

Hawley ISD



CAREER AND TECHNICAL EDUCATION POLICY AND PROCEDURE MANUAL 2025-2026

Mission statement:

Hawley ISD CTE programs prepare students for career pathways in the global marketplace by offering experiential learning, post-secondary credits, and industry certifications. Students will gain technical and high-level academic skills, equipping them to be lifelong learners.

Vision:

Our goal is to empower all Hawley ISD CTE students to confidently and successfully transition into post-secondary and career opportunities as well as become positive, contributing members of society.

Customer Service:

Facilitate cross curricular, industry, and community education and engagement.

- Hawley ISD will unify stakeholders with district business industry partner events at least twice yearly beginning in 2020
- Hawley ISD will provide opportunities for students to extend their classroom learning to real world scenarios
- Hawley ISD will offer community education events yearly beginning in 2022
- Hawley ISD will collaborate with representatives for special populations
- Hawley ISD CTE will collaborate with Tri-County Special Education Coop yearly towards more effective inclusion practices beginning in 2023-2024.
- Hawley ISD CTE will analyze data targeting professional learning for the inclusion of special populations.
- Hawley ISD CTE will facilitate program marketing and recruitment methods that are inclusive of every student and stakeholder.
 - Create CTE Leadership Team for facilitation and shared decision representatives.
 - Hawley ISD CTE Leadership Team will meet quarterly and collaborate on CTE programming and resources beginning Fall 2023.

Human Capital:

- Engage parents, staff, school leaders, and the greater community to diversify and prepare students as capable learners.
- Staff engage in professional learning to improve CTE content, pedagogy, and accountability.

Fiscal Responsibility:

- Evaluate, monitor, and adjust programming for a continuous cycle of improvement.
 - Utilize and create tools for the evaluation of programs.
 - Hawley CTE will use Xello Interest Inventory as an assessment for students in 8th and 9th grades at least.
 - Establish feedback procedures to acquire data regarding CTE program quality and effectiveness for student success.
 - Hawley CTE will survey stakeholders and report data collected yearly to administration and CTE Advisory Council.
 - Hawley CTE will utilize data to adjust programming and analyze stakeholder feedback to adjust programming, resources, and professional learning yearly.

Overview

Career and Technical Education (CTE) provides rigorous and relevant coursework preparing individuals for high-demand, high-skill, and high-wage careers. As we prepare students for emerging and future careers, CTE coursework must encompass integration of core academics, technical knowledge in specific program areas, while embedding employability skills.

Meeting this new educational demand requires new instructional delivery designs that integrate both academics and industry skills. Students will learn best by experience through work-based learning opportunities. Innovative instructional delivery promotes hands-on learning combined with advanced academics while meeting the needs of all learners.

The Division of College, Career, and Military Preparation has engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, and high-wage careers in Texas. The Programs of Study were implemented in the 2020-2021 school year and will allow Texas to meet the federal program approval requirements within the Strengthening CTE for the 21st Century Act (Perkins V). (TEA).

Perkins V Transition Plan

On July 31, 2018, the president signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into Law. Perkins V includes key changes that will impact the implementation of CTE programs, such as an added

emphasis on Programs of Study, the addition of a Comprehensive Local Needs Assessment, and the introduction of new program quality indicators. The Texas Perkins V four-year state plan, covering all the requirements of the Act, has been submitted and approved by the US Department of Education spring of 2021.

Non-Discrimination Notice

Hawley ISD receives federal financial assistance, is required to comply with federal laws and regulations that prohibit discrimination on the basis of race, color, national origin, sex, age and disability. *The Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs* (34 C.F.R. Part 100, Appendix B) (*Guidelines*).

- Title VI of the Civil Rights Act of 1964 and its implementing regulations at 34 C.F.R. Part 100, which prohibit discrimination on the basis of race, color, and national origin;
- Title IX of the Education Amendments of 1972 and its implementing regulations at 34 C.F.R. Part 106, which prohibit discrimination on the basis of sex;
- Section 504 of the Rehabilitation Act of 1973 and its implementing regulations at 34 C.F.R. Part 104, which prohibit discrimination on the basis of disability; and
- Public Law 115–224 - “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) prohibits discrimination in accessing Career and Technical Education programs.

Prior to the beginning of each school year, subrecipient Hawley ISD must advise students, parents, employees and general public that all vocational (Career and Technical Education) opportunities will be offered regardless of race, color, national origin, sex or disability. Office for Civil Rights (OCR) Guidelines IV-0, 28 Code of Federal Regulations (CFR); §35.106; 34 CFR §100.6(d); 34 CFR §104.8; 34 CFR §106.9

The non-discrimination notice will be placed on the district website, a notice placed in the local newspaper every July, included in all publications and other materials that are distributed to students, parents, applicants, beneficiaries, employees, unions, or professional organizations holding collective bargaining or business professional agreements with the district and other interested parties. Legal Authority 28 CFR §35.106; 34 CFR §100.6(d), §104.8, §106.9, §110.25., etc.

The district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504 and Title IX. The campus must notify students and employees of the name or title, office address, and contact information of

the designated employee(s). This person(s) must be aware of his/her responsibilities and have the training necessary to perform the responsibilities.

Legal Authority: 28 Code of Federal Regulations (CFR) §35.107(a); 34 CFR §104.7, §106.8, §110.25.

Current training to cover the following:

- The definition of sexual harassment and scope of the school's education program or activity,
- Conducting an investigation and grievance process including hearings, appeals, and informal resolutions; and serving impartially, including by avoiding prejudice of the facts at issue, conflicts of interest, and bias,
- Using technology at live hearings; relevance of questions and evidence,
- Determining issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Legal Authority: 106.45(b)(1) (iii)

Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

Legal Authority: 106.45(b)(1) (iii)

Method of Administration; Review, Report (MOA)

[MOA Guidance](#)

Purpose

The Methods of Administration for Access (MOA) to Career and Technical Education is designed to ensure all students enjoy equal access to CTE programs of study and activities.

Definitions

Career and Technical Education (CTE): An educational program that specializes in the skilled trades, applied sciences, modern technologies, and career preparation.

CTE Program of Study: Coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas.

English Learners (ELL): Students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

Letter of Findings (LOF): TEA issues a LOF to a subrecipient following a comprehensive review of the subrecipient's policies and practices.

Local Education Agency (LEA): A public board of education or other public authority legally constituted within a state for either administrative control or direction of a school district.

Methodology: A selection process placing emphasis on equitable opportunities for participation in CTE.

Ranked List: A sampling of campuses with the highest potential for discrimination based on enrollment data.

Recipient Universe: Recipients that receive funding from the USDE (United States Department of Education) and operate CTE programs (state agency).

Regional Education Service Center (ESC): Regional Service Centers provide services to school districts throughout the state. The Centers are service organizations, not regulatory arms of the Texas Education Agency, and participation by schools in services of the centers is voluntary.

Subrecipient Universe: LEAs receiving funding from the USDE through the state agency that operates a CTE program. (LEA or campus)

Selection Plan: A methodology and ranked list of subrecipients (campuses) with the greatest potential for civil rights noncompliance.

Voluntary Compliance Plan (VCP): TEA and the LEA negotiate a VCP that lists the corrective actions that the subrecipient must take to remedy the findings of noncompliance listed in the LOF. The corrective actions must be approved by the TEA and be consistent with the *Guidelines*, applicable regulations, and accessibility standards, and should include a month and year of anticipated completion. The Superintendent's signature is required.

Donation Procedures

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

1. Has a purpose consistent with the District's educational philosophy, goals, and objectives.
2. Places any restrictions on a campus or District program.
3. Would support a program that the Board may be unable or unwilling to continue when the donation of funds is exhausted.
4. Would result in ancillary or ongoing costs for the District.
5. Requires employment of additional personnel.
6. Requires or implies the endorsement of a specific business or product [see [GKB for advertising opportunities](#)].
7. Would result in inequitable funding, equipment, or resources among District schools or programs.
8. Obligates the District or a campus to engage in specific actions. or
9. Affects the physical structure of a building or would require extensive maintenance on the part of the District.

An employee who solicits gifts on behalf of the District or for use in the fulfillment of his or her professional responsibilities shall comply with relevant state, federal law, and any District administrative regulations. All donations solicited on behalf of the District, including solicitations in the name of the District or a campus, or donations solicited using District or campus resources, become the sole property of the District. An employee shall not solicit web-based donations of money or items, including "crowdfunding", using the name or image of the District, a campus, or any student.

Conflict of Interest

Policy

An employee shall not accept or solicit any gift, favor, service, or other benefit that could reasonably be construed to influence the employee's discharge of assigned duties and responsibilities. [See CAA, CB, and CBB]

An employee shall not recommend, endorse, or require students to purchase any product, material, or service in which the employee has a financial interest, or that is sold by a company that employs or retains the District employee during nonschool hours. No employee shall require students to purchase a specific brand of school supplies if other brands are equal and suitable for the intended instructional purpose.

An employee shall not use his or her position with the District to attempt to sell products or services. Disclosure—General Standard Specific Disclosures Substantial Interest Interest in Property Annual Financial Management Report Gifts Endorsements Sales

An employee shall disclose in writing to his or her immediate supervisor any outside employment that in any way creates a potential conflict of interest with the proper discharge of assigned duties and responsibilities or with the best interest of the District. An employee shall disclose in writing to his or her immediate supervisor any private tutoring of District students for pay.

Grievance/Complaint Procedures

Policy

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.

6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with EF.
11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless students shall be submitted in accordance with FDC.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it.

Recruitment, Employment, and Promotional Practices

Hawley ISD advertises for job opportunities through the following:

- Educational Service Center job search webpage
- Social Media
- CTSO websites (if applicable)

Retention and Professional Development

Policy

Staff development must include training on:

1. Suicide prevention;
2. Recognizing signs of mental health conditions and substance abuse;
3. Strategies for establishing and maintaining positive relationships among students, including conflict resolution;
4. How grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma; and
5. Preventing, identifying, responding to, and reporting incidents of bullying.

Required training above must be provided on an annual basis, as part of a new employee orientation, to all new school district educators; and to existing school district educators on a schedule adopted by Texas Education Agency (TEA) rule. The training must use a best practice-based program recommended by TEA in coordination with the Health and Human Services Commission under Education Code 38.351 [see [FFEB](#)], and may include two or more topics listed together.

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), and that:

1. Relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions; and
2. Is designed for educators who work primarily outside the area of special education.

A district is required to provide the training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered. In developing or maintaining the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level. Education Code 21.451(d)(2), (e)–(f)

CTE Teacher Certifications
([Student Attendance Accounting Handbook](#)) (Section 5)
[Chapter 231](#)
[District of Innovation Plan \(District website\)](#)

General Responsibilities of CTE Teacher

The job description of a Career and Education (CTE) teacher encompasses multiple responsibilities and obligations. Teachers seek to influence the students through experiences that extend academic instruction that yields life-long benefits. Teachers behave in ways that consistently exhibit the highest standards of professionalism. The safety of our students is a priority.

CTE teachers involved in UIL events or other activities sponsored by a state or national organization are thoroughly acquainted with current rules, regulations, and dates pertaining to their disciplines. Students eligibility is monitored on a regular basis. The CTE teacher refers all concerns regarding eligibility to the campus principal and the Director of CTE for interpretation and resolution.

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

Recruitment, Admissions, and Counseling

CTE programs are open to all students and participation in programs is not dependent on an application process. Students are recruited through program tours, parent nights, 8th grade meetings, individual and academic counseling.

Counseling personnel conduct classroom presentations as well as individual counseling appointments with students that incorporate personal graduation plans (PGP), college/technical school admissions, financial aid, and career exploration and preparation.

Program participation is limited only by the following factors:

- Successful completion of prerequisite courses
- Availability of course (dependent of facility capacity, safety and industry/work-base partner requirements)

Accessibility

HISD students in grades 7-12 are eligible to be served in Career and Technical Education (CTE) programs throughout the District. The CTE program is accessible for all students through open enrollment. All students are placed in a coherent sequence of CTE instruction in order to earn an endorsement.

Work-Based Learning/Cooperative Programs/Job Placement

Career and Technical Education (CTE) Advisory Committee

The CTE Advisory Committee will meet a minimum of two (2) times during the school year. The CTE Advisory Committee will be comprised of the following stakeholders:

- CTE teachers
- Campus administration/counselor, and /or special populations representative
- Student ambassadors (at least 2 from each program)
- Postsecondary institution (at least one)
- Business/Industry representatives (at least 1 from each program)
- Parents (at least 1 from each program)
- Other community representation (non-profit partners, community leaders) and/or academic teacher

CTE Advisory Committee will provide input from program decision-making:

- Allocation Of Resources
- Curriculum, Instruction and Assessment
- Course Sequencing
- Postsecondary Credentials
- Work-Based Learning (WBL)
- Teacher Training
- Facilities and Equipment
- Data Analysis

Partner Engagement and Activities

Business and community partners are vital to high quality CTE programs; they provide input, support, and advocacy. Teachers should regularly engage with existing partners and conduct outreach for new partners. The CTE district leadership will help teachers with partner engagement.

Partners can engage with CTE programs in many ways:

1. CTE Advisory Committee
2. Guest speaker, co-teacher
3. Site tours
4. Guidance for equipment, curriculum and training
5. Student projects
6. Judge events, serve on panels
7. Job shadowing and mentorship
8. Internships and externships

Student Performance

Student Attendance Handbook, Section 5 Career and Technical Education

The Texas Education Agency (TEA) evaluates public schools and districts in accordance with state and federal requirements. There are three domains within the current A_F state accountability system and at the high school level, industry-based certifications (IBCs) are part of the Student Achievement domain within the College, Career and Military Ready (CCMR) component. Students who earn an IBC will award the campus one point in the CCMR component.

Industry-Based Credentials

A list of state accountability system IBCs, maintained by TEA, includes details like the primary career cluster, certification title, program of study and occupation alignment, occupation median salary, program of study average salary and expiration date from the list. CTE reports IBC results locally and at the state and federal levels, annually.

INDUSTRY-BASED CERTIFICATION PROCESS

Responsible Person	Task	Deadlines/Date
Teacher	Develop IBC Readiness Guides (benchmarks, scores, testing timeline, prep materials)	Prior to the start of school year
Teacher	Share IBC Readiness Guides with students, parents/guardians, and CCMR Coordinator	Within 3 weeks of course start date
Teacher	Provide direct instruction and preparation materials, administer benchmark assessments and provide learning supports as needed	In accordance with IBC Readiness Guidelines, throughout the course
Student	Use appropriate preparation materials, participate during instruction, benchmark assessments and utilize necessary supports for success	Throughout course
Teacher	Report to CCMR Coordinator the number of students prepared for certification testing	By the 8th week in the course if a semester course, or the end of the 4th grading period for a year long course
Teacher	Report to the CCMR Coordinator: <ul style="list-style-type: none"> - Certification testing results; this is done on the IBC Report Form/Spreadsheet - Provide copies of the certificate/license - All student attempts of IBC will be recorded/reported to reflect: <ul style="list-style-type: none"> - Earned - Passed - Attempted 	By April 30th By the last day of school

Purchasing Procedures

Hawley ISD uses Ascender to turn in purchase orders. The CTE Teacher must find the item to be purchased. If possible you will need a digital copy of the item (picture), where to purchase the item and the cost.

Teachers will:

- a. Log into Ascender
- b. Go to Purchasing
- c. Maintenance
- d. Create/Modify Requisition
 - i. Add - Clear All
 - ii. Fill in the following information
 1. Vendor Name
 2. Reason
 3. Campus/Dept.
 4. Description
 5. Quantity
 6. Unit Price
 7. Long Description
 - iii. Save
 - iv. Add your documents
 - v. Save
 - vi. Submit

Inventory Procedures

Each Program of Study is required to keep inventory of their supplies. A spreadsheet will be created and shared with the lead teacher at the beginning of each school year. The lead teacher along with another CTE teacher from a different program of study will review the Inventory Sheet and sign off when everything has been inventoried. **This is to be completed by the second week of school starting.**

When a teacher makes a purchase (not consumables), it is the responsibility of the teacher to update the online spreadsheet and keep it accurate throughout the school year. By keeping accurate records of items purchased, the Program of Study should be able to keep track of items purchased, worn out items and when items should be replaced.

ACKNOWLEDGMENT OR RECEIPT/ACCOUNTABILITY

This form indicates that the teacher below has received a copy of the 2025-26 Hawley ISD Career and Technical Education Manual:

Initial ALL forms received:

_____ Electronic

_____ Printed

Teacher's Last Name (Printed)

Teacher's First Name (Printed)

School

I understand and consent to the responsibilities outlined in the 2025-26 CTE Manual.

Signature of Teacher

Date

Hawley ISD offers career and technical education programs in Business and Industry and Public Service. Admission to these programs is based on availability. It is the policy of Hawley ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of Hawley ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Hawley ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX.

Coordinator at cmcbayer@hawley.esc14.net, 325-537-2214, and/or the Section 504 Coordinator at smarburger@hawley.esc14.net, 325-537-2214.