

GOLDEN RULE SCHOOLS CTE HANDBOOK

2025-2026



This document is subject to updates, as needed, to reflect current practices, board policies, and district regulations. Updates to this handbook will be published electronically.

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Section 1

General Information

Nondiscrimination Statement

Golden Rule Charte Schools career and technical education program nondiscrimination policy

Golden Rule Charte Schools does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Rosa Rodriguez, Director of Counseling Services, 135 W. Wintergreen Rd, DeSoto, TX 75115,| Phone: 214-333-9330, rrodriguez@goldencharter.org

Golden Rule Charte Schools notificacion publica de no discriminacion en programas vocacionales

Golden Rule Charte Schools no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad o edad en sus programas o actividades y brinda igualdad de acceso a los Boy Scouts y otros grupos juveniles designados. La siguiente persona ha sido designada para manejar consultas sobre las políticas de no discriminación: Rosa Rodriguez, Director of Counseling Services, 135 W. Wintergreen Rd, DeSoto, TX 75115,| Phone: 214-333-9330, rrodriguez@goldencharter.org

GRS Vision & Mission

Mission Statement

The mission of Golden Rule Schools, Inc. is to establish a safe and student-centered environment where knowledge and literacy are encouraged through learning activities that are developmentally appropriate, individually paced, and attuned to each student's academic performance and interests. Golden Rule Schools, Inc. honors and respects the cultural and ethnic differences of the students served by the school. As students develop the problem solving skills needed for the 21st Century, they will be encouraged to live, study, and strive together to be effective and productive citizens in the diverse and technology-driven global economy.

Career & Technical Education Mission Statement

Golden Rule Schools Career and Technical Education program is dedicated to preparing all students for success in post-secondary education opportunities by providing real-world education experiences, industry certification opportunities and skills that will allow our students to thrive in the 21st century competitive workforce.

Contacts

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Jose Gallardo, Assistant Superintendent, jagallardo@goldencharter.org

Cesar Hernandez, Illinois Campus Principal, chernandez@goldencharter.org

Jimmy Wright, DeSoto Middle School, jwright@goldencharter.org

Advisory Committee

CTE Teacher Responsibilities

The job description of a Career and Technical Education 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.

- Student eligibility is monitored on a regular basis. The CTE teacher refers all concerns regarding eligibility to the campus principal and the Coordinator of CCMR for interpretation and resolution.

CTE programs are held to local, state, and federal standards.

- Compliance with policies and procedures is critical to success. Compliance concerns are reported to the campus principal, Coordinator of CCMR, and any other district level personnel that may need to have knowledge of such issues.

Expectations of the Career and Technical Education Teacher In Regards to Servicing Special Education Students

- CTE teachers should provide a classroom environment that is conducive to learning for all students.
- Planning for students with disabilities who will participate in CTE programs should include a coherent sequence of courses in career and technical education.
- CTE teachers should work cooperatively with the Special Education staff and as needed to assist special education students with a smooth transition.
- CTE teachers are expected to attend and actively participate in IEP/ARD meetings as requested.
- CTE teachers are expected to comply with all local, state, and federal regulations as it pertains to serving special education students.

Section 2

Academics

Programs of Study

Programs of study (POS) are course sequences that prepare students with the knowledge and skills necessary for success in their chosen career. These sequences embed relevant, real-world experiences and culminate in a postsecondary credential.

Perkins V describes a program of study as a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging state academic standards
- Addresses academic, technical, and employability skills
- Aligns with the needs of industries in the state, regional, and/or local economy
- Progresses in specificity, beginning with all aspects of industry and leading to more occupation specific instruction
- Has multiple entry and exit points that incorporate credentialing
- Culminates in the attainment of a recognized postsecondary credential

To emphasize technical attainment, students are encouraged to take coherent sequences of courses that increase in content specificity. CTE concentrators are students who have completed two or more courses for at least two credits within a program of study. CTE completers are students who have completed three or more courses for four or more credits, with at least one advanced course within a program of study. An advanced course is a course from level three or four.

LEA PROGRAMS OF STUDY

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-programs-of-study>



Manufacturing Career Cluster

Revised – March 2024

The Manufacturing career cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and process engineering. This career cluster includes occupations ranging from Welder and Machinist to Industrial Engineering Technician, and Semi-Conductor Processing Technician.

Statewide Program of Study: Manufacturing Technology

The Manufacturing Technology program of study focuses on occupational and educational opportunities associated with the development and use of automatic and computer-controlled machines, tools, and robots that perform work on metal or plastic. It includes exploration of a variety of machine tools that are used to produce precision parts and instruments. This program of study addresses how to modify parts to make or repair machine tools or maintain individual machines, and how to use hand-welding or flame-cutting equipment.



Secondary Courses for High School Credit

- | | |
|----------------|---|
| Level 1 | <ul style="list-style-type: none">Principles of ManufacturingPrinciples of Applied EngineeringBlueprint Reading for Manufacturing Applications |
| Level 2 | <ul style="list-style-type: none">Diversified Manufacturing IOccupational Safety and Environmental Technology IMetal Fabrication and Machining I |
| Level 3 | <ul style="list-style-type: none">Diversified Manufacturing IIOccupational Safety and Environmental Technology IIComputer Integrated Manufacturing (PLTW)Precision Metal Manufacturing IMetal Fabrication and Machining II |
| Level 4 | <ul style="list-style-type: none">Precision Metal Manufacturing IIPrecision Metal Manufacturing II + Precision Metal Manufacturing II LabOccupational Safety and Environmental Technology IIIPracticum in ManufacturingPracticum in Manufacturing + Extended Practicum in ManufacturingCareer Preparation for Programs of StudyCareer Preparation for Programs of Study + Extended Career Preparation |



Postsecondary Opportunities



Associate Degrees

- Industrial Technology
- Instrumentation Technology
- Manufacturing Engineering Technology
- Machine Shop Technology

Bachelor's Degrees

- Engineering/Industrial Management
- Industrial Engineering
- Mechanical Engineering Technology
- Manufacturing Engineering

Master's, Doctoral, and Professional Degrees

- Mechanical Engineering
- Engineering/Industrial Management
- Industrial Engineering
- Engineering



Health Science Career Cluster

Revised–Oct 2024

The Health Science career cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. This career cluster includes occupations ranging from medical assistant, registered nurse, and physical therapist to forensic science technician and athletic trainer.

Statewide Program of Study: **Nursing Science**

The Nursing Science program of study focuses on occupational and educational opportunities associated with patient care. This program of study includes the practice of caring for patients, performing routine procedures such as monitoring vital signs, developing, and implementing care plans, maintaining medical records, and managing disease or pain.



Secondary Courses for High School Credit

- | | |
|----------------|--|
| Level 1 | <ul style="list-style-type: none">Principles of Health SciencePrinciples of Nursing Science |
| Level 2 | <ul style="list-style-type: none">Science of NursingMedical Terminology |
| Level 3 | <ul style="list-style-type: none">Health Science TheoryHealth Science Theory + Health Science ClinicalAnatomy and PhysiologyMedical MicrobiologyLeadership and Management in NursingClinical Ethics |
| Level 4 | <ul style="list-style-type: none">PathophysiologyPharmacologyPracticum in NursingPracticum in Health SciencePracticum in Health Science + Extended Practicum in Health ScienceCareer Preparation for Programs of StudyCareer Preparation for Programs of Study + Extended Career Preparation |



Example Postsecondary Opportunities

Apprenticeships

- Registered Nurse Resident

Associate Degrees

- Medical Assisting
- Vocational Nursing

Bachelor's Degrees

- Registered Nursing
- Nursing Administration

Master's, Doctoral, and Professional Degrees

- Nursing Administration
- Nursing Science

Additional Stackable IBCs/License

- Certified Emergency Nurse





Transportation, Distribution, and Logistics Career Cluster

The Transportation, Distribution, and Logistics career cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance. This career cluster includes occupations ranging from automotive mechanic, avionics technician, and automotive entrepreneur to pilots and logistics planning professionals.

Statewide Program of Study: Automotive and Collision Repair

The Automotive and Collision Repair program of study focuses on the occupational and educational opportunities associated with servicing, repairing, and refinishing various types of vehicles. This program of study includes diagnosing and servicing vehicles and learning about processes, technologies, and materials used in reconstructing vehicles.



Secondary Courses for High School Credit

- | | |
|----------------|--|
| Level 1 | <ul style="list-style-type: none"> Principles of Transportation Systems Basic Collision Repair and Refinishing Small Engine Technology I |
| Level 2 | <ul style="list-style-type: none"> Introduction to Transportation Technology Small Engine Technology II Occupational Safety and Environmental Technology I Automotive Basics Collision Repair Collision Repair + Advanced Transportation Systems Laboratory Entrepreneurship I |
| Level 3 | <ul style="list-style-type: none"> Energy and Power of Transportation Systems Automotive Technology I: Maintenance and Light Repair Paint and Refinishing Paint and Refinishing + Advanced Transportation Systems Laboratory |
| Level 4 | <ul style="list-style-type: none"> Automotive Technology II: Automotive Service Automotive Technology II: Automotive Service + Advanced Transportation Systems Laboratory Customer Service Representative (TBD) Practicum in Transportation Systems Practicum in Transportation Systems + Extended Practicum in Transportation Systems Practicum in Entrepreneurship Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship Career Preparation for Programs of Study Career Preparation for Programs of Study + Extended Career Preparation |



Example Postsecondary Opportunities

Apprenticeships

- Automotive Technician Apprenticeship



Associate Degrees

- Automobile/Automotive Mechanics Technology
- Autobody/Collision and Repair Technology

Bachelor's Degrees

- Autobody/Collision and Repair Technology
- Heavy Equipment Maintenance Technology

Additional Stackable IBCs/License

- Automobile and Light Truck Certification (A1 – A9)



Example Aligned Occupations

Automotive Service

INDUSTRY-BASED CERTIFICATIONS

Work-Based Learning is infused into several TEA initiatives. These initiatives aim to support students' career development and leverage work-based learning as an opportunity to support students in informed career decision making and career preparation. These initiatives include:

- [GEAR UP](#)
- College and Career Readiness School Model: [P-TECH Blueprint \(Benchmark 5\)](#)
- College and Career Readiness School Model: [T-STEM Blueprint \(Benchmark 5\)](#)
- [Effective Advising Framework](#)
- [Texas Regional Pathways Network \(TRPN\)](#)

<https://www.txcte.org/>

IBCs as defined by TEA: A certification is a validation that an individual possesses certain industry specific skills. Industry-based certifications (IBCs) are related to a career cluster or occupation and measured against a set of accepted standards. An occupation may have multiple certifications with varying levels of expertise. An individual earns a certification by successfully completing an assessment. Certifications are validated through a certifying entity, usually an organization such as a trade association or industry-approved testing entity, not a secondary school or institute of higher education (IHE).

Criteria used by TEA to determine whether a certification is an IBC are:

- Is it industry recognized & valued?
- Is it attainable for a high school student?
- Is it portable?
- Is it provided by a recognized third-party entity?
- Is it considered capstone or end-of-program?

More information regarding the current IBC list, qualifications, and certifying entities can be found at <https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/industry-based-certification-resources>.

Level 1 Certificates

Program of Study	Industry-Based Certification
Construction Management and Inspection	Construction Inspection
Technician Automotive and Collision Repair	Engine Analysis Technician
Welding	Welding 1 Basic

CURRICULUM & RESOURCES

CTE TEKS

SECTION 3

CTE POLICIES & PROCEDURES

CERTIFICATIONS

To become a certified teacher in Texas a candidate must meet the following requirements:

1. Hold a bachelor's degree from a Texas Higher Education Coordinating Board (THECB) accredited college or university. Note: Health Science and Trades/Industrial Education certifications are exempt from the bachelor's degree requirement
2. Complete an approved Educator Preparation Program (either through university program or alternative certification program), depending upon whether a degree is already held.
3. Pass the appropriate certification exams
4. Submit a State application
5. Complete fingerprinting

Specific course certification requirements can be found through Texas Education Agency chapter 231.

PROFESSIONAL ORGANIZATIONS

ARD COMMITTEE

In Texas, the Texas Administrative Code -

<http://www.tea.state.tx.us/rules/tac/chapter075/ch75bb.html> scroll

to §75.1023 (d)(1) mandates that the ARD committee shall include a representative from career and technology education, preferably the teacher, when considering initial or continued placement of a student in career and technical education. An ARD committee member, including a member described in this subsection, is not required to attend an ARD committee meeting if the conditions of 34 Code of Federal Regulations (CFR), §300.321(e)(1), regarding attendance, or 34 CFR, §300.321(e)(2), regarding excusal, have been met.

Duties of a LEA CTE teacher in an ARD committee meeting:

- Make sure that the student has equal access to appropriate CTE classes
- To provide information on different pathways and courses that fit their interests and post-secondary goals
- To provide input on how the student is performing in your class (if current student)
- Come prepared with information about the student (if current student)
- Bring a chart and/or have knowledge of CTE course sequences and pathways
- Fill out the teacher input form provided by the case manager
- Clarify any misunderstandings from the parent, student, or ARD committee members
- Provide feedback regarding programs of study and endorsements
- Voice your concerns about the committee's decisions during the meeting so that they are recorded in the ARD minutes.
- Be sure and voice your comments and/or concerns during the meeting so that they are recorded in the ARD minutes

Individual Education Program Process (IEP)

When a Career and Technical Education course is being considered for a student with an IEP:

The Commissioner's Rules Concerning Career and Technical Education states the following:

An individual who is a member of a special population as defined in 20 United States Code (USC), §2302(29), shall be provided career and technical education in accordance with all applicable federal law and regulations, state statutes, and rules of the State Board of Education (SBOE) and commissioner of education. A student with a disability shall have access to career and technical education in accordance with the provisions of the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, 20 USC, §§1400- 1491o, and implementing regulations, state statutes, and rules of the SBOE and commissioner of education relating to services to students with disabilities. A student with a disability shall be instructed in accordance with the student's individualized education program (IEP) in the least restrictive environment, as determined by the admission, review, and dismissal (ARD) committee. If a student is unable to receive a free appropriate public

education (educational benefit) in a regular career and technical education program, using supplementary aids and services, the student may be served in separate programs designed to address the student's occupational/training needs, such as career and technical education for students with disabilities programs.

1. The committee shall include a representative from career and technical education, when considering initial or continued placement of a student in Career and Technical Education.
2. Planning for students with disabilities shall be coordinated among Career and Technical Education, special education, and state rehabilitation agencies and should include a coherent sequence of courses.
3. A school district shall monitor to determine if the instruction being provided to students with disabilities in Career and Technical Education classes is consistent with the IEP's developed for the students.
4. A school district shall provide supplementary services that each student with a disability needs to successfully complete a career and technical education program such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.
5. A school district shall help fulfill the transitional service requirements of the IDEA of 2004, 20 USC, §§1400-1491o, and implementing regulations, state statutes, and rules of the commissioner of education for each student with a disability who is completing a coherent sequence of career and technical education courses.
6. When determining placement in a career and technical education classroom, the ARD committee shall consider a student's graduation plan, the content of the IEP, including the consideration of transition services, and classroom supports. Enrollment numbers should not create a harmful effect on student learning for a student with or without disabilities in accordance with the provisions in the IDEA of 2004, 20 USC, §§1400- 1491o, and its implementing regulations.

SECTION 4

CAREER & TECHNICAL STUDENT ORGANIZATIONS

GENERAL CTSO INFORMATION

Perkins defines CTSOs as “...an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.” The State of Texas and the Texas Education Agency also recognizes the value of career and technical student organizations by emphasizing the importance of “participation by students and teachers in activities of career and technical student organizations supported by the agency and the State Board of Education (Sec. 29.182).” Additionally, for all CTE courses (19 TAC Chapter 127 Career Development and 19 TAC Chapter 130 Career and Technical Education) the TEKS (b)(4) states “Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.”

CTSOs are considered a co-curricular part of CTE programs. These organizations provide students with opportunities to continue their learning through competitions, leadership development opportunities, scholarship opportunities, and networking with professionals. Every program study has a state approved CTSO.

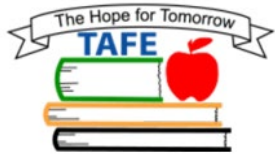
WHY IS IT IMPORTANT?

Integrated chapter activities improve the effectiveness of every career & technical education program and help students become more successful and employable. CTSO’s, classroom instruction and/or supervised on-the-job training are components of the total CTE program and should be directly related to each other. They help to tie together the existing curriculum. The activities of a chapter should be part of the learning experiences planned for any career & technical education class.

Even though skills are taught at all levels of career & technical education, those attitudes and values that promote employability are often a neglected part of career & technical education courses. These skills and attitudes that are developed through participation in chapter activities include:

- getting along with co-workers
- respecting authority
- accepting criticism
- respecting the rights and dignity of others
- meeting deadlines
- working with supervisors
- taking directions
- communicating clearly
- taking initiative
- being punctual
- assuming responsibility
- building self-confidence
- assertiveness

CTSO SPONSORS

Logo	Name of Organization & Affiliated Program(s) of Study	Advisor(s)
	<u>TAFE</u>	
	<u>FBLA</u>	
	<u>TSA</u>	
	<u>BPA</u>	
	<u>FCCLA</u>	
	<u>FFA</u>	

	<u>HOSA</u>	
	<u>SkillsUsa</u>	

SECTION 5

TRAVEL PROCEDURES

Career & Technical Student Organizations (CTSO's) Travel Guidelines

The district devotes funds to pay for student activity advancement past the first round of competition for TEA recognized CTSO's – Business Professionals of America, DECA, Future Business Leaders of America, Family Career and Community Leaders of America, Health Occupations Students of America, SkillsUSA, Texas Association of Future Educators, Future Farmers of America and Technology Student Association. Campus budgets are to be utilized to their fullest extent in planning a regular season of participation and to supplement campus and program budgets for advancement of student programs. All funding requests must be approved by the Director of CTE before the event.

The following guidelines must be adhered to by all CTSO's:

1. Funding Requests must be submitted three (3) weeks prior to the event and approval will be determined upon availability of funds.
2. Only students that qualify for advancement will be funded. Students must advance to the state contest by competing successfully at the district/area/regional contest. All high school students must participate in the entry-level contest and qualify to advance to the next level in order for the CTE department to pay their expenses. All CTSO advisors must submit the official results to the CTE office as soon as possible after the event.
3. Alternates that move up to advancing will only be considered if they meet the three (3) weeks requirement.
4. Open events &/or projects do not qualify for funding or advancing to the state or national level.
5. All travel must be in accordance with district policy and be approved by campus level administration through Eduphoria before submission of the Career & Technical Education CTSO Funding Request Form.
6. A ratio of 1 teacher to 20 students will be funded unless otherwise approved by the CTE Director. If the conference takes place during the summer, the teacher may be eligible to use the conference as one of their exchange days pending approval by their principal.

7. Non-district chaperones must be approved through the district Criminal Records Check process (See Criminal History Checks for Employee and Volunteers) prior to travel.
8. Transportation will be provided in district-owned or rented vehicles. Students will not be transported in personal vehicles. In certain instances, parents will be allowed to provide/approve transportation for their individual students.
9. Election of a state/national office holder will be considered as qualifying for advancement. Voting delegates will not be considered as qualifying for advancement.
10. In order to support the district initiative of 100% participation, CTE will reimburse activity funds up to \$500 for the first round of competition. The travel will go through the campus bookkeepers and then receipts should be sent to the CTE Bookkeeper for reimbursement.