISCO Internetworking Technologies I (1 credit) 11th-12th
- CISCO Internetworking Technologies II (1 credit) 11th-12th
- Computer Technician (2 credits) 11th-12th

Programming Pathway

- Computer Programming (1 credit) 10th-12th
- Video Game Design (1 credit) 10th-12th
- Advanced Computer Programming (1 credit) 10th-12th
- Practicum (2 credits) 12th

Web Design Development Pathway

- Digital & Interactive Multimedia (.5 credit) 10th-12th
- Web Technologies (.5 credit) 10th-12th
- Practicum (2 credits) 12th

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Students may earn the Business & Industry Endorsement in the Information Technology cluster by successfully completing 4 or more credits. Students should select a pathway above and supplement with other Information Technology courses to achieve 4 credits.

Indicates Limited Seating Course

Law, Public Safety, Corrections & Security Cluster

Public Service Endorsement

Principles of Law, Public Corrections, & Security
(1 credit)
9th-12th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Systems of Law Pathway

- Law Enforcement I (1 credit) 10th-12th
- Court Systems & Practices (1 credit) 10th-12th
- Disaster Response (.5 credit) 10th-12th
- Practicum (2 credits) 12th

Law Science Pathway

- Medical Terminology (.5 credit) 10th-12th
- Anatomy & Physiology (1 credit Adv GP) 11th-12th
- Forensic Science (1 credit) 11th-12th
- Practicum (2 credits) 12th

Students may earn the Public Service Endorsement in the Law, Public Corrections, & Security cluster by successfully completing 4 or more credits from any combination of the pathways above.

Indicates Limited Seating Course

Manufacturing Cluster

Business & Industry Endorsement

Principles of Manufacturing
(.5 credit)
8th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Industrial Manufacturing Pathway

- Welding (2 credits) 10th-12th
- Advanced Welding (2 credits) 11th-12th

Agricultural Manufacturing Pathway

- Principles of Agriculture, Food & Natural Resources (1 credit) 9th-10th
- Principles of Architecture and Construction (1 credit) 9th-12th
- Agricultural Mechanics & Metal Tech (1 credit) 10th-12th

Students may earn the Business & Industry Endorsement in the Manufacturing cluster by successfully completing 4 or more credits.

Indicates Limited Seating Course

Marketing Cluster

Business & Industry Endorsement

Principles of Business, Marketing, & Finance
(.5 credit)
9th-11th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Business Marketing Pathway

- Retailing & E-tailing (.5 credit) 10th-12th
- Fashion Marketing (.5 credit) 10th-12th
- Sports & Entertainment Marketing (.5 credit) 10th-12th
- Marketing Dynamics (3 credits) 11th-12th
- Practicum Marketing Dynamics (3 credits) 12th

Real Estate Marketing Pathway

- Money Matters (.5 credit) 9th-12th
- Retailing & E-tailing (.5 credit) 10th-12th
- Sports & Entertainment Marketing (.5 credit) 10th-12th
- Real Estate Agent (1 credit) 12th

Students may earn the Business & Industry Endorsement in the Marketing cluster by successfully completing 4 or more credits in any combination from the courses listed above.

Indicates Limited Seating Course

STEM Cluster

STEM Endorsement

Principles of Architecture and Construction
(1 credit)
9th-12th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Robotics Pathway

- Engineering Design (1 credit) 10th-12th
- Concepts of Engineering & Technology (1 credit) 10th-12th
- Robotics & Automation (1 credit) 11th-12th
- Practicum (2 credits) 12th

General STEM Pathway

- Principles of Manufacturing (.5 credit) 8th
- Architectural Design (1 credit) 10th-12th
- Principles of Physics (1 credit) 10th-12th
- Engineering Design (1 credit) 10th-12th
- Practicum (2 credits) 12th

Aeroscience Pathway

- Principles of Physics (1 credit) 10th-12th
- Engineering Design (1 credit) 10th-12th
- Aeroscience (1 credit) 10th-12th
- Practicum (2 credits) 12th

Students may earn the STEM Endorsement in the STEM cluster by successfully completing 4 or more credits.

Indicates Limited Seating Course

Transportation, Distribution, and Logistics Cluster

Business & Industry Endorsement

Principles of Automotive & Collision Repair
(1 credit)
10th-12th

Touch Systems Data Entry
(.5 credit) 9th-12th

Business Information Management I
(1 credit) 9th-12th

Professional Communications
(.5 credit) 10th-12th

These three courses count for Endorsement and can be taken at any point in the sequence.

Automotive Tech Pathway

- Automotive Technology (2 credits) 11th-12th
- Advanced Automotive Technology (2 credits) 12th

Automotive Collision Pathway

- Collision Repair & Refinishing (2 credits) 10th -12th
- Advanced Collision Repair & Refinishing (2 credits) 10th-12th

Students may earn the Business & Industry Endorsement in the Transportation, Distribution, and Logistics cluster by successfully completing 4 or more credits in any combination from the courses listed above.

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Indicates Limited Seating Course

Career Development

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Business Management & Administration Cluster
Business & Industry Endorsement

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Business & Industry Endorsement

Transportation, Distribution, and Logistics
Business & Industry Endorsement

Wisenbaker Practicum Rotation I
(2 credit)
11th-12th

Wisenbaker Practicum Rotation II
(2 credit)
12th

Indicates Limited Seating Course

Table of Contents

HHS STEM Academy
(Humble High School Only)
STEM Endorsement

6th Grade

Pre AP - 6th Grade Math
*Required

7th & 8th Grade

Recommended:
- Algebra 1

Career Portals

Introduction to Programming

Introduction to STEM

Introduction to Technology & Engineering

Touch Systems Data Entry
.5 (HS Credit)

9th Grade

Recommended:
- Geometry
- Biology

Introduction to Engineering Design
(N1303742)

Engineering Path

Technology Path

10th Grade

Recommended:
- Algebra 2
- Chemistry

Engineering Science
~PROPOSED~
*Duel Credit Eng 1201
(13040200 Princ of App Eng)

Computer Science Principles
~PROPOSED~
*AP Course
(13030900 Comp Prog I)

11th Grade

Recommended:
- English 1301 (Duel Credit)
- Physics

Computer Integrated Manufacturing
~PROPOSED~
(N1303748)

Computer Science A
~PROPOSED~
*AP Course
(13031000 Comp Prog II)

12th Grade

Engineering Design Development
~PROPOSED~
(13041800 Prac STEM)

Cybersecurity
~PROPOSED~
(13041800 Prac STEM)

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Sign In

Educators:

1. Go to **www.bridges.com.**
2. In the Educators section, click **Sign In.**
3. Enter your Professional Account information as follows:

   Account name: **HISD email** (all lowercase)

   (ie. john.smith@humble.k12.tx.us)

   Default Password: **abc123**

   You will be asked to change your password.
4. Your professional account gives you access to Choices' Professional Tools. Select **Choices Explorer, Choices Planner**, or **Professional Tools** from the Your Tools box.

Students:

1. Go to **www.bridges.com.**
2. In the Student Sign In section, enter your portfolio name and password:

   Portfolio name: **humble + student ID** (without any spaces, all lowercase; ie. humble123456).

   Password: **student ID** (6 digits)
3. Select **Choices Explorer** or **Choices Planner** from the Your Tools box.

Parents:

1. Go to **www.bridges.com.**
2. In the Students section, click on **Sign In.**
3. Enter your child's portfolio name and password or refer to the Parent Guide to set up your own account.
4. Select **Choices Explorer** or **Choices Planner** from the Your Tools box or explore the **Parents** section.

Review Choices Professional Tools for Implementation and Integration Ideas

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Technical Support – find quick answers to common product questions under Training & Support (to the right of Your Tools)

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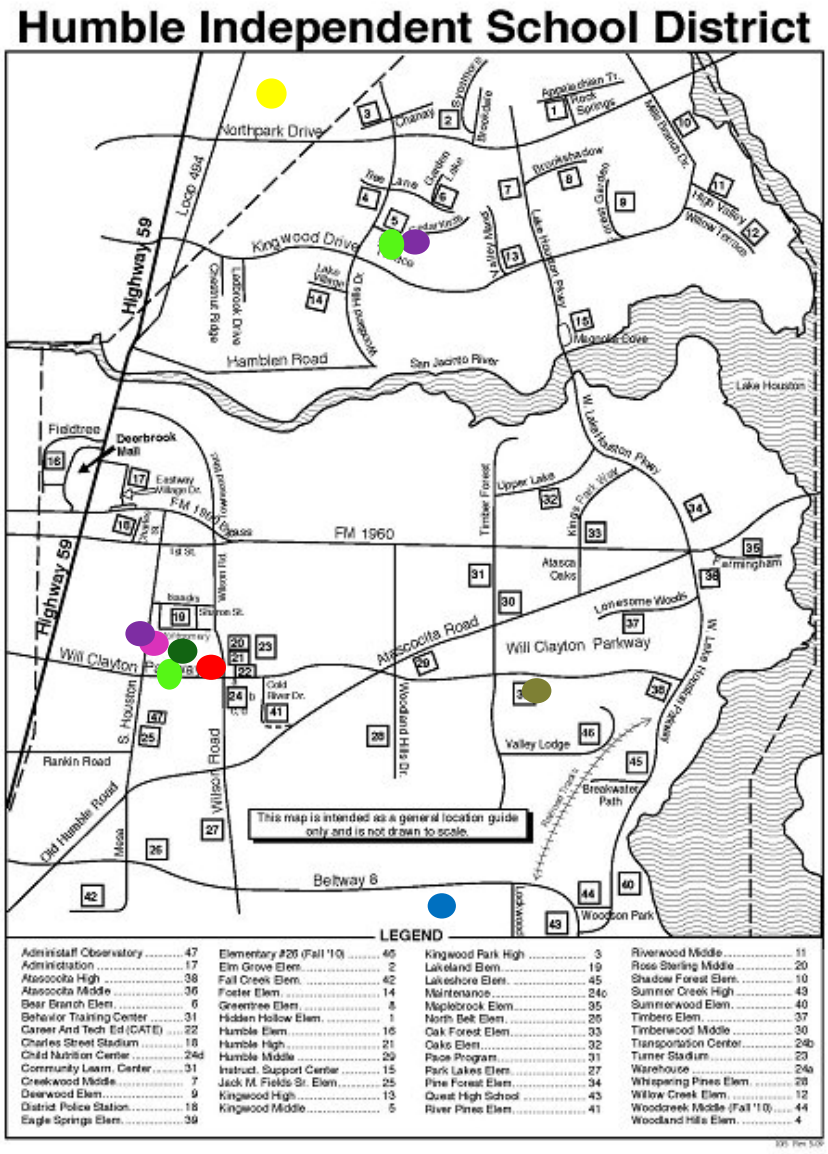
Monday to Friday 5:00 a.m. to 4:00 p.m. (Pacific Time)

Map of Special CATE Programs



Special Programs at Each Campus

HHS: Cosmetology; Building Trades

KHS: Building Trades

CATE: Pre-Engineering; Adv. Health Science; Advanced Technologies

AHS: Welding

KPHS: Auto Collision

SCHS: Culinary Arts

Federal Certifications List 2016-2017

1.	A* S* K (Assessment of Skills and Knowledge for Business) - Concepts of Finance
2.	A* S* K Fundamental Business Concepts
3.	A* S* K - Fundamental Marketing Concepts
4.	A+ Certification
5.	AAFCS (American Association of Family & Consumer Sciences) - Pre-Professional Certification in Culinary Arts
6.	AAFCS Early Childhood Education Competency Assessment and Certification
7.	AAFCS - Pre-Professional Certification in Education Fundamentals
8.	AAFCS - Pre-Professional Certification in Interior Design Fundamentals
9.	AAFCS - Pre-Professional Certification in Personal and Family Finance
10.	Adobe Certified Associate (ACA) - Creative Suite
11.	Adobe Certified Associate (ACA) - Dreamweaver
12.	Adobe Certified Associate (ACA) - Flash Professional
13.	Adobe Certified Associate (ACA) - Photoshop
14.	Adobe Certified Associate (ACA) - Premiere Professional
15.	Adobe Certified Associate (ACA) - Print & Digital Media Publication InDesign
16.	Adobe Certified Expert (ACE) - Adobe After Effects
17.	Adobe Certified Expert (ACE) - Adobe Illustrator
18.	Adobe Certified Expert (ACE) - InDesign
19.	AHLEI (American Hotel and Lodging Education Institute) Certified Rooms Division Specialist (CRDS)
20.	AHLEI Lodging Management Program
21.	API - American Petroleum Institute 1104 Welding Certificate
22.	Apple Final Cut Pro
23.	Apple iWork
24.	ArcGIS Desktop Associate
25.	ASE (National Institute for Automotive Service Excellence) - Automatic Transmission/Transaxle (A2)
26.	ASE - Automotive Maintenance and Light Repair (GI)
27.	ASE - Brakes (A5)
28.	ASE - Electronic/Electrical Systems (A6)
29.	ASE - Engine Performance (A8)
30.	ASE - Engine Repair (A1)
31.	ASE - Heating and A/C (A7)
32.	ASE - Manual Drive Train and Axles (A3)
33.	ASE - Mechanical and Electrical Components (B5)
34.	ASE - Medium/Heavy Truck Technician, Brakes (T4)
35.	ASE - Medium/Heavy Truck Technician, Diesel Engines (T2)
36.	ASE - Medium/Heavy Truck Technician, Drive Train (T3)
37.	ASE - Medium/Heavy Truck Technician, Electrical/Electronic Systems (T6)
38.	ASE - Medium/Heavy Truck Technician, HVAC (T7)
39.	ASE - Medium/Heavy Truck Technician, Suspension and Steering (T5)
40.	ASE - Non-Structural Analysis and Damage Repair (B3)
41.	ASE - Painting and Refinishing (B2)
42.	ASE - Suspension and Steering (A4)
43.	ASE - Structural Analysis and Damage Repair (B4)
44.	AutoCAD Certified Associate
45.	AutoCAD Certified User
46.	AutoCAD Civil 3D Certified Associate
47.	Autodesk 3D Max Design Certified Associate
48.	Autodesk Building Performance Analysis (BPA)
49.	Autodesk Inventor Certified User
50.	Autodesk Maya Certified Associate
51.	Autodesk Revit Architecture Certified Associate
52.	Avid Certified User Media Composer

Federal Certifications List 2016-2017

53.	AWS (American Welding Society) - SENSE Certification
54.	AWS - D1.1 Certification
55.	AWS - D1.3 Sheet Steel Welding
56.	AWS - D9.1 Certification
57.	Basic Telecommunications Certificate (Texas Commission on Law Enforcement Officer Standards and Education)
58.	Briggs & Stratton Master Technician
59.	Certified Internet Webmaster (CIW) Associate
60.	Certified Protection Officer (International Foundation of Protection Officers)
61.	Certified SolidWorks Associate (CSWA)
62.	Certified SolidWorks Professional (CSWP)
63.	Certified Television Operator (The Society of Broadcast Engineers)
64.	Chief Architect Certified Apprentice
65.	Child Development Associate (CDA)
66.	Cisco Certified Entry Networking Technician (CCENT)
67.	Cisco Certified Network Associate (CCNA)
68.	Cisco Rich Media Communications Specialist
69.	CNA – Certified Nurse Aide (Texas Dept of Aging and Disability Services)
70.	CompTIA A+ Certification
71.	CompTIA Network+
72.	CompTIA Security+
73.	CompTIA Server+
74.	CompTIA Strata IT Fundamentals
75.	Cosmetology, Esthetician Specialty License (Texas Dept of Licensing and Regulation)
76.	Cosmetology, Hair Weaving Specialty Certificate (Texas Dept of Licensing and Regulation)
77.	Cosmetology, Manicurist Specialty License (Texas Dept of Licensing and Regulation)
78.	Cosmetology, Operator License (Texas Dept of Licensing and Regulation)
79.	County Jailer Certification (Texas Commission on Law Enforcement Officer Standards and Education)
80.	CSA (Canadian Standards Association) - W59 Canadian Standards Association Welding Certification
81.	C-Tech Broadband Academy
82.	C-Tech Introduction to Telecommunications: Copper-Based Systems
83.	C-Tech Introduction to Network Cabling: Copper-Based Systems Certificate
84.	C-Tech Introduction to Network Cabling: Fiber Optic-Based Systems
85.	C-Tech Introduction to Telephone Systems and VoIP
86.	C-Tech Introduction to Home Entertainment: Residential Audio/Video Systems
87.	Dental Assistant, Certified (CDA) (Texas State Board of Dental Examiners)
88.	Dental Assistant, Registered (RDA) (Texas State Board of Dental Examiners)
89.	Digital Production Printing Certification
90.	Educational Aide I Certificate (State Board for Educator Certification)
91.	Electrical Apprentice License (Texas Dept of Licensing and Regulation)
92.	Emergency Care Attendant (Texas Dept of State Health Services)
93.	Emergency Medical Services Operator/Emergency Medical Dispatcher (Texas Dept of State Health Services)
94.	Emergency Medical Technician (Texas Dept of State Health Services)
95.	Floral Design Certification, Level One (Texas State Florists' Association)
96.	Floral Design Certification, Level Two (Texas State Florists' Association)
97.	GRAEF (Graphic Arts Education and Research Foundation) - PrintED
98.	HBI/NAHB (Home Builders Institute/National Association of Home Builders) - Carpentry, Advanced
99.	HBI/NAHB - Facilities Maintenance, Advanced
100.	HBI/NAHB - House Wiring, Advanced
101.	HBI/NAHB - HVAC Service Technician, Advanced
102.	HBI/NAHB - Plumbing, Advanced
103.	HP ATA (Hewlett-Packard Accredited Technical Associate) - Designing and Deploying Cloud Solutions

Federal Certifications List 2016-2017

104.	HP ATA - Designing and Deploying Connected Device Solutions
105.	HP ATA - Designing and Deploying Network Solutions
106.	HP ATA - Designing and Deploying Server and Storage Solutions
107.	I-CAR - Aluminum Structural Technician, Level 1
108.	I-CAR - Auto Physical Damage Appraiser, Level 1
109.	I-CAR - Custom Painting
110.	I-CAR - Electrical/Mechanical Technician, Level 1
111.	I-CAR - Estimator, Level 1
112.	I-CAR - Non-Structural Technician, Level 1
113.	I-CAR - Refinishing Technician, Level 1
114.	I-CAR - Steel Structural Technician, Level 1
115.	Internet and Computing Core Certification (IC3)
116.	ISCET (International Society of Certified Electronics Technicians) - Associate-Level Certified Electronics Technicians (CET)
117.	ISCET - Electronic System Associate
118.	Licensed Vocational Nurse (LVN) (Texas Board of Nursing)
119.	Mastercam Certification
120.	Mastering QuickBooks Level 1
121.	Medical Assistant, Certified (CMA)
122.	Medical Coding Certification/Certified Coding Associate
123.	Microsoft Office Specialist (MOS) - Access
124.	Microsoft Office Specialist (MOS) - Excel
125.	Microsoft Office Specialist (MOS) - PowerPoint
126.	Microsoft Office Specialist (MOS) - SharePoint
127.	Microsoft Office Specialist (MOS) - Word
128.	Microsoft Technology Associate (MTA) - Windows Operating System Fundamentals
129.	Microsoft Technology Associate (MTA) - Windows Server Administration Fundamentals
130.	Microsoft Technology Associate (MTA) - Networking Fundamentals
131.	Microsoft Technology Associate (MTA) - Security Fundamentals
132.	Microsoft Technology Associate (MTA) - HTML5 App Development Fundamentals
133.	MSSC (Manufacturing Skills Standards Council) - Certified Logistics Technician
134.	MSSC Certified Production Technician (CPT)
135.	NA3SA - National Automotive Student Skills Standards Assessment
136.	National Restaurant Association (NRA) - ProStart® National Certificate of Achievement
137.	NCCER (National Center for Construction Education and Research) - Carpentry Fundamentals, Level One
138.	NCCER - Carpentry Fundamentals, Level Two
139.	NCCER - Construction Technology
140.	NCCER - Electrical, Level One
141.	NCCER - Electrical, Level Two
142.	NCCER - Electronic Systems Technician, Level One
143.	NCCER - HVAC, Level One
144.	NCCER - Industrial Maintenance Mechanic, Level One
145.	NCCER - Instrumentation, Level One
146.	NCCER - Masonry, Level One
147.	NCCER - Millwright, Level One
148.	NCCER - Painting/Commercial and Residential, Level One
149.	NCCER - Pipefitting, Level One
150.	NCCER - Pipefitting, Level Two
151.	NCCER - Plumbing, Level One
152.	NCCER - Sheet Metal, Level One
153.	NCCER - Weatherization, Level One
154.	NCCER - Welding, Level One

Federal Certifications List 2016-2017

155.	NCCER - Welding, Level Two
156.	NetWare 6 Certified Novell Administrator (CNA)
157.	NIMS (National Institute for Metal Working Skills) - Certification, Level 1
158.	Office Proficiency Assessment Certification (OPAC)
159.	Oracle Certified Database Associate
160.	Pharmacy Technician, Certified (CPhT)
161.	Phlebotomy Technician, Certified (CPT)
162.	Private Pesticide Applicator (Texas Dept of Agriculture)
163.	Sterile Processing and Distribution Technician
164.	Structure Fire Protection Certification, Basic (Texas Commission on Fire Protection)
165.	Sun Certified Java Associate (SCJA)
166.	Texas Beef Quality Assurance (Texas Beef Council, Texas and SW Cattle Raisers Assoc AND Texas Agrilife Extension)
167.	Texas Private Security Level II (Texas Dept of Public Safety)
168.	The Travel Institute - Travel Agent Proficiency (TAP)
169.	Veterinary Assistant, Certified (Texas Veterinary Medical Association)
170.	Wastewater Collections, Class 1 (Texas Commission on Environmental Quality)
171.	Water Operators, Class D (Texas Commission on Environmental Quality)
172.	World Organization of Webmasters (WOW) - Certified Apprentice Webmaster (CAW)
173.	WOW - Certified Web Designer (CWDSA)

CTE Certification Submittal Survey/Data Validation

Directions for Use

Purpose of Registration Form:

The purpose of the registration form is to accurately and expeditiously collect student data as they complete various certifications. The data are used for the Program Effectiveness Review and Superintendent's Goal Documents among other purposes.

Directions to Login and Use:

Step One:
Select the link.
http://www.humbleisd.net/CTE

Step Two:
Log into School Wires.

Step Three:
Go to the "CTE Portal Page"

Step Four:
Select the submittal form.

Step Five:
You may be required to login to your Humble ISD Google account using steps below.

Your **Username** is the part of your GroupWise email address
that comes BEFORE the @humble.k12.tx.us
(i.e. Marley.Morris)

Your password is your **Munis Employee ID #**
(Add zeros at the beginning to equal 6 characters if your ID is less than 6

Step Six:
Complete form and select "submit." You will be able to review your submittals afterwards.

Step Seven:
Retain and file a hard copy of all certifications for audit purposes.

Career and Technology Education Budget

Funding/Financing for CTE

Federal:
Texas receives funds from the Perkins Basic State Grant and from Tech Prep. The State Board of Education (SBOE) serves as the State Board for Career and Technical Education and is responsible for CTE and administration of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The Texas Education Agency (TEA) is the designated agency for management and disbursement of CTE Perkins funding. Tech Prep funds are allocated and administered entirely through the Texas Higher Education Coordinating Board.

State:
Texas weighs CTE students at 1.35 FTE. The full formula is FTE multiplied by the Adjusted Allotment (AA) OR Adjusted Basic Allotment (ABA) multiplied by 1.35.
(AA) x (1.35) = State Funding or (ABA) x (1.35) = State Funding

By agreement with the Texas Higher Education Coordinating Board (THECB), funding is provided to support postsecondary career and technical education programs and Tech Prep education. The SBOE determines the Basic Grant funding split between the two agencies. Careful analysis of program data and other quantitative information are used to determine the funding split.

The P-16 Council advises the SBOE, THECB and the Texas Workforce Investment Council (TWIC) on issues related to career and technical education and workforce preparation. The council is composed of the commissioner of education, the commissioner of higher education, the executive director of the Texas Workforce Commission, the executive director of the State Board for Educator Certification and the commissioner for the Department of Assistive and Rehabilitative Services, and other members as appointed, including representatives from business and industry.

The TWIC assists the governor and legislature with strategic planning for and evaluation of the Texas workforce-development system. The Texas Workforce Commission works closely with the TEA to provide labor-market information used by CTE programs and in the AchieveTexas publications.

The Texas Skills Standards Board (TSSB), an advisory body of the governor and legislature, is charged with the development of a statewide system of skill standards for sub-baccalaureate occupations with strong employment and earning opportunities. The TSSB has developed skill standards and a list of related industry certifications for many occupations, which will be essential resources for identifying valid, reliable industry certifications for secondary and postsecondary technical-skill attainment.

The Division of Curriculum is responsible for coordination of CTE secondary programs through the CTE Unit, which is responsible for management and leadership for CTE.

District Funding Distribution

District-Level

- The H.I.S.D. obtains funds annually through LOCAL/STATE & FEDERAL fiscal resources. These funds are distributed into the District's current year budget accounts.
- Local/ State funds are then allocated to the CTE Department's Budget and subsequently distributed to the individual Campuses based upon student counts and previous year expenditures.
- Federal Funds are allocated to the CTE Department.
- Federal/State/District Guidelines as well as Policies and Procedures are in place in regards to the District's proper and legal utilization of these funds.

Campus-Level

- Administrators at the Campus distribute funds to their campus budget accounts as well as to individual department accounts. The Campus is responsible for how these funds are spent.
- The funds provided are to be utilized for purchases for Campus/Student/Teacher Needs in terms of routine daily program functioning and student learning.
- Federal/State/District Guidelines as well as policies and procedures are in place in regards to the Campus' proper and legal utilization of these funds.

CTE Department-Level

- Funds not initially distributed to the campuses are allocated to the CTE Department.
- These funds are provided to:
    - Cover all District-level CTE Department and Program operational costs and expenditures including CTE staff salaries and benefits and;
    - As a means of support and supplement to the Campuses…based individually upon specific guidelines as well as the availability of specific funds, (Campus/Department requests for funding must be submitted by the Campus/Department Heads prior to making expenditure arrangements to ensure that funds can be appropriated).
- The CTE Department is responsible as to the designation of which accounts to utilize and to how these funds are spent; as such, justifications are specified to be submitted to the Business Office with all appropriate paperwork. Justification is based primarily upon the needs of students.
- Federal/State/District Guidelines as well as policies and procedures are in place in regards to the Department's proper and legal utilization of these funds.

The CTE Department's chief priority is to support the CTE Programs and CTE students at the campus level to the best of our abilities throughout the District.

Requisitions

A Purchase Order MUST be in place before any order can be processed.

- Submit requested supply orders on approved requisition form.
- A quote from the vendor must be included with your requisition request (with the exception of Office Depot/Office Max and one-time use PO's).
- For a *one-time use PO* –
  - Provide a requisition form and indicate the type of items that will be purchased.
  - You must not go over the amount of the PO when making purchases.
  - Do not purchase items that would be considered a controllable asset – any large tools such as saws, printers, computers, etc. (items >$500)
- If you must make a change to an order once a PO is in place, contact the CTE office so that a PO change can be submitted. Do not contact the vendor directly to make any changes to an order without prior approval from the CTE office.
- Please do not order any items online or mail-order, including subscriptions. A PO must be in place first.

Any orders submitted to a vendor or without having a purchase order in place may result in having the items returned to the vendor or cancellation of the order.

Received Orders

- When an order is received at your campus, please open your packages immediately and verify the items received.
- Email Cheryl Jones the same day you receive your order.
- If you are missing any items, please email Cheryl Jones ASAP.
- Send all original packing slips, delivery tickets and order receipts to Cheryl Jones in the CTE office **immediately**, so that she can enter a receiving record in Munis.
- *Delays in receiving this information can cause a delay in invoices getting paid and a hold on your budget.*

❖ Got questions??
  - Please call the CTE office at ext 8315, or email Cheryl Jones at **cheryl.jones@humble.k12.tx.us**.

2015–2016
Student Attendance Accounting Handbook

Texas Education Agency
May 2016

Section 5 Career and Technical Education (CTE)

This section addresses unique attendance accounting provisions for CTE. They must be applied in conjunction with the general rules in Sections 1, 2, and 3. If students are served by multiple programs, review and apply the provisions of each applicable program.

Important: See Section 3 for general attendance requirements that apply to all program areas, including CTE.

5.1 Responsibility

List in the following spaces the name and phone number of the district personnel to whom all CTE coding questions should be directed:

Name: _____

Phone Number: _____

5.2 Eligibility and Eligible Days Present

Your district is responsible for ensuring CTE contact hour funding eligibility by meeting the following five criteria:

1. Each CTE course **must** be taught by a **qualified/certified** teacher[1], as defined in 19 Texas Administrative Code (TAC) Chapter 231, Subchapter E, with the exceptions described in the following two paragraphs.

    - This requirement does not apply to an open-enrollment charter school unless the school's charter states that a CTE course must be taught by a qualified/certified CTE teacher. However, under the No Child Left Behind Act, certain teachers must be "highly qualified" if the open-enrollment charter school receives certain federal funds. See the TEA Highly Qualified Teachers web page at http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Highly_Qualified_Teachers/Highly_Qualified_Teachers/ for more information.

    - When districts partner with technical or community colleges to offer dual credit, including local or statewide articulated CTE courses, the postsecondary faculty must

[1] Texas Education Code (TEC), §21.003

meet Southern Association of Colleges and Schools teacher requirements. Postsecondary faculty are not required to obtain State Board for Educator Certification certification when teaching secondary students under articulation agreements.

- An individual who has been issued a School District Teaching Permit in accordance with the TEC, §21.055, to teach a CTE course is deemed qualified by the local district that issued the permit and is not required to obtain a teaching certificate in accordance with TEC, §21.003. If the CTE course requires a highly qualified teacher in accordance with the No Child Left Behind Act, the School District Teaching Permit will not satisfy the highly qualified state certification requirement. For more information, see the TEA Highly Qualified Teachers webpage at http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Highly_Qualified_Teachers/Highly_Qualified_Teachers/.

2. Your district must report a teacher of record for each CTE course, except for a dual credit course taught in a non-campus-based setting, such as a community or technical college[2]. The teacher of record reported through the Public Education Information Management System (PEIMS) must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.

3. Your district must maintain documentation showing the average minutes per day for each CTE course, as specified in **5.11 Documentation** (see **5.6 Computing Contact Hours**).

4. Your district must ensure that the appropriate resources, laboratories, equipment, and technology are provided to teach the Texas Essential Knowledge and Skills (TEKS) for the courses offered.

5. To be eligible for CTE contact hour funding, your district must offer at least one coherent sequence of courses in at least three different Career Clusters[3].

Important: If your district assigns a substitute teacher to teach a CTE course and the teacher does not hold the certification required by 19 TAC Chapter 231, Subchapter E, your district may continue to earn CTE weighted funding for that course for no more than 30 consecutive school days.

5.2.1 Eligibility of Students for Funding

Students in grades 6 through 12 are eligible to be **served** in CTE programs.

Eligibility for Contact Hours: Only students in grades 9 through 12 are eligible for CTE contact hours, except for students in grades 7 and 8 who are eligible for and enrolled in career and technical education for the disabled courses (see **5.9 Career and Technical Education for the Disabled (CTED) Courses**).

[2] Reporting a teacher of record for a dual credit class taught in a non-campus-based setting is optional.

[3] A Career Cluster is one of the 16 Career Clusters around which CTE is organized. A list of the 16 Career Clusters and links to recommended sequences of courses is available on the following TEA web page. http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html

5.2.2 Eligibility of Courses for Funding

State-approved CTE courses are listed in Section 4, Code Table C022 of the *PEIMS Data Standards*, available at http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/.

Your district must spend its CTE state allotment funding in accordance with the provisions of 19 TAC §105.11, related to maximum allowable indirect costs.

Your school district may receive state weighted funding for all CTE innovative courses approved by the Texas Education Agency (TEA) for students in grades 9 through 12. To receive CTE weighted funding, your district must maintain documentation of local board or site-based decision-making (SBDM) committee approval to offer any TEA-approved innovative course.[4] For a new innovative course, your district must follow the process for applying to the TEA for approval to offer the new innovative course.

5.2.3 Earning CTE Contact Hours

A student may enroll simultaneously in as many CTE courses as his or her schedule permits. For funding purposes, however, the student may receive no more than 6 contact hours per day (see **4.15 Eligible Days Present and Contact Hours**).

A student is **not** eligible to receive any CTE contact hours for participating for 1 hour in a 2-hour course or for 1 or 2 hours in a 3-hour course.

See **3.6.9 Effective Dates for Program Changes** in Section 3 for important information on making program changes in student attendance records.

See **12.4 On-Campus Online Courses Not Provided through the TxVSN** for information on time spent in on-campus online courses. See **12.5 Self-Paced Computer Course** for information on time spent in self-paced computer courses.

5.2.4 Earning CTE Contact Hours in a Non-Campus-Based Setting

For a student to earn CTE contact hours in any of the following settings or programs, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in that setting, under the supervision of a **qualified/certified** teacher, as defined in 19 TAC Chapter 231, Subchapter E:

- special education instructional setting of homebound (01), hospital class (02), or state supported living center (30)
- general education homebound (GEH) program
- pregnancy-related services (PRS) compensatory education home instruction (CEHI) program

[4] 19 TAC §74.27

For information about special education instructional settings, see **4.7 Instructional Setting Codes**. For requirements related to the log that a special education homebound teacher must keep, see **4.7.2.5 Homebound Funding and Homebound Documentation Requirements**.

For information on the GEH program, see **3.7 General Education Homebound (GEH) Program**.

For information about CEHI and CTE, see **9.13 PRS and Career and Technical Education (CTE)** and **9.17.4 Example 4**. For requirements related to the CEHI teacher's log, see **9.15 Documentation**.

5.3 Enrollment Procedures

The procedures for enrolling a student in CTE courses are as follows:

1. A student enrolls in school, and the student's class schedule is determined.

2. Appropriate CTE staff members review the student's schedule and determine the correct CTE code.

3. Attendance personnel record the CTE code in the attendance accounting system.

4. Appropriate CTE staff members review changes in the student's schedule.

   If CTE courses are added or dropped, the student's CTE code could change. Changes will occur most often at the beginning of a new semester. If your district operates a block schedule, CTE staff members may need to review student schedules more often, depending on the type of block schedule.

   Attendance staff members should record the effective date of any change in a student's CTE code in the attendance accounting system. The effective date is the date the student's schedule changed.

Important: A student enrolled in a CTE course for the entire semester must be reported on the PEIMS 415 course completion record to be reported for CTE contact hours on the PEIMS 410 record for student attendance and weighted funding.

5.3.1 Determining the Number of Students to Enroll in a Course

In determining the number of students to enroll in any course, your school district must consider the subject to be taught, the teaching methodology to be used, and any need for individual instruction.[5]

5.4 Withdrawal Procedures

The procedures for withdrawing a student from CTE courses are as follows:

1. The student withdraws from school, or the student's class schedule changes. As a result, the student is no longer enrolled in a given CTE course.

2. Attendance personnel record the effective date of withdrawal in the attendance accounting system, and eligible CTE days are no longer accumulated from that date forward for the course from which the student withdrew.

CTE contact hours must **not** be claimed when a student receiving CTE services is placed in a disciplinary setting (for example, in-school suspension or disciplinary alternative education program) for more than

[5] TEC, §25.112(c)

5 consecutive days if the same amount and type of CTE services are not provided by a CTE teacher. After 5 consecutive days without CTE services being provided, district personnel must remove the student from the PEIMS 410 record for CTE contact hours effective the first day of placement in the disciplinary setting.

In other words, your district may place a student in a disciplinary setting for up to and including 5 consecutive days and continue to claim CTE contact hours even though no CTE services are provided to the student. A student may earn state graduation credit for a CTE course if the student continues to work on the course even though direct CTE instruction is not provided during periods of disciplinary removal.

5.5 CTE (Contact-Hour) Codes

A student who is enrolled in CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, V3, V4, V5, or V6) for attendance-accounting purposes. A student's CTE code is used to calculate contact hours and to complete the 410 record. (See the *PEIMS Data Standards* for instructions on completing that record and the PEIMS 101 record for CTE students.)

To determine the CTE code to assign to a student, your district must first determine the code to assign to each CTE course. Use the following chart to determine the CTE code to assign to each CTE course.

CTE Course's Average Minutes per Day	CTE Code
45–89	V1
90–149	V2
150–180+	V3

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Three contact hours is the maximum your district may claim for a single course.

For students who are enrolled in more than one CTE course, CTE codes are combined to determine the correct code assigned to each student. For example, a student enrolled in three separate 45-minute CTE courses would be assigned a code of V3 (V1 + V1 + V1 = V3).

Note: Auditing of a CTE course (that is, attending the course but not taking it for state graduation credit) is not considered CTE participation for purposes of PEIMS reporting. A student who is only auditing a CTE course and taking no other CTE courses for state graduation credit should not have a 410 record.

5.5.1 Special Instructions for Districts Operating Block Schedules

If your district operates block schedules in which class periods are not in equal-length increments, use the chart above to determine the CTE code to assign to each CTE course.

Each CTE course must be reviewed separately to determine the average minutes per day students attend that course. Average minutes per day must be computed by reviewing a complete cycle of courses. For example, if a course meets on even-numbered days of the month, district personnel must review a 2-week cycle. (One week the course will meet on Monday, Wednesday, and Friday, and the

next week the course will meet on Tuesday and Thursday.) District personnel divide the total number of CTE minutes for the course, for a complete cycle of courses, by the total number of school days during the cycle.

Once district personnel have determined average minutes, they assign the applicable code to each CTE course. They then assign all students attending that CTE course the corresponding CTE code.

Important: Three V1 courses are **not** necessarily **equivalent** in average minutes per day to **one V3** course. District personnel must evaluate each CTE course separately when determining the average minutes per day for the course.

For students who are enrolled in more than one CTE course, CTE codes are combined to determine the correct code assigned to each student. For example, a student is enrolled in a CTE course that averages 50 minutes per day (V1) and a CTE course that averages 150 minutes per day (V3). When the V1 and the V3 class codes are combined, the student is assigned a code of V4 in the attendance accounting system.

5.6 Computing Contact Hours

No matter what CTE code is assigned to a student, district personnel must record in the Student Detail Report the total number of eligible days present for that code for each student for each 6-week reporting period. When computing the Campus Summary Report (Section 2), district personnel must record contact hours for each CTE code. District personnel multiply the number of eligible days present for each CTE code by the corresponding contact-hour multiplier to derive contact hours. Each CTE code has a different contact-hour multiplier.

Use the following chart when computing CTE contact hours.

CTE Code	Contact-Hour Multiplier
V1	1.00
V2	2.00
V3	3.00
V4	4.00
V5	5.00
V6	6.00

The Student Detail Report should reflect eligible CTE days present for each eligible student enrolled in a state-approved and state-funded CTE course. Campus Summary Reports and the District Summary Report should have total eligible CTE days and total CTE contact hours by career and technical code, by 6-week reporting period.

Total CTE contact hours = eligible CTE days × contact hour multiplier.

Important: If district personnel have reported a student in the Student Detail Report with an average daily attendance (ADA) eligibility code of 2 (eligible for half-day attendance), they should **not** report full-day CTE attendance for the student. The CTE days present must be reported as half days.

5.7 Career Preparation and Practicum Learning Experiences

Career Preparation consists of time spent at an approved training site, as well as classroom instruction. Practicums are specific to a Career Cluster and combine classroom instruction with learning experiences in a laboratory setting or at an approved training site.

Career Preparation and practicums require that the local education agency and the training sponsor plan and supervise instruction cooperatively. Students receive instruction by participating in occupationally specific classroom instruction and training site experiences.

Note: Time a student spends at a training site is instructionally engaged time. Up to 120 minutes per day required time at the training station counts toward meeting full-time and half-time attendance requirements. (See **3.2 Membership and Eligibility for Attendance and Foundation School Program (FSP) Funding**.)

5.7.1 Career Preparation Eligibility Requirements

CTE Career Preparation eligibility requirements are as follows. Refer to **5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours** through **5.7.5 Required Site Visits by Teachers** for additional information and to the glossary for definitions.

- The Career Preparation course[6] is for **paid** experience only. The training component must address all the TEKS for the course and provide a student with a variety of learning experiences that will give the student the broadest possible understanding of the business or industry.

- Each Career Preparation course must consist of student participation in career preparation training appropriate to the instructional program plus participation in related CTE classroom instruction. The course should **span the entire school year**, and classroom instruction must average one class period each day for every school week. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.

- A student must be a minimum age of 16 and hold valid work documentation, such as a Social Security card, to enroll in any of the Career Preparation learning experiences.

- Students unemployed for more than 15 consecutive school days are not eligible for contact hours.

- Your district must not enroll a student in a Career Preparation course in any setting that does not allow a student to be enrolled for the entire school year, such as credit recovery.

[6] 19 TAC §127.13 and §127.14

Use the following chart to determine the CTE code for students participating in **paid** CTE Career Preparation.

Classroom Instruction	Work-Based Instruction	Units of Credit	CTE Code
1 hour per day (average)	10 hours per week (average)	2	V2
1 hour per day (average)	15 hours per week (average)	3	V3

5.7.2 Practicum Course Eligibility Requirements

CTE practicum course eligibility requirements are as follows. Refer to **5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours** through **5.7.5 Required Site Visits by Teachers** for additional information and to the glossary for definitions.

- Practicum courses and other two- to three-credit CTE courses found in 19 TAC Chapter 130 may be used as laboratory-based, **paid**, or **unpaid** work experiences for students.

- Each practicum course using a work-based learning instructional arrangement must consist of student participation in training appropriate to the student's coherent sequence of courses plus participation in related CTE classroom instruction. A practicum course **spans the entire year**. A student is expected to be enrolled the entire school year; however, in accordance with local district policy, a student may enter or exit the course when extenuating circumstances require such a change.

- In a **paid** practicum instructional arrangement, related classroom instruction must average one class period each day for every school week.

- A student must be a minimum age of 16 and hold valid work documentation such as a Social Security card to enroll in any of the practicum learning experiences that have a **paid** component.

- Students unemployed for more than 15 consecutive school days in a **paid** practicum learning experience must be placed in an unpaid learning experience.

Use the following chart to determine the CTE code for students participating in a **paid** practicum learning experience.

Classroom Instruction	Work-Based Instruction	Units of Credit	CTE Code
1 hour per day (average)	10 hours per week (average)	2	V2
1 hour per day (average)	15 hours per week (average)	3	V3

Use the following chart to determine the CTE code for students participating in an **unpaid** practicum learning experience.

Classroom Instruction, Work-Based Instruction, or Both	Units of Credit	CTE Code

Classroom Instruction, Work-Based Instruction, or Both	Units of Credit	CTE Code
2 hours per day (average)	2	V2
3 hours per day (average)	3	V3

5.7.3 Training Plan Requirements and Date on Which Students May Earn Contact Hours

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/Curriculum_and_Instructional_Programs/Learning_Support_and_Programs/Career_and_Technical_Education/Career_and_Technical_Education_-_Career_Preparation_and_Practicum_Courses/.

A student in **paid** work-based instruction may be counted for contact hours on the first day of enrollment, provided a training plan for the student is on file within 15 school days of the student's employment date. A student participating in **unpaid** practicum work-based instruction may be counted for contact hours on the first day of enrollment, provided a written training plan is completed and on file before the student begins participating in training at the site.

5.7.4 Additional Requirements for Students Participating in Paid Learning Experiences

For a student participating in **paid** experiences, employment must begin within 15 school days of the student's enrollment date. If a student's employment ends before the end of the school year, contact hours may be counted without interruption provided the student's **paid** training resumes within 15 school days and a written training plan is on file within 15 school days of employment.

5.7.5 Required Site Visits by Teachers

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.[7] Regardless of the length of a grading period, at least one training site visit must be conducted during each grading period to earn contact hours for that reporting period.

[7] TEC, §21.404

5.8 CTE Problems and Solutions

A Problems and Solutions course[8] must be cooperatively planned by the student and teacher, continuously supervised by the teacher, and conducted by the student with the guidance and support of a mentor or interdisciplinary team.

Your district must maintain a written project plan for each student enrolled in a Problems and Solutions course. Your district may count a student in a Problems and Solutions course for contact hours on the first day of enrollment, provided the student's project plan is written within 15 school days of the student's enrollment date. If a student's project plan is not written within this time period, your district may count the student for contact hours beginning on the first day the project plan is written.

The Problems and Solutions course provides a combination of classroom instruction and supervised research equivalent to an average of five class periods per week. The student and teacher must meet for instruction at least once each week for the purpose of project planning, reporting, evaluation, supervision, and coordination. The student must use remaining class time to conduct research, work with the project mentor or interdisciplinary team, analyze and interpret project data, compile evaluation results, and compose a project presentation. A project progress evaluation for each grading period is required for the student to earn contact hours for that reporting period.

5.9 Career and Technical Education for the Disabled (CTED) Courses

Any CTE course may be taught as a CTED course, but only students with disabilities who are in grades 7 through 12 may enroll in CTED courses. CTED courses generate CTE contact hours for students in grades 7 through 12.

Note: CTED courses must be taught by a teacher qualified and certified to teach CTE courses. See 19 TAC §130, Subchapter E.

CTED courses must be self-contained and must serve only special education students.

For a student to be enrolled in a CTED course, an admission, review, and dismissal committee must determine that services available through a regular CTE course are insufficient for the student to make satisfactory progress and that the specialized services the student needs can only be provided in the specialized, self-contained CTED classroom.

5.10 Contracting with Other Entities to Provide CTE Instruction

Your school district may contract with another entity to provide CTE instruction for students enrolled in the district to receive high school credit.[9] The entity may be a school district, a community or technical college, or a proprietary school. In all cases, the home (sending) district must report the student's

[8] 19 TAC §127.15
[9] TEC, §29.184

attendance when the course is a high-school-credit-only course (that is, not a dual-credit course). (See **5.12 Quality Control** for quality control instructions.)

5.10.1 Attendance Reporting Requirements

The serving (receiving) district must report attendance in contracted CTE courses to the home district. The serving district must **not** report the student in the serving district's student attendance accounting records, regardless of the time the student has spent in the serving district. The **home** district keeps all attendance in its records and reports this attendance in the home district's Student Detail Report, Campus Summary Report, and District Summary Report (see **2.3.3 District Summary Reports**).

5.10.2 Student Absences and Contracted CTE Courses

Students absent at the time attendance is taken are counted absent for the entire day. Students present at the time attendance is taken are counted present for the entire day. Therefore, if a student is enrolled in courses in the morning at the student's home district and in CTE courses in the afternoon at a contracted school and the student is absent in the morning but attends the afternoon CTE courses, the student is counted absent for the entire day and does not generate CTE contact hours on that day.

5.10.3 Dual Credit CTE Courses

If your school district and a college offer a dual-credit CTE course that meets all the TAC requirements for dual-credit courses, students enrolled in the course are eligible to be counted for CTE contact hour funding. Eligibility for secondary CTE contact hour funding does not preclude the college from also being funded from postsecondary funding sources. **Important:** See **11.3.1 Dual Credit (High School and College or University) Programs**; 19 TAC Part 1, Chapter 4, Subchapter D; and 19 TAC Part 2, Chapter 74, Subchapter C.

5.11 Documentation

To claim CTE contact hours for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating CTE eligible days present on the Student Detail Report. Documentation requirements are as follows.

Adequate documentation of a student's **entry** into the program, **service** in the program, and **withdrawal** from the program must be available. Acceptable documentation for establishing entry, service, and withdrawal is as follows:

- the CTE teacher's grade book (grade books are required to be retained for 1 year from the date that grades are posted to students' academic achievement records; see **2.3.5 Additional Required Documentation**);

- documentation showing the average minutes per day for each CTE course, such as a course calendar; and

- the student's official schedule change document, if the student changed schedules during the semester.

A student must be reported on the PEIMS 415 record when the student completes each semester of a course.

5.12 Quality Control

As soon as a student is enrolled in a state-approved and state-funded CTE course for which the student is eligible for state credit, district personnel should code the student with the appropriate CTE coding on the PEIMS 410 record. As soon as the student changes his or her schedule or withdraws from school, district personnel should revise the student's CTE coding. Your district must establish controls to ensure the CTE code does not change before the date the service changes.

At the beginning of each school year and at the end of each 6-week reporting period, the appropriate CTE staff members should verify the Student Detail Report to ensure that the coding of CTE students is correct.

District personnel must report a student's course completion data on the PEIMS 415 (course completion data - student) record for each semester of a CTE course for the student to be eligible for CTE contact hours. However, a PEIMS 415 record **is not** required if a student drops a CTE course ***before*** the fall snapshot date during the first semester. A PEIMS 415 record **is** required, though, if a student:

1) drops a CTE course ***after*** the fall snapshot date during the first semester or
2) drops a CTE course at any point during the second semester.

A student who did not complete a CTE course still receives contact hours for the time spent in the course.

Auditing of a CTE course (that is, attending the course but not taking it for state credit) is not considered CTE participation for purposes of PEIMS reporting. A student who is only auditing a CTE course and taking no other CTE courses for state credit should not have any 410 record. Also, the student should not have a 415 record for the audited CTE course.

5.13 Examples

5.13.1 Example 1

Student A is enrolled in one 60-minute-per-day CTE course.

The CTE code for Student A is entered as V1 in the attendance accounting system (one 60-minute class = V1).

Student B is enrolled in one 120-minute-per-day CTE course.

The CTE code for Student B is entered as V2 in the attendance accounting system (one 120-minute class = V2).

Student C is enrolled in three 60-minute-per-day CTE courses.

The CTE code for Student C is entered as V3 in the attendance accounting system (one 60-minute class = V1; V1 + V1 + V1 = V3).

Student D is enrolled in one 180-minute-per-day CTE course.

The CTE code for Student D is entered as V3 in the attendance accounting system (one 180-minute class = V3).

5.13.2 Example 2

A student is enrolled in the course Principles of Architecture and Construction for 45 minutes per day for the first semester and in Concepts of Engineering and Technology for 45 minutes per day for the second semester.

The CTE code for this student is entered as V1 in the attendance accounting system for both semesters because each course is taught in a 45- to 89-minute class period.

5.13.3 Example 3

A student is enrolled in Principles of Health Science for 55 minutes per day and in Medical Terminology for 55 minutes per day for the first semester and in Medical Microbiology for 55 minutes per day for the second semester.

The CTE code for this student is entered in the attendance accounting system as V2 for the first semester and as V1 for the second semester. The student is coded as V2 for the first semester because the student is enrolled in two 55-minute CTE class periods.

5.13.4 Example 4

A grade 8 student is enrolled in Principles of Transportation, Distribution and Logistics (a grade 9–12 course) for the first semester.

This student will not have a CTE code in the attendance accounting system because the student is in grade 8 and therefore cannot earn contact hours. The student may, however, earn high school credit for successful completion of the grade 9–12 course. District personnel will report the course on the student's 170 Record on the fall snapshot date.

5.13.5 Example 5

A student is enrolled in Child Guidance for 174 minutes per day and in Family and Community Services for 87 minutes per day for the first semester. During the second semester, the student is enrolled in Child Guidance for 174 minutes per day.

The CTE code for this student is entered in the attendance accounting system as V4 for the first semester and as V3 for the second semester. The student is coded as V4 for the first semester because the student is enrolled in one CTE course that is taught for 174 minutes per day and in one CTE course that is taught for 87 minutes per day. The student is coded as V3 for the second semester because Child Guidance is taught for 174 minutes per day.

5.13.6 Example 6

A student in a Career Preparation course is employed as an automotive machinist for the entire school year. The student is employed 20 hours a week, from 1:00 p.m. until 5:00 p.m. each day, and is enrolled in the Career Preparation course during fourth period.

The CTE code for this student is entered as V3 for the entire school year in the attendance accounting system because the student attends the 1-hour Career Preparation CTE class period and works an average of at least 15 hours a week.

5.13.7 Example 7

A student wants to take Business Information Management I; however, this course is not offered at the student's home district. The student's home district contracts with a nearby district for the student to attend the nearby district's Business Information Management I course, which is taught for a 1-hour course period.

*The home district enters this student's CTE code as V1 in the attendance accounting system (see **5.10 Contracting with Other Entities to Provide CTE Instruction**).*

5.13.8 Example 8

A student in grade 7 is taking Touch System Data Entry.

This student will not have a CTE code in the attendance accounting system. However, district personnel will report the course on the student's 170 Record on the fall snapshot date (see the PEIMS Data Standards*).*

5.13.9 Example 9

A student enrolled in Interior Design, a 1-hour CTE course, on the first day of school. After 2 weeks in the course, the student decided to take Health Science, a 2-hour CTE course, instead of Interior Design.

The CTE code for this student is entered as V1 in the attendance accounting system for the first 2 weeks of school and as V2 for the remainder of the semester. The student is coded as V1 for the first 2 weeks because the student is enrolled in one 1-hour CTE class period. The student is coded as V2 for the remainder of the semester because the student is enrolled in one CTE course that is taught for two 1-hour class periods. Your district should maintain documentation of the student's schedule change.

5.13.10 Example 10

A student attends school at the high school campus, which operates on a modified block schedule. The student is enrolled in Advanced Animal Science. This course meets for 90 minutes on even-numbered days of the month.

The CTE code for this student is entered in the attendance accounting system as V1. To illustrate, over a 2-week period, the student receives 450 minutes of instruction in Advanced Animal Science. One week the course meets on Monday, Wednesday, and Friday, for a total of 270 minutes. The following week the course meets on Tuesday and Thursday, for a total of 180 minutes of instruction. This is the same amount of instructional time (7.5 hours) that a student would receive on a traditional schedule (45 minutes each school day).

5.13.11 Example 11

A student receiving special education services is enrolled in Principles of Health Science (V1). The student develops a physical impairment, and the school obtains a statement from a physician licensed to practice in the United States affirming that the physical impairment will confine the student to home or hospital bedside for at least 4 weeks.

*For a student to earn CTE contact hours while he or she is also being served in the special education homebound, hospital class, or state supported living center instructional setting, the student must continue to receive the same amount and type of CTE service that he or she was receiving before being placed in the special education homebound, hospital class, or state supported living center instructional setting (see **4.7 Instructional Setting Codes**). On returning to school, the student will earn CTE contact hours, provided the student remains enrolled in the CTE course.*

5.13.12 Example 12

A student is enrolled in 3 hours of high school credit courses, including a 1-hour CTE course. The student is also enrolled in a 2-hour CTE course that is provided by a college and meets all secondary and postsecondary TAC requirements for dual credit courses.

Your school district receives 1 CTE contact hour for the high school CTE course plus 2 contact hours for the approved CTE college course taught for dual credit (V3). The high school student is also eligible to be counted by the community college for state funding for postsecondary programs. Your district is eligible for full ADA funding for the student provided there is a written dual-credit agreement with the college. See the following:

- ***3.2.4 Dual Credit (High School and College or University)***
- ***11.3 College Credit Programs***
- ***19 TAC Part 1, Chapter 4, Subchapter D***
- ***19 TAC Part 2, Chapter 74, Subchapter C***

To be eligible for contact hour funding, the content of the college course must correspond to the content of a secondary CTE course approved by the State Board of Education or approved as an innovative course by the TEA and your district. Instruction must include 100% of the TEKS in the equivalent high school course plus advanced academic instruction beyond or in greater depth than prescribed by the high school course TEKS.

5.13.13 Example 13

If a PRS student is receiving CEHI services during the postpartum period and the student is also enrolled in a CTE course, how is the CTE time to be reported?

A PRS student receiving CEHI services is to remain enrolled in CTE courses during the period of time that she is receiving CEHI services. However, unless a certified CTE teacher is serving the student and providing the same type and level of CTE instruction the student received at school, your district must report the student in the summer submission as ineligible for weighted CTE funding for the period of time that the student is receiving CEHI services. If this situation occurs during the fall snapshot, your district still must report the student on the applicable CTE PEIMS records.

This section below has been left blank intentionally.

[1]According to **7.2 Eligibility**.

[2]Ineligible PK students may be served in the PK classroom only if space is available and other eligible PK students are not denied enrollment.

[3]This circumstance is just one example of a circumstance in which a student eligible for PPCD services is served in a PK classroom. For more information on coding of PK students who are eligible for special education services, see **7.5.1 Students Who Are Eligible for Special Education (PPCD) and Are Served in a PK Classroom** and **4.9.3 PPCD Services and PK Programs**.

For every student eligible for the program, district personnel must record the total number of eligible half-days present for each 6-week reporting period in the Student Detail Report. For every student who is served in the program but did not meet the eligibility requirements, district personnel must record the total number of ineligible half-days present for each 6-week reporting period in the Student Detail Report. Also, for every student eligible for both PK and the PPCD, district personnel must record the total number of eligible days present for each 6-week reporting period in the Student Detail Report.

To claim PK eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student shown as accumulating PK eligible days present on the Student Detail Report. You can find specific documentation requirements in **7.2 Eligibility** and **7.3 Enrollment Procedures**.

The information required in the Student Detail Report for students in the PK program is the same as for students in all other grade levels. Refer to **2.3.1 Student Detail Reports** for a list of required information.

At the end of each 6-week reporting period, district personnel must generate a Campus Summary Report (Section 2). The report must provide a summary of the total eligible days present and ineligible days present for the PK grade level. A separate Campus Summary Report will exist for each instructional track for each campus in your district, but only those campuses with PK programs will report PK eligible and ineligible days present.

At the end of each 6-week reporting period, district personnel must generate a District Summary Report (Section 2). The report must provide a summary of the total eligible days present and ineligible days present for the PK grade level from all Campus Summary Reports for each track in your district.

Advisory Committee

Humble CTE Advisory Board and Committees
Goals and Program of Work

Goals:

- Assist Humble ISD in long-range planning
- Provide timely and clear feedback which enables staff to set goals, design programs, and evaluate program effectiveness
- Assist in disseminating information about Humble ISD Career and Technical programs
- Provide a forum for reviewing personnel and training needs of business and industry
- Enhance political and community support and image of Career and Technical Education

Program of Work:

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

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

Program Review and Design:

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

Why do we evaluate/review programs?

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

Program reviewers should ask themselves, and those being reviewed, the following questions:

1. Does the program know whether it is accomplishing its goals? How does it know?
2. Under what circumstances would a program be modified or discontinued?
3. How will new initiatives or programs be launched?
4. Do constituents share the impressions of staff?
5. Are there important goals the program is not measuring and consequently is not considering adequately in planning?
6. If the program fails to meet its goals, does it have information to help it make improvements?

Meeting Schedule:

The advisory board meets approximately five times annually. For more information or how be involved, please contact the Career and Technology Education office at 281-641-8315.

Organization of the Humble ISD Advisory Board and Committees for Career and Technical Education:

The CTE Advisory Board consists of chairpersons from each program area's advisory committee (see below), CTE counselors, Internship Coordinator, and members at large. Potential members of the board are recommended by CTE teachers, the CTE director, and others and must be approved by the Board of Trustees. This committee meets at least five times a year.
Program Advisory Committees are formed District-Wide (not by campus) and represent one of the following areas: Minutes of all meetings should be maintained as monitoring documentation.

- Culinary Arts
- Auto Technology/ Auto Collision

A sub-committee of a least three members each will be formed for each of the programs listed above and will offer program advice to that respective program. The members of the sub-committees will meet as a large group for discussion of common issues.

Program Communications:
Teachers are encouraged to submit information regarding program and student achievement to Board & Community Services for publication in local newspapers. Promoting success in programs leads to more successes!

All promotional and recruitment must be free from activities that create or perpetrate stereotypes or limitations based on race, color, national origin, sex, or handicap. All such efforts ensure equal access to all CTE programs.

District and CTE Travel/Field Trip and Budget Procedures

CTE Travel Procedures

Out-of-Town Travel

- Travel requests are reimbursement only
- Complete and submit out-of-town Travel Requests 2 months in advance
  - Include hotel confirmation information
  - Meals, mileage, parking, other charges should be noted on the travel form
  - Provide a route map for your travel (routes begin at your campus and end at your destination hotel)
- Travel documentation should submitted to the CTE Office within 2 business days following your trip.
  - Original receipts should be taped to 8 ½ x 11 sheet of paper; be sure to tape all around each receipt
  - Meal Certification form for meal reimbursement
    - Complete the Meal Certification form and sign/date at the bottom. Include only the subtotal for your meals, no taxes or gratuity
    - Receipts should be itemized and legible, showing exactly what was purchased.
  - Hotel receipts – should not include state tax (unless for out-of-state travel)
    - Need an itemized receipt from the hotel, and it should show the days for entire stay. Internet usage will not be reimbursed.
  - Include proof of attendance to Professional Development (copy of certificate or nametag)

Daily Mileage

- Use the district daily mileage form
- Complete the top of each mileage form
  - Include your name, campus, vendor #, month/year
  - Budget code at bottom of form will be completed by CTE office
- Provide route maps for any locations that are not district campuses
- Each month should be submitted on separate mileage forms
  - If you have a trip that runs into two months, you must split it and submit it separately
  - Do not hold submitting your mileage for multiple months, or risk not receiving reimbursement
- Mileage is due to the CTE office via email by the 10th of each month.

Please call the CTE office at ext 8315, or email Cheryl Jones at **cheryl.jones@humble.k12.tx.us**.

Instructions

DAILY MILEAGE REIMBURSEMENT

Mileage Reimbursement Requests should be submitted **MONTHLY and WITHIN 30 DAYS** of the end of the month in which the expense was incurred. Mileage incurred prior to June 30 must be submitted no later than July 31 according to the District Cut-Off Guidelines to ensure the proper budget is used and to ensure the correct grant funding is reported. Mileage submitted late may not be eligible for reimbursement. If you leave the District, you will have 30 days from your termination date in which to submit your final mileage reimbursement request.

1. Complete the HEADING. Type in your Name, Campus or Department, Vendor #, and the Month Reported. If there are multiple pages, then revise the page numbers accordingly.
2. On a daily basis, record the travel date (Date), Departed From, Arrived At, Miles, Offset (see explanation below), Toll Road, and/or Parking.

   NOTE: Manual entries will be required for instances where the arrival or departure location(s) is not available in the dropdown. These manual entries should be entered in the GREEN section. Additional instructions for these entries can be found later.

Offset Mileage Example (Per IRS regulations)

Your normal place of employment is Humble High School, but you need to arrive at University of Houston by 8:00 a.m. and, are thus leaving straight from your home. Per IRS regulations, you must offset the mileage normally required to drive to work at Humble High School. Although it is 20 miles from your home to the University of Houston, you normally drive 6 miles to work at Humble High School.

- To account for this, enter the full 20 miles from your home to the University of Houston in the GREEN section. Then, enter 6 miles in the offset column, as follows:

Date	Departed From	Arrived At	Miles	Offset
7/1/20xx	Home Address	U of H	20.0	6.0
7/1/20xx	U of H	Humble High	14.0	
7/x/20xx	Humble High	Administration	2.9	

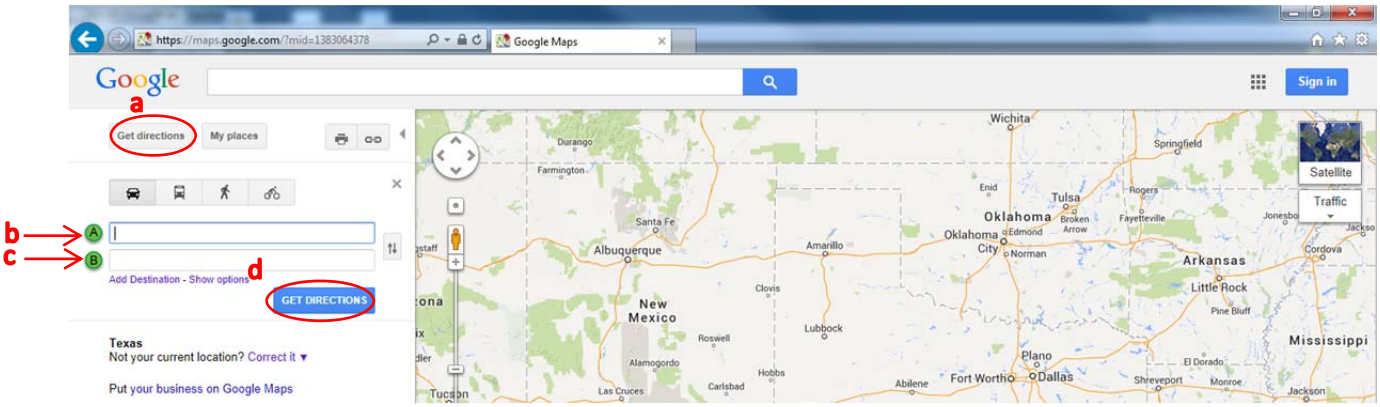
- The second entry for 7/1/20xx shows you left the University of Houston campus and returned to work at your normal place of employment, Humble High School.
- The final entry dated 7/2/20xx represents a meeting you needed to attend at the Administration building.

Manual Entries

For all manual entries, begin by recording the date traveled. There are no dropdown lists available; therefore, you must manually enter a brief description of where you "Departed" and Arrived." Enter the number of miles applicable to the trip, ensuring any offset miles are properly accounted for as described above. Include any toll road or parking charges as previously described. All manual entries must include documentation to support the number of miles used in column R of the mileage form.

How to Include Documentation to Support Mileage

- Open your web browser to https://maps.google.com/ and click on "Get Directions" (**a**). Enter the location you "Departed From" in A (**b**) and the location you "Arrived To" in B (**c**). Click "Get Directions" (**d**).



- Ensure the route chosen is the actual route taken. Google Maps does not always provide the driving directions that most accurately reflect the route taken. It may be necessary to review and use the "bicycle" or "walking" option to ensure you are using the best representation of mileage to be reimbursed.

- Beginning July 1, 2014, the supporting documentation found in Step 1 may only be submitted as either a printed copy or in pdf form. ***Please be advised that submitting the supporting documentation in any other format (i.e., URL link) may cause your reimbursement request to be rejected. In addition, failing to send the mileage reimbursement form and supporting documentation together may also significantly delay reimbursement.*** The supporting documentation may be obtained and submitted, as follows:
    - Print the directions found in Step 1 directly to pdf and attach the documentation to the email with the reimbursement request.
    - Print the directions found in Step 1, scan the documentation, and attach it to the email along with the mileage reimbursement request.
    - Print the directions found in Step 1, attach it the mileage reimbursement request, and send to the Accounts Payable department.

3. At the end of the month please complete the following:
    a. Ensure proper documentation is included for any Manual Entries.
    b. Ensure the calculation of Total Miles and Offset Miles are proper.
    c. Ensure the calculation of Page Totals and Report Totals are proper.
    d. Ensure Net Miles is being calculated properly (Total Miles minus Offset) and is being multiplied by **$0.540** beginning January 1, 2016.
    e. Ensure the calculation of Toll Road and Parking expenses are proper and are extended in total. Receipts for Toll Road and Parking must be attached in order to be reimbursed.
    f. Ensure the calculation for Total Reimbursement is proper.

4. In Row 46, type the budgetary account code to be charged for mileage. Please note that we no longer will have separate lines for In-District versus Out-of-District. You should provide the budget code for the TOTAL mileage.

5. This form must be emailed to the Principal, Department Head, or Division Supervisor for approval. He or she will then forward* the form and documentation to the Accounts Payable department at accounts.payable@humble.k12.tx.us upon approval in order for payment to be received.

* Note: If you are requesting reimbursement for toll road and/or parking, you must print this form, attach original receipts, and forward through inter-office mail to Accounts Payable. If you are requesting mileage reimbursement only, please forward your completed form via email to the address listed in Step #5 above.

Revised 02/02/2016, GKR

Humble Independent School District
Travel Guidelines
Federal and State Grant
Effective 03/01/2016[i]

Introduction

Individuals authorized to travel on behalf of the Humble Independent School District (HISD) using Federal or State grants shall be reimbursed for allowable travel related expenses according to the rules and regulations set forth in OMB Circular A-87. Please note that these regulations may differ from HISD Travel Guidelines; therefore, individuals planning to fund travel with Federal or State grants should be familiar with these regulations. Any travel costs incurred that do not meet the Federal or State regulations will not be paid or reimbursed by the grant. Travel guidelines have been developed on the premise that individuals will use good judgment and discretion when expending grant funds for travel. All travelers, as well as approving Grant/Program Managers, are responsible for complying with established regulations. It is the responsibility of the Grant/Program Manager to know the specific rules and regulations of the individual grant and to determine if travel is allowed at all under the grant.

Original **itemized** receipts are required for reimbursement of the following travel related expenses: registration fees, lodging, airline tickets (or boarding pass for e-tickets), and parking related to overnight travel. **Credit card charge slips or copies of checks are not considered original receipts.**

Advance payment requests for registration fees, lodging, and airfare trip requests must be received by the Purchasing Department at least 14 working days prior to the need for funds.

Travel – No Overnight Stay

1) Only mileage will be reimbursed.
2) The District will not reimburse for meals during non-overnight stays.
3) Employees receiving a travel stipend will not be reimbursed for mileage.
4) The Grant/Program Manager must approve requests for mileage only reimbursement.
5) Mileage reimbursement requests must be submitted on the *District Mileage Reimbursement Form* along with a printout of the directions from a mapping website such as MapQuest or Google Maps. The employee's normal work location must be used as the starting location and the preapproved destination should be used as the endpoint.
6) The mileage reimbursement rate will be the posted Federal rate or local policy whichever is less.
7) Mileage reimbursement requests must be submitted to the Accounts Payable Department at least monthly**.** Receipts turned in after the final payment date for a grant will not be reimbursed.

[i] Last revised: 02/09/2016

Travel – Includes Overnight Stay

General Procedures

1) The District does not reimburse lodging (overnight stays) within the Houston metropolitan area.
2) When traveling under a Federal or State grant, the District Purchasing Card may not be used for payment of any travel related costs.
3) Advance payments may only be requested for registration fees, lodging, and airfare. Since grant funds do not prepay for travel expenses under any circumstance, advance payment cannot be requested in advance unless the check(s) is being taken and turned in the day of the event. In the travel form, please include the appropriate date(s) the check(s) is needed by. Checks for advance payment will be distributed within District guidelines and as indicated in the trip request. If the request is for registration fees only, please submit a District purchase order instead.
4) A *Travel Request Form* must be completed and received by the Purchasing Department for processing at least **14 working days prior to the departure date.** Additionally, the Grant/Program Manager may require submission of the HISD Professional Development & Travel Request Assessment Tool in advance of approving the travel request.
5) The entire top section of the form should be completed including departure/return dates and times.
6) The entire left section of the form should be completed using an accurate estimate of all expenses. The approved amount of reimbursement will be based on the estimate up to the Federal and/or State reimbursement limit. Be sure to include all vendor numbers. Please see the additional detailed instructions below regarding lodging and meals.
7) After approving the travel, the Grant/Program Manager should email the *Travel Request Form* to the Purchasing Department for encumbrance.
8) After travel has been encumbered, the Purchasing Department will send a paper copy to the Accounts Payable Department and email the PO number back to the originator.
9) **Prior to leaving, be sure to print a copy of the Hotel Occupancy Tax Exemption Form from the HISD intranet.** This form must be presented with your check to the hotel at check-in.
10) Please print and take a copy of the Texas Sales and Use Tax Exemption Certificate from the HISD intranet. This form must be presented to avoid being charged sales tax on supplies and/or services such as parking.
11) Additional questions with regard to travel using grant funds should be directed to the Grant/Program Manager.
12) When an employee travels to a conference or for District business earlier than necessary or stays beyond the end of a conference for personal reasons, the District will only reimburse the costs of travel directly associated with the purpose of the trip. Any costs incurred by the employee and related to personal travel will be the responsibility of the employee.
13) Evidence of attendance should be substantiated by submitting a certificate of completion or conference/training agenda with the reconciliation of the actual costs on the *Travel Request Form*.
14) Within ten days of returning from travel, the *Travel Request Form* and all required original itemized receipts should be submitted to the Accounts Payable Department.

Registration Fees

1) Registration fees for conferences, workshops, or other activities will be paid with approval of the Grant/Program Manager.
2) Individual dues or membership fees not directly related to the professional development or those resulting in direct personal benefit (e.g., professional liability insurance) will not be paid by the grant.
3) Registration fees should be coded to object code "6411." The exception is registration fees to an Education Service Center (e.g., Region IV) which should be coded to "6239."
4) When several individuals are attending the same workshop and are coded to the same budgetary account, please combine and encumber on a District purchase order.
5) Registration fees (not related travel) may be encumbered on a District purchase order if the timeline for submission is of an immediate nature. In such cases, a notation should be made on the corresponding *Travel Request Form* to avoid duplication.
6) If registration fees are encumbered with a *Travel Request Form*, the registration form must be scanned and emailed along with the *Travel Request Form*.
7) If the workshop or conference is not sponsored by the granting organization, a copy of the brochure or itinerary should be included to support how this conference relates to the grant's purpose.
8) A registration receipt must accompany registration fees paid by the individual in order to be reimbursed.

Lodging

1) Lodging will be advanced / reimbursed at the actual single room rate **not to exceed the federal government rate per locale OR $170 per night, whichever is less**. Please note that this is different from HISD general travel guidelines. **If the Federal rate is less than $170 and no hotel is available in this price range, the amount exceeding the federal government rate up to $170 per night must be encumbered and paid by a local budget code that has budget funds for travel available. No room exceeding $170 per night will be paid for using District, Federal, or State money**. Please see examples at end of section.
2) Sharing of rooms is recommended whenever possible and all additional occupants should be indicated on the *Travel Request Form*. If sharing a room, it would be the lesser of the federal government rate per locale OR $100/night/occupant. Please note the federal government rate per locale is the same rate regardless of the number of occupants.
3) To obtain the federal government rates per locale for lodging, please visit the IRS website at www.gsa.gov
    a. At the bottom of the screen, select the state and city (optional) or zip code you will be traveling to.
    b. Click "Look Up Rates by Fiscal Year" and choose the appropriate Fiscal Year in which you will be traveling.
    c. The maximum lodging rate will be shown. Be aware that rates may change for a certain locale based on the time of year you are traveling. Watch for the dates.
    d. If the city you are traveling to is not listed on the table, the maximum lodging rate per night is:
        i. **$85 for In-State Travel**
        ii. **$83[ii] for Out of State Travel**
    e. Print the rates for you locale and attach to your travel request.

[ii] As of 09/01/2014

4) Individuals responsible for making reservations must first check the Texas Hotel Directory at http://portal.cpa.state.tx.us/hotel_directory/index.cfm for appropriate lodging close to the destination. If hotels listed in the directory are not within a reasonable proximity to the destination, the individual should obtain lodging from other appropriate hotels within a reasonable distance. Rates from above still apply.
5) Travelers staying at a hotel within the state must obtain a Hotel Occupancy Tax Exemption form prior to departure to be submitted at check-in. This form is available on the district website.
6) Always be sure to request the government rate or lowest rate available and the applicable hotel occupancy tax amount when making reservations.
7) The lodging receipt must be submitted for proper documentation. Credit card receipts are not acceptable substitutes.
8) Examples:

September 2015 Travel (based on single occupancy)			
Primary Destination	GSA Max Lodging Rate	District and/or Grant Allowed	Excess to be paid with Local Budget
New York City, New York	$304	$170	$134
Buffalo, New York	$108	$108	$0
Belton, Texas	$85	$85	$0
Blountstown, Florida	$83	$83	$0

September 2015 Travel (based on employee double occupancy)			
Primary Destination	GSA Max Lodging Rate	District and/or Grant Allowed	Excess to be paid with Local Budget
New York City, New York	$304	$200	$104
Buffalo, New York	$108	$108	$0
Belton, Texas	$85	$85	$0
Blountstown, Florida	$83	$83	$0

Airfare

1) Due to travel agency invoicing and payment requirements, the District is currently using the following vendor for booking airfare:
   - National Travel System (800) 814-3336
2) National Travel Systems should be contacted for flight reservations and related costs to include airfare and agency service charges.
3) Every effort should be made to confirm airfare at least 21 days prior to the scheduled departure date.
4) Airfare will be reimbursed at the lowest available airfare.
5) In accordance with Section 7.07 B.4 of the Texas Travel Allowance Guide, excess baggage charges for personal belongings are NOT reimbursable expenses. The District will pay the charge for the first personal bag checked. Additional checked baggage fees may be reimbursable if they are incurred for checking District-owned equipment needed for the workshop (e.g., a travel bag with a projector and handouts).
6) The airline ticket stub or boarding pass for e-tickets must be submitted with the reconciliation of the actual costs on the *Travel Request Form*.

Parking Expenses

1) Parking expenses (including airport parking) will be reimbursed per actual costs. Original receipts must be submitted with the reconciliation of the actual costs on the *Travel Request Form*.
2) Hotel valet parking will not be reimbursed unless it is the only option for parking. Original receipts must be submitted with the reconciliation of the actual costs on the *Travel Request Form*.
3) Please print and take a copy of the Texas Sales and Use Tax Exemption Certificate from the HISD intranet.
4) Gratuities and taxes will not be reimbursed.

Employee Meals

1) Meal for non-overnight travel will not be reimbursed.
2) Meals will be reimbursed at actual costs not to exceed $36 per day.
3) Food and meal incidentals may be included in meal reimbursement however total reimbursement may not exceed $36 per day.
4) Reimbursement of meals for partial days related to overnight travel will be prorated as follows:

Breakfast	$ 7
Lunch	$12
Dinner	$17

   - For example: Individuals leaving **prior** to 7:00 a.m. may receive reimbursement for breakfast up to $7.00 and those returning **after** 7:00 p.m. may receive reimbursement for dinner up to $17.00.
5) If a meal is included as part of a conference/workshop registration fee, the traveler will not be reimbursed for that particular meal at an outside facility. The traveler's supervisor is responsible for ensuring that these prorated reductions are made prior to the approval of the travel request.
6) Tickets for luncheons and/or dinners, which are a required part of a conference and/or meeting, will follow the same reimbursement rate rules, regardless of the price of the ticket.
7) When requesting reimbursement for meals, the traveler must sign and date the travel form (or equivalent certification) after the trip has been taken certifying the amount spent for food and meal incidentals.
8) Meals for bus drivers must be encumbered and will not be paid in advance.

Student Meals

1) Advance payment for student meals may be requested based on the following amounts:

Breakfast	$ 4
Lunch	$ 6
Dinner	$10

2) Either receipts or a completed *Student Funds Sign Out Sheet* MUST be submitted with the reconciliation of the actual costs on the *Travel Request Form*.

Other Expenses

1) Telephone and/or Internet charges will only be reimbursed if directly applicable to District business.
2) Taxi transportation should only be used if shuttle service is not available.
3) Toll road charges will be reimbursed only with receipts.
4) Instructional and/or other materials purchased at a conference will not be reimbursed unless an estimate is encumbered prior to the trip.
5) Actual receipts are required for reimbursement and must be submitted with the reconciliation of the actual costs on the *Travel Request Form*.
6) Grants will not provide reimbursement for expenses such as movies, conference shirts, entertainment, alcoholic beverages, valet services, telephone calls unrelated to grant purposes, or other unauthorized expenses.

FIELD TRIPS

Required Forms
Field Trip Request Form (4-F)
Contract Routing Form (4-E)
*Contact Becky Esqueda x8156 with questions
Easy Trip Request- Transportation Website; Contact Susanne Cantrell x8722 in Transportation with any questions (Can be completed by teachers and approved by bookkeeper).
Completed form emailed to Accounts Payable Dept (accounts.payable@humble.k12.tx.us) with a check needed date. (Please refer to A/P due dates to assist in your planning)
Bookkeeper fills out --Principal Approves – Include Brochure or details about the Field Trip Destination (Copies are acceptable)
Send to Asst Supt. Office
DO NOT SEND ORIGINAL INVOICES. THAT WILL BE NEEDED BY A/P.
Send to Asst. Superintendent for your campus for approval -- Legal/Purchasing Approves
All field trips must be encumbered on a PO or paid with P-Card
P-Card
Please keep in mind the following:
~Must be an approved P-Card Vendor (See Purchasing's website-updated regularly)
~Purchase amount cannot exceed card limit (Contact Barbara Vogel x8048 w/ any questions)
• Multiple Cards cannot be used to circumvent the limits
~On-site signature required by card-holder
~Receipts/Documentation to be submitted to P-Card Admin (Contact Becky Parker-Felder x8037 with questions)
PO
Put in requisition once you are notified a field trip will occur. You can encumber $1 to put PO in place and process change order once funds are available in the specified budget.
Contact vendor to see if they accept our Purchase Order
Yes
ADVANCED PAYMENT IS NOT REQUIRED
They will invoice us based off # of students that are on field trip and we have 30 days to pay from date of field trip
EXAMPLE: OLD MACDONALD'S FARM-They will provide handwritten receipt/invoice day of field trip and give to sponsor
Enter Receiving Record after field trip for exact amount to be paid based off of receipt/invoice given on day of Field Trip from Vendor.
See Old MacDonald's Farm Example
Send over Original Receipt/Invoice from vendor to Accounts Payable & payment will be processed in next scheduled check run based off of A/P due dates.
NO
Enter Receiving Record as soon as PO has correct amount encumbered for amount to be paid to vendor. (This should be at least 1 week prior to the actual field trip date).
Verify if the check needs to be hand carried for date of field trip, or if check needs to be mailed to the vendor prior to the field trip (normally indicated on the paperwork)
Hand Carry
Send over Original Documentation to Accounts Payable and email the Accounts Payable Specialist in charge of that Vendor (See A/P website) so that arrangements can be made for pick-up or campus delivery of check.
EXAMPLE: HOUSTON MUSEUM OF NATURAL SCIENCE
Advanced Payment
Send over Original Documentation indicating advance payment is required to Accounts Payable and payment will be processed in next scheduled check run based off of A/P Due Dates. If it needs to be post-marked by a specific date, email A/P Specialist (see A/P website) to notify them.
Examples:
* HOUSTON ZOO (3 Weeks prior)
* MAIN STREET THEATRE (7 days prior)
Accepted Original Documentation:
*Forwarded email from vendor (See Houston Zoo Example)
*Order Confirmation showing date, # tickets, price, and total amount due & Address to mail check (See Main Street Theatre Example)

DEFINITIONS

For purposes of this policy:

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

Education Code 34.003; Trans. Code 541.201

AUTHORITY

The District may establish and operate an economical public school transportation system in the District or outside the District, if the District enters into an interlocal contract as provided by Government Code Chapter 791. For that part of the system that the District operates directly, it shall employ bus drivers certified by the Department of Public Safety. *Education Code 34.007*

TRANSPORTATION FUNDING FOR ELIGIBLE STUDENTS

If the District operates a transportation system, the District is entitled to a state transportation allotment. The allotted funds are based on the cost of providing transportation services to students who live two or more miles from the school they attend. The Commissioner of Education cannot reduce the allotment because the District provides transportation for an eligible student to and from a child-care facility instead of the student's residence, if the

transportation is provided within the approved routes of the District for the school the student attends. *Education Code 42.155*

The Board may require payment of a reasonable fee for transportation to and from school of a student who lives within two miles of the school the student attends. However, the Board may not charge a fee for transportation for which the District receives a transportation allotment under Education Code 42.155(d). *Education Code 11.158(a)(14)*

If the District does not receive any funds under Education Code 42.155 and does not participate in a county transportation system for which an allotment is provided under Education Code 42.155(i), the Board may require payment of a reasonable fee for the transportation of a student to and from the school the student attends. *Education Code 11.158(a)(16)*

HAZARDOUS CONDITIONS

The District may apply to the Commissioner of Education for an additional amount of up to ten percent of its regular transportation allotment to be used for the transportation of students living within two miles of the school they attend who would be subject to hazardous traffic conditions if they walked to school. The Board shall provide to the Commissioner the definition of hazardous conditions applicable to the District and shall identify the specific hazardous areas for which the allocation is requested. A hazardous condition exists where no walkway is provided and students must walk along or cross a freeway or expressway, an underpass, an overpass or a bridge, an uncontrolled major traffic artery, an industrial or commercial area, or another comparable condition. *Education Code 42.155(d)*

BUS OPERATION

A person may not operate a school bus if:

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

Trans. Code 545.426(a)

TRANSPORTING STUDENTS TO SCHOOL

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

BUS PASSES OR CARDS

The District may use the state transportation allotment to provide a bus pass or card for another transportation system to each student who is eligible to use the regular transportation system of the District but for whom the regular transportation system of the District is

not a feasible method of providing transportation. *Education Code 42.155(l)*

DESIGNATION OF CHILD-CARE FACILITY OR GRANDPARENT'S RESIDENCE

The Board, after determining eligibility for transportation services, shall allow a parent to designate a child-care facility or the residence of a grandparent of the child instead of the child's residence as the regular location for purposes of obtaining transportation under the system to and from the child's school. Either designated location must be an approved stop on an approved route. *Education Code 34.007(b)(2)*

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

TRANSPORTATION TO A HIGHER PERFORMING SCHOOL

The District shall provide or pay for the transportation of a student to a higher-performing public school operated by another district, if the District is identified for corrective action, or to another public school within the District if the student's school:

1. Has been identified for school improvement;
2. Has failed to make adequate yearly progress by the end of the first full school year after identification for school improvement;
3. Has had corrective action implemented by the District for failure to make adequate yearly progress by the end of the second full school year after identification for school improvement; or
4. Has failed to make adequate yearly progress after one full school year of corrective action.

No Child Left Behind Act of 2001, 20 U.S.C. 6316(b)(9)

TRANSPORTATION OF HOMELESS STUDENTS

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

1. If the homeless child lives in the district in which the school of origin is located, the district of origin will provide the child's transportation to and from the school of origin.

2. If the homeless child lives in a district other than that in which the school of origin is located, the district of origin and the district where the homeless child is living shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If the districts are unable to agree, the responsibility and costs shall be shared equally.

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, Secs. 722, 725; 42 U.S.C. 11432(g)(1)(J)(iii)(I), (II)
[See FDC]

SCHOOL ACTIVITIES

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

1. Only school buses or motor buses may be used to transport 15 or more students; and

2. Passenger cars or passenger vans may be used to transport fewer than 15 students.

Education Code 34.003(b)

The operator of a passenger car or passenger van used to transport students to school or to a school activity shall ensure that the number of passengers does not exceed the designed capacity of the vehicle and that each passenger is secured by a safety belt. *Education Code 34.003(c)*

ACCELERATED INSTRUCTION PROGRAMS

The District shall provide students required to attend the accelerated programs described in policy code EIE with transportation to those programs if the programs occur outside of regular school hours. *Education Code 28.0211(j)*

TRANSPORTATION COMPANY OR SYSTEM

The Board may contract for all or any part of its public school transportation with a mass transit authority or commercial transportation company, provided that the authority or commercial transportation company:

1. Requires its school bus drivers to have the qualifications required by and be certified in accordance with standards established by the Department of Public Safety;

2. Transports 15 or more students only in school buses or mass transit authority buses that meet or exceed safety standards for school buses established under Education Code 34.002;

3. Conducts all the following education programs with Board approval:

a. A program to inform the public that public school students will be riding on the authority's or company's buses;

b. A program to educate drivers of the buses to be used under the contract of the special needs and problems of public school students riding on the buses; and

c. A program to educate public school students on bus riding safety and any special considerations arising from the use of the authority's or company's buses.

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

Education Code 34.008

CAREER AND TECHNOLOGY PROGRAM

The District shall be reimbursed the cost of transporting career and technology program students to another campus within the District, to another secondary public school or an area career and technology school, or to an approved postsecondary institution under a contract for instruction approved by TEA. *Education Code 42.155(f)*

CRIMINAL HISTORY

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

2015–2016
Student Attendance Accounting Handbook

Texas Education Agency
May 2016

Section 1 Overview

Under state law[1], every Texas school district is required to adopt an attendance accounting system, whether manual or automated, that includes procedures that ensure the accurate taking, recording, and reporting of attendance accounting data. District staff members must report attendance information through the Public Education Information Management System (PEIMS) to the Texas Education Agency (TEA). The TEA then uses these attendance data to determine the allocation of Foundation School Program (FSP) funds (state funding) to your district.

The *Student Attendance Accounting Handbook* (handbook) contains the official attendance accounting rules and regulations for all public school districts in Texas, including open-enrollment charter schools, unless otherwise specified in this document. **This handbook is the official standard of required information for all attendance accounting systems**. Unless a distinction is made between manual and automated systems, all standards described in this handbook apply to all attendance accounting systems.

No school district official (or any other person in your school district) has the authority, either implied or actual, to change or alter any rules, regulations, or reporting requirements specified in this handbook.

The handbook incorporates the same codes that are defined in the PEIMS *Data Standards*, as they relate to attendance, and requires all attendance accounting systems to follow the same coding structure. State law requires Texas public schools to use the PEIMS.[2]

Notes on Terminology: In this handbook, the term "school district" or "district" includes an open-enrollment charter school, except where the handbook notes that different requirements apply to open-enrollment charter schools. Also, in this handbook, the term "instructional setting" means the same as the term "instructional arrangement/setting."

Note: Throughout the Student Attendance Accounting Handbook, references to school days have been converted to minutes in accordance with House Bill 2610 of the 84th Texas Legislature, 2015.

1.1 Student Attendance and FSP Funding

The primary purpose for the TEA's collection of student attendance data is to ensure that FSP funds can be allocated to Texas's public schools. All public schools in Texas must maintain records to reflect the average daily attendance (ADA) for the allocation of these and other funds by the TEA[3].

[1] Texas Education Code (TEC), §42.006(b)
[2] TEC, §42.006(a)
[3] 19 Texas Administrative Code (TAC) §129.21(a)

Note: An **inherent difference exists between being permitted to serve a student** in a particular program and **being entitled to funding** for the service provided to the student. For example, depending on local policy, your school district may serve virtually any student in virtually any capacity or setting as long as serving the student does not interfere with the education of funding-eligible students. However, the only circumstance in which a student may be coded as an eligible participant in a program or setting, thereby generating state funding, is one in which the student meets all eligibility requirements and all documentation is complete and on file.

All eligible students are entitled to the benefits of the FSP. However, for your district to claim a student for funding purposes, complete documentation that proves the eligibility of the student for the FSP must first be on file. Furthermore, your district must report all eligible attendance according to provisions established by the TEA. For these reasons, the TEA has developed both a standardized attendance accounting system (described in this handbook) and a standardized reporting system (PEIMS)[4].

The funding formula for the FSP, as well as the requirements for a student's eligibility to participate in this program, is mandated by the Texas Education Code and the Texas Administrative Code. All students must meet the requirements for **membership**, defined in Section 3 of this handbook, before they are eligible for FSP funds for attendance and special programs. Districts must retain all records proving such eligibility for the required length of time for audit purposes (see Section 2).

For your district to receive the maximum amount of funding for all its students, the following personnel must be aware of their individual responsibilities and must work together to assemble required documentation as early as possible: administrators, special program staffs, teachers, and attendance personnel.

Note: Waivers of program requirements do not alter rules associated with eligibility for funding purposes unless the waiver specifically states that funding regulations are altered.

1.2 Taking and Recording Student Attendance

It is your district's responsibility to ensure that the basis used to record and process attendance accounting data meets the standards in this *Student Attendance Accounting Handbook*[5].

District personnel must create the original documentation of attendance at the time of attendance. Original documentation must not be created after the fact. Original documentation that is not created at the time of attendance will not be accepted by agency auditors. **If auditors determine that original documentation was not created at the time of the attendance it is intended to support, the TEA will retain 100% of your district's FSP allotment for the inappropriately documented attendance for the school year(s) for which records have been requested.** The TEA will either assess an adjustment to subsequent allocations of state funds or require your district to refund the total amount of the adjustment when the audit is finalized.

[4] TEC, §42.006
[5] 19 TAC §129.21(f) and §129.1025

The TEA does not formally approve or certify attendance accounting systems of any organization, public or private, that is in the business of providing services to Texas public schools. The TEA cautions districts to be sure the software they purchase meets the requirements for attendance accounting described in this handbook before contracting with a vendor. Your district may use a locally designed system, provided the system includes the instructions and information requirements prescribed by this handbook[6].

Regardless of the accounting system your school district uses, the minimum requirements established in this handbook must be incorporated. These standards are the **minimum** requirements for all attendance accounting systems. Your district may wish to adopt **additional** codes and documentation requirements for local purposes.

1.3 Reporting of Attendance Information to the TEA

District staff members report attendance and contact hours at the student level for the entire school year through the PEIMS.

See **Section 3 General Attendance Requirements** for additional information.

1.4 Storage of Attendance Information

Your district's superintendent of schools is responsible for the safekeeping of all attendance records and reports. The superintendent may determine whether the properly certified attendance records or reports for the school year are to be filed in the central office or properly stored on the respective school campuses of your district or at a secure offsite location.

Information for all FSP attendance reports must be available for audit purposes for 5 years from the completion of the school year. Superintendents, principals, and teachers are responsible to their school board and to the state for maintaining accurate and current attendance records, regardless of the attendance accounting system in use[7].

1.5 Auditing of Attendance Information

Regardless of where attendance records are filed or stored, they must be readily available for audit by the Financial Compliance Division of the TEA.[8] Auditors have the authority to examine attendance records for any year for which your district is required to retain records (see Section 2). **If auditors detect errors during an audit, the TEA will either assess an adjustment to subsequent allocations of state funds or require your district to refund the total amount of the adjustment when the audit is finalized**.

[66] 19 TAC §129.21(f)
[7] 19 TAC §129.21(a)
[8] 19 TAC §129.21(d)

1.6 How to Use This Handbook

This handbook contains all the information and the mandated coding structure that each attendance accounting system must follow. Each section of this handbook, where practical, is organized using the same headings for each subsection. Each subsection contains the same general types of information.

Each section specifies the coding structure and lists all the documentation required to verify student eligibility in the subject area defined by the section title.

Although limited by the complicated nature of attendance accounting, each section is designed to present all essential information about the subject area defined by the section title. The essential information provided includes student eligibility, mandated coding structure, and documentation required for audit purposes. Each section also contains the responsibilities of district personnel and examples of how to code students in the accounting system.

The following table briefly describes the subject matter contained in each section.

Handbook Section(s)	Description
Section 1 Overview	The **Overview** section describes the importance of attendance accounting, how funding and attendance are related, the organization of this handbook, and significant changes from the prior year.
Section 2 Audit Requirements	**Audit Requirements** establishes minimum standards for all required documentation, sets the time limit for record retention, and discusses areas of attendance accounting that deserve particular attention.
Section 3 General Attendance Requirements	**General Attendance Requirements** discusses the responsibilities of district personnel, enrollment and withdrawal procedures, basic rules of attendance accounting for all attendance systems, ADA eligibility codes and general eligibility requirements, the school calendar, data submission, documentation required to prove FSP eligibility, tips for quality control of attendance data, and examples.
Sections 4–9	These sections address each of the special program areas under the FSP. Each section discusses the responsibilities of district personnel, enrollment and withdrawal procedures, special rules, documentation to prove special program eligibility, tips for quality control of special program attendance data, and examples.
Section 10 Alternative Education Programs and Disciplinary Removals	**Alternative Education Programs and Disciplinary Removals** discusses various alternative education programs, in-school suspension programs, and education programs for incarcerated youth, as well as disciplinary removals.
Section 11 Nontraditional Programs	**Nontraditional Programs** discusses education programs that have alternative methods of funding or are provided in alternative settings.
Section 12 Virtual, Remote, and Electronic Instruction	**Virtual, Remote, and Electronic Instruction** discusses Texas Virtual School Network programs and courses, other online courses, remote instruction, and self-paced computer courses.
Section 13 Appendix	The **Appendix** section explains how ADA is calculated and provides information on weighting of ADA.
Section 14 Glossary	The **Glossary** section defines terms used in the handbook.

In the electronic Word version of this handbook, the entries in the table of contents and the boldfaced cross-references that appear throughout the handbook (for example, **3.2.2 Funding Eligibility**) are hyperlinked. If you place your cursor over the entry or cross-reference and then press CTRL and click, you will be taken to the section of the handbook specified in the entry or cross-reference. To return to the original location, press ALT + the left arrow key.

Note: The web addresses provided throughout the handbook are subject to change. If a particular TEA web address is no longer working, please search for the topic you are interested in using the TEA website's Google **Search** function or using the TEA **A–Z Index** page at http://tea.texas.gov/interiorpage.aspx?id=25769815059 You can also access this page from the TEA website's home page by clicking on the **A–Z Index** link at the top of that page.

1.7 Significant Changes

The following table briefly describes the significant changes from the 2015–2016 handbook. The table does not include all changes made to the handbook.

Significant Changes in the
2015–2016 Student Attendance Accounting Handbook

Change	Subsection(s) Affected
Waivers for Students Taking Dual Credit Courses at IHEs with Calendars Beginning Before the Fourth Monday in August: Updated to replace district students with early college high school students and students taking dual credit courses.	**3.8.2.7 Waivers Related to Students Taking Dual Credit Courses at IHEs with Calendars Beginning before the Fourth Monday in August**
Student Entitlement to Attend School in a Particular District: Updates were made to a student's entitlement to attend a school while in Department of Family and Protective Services conservatorship.	**3.3.6 Student Entitlement to Attend School in a Particular District**
Students 19 Years of Age or Older: The age for allowing a district to withdraw a student has been updated from 18 to 19.	**3.4.1 Students 19 Years of Age or Older**
Compulsory Attendance: Updates were made to the age for compulsory school attendance.	**3.5 Compulsory Attendance**
Requirements for a Student to be Considered Present for FSP (Funding) Purposes: Updates were made regarding activities under a service plan.	**3.6.3 Requirements for a Student to Be Considered Present for FSP (Funding) Purposes**
Calendar: Updates were made throughout the section to account for changes from school days to minutes.	**3.8 Calendar;** **11.6 Optional Flexible School Day Program (OFSDP)**
Closures for Bad Weather or Other Issues of Health and Safety: Updates were made to encourage districts and charter schools to add minutes equivalent to two days to the calendar for bad weather or safety issues to be made up.	**3.8.3 Closures for Bad Weather or Other Issues of Health or Safety**
Practicum Course Eligibility Requirements: Updates were made to remove the requirement for a practicum course to include classroom instruction to average one class period each day for every school week.	**5.7.2 Practicum Course Eligibility Requirements**
CTE Problems and Solutions: "Formerly CTE Independent Study" was removed from the section title.	**5.8 CTE Problems and Solutions**

Change	Subsection(s) Affected
PK Eligibility Based on a Student's Being Limited English Proficient (LEP): Updated to allow districts to begin the preregistration process after April 1 of each year.	**7.2.2 PK Eligibility Based on a Student's Being Limited English Proficient (LEP)**
Deletion: PK Early Start Grant program was removed.	
Student Eligibility for Dual Credit Courses: Updates were made to the eligibility requirements, document requirements, and limitations for dual credit courses	**11.3.1.1 Student Eligibility for Dual Credit Courses;** **11.3.1.3 Required Documentation**
OFSDP Funding: Updates were made to the requirements for a student in the OFSDP to generate full-day attendance.	**11.6.2 OFSDP Funding**

FORMS AND DOCUMENTS

- Travel Request/Reimbursement Form
- Paid Training Plan Form
- Unpaid Training Plan Form
- Field Trip Request Form
- Authorization for Motor Vehicle Report
- Career and Technical Education Requisition Form
- Mileage Reimbursement Form
- Meal Certificate Form
- Humble ISD Calendar

HUMBLE ISD TRAVEL REQUEST/ REIMBURSEMENT FORM

Originator - Please fill in green cells and check appropriate boxes

Name:		Dept./Org:	000 - UNDISTRIBUTED
Event/Meeting Title:		Destination:	
Departure Date:	January 1 2016	Departure Time:	1 p.m.
Return Date:	January 1 2016	Return Time:	1 p.m.
Accompanied By:			
Vehicle Driven:			

Special Instructions:

*** Originator must provide vendor numbers on this form**

(A) Registration/ Entry Fees

Advance Request ☐ Reimbursement ☐ Purchasing Card ☐

Needed by:		PO# Issued:	
Vendor # :		Fee	$ -
Vendor Name:			
Vendor Address:			

(B) Hotel

Advance Request ☐ Reimbursement ☐ Purchasing Card ☐

Needed by:			PO# Issued:	
# Nights - Prepaid		# Rooms	Rate	
# Nights - Advanced		# Rooms	Rate	
Total Advance/Reimbursement				$ -
Vendor #				
Hotel Name:				
Hotel Address:				
Confirmation# :				

(C) Airfare

Advance Request ☐ Reimbursement ☐ Purchasing Card ☐

Vendor #		PO# Issued:	
Vendor Name			
(Attach scanned copy of airfare quote)		Airfare:	$ -

(D) Mileage, Parking, Meals, Other

Employee Vendor # :			PO# Issued:		
	Local Funds		*Grant Funds*		Total
Mileage		$ -		$ -	$ -
Parking	$ -				$ -
Meals **(ADULT)**:	Qty.	Meal Rate	Qty.	Meal Rate	
Breakfast		$ 7.00		$ 7.00	$ -
Lunch		$ 12.00		$ 12.00	$ -
Dinner		$ 17.00		$ 17.00	$ -
Total Meals	$ -		$ -		$ -
Advance(student) ☐	**Needed by:**				
Meals (STUDENT)	Qty.	Meal Rate	Qty.	Meal Rate	
Breakfast		$ 4.00		$ 4.00	$ -
Lunch		$ 6.00		$ 6.00	$ -
Dinner		$ 10.00		$ 10.00	$ -
Total Meals	$ -		$ -		$ -
Other Expenses: (Taxi, Vehicle Rental, Toll Road)					$ -
Sub-total Section D					$ -

(E) Supplies

Convention Supplies	**object code should not be 6411**	$ -

Encumbrance		Actual	
(A) Registration	$ -	(A) Registration	$ -
(B) Hotel	-	(B) Hotel	-
(C) Airfare	-	(C) Airfare	-
(D) Mileage	-	(D) Mileage	-
Parking	-	Parking	-
Meals (Staff)	-	Meals	-
Meals (Student)	-		-
Other	-	Other	-
(E) Supplies	-	(E) Supplies	-
Total Encumbrance	**$ -**	**Total Actual**	**$ -**

Advance Payment for Registration	$ -
Advance Payment for Hotel	-
Advance Payment for Airfare	-
Advance Payment for Student Meal(s)	-
Total Advance Payme	-
Reimburse Employee	-
(Refund District)	-
Total Actual	**$ -**
	-
Total Payment to American Express Purchasing Card	**$ -**

Meal Per Diem Certification

In claiming reimbursement for the above per diem allowances, I certify that I spent these funds on meals, or incidentals related to meals, while traveling on District business.

Traveler's Signature:

Date:

Comments

Budgetary Codes

Funds

Fund	Func	Object	Sub-Obj	Org	PIC	Activity	Src	Prj	Amount
		6411							
		6399							
								Total Actual	**$ -**

Advance request must be received by the Purchasing Department at least *14 working days* prior to your need for funds.

This Form Must be e-mailed by Principal, Dept. Head or Div. Supervisor to: **purchasing@humble.k12.tx.us**

If using funds 211 or 255, this form should be forwarded to Rob Meaux for approval.

Click here for General Travel Guidelines and Instructions
Click here for Federal and Grant Travel Guidelines and Instructions

Last Revised: 02/09/2016, GKR

Training Plan Agreement
Paid Work-Based Instruction

Student _____Grade _____ Age _____

School District_____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title[1] _____

Time Class Meets_____ PEIMS Code _____

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

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

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

1. The beginning wage will be $_____ per _____ for _____ hours per school week.

2. Periodically, the training sponsor and CTE teacher will jointly review the wages paid the student to determine a fair and equitable wage consistent with the student's increased ability, prevailing economic conditions, and company policy.

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

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

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

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

It is the policy of _____ School District and _____(business name) not to discriminate on the basis of race, color, national origin, sex or disability in its career and technical education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de _____Distrito Escolar y _____(Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

Signature Approvals

_____		_____	
(Student)	Date	(Training Sponsor)	Date
_____		_____	
(Parent or Guardian)	Date	(CTE Teacher)	Date

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

Revised: 11/2015

Description of Specific and Related Occupational Training

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

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

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

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

Training Plan Agreement
Unpaid Work-Based Instruction

Student _____Grade _____ Age _____

School District_____ Campus Name _____

Training Objective _____ Business Name _____

Career Cluster _____ CTE Course Title[1] _____

Time Class Meets_____ PEIMS Code _____

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

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

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

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

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

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

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

It is the policy of _____ School District and _____(business name) not to discriminate on the basis of race, color, national origin, sex or disability in its Career and Technical Education programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es norma de _____Distrito Escolar y _____(Nombre del Negocio) no discriminar por base de raza, color, origen nacional, sexo o impedimento, en sus programas de Educación y Carreras Técnicas servicios o actividades vocacionales, tal como lo requiere el Título VI de la enmienda de la Ley de Derechos Civiles de 1964, el Título IX de las enmiendas de Educación, de 1972, y las enmiendas de la Sección 504 del Acta de Rehabilitación de 1973.

Signature Approvals

_____ _____
(Student) Date (Training Sponsor) Date

_____ _____
(Parent or Guardian) Date (CTE Teacher) Date

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

Description of Specific and Related Occupational Training

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

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

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

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

FIELD TRIP REQUEST FORM

Must email to accounts.payable@humble.k12.tx.us with a check needed by date.

School: _____ Check Needed By: _____

Request Date: _____ Trip Date: _____

Destination: _____ Vendor Name:_____

HISD Buses: _____ Departure Time: _____ Time Returning: _____

Bus Requests must be made separately-at least 2 weeks in advance

Charter Buses: _____ (Contract Routing Form Must be submitted)

of Students: _____ # HISD Staff Members: _____ Grade Level(s): _____

Briefly state purpose and educational value of trip:

_____

_____

_____

_____

_____

_____

Costs Paid from:

_____ General Operating Funds

_____ Activity Funds

<u>*All registrations/invoices need to be sent to Accounts Payable*</u>

_____ _____

Sponsor/Teacher Name Principal Name

_____ _____

Sponsor/Teacher Signature Principal Signature

AUTHORIZATION FOR MOTOR VEHICLE REPORT
Confidential

The Humble Independent School District is required by state law to obtain motor vehicle record information for anyone who drives or will drive a school district vehicle.

Texas Drivers' License # _____

Full Name: _____
(PRINT) Last First Middle

Campus: _____ Dept: _____

Cell # _____

Date of Birth: _____ _____ _____
Month Day Year

I understand the information I am providing about age, sex, and ethnicity will be used solely for the purpose of obtaining motor vehicle record information. I authorize Humble Independent School District to obtain a motor vehicle report with respect to my driving record.

I understand that this consent will remain in effect for the duration of my employment by the District, and any subsequent motor vehicle reports required as a condition of employment, on an annual basis, or because of a change in position will be covered by this consent.

_____ _____

Signature Date

Requested by _____ Campus/Dept _____

Phone _____ _____

Revised 9/29/2011

CAREER & TECHNICAL EDUCATION PURCHASE REQUISITION FORM

Vendor:	**Vendor #:**	**Campus:**	
Address:		**Teacher:**	
		Program:	
Phone:	**Fax #:**	**Submitted Date:**	
Contact:		**Date Needed:**	

*****Provide complete product description - include manufacturer, mode, item, stock or catalog number***

QUANTITY	ITEM DESCRIPTION	UNIT COST	EXTENDED AMOUNT
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
	SHIPPING (estimate if quote not available)		0.00
		TOTAL	0.00

Enter the quantity and unit cost - the form will then extend the price and put a total at bottom.

Save this form on your computer. Also save your completed forms with the vendor name & submitted date so you will have a copy.

Requisitions must be *emailed or interofficed* to Cheryl Jones, including a quote from the vendor, so a purchase order can be generated BEFORE items can be ordered or picked up.

Rev 7/27/16

Humble I.S.D.
Daily Mileage Reimbursement Form

Name: ______________________ Campus/Dept.: ______________________

Vendor #: ______________________ Month Reported: ______________________ Page: 1 of 1

Date	Departed From	Arrived At	Miles	Offset	Toll Road	Parking	Comments
		PAGE TOTALS	-	-	$ -	$ -	
		REPORT TOTALS	-	-	$ -	$ -	

Net Miles	-	X **0.540**	$ -
Total Toll Road Expenses (Attach Receipts)			$ -
Total Parking Expenses (Attach Receipts)			$ -
Total Reimbursement			**$ -**

BUDGET CODING

Fund	Fnc	Object	Sub-Obj	Org	Prgm	Activity	Source	Project

AMOUNT

$ -

Revised 02/01/2016, GKR

MEAL CERTIFICATION

May be signed and attached to Travel Form to certify meals costs (in lieu of signing the Travel Form).

Name: 0 Vendor # : 0 Purchase Order # :

Event/Meeting Title: 0 Destination: 0

Departure Date: Departure Time: Dept./Org: 000 - UNDISTRIBUTED

Return Date: Return Time:

Date	Breakfast	Lunch	Dinner	Total
				-
				-
				-
				-
				-
				-
				-
				-
				-
				-
Total	-	-	-	-

In claiming meal reimbursement up to the per diem allowances, I certify that I spent these funds on meals or incidedentals related to meals, while traveling on District business.

Traveler's signature:

Date:

Last Revised: 02/09/2016, GKR

Humble ISD
2016-17 Calendar

1st Semester..... August 22 - December 16, 2016
2nd Semester..... January 4 - June 2, 2017

Professional Growth/ Workdays for staff
Holidays for students

August 12 (District comp day for instructional staff completing hours prior to August 12)
August 15-19
October 10 (District comp day)
January 3
February 20
June 5

Holidays

Independence Day	July 4, 2016
Labor Day	September 5
Thanksgiving	November 21-25
Winter Break	December 19-January 2
MLK Day	January 16
Spring Break	March 13-17
Good Friday	April 14
Memorial Day	May 29
Independence Day	July 4, 2017

Early Release Days

Elementary Early Release Days: Aug. 26; Sept. 14; Oct. 5, 26, 27; Nov. 9; Dec. 16; Feb. 1; April 5; May 17; June 2

Middle School Exam Early Release Days are the last 2 days of each semester. Additionally, AMS, CMS, KMS, RMS, TMS and WMS have late arrival each Thursday except for Dec. 15, Jan. 5, May 11 and June 1. HMS and SMS have early dismissal each Friday except for Jan. 6.

High School Exam Early Release Days are the last 3 days of each semester. Additionally, AHS, HHS, KHS, KPHS, and SCHS have weekly late arrival on Thursday except for Dec. 15, Jan. 5, March 30 and June 1.

Campuses reserve the right to cancel or modify early release or late arrival schedules to accomodate special school activities.

Inclement Weather Days: Jan. 3 and Feb. 20
May become student school days if time is lost to bad weather. Otherwise, will be Student Holiday/Professional Growth Workdays.

Holiday
Semester Begins/Ends
Professional Growth Day, Student Holiday
Summer Closing Days

State Testing Days affecting individual grade levels: STAAR/EOC
STAAR Alternate 2 Window April 3-21 TELPAS Window: March 6-April 5

All grade levels (K-12) will have 9-week grading periods.

July 2016

S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016

S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016

S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017

S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017

S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017

S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017

S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017

S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017

S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	