

Education Board Meeting
Friday, April 4, 2025 9:00 AM

Conference Room 3340
1015 Norwood Park Blvd.
Austin, TX 78753

Agenda

- I. CALL TO ORDER
- II. ESTABLISH A QUORUM
- III. PUBLIC COMMENT - Tex Gov't Code 551.007
- IV. CONSENT AGENDA
 - A. February 7,2025, Meeting Minutes
 - B. Instructional Materials Certification
 - C. Investment of Funds Policy
 - D. Module 2 (Instructional) Policies
 - E. 2025/26 SY Innovative Courses
- V. DISCUSSION/ACTION ITEMS
 - F. Review and Approve 2025/26 SY Calendars
- VI. EXECUTIVE SESSION
 - G. Superintendent Evaluation
- VII. RECONVENE IN OPEN SESSION
 - H. Approve Superintendent Evaluation
- VIII. SUPERINTENDENT REPORT
 - I. Celebrating Our Stories
 - J. Draft 25/26 SY Budget, Lisa Dennis
- IX. ADJOURN MEETING

Certification of Provision of Instructional Materials Survey 2025–26

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Survey Pre-Work

2025–26 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2025–26 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2025–26 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2025–26 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2025–26 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2025–26 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2025–26 Survey and upload of the ratified Certification 2025–26 Form.

TEA recommends that LEAs complete these steps by **May 1, 2025**. The Certification 2025–26 Form can be accessed at the following link on the [Certification of Provision of Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 28, 2025, and is scheduled to reopen on May 15, 2025. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2025.**

Certification 2025–26 Survey submissions received after May 15, 2025, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the Certification Process for 2025–26

1. **Review the Certification 2025–26 Form:** Print the fillable TEKS Certification 2025–26 Form found on the [Certification of Provision of Instructional Materials webpage](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2025–26 Form:** Complete the TEKS Certification 2025–26 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2025–26 Form** by the LEA's board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2025–26 Survey:** Complete the online Certification 2025–26 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2025–26 Form from Step 4. The survey will be open for submissions beginning Monday, March 17, 2025, and will be located on the [Certification of Provision of Instructional Materials webpage](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2025–26 Process on *Monday, March 24th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours to support LEAs with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 31st at 11:00 a.m. CDT | [Register on Zoom](#)
 - Thursday, April 3rd, at 11:00 a.m. CDT. | [Register on Zoom](#)
- To facilitate completion of this year's submission, LEAs may request a copy of their previous year's submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2025–26 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

You can find a list instructional materials on the [Certification of Provision of Instructional Materials webpage](#).

Certification 2025–26 Survey

Background Information

QUESTION 1.0: Name of person completing this form

M. Megan Hart

QUESTION 1.1: Your email address

mary.hart@excelcenterhighschool.org

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

13

QUESTION 2.1: LEA Name and Number

The Excel Center (for Adults) - 227827

QUESTION 2.2: Superintendent's Name

Theresa Rappaport

QUESTION 2.3: Superintendent's email address

Theresa.rappaport@excelcenterhighschool.org

QUESTION 2.4: School board president's or governing body's name

Rob Neville

QUESTION 2.5: School board president's or governing body's email address

rob.neville@gxctx.org

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

04/04/2025

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the LEA level and generally consistent across classrooms?

Yes

No

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2025-26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

N/A: Our LEA includes only grades 9-12

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/ or Phonics grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA and/ or Phonics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

n/a

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Reading Language Arts, Edition 1* (grades K–5) in their classroom on a regular basis?

n/a

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Foundational Skills, Edition 1* (grades K–3) in their classroom on a regular basis?

n/a

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

N/A: Our LEA includes only grades 9-12

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

n/a

QUESTION 7.1:

(If above answer includes *Aprendizaje Bluebonnet* pilot instructional materials instructional materials):

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet artes del lenguaje y lectura, piloto* (grados K-5) in their classroom on a regular basis?

n/a

QUESTION 7.2:

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet destrezas fundamentales, piloto* (grados K-2) in their classroom on a regular basis?

n/a

English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

N/A: Our LEA includes only grades 9-12

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

n/a

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.

Yes

No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9-12 full-subject and/or supplemental publisher(s)/ product(s) used:

Study Sync: Texas is used as a full-subject instructional material for all classes. Edmentum's Learning Path is used as a curriculum supplement for personalized skills-mastery instruction.

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the LEA level and generally consistent across classrooms?

Yes

No

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2025-26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

N/A: Our LEA includes only grades 9-12

Mathematics K-5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

n/a

QUESTION 14.1:

(If above answers include *Bluebonnet Learning* instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning, Edition 1 (grades K–5) in their classroom on a regular basis?

n/a

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

N/A: Our LEA includes only grades 9-12

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

n/a

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

n/a

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Edmentum TEKS-based Courseware

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

Are instructional materials for social studies managed at the LEA level and generally consistent across classrooms?

Yes

No

Social Studies K–5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

N/A: Our LEA includes only grades 9-12

Social Studies K–5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

n/a

Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 N/A: Our LEA includes only grades 9-12

Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

n/a

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

n/a

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

Are instructional materials for science managed at the LEA level and generally consistent across classrooms?

- Yes
 No

Science K-5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2025-26, will your LEA provide materials to cover 100% of the **science TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 N/A: Our LEA includes only grades 9-12

Science K-5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

n/a

Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 N/A: Our LEA includes only grades 9-12

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

n/a

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Glencoe Biology, Chemistry, and Physics

Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 33.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, Instructional Materials Review and Approval (IMRA) Cycle 2024 reports to inform local decisions related to instructional materials adoption?

(Note: IMRA replaced the State Board of Education's Proclamation process and the Texas Resource Review (TRR))

Yes

No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

English Reading Language Arts

Spanish Reading Language Arts

English Phonics

Spanish Phonics

Mathematics

QUESTION 35.2:

On a scale from 0 to 10, how effectively do you believe the IMRA reports support LEA adoption of high-quality instructional materials? 0 (Not at all) to 10 (Extremely effectively)*

0.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="ExactPath by Edmentum"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Las Links"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			

Certification 2025–26 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills:

[multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages Other Than English
- None

District County Number (6-digit ID):

227827

District Name:

The Excel Center (for adults)

Date of Ratification by Local School Board of Trustees or Governing Body:

4/4/2025

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan the last page of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey.

PG-5.320: Investment of funds

Sec. 1. PURPOSE OF POLICY.

Through this policy, the Board of Directors (hereafter, the “Board”) of Goodwill Central Texas doing business as The Excel Center for Adults (hereafter, the “Excel Center”) shall address the legal requirements, as applicable, promulgated at:

- (a) Texas Business Organizations Code (“Tex. Bus. Org. Code”) Sections 3.101 and 22.201;
- (b) Texas Education Code (“Tex. Ed. Code”) Section 12.1053(b)(3);
- (c) Texas Government Code (“Tex. Gov’t. Code”) Sections 2256.009 through 2256.016;
- (d) Texas Administrative Code, Title 19 (“19 TAC”), §100.1045; and
- (e) Financial Accountability System Resource Guide (“FASRG”).

Additionally, through this policy, the Board shall address best practices adopted by public schools.

Sec. 2. AUTHORITY OVER FISCAL MATTERS.

Sec. 2.1. In accordance with state law, the Board has primary and ultimate authority over fiscal matters. If a matter or decision-making process is not addressed in this or other duly adopted policies of the Board, authority rests with the Board. In the event of a conflict between this policy and any other Board policy, such conflict shall be brought to the Board for resolution. Refer to the Board’s Policy relating to its Authority Over Fiscal Matters (the “Controlling Policy”) for requirements applicable to this policy.

Sec. 2.2. The Investment Officer(s), as defined in Sec. 3.2 of the Controlling Policy, shall report to the Board any business arrangement or transaction with an individual that is an officer, as defined in Sec. 5 of the Controlling Policy, and any conflicted,¹ interested² or related³ party, as defined in other Board policy or applicable law. The Excel Center and its officers may not enter into a business arrangement or conduct a transaction in such a manner so as to circumvent this requirement.

Sec. 2.3. As established in Sec. 4 of the Controlling Policy, where the Investment Officer is authorized to confer authority to a designee (as denoted by the phrase “or designee”), the Investment Officer may confer such authority to a single designee.

¹ Tex. Ed. Code § 12.1054; 19 TAC §§ 100.1131 through 100.1135

² 19 TAC § 100.1047(f)

³ Tex. Ed. Code § 12.1166

Sec. 3. INVESTMENT OFFICER

Sec. 3.1. For purposes of this policy, the Delegates (as defined in Sec. 3(b) of the Controlling Policy), Excel Director of Finance is the designated investment officer (hereafter, the “Investment Officer”). In this capacity, the Investment Officer will be responsible for investment decisions and activities.

Sec. 3.2. The Investment Officer shall receive training as follows:

- (a) Attend at least ten (10) hours of initial Public Funds Investment Act (“PFIA”) training within the first twelve (12) months after being designated an Investment Officer;
- (b) Attend at least eight (8) hours of PFIA-related investment officer training every two (2) years after the initial training upon being designated an Investment Officer; and
- (c) Ensure that the training attended includes training on diversification of the investment portfolio.

Sec. 3.3. Training periods will run concurrently with the fiscal year starting July 1st and ending June 30th.

Sec. 3.4. The training requirement of Sec 3.2 is waived if Excel Center has only interest-bearing depository accounts, certificates of deposit or both.

Sec. 3.5. Notwithstanding that the PDIA statutory training requirements are not applicable to charter schools, the Board and the Investment Officer shall implement a professional development and training plan for best practices related to investments of public funds.

Sec. 4. INVESTMENT OBJECTIVES.⁴

In general, the Board and Investment Officer shall observe, in the priority order listed in this Sec. 3, the following objectives when investing funds:

- (a) Preservation and safety of principal;
- (b) Avoidance of speculative investments;
- (c) Liquidity;
- (d) Diversification; and
- (e) Yield.

⁴ 19 TAC §100.1045(c)(1)

Sec. 5. ACCOUNT MAINTENANCE.⁵

The Investment Officer shall ensure that investments are maintained in discrete and distinct accounts that separate funds pertaining to non- Excel Center activities, functions, programs and services from public funds.

Sec. 6. INVESTMENT RECORDS.⁶

The Investment Officer shall ensure that the Excel Center creates and maintains accurate and complete records of any and all investments of Excel Center funds.

Sec. 7. CONTRACTUAL CONSIDERATIONS.⁷

The Investment Officer shall ensure that investments are made in accordance with any applicable provision or covenant contained in a debt instrument, bond indenture, or similar agreement.

Sec. 8. AUTHORIZED INVESTMENTS.

The Board and Delegate or designee may purchase, sell and invest public funds in the following authorized investments.⁸

Sec. 8.1. Obligations of or Guaranteed by a Governmental Entity.⁹ Except as provided by Sec. 8.2 of this policy, the following are authorized investments under this subsection.

- (a) Obligations, including letters of credit, of the United States or its agencies and instrumentalities, including the Federal Home Loan Banks.
- (b) Direct obligations of the State of Texas or its agencies and instrumentalities.
- (c) Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States.
- (d) Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, the State of Texas, the United States, or their respective agencies or instrumentalities, including obligations that are fully

⁵ 19 TAC §100.1045(b)(2)

⁶ Tex. Bus. Org. Code §22.352(a); Tex. Ed. Code §12.115(a)(2); 19 TAC §§ 100.1033(c)(1)(A)(vi)100.1047(b)(1)

⁷ 19 TAC §100.1045(b)(3)

⁸ Tex. Ed. Code §12.1053(b)(3)

⁹ Tex. Gov't. Code §2256.009(a)

guaranteed or insured by the Federal Deposit Insurance Corporation (“FDIC”) or by the explicit full faith and credit of the United States.

- (e) Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent.
- (f) Bonds issued, assumed, or guaranteed by the State of Israel.
- (g) Interest-bearing banking deposits that are guaranteed or insured by:
 - (1) the FDIC or its successor; or
 - (2) the National Credit Union Share Insurance Fund (“NCUSIF”) or its successor.
- (h) Interest-bearing banking deposits other than those described by (g) above if:
 - (1) the funds invested in the banking deposits are invested through:
 - (A) a broker with a main office or branch office in the State of Texas that the Excel Center selects from a list the Board, or, if so designated, an investment committee, adopts as required by Tex. Gov’t. Code §2256.025; or
 - (B) a depository institution with a main office or branch office in the State of Texas that the Excel Center selects;
 - (2) the broker or depository institution selected as described by (h)(1) arranges for the deposit of the funds in the banking deposits in one or more federally insured depository institutions, regardless of where located, for the Excel Center’s account;
 - (3) the full amount of the principal and accrued interest of the banking deposits is insured by the United States or an instrumentality of the United States; and
 - (4) the Excel Center appoints as its custodian of the banking deposits issued for the Excel Center’s account:
 - (A) the depository institution selected as described by (h)(1);
 - (B) an entity described by Tex. Gov’t. Code §2257.041(d); or

- (C) a clearing broker dealer registered with the Securities and Exchange Commission (“SEC”) and operating under SEC Rule 15c3-3.

Sec. 8.2. Prohibited Investments.¹⁰ The following investments are prohibited.

- (a) Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal.
- (b) Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest.
- (c) Collateralized mortgage obligations that have a stated final maturity date of greater than ten (10) years.
- (d) Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Sec. 8.3. Certificates of Deposit and Share Certificates.¹¹ A certificate of deposit or share certificate is an authorized investment under this policy if the certificate is issued by a depository institution that has its main office or a branch office in the State of Texas and is:

- (a) guaranteed or insured by the FDIC or its successor or the NCUSIF or its successor;
- (b) secured by obligations authorized in Sec. 8.1 of this policy, including mortgage-backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates, excluding those mortgage backed securities of the nature described by Sec. 8.2 of this policy; or
- (c) secured accordance with Tex. Gov’t. Code Chapter 2257 or in any other manner and amount provided by law for deposits of the Excel Center.

Sec. 8.4. Other Authorized Form for Certificates of Deposit and Share Certificates.¹² An investment in a certificate of deposit is authorized under this subsection if it is made under the following conditions:

- (a) the funds are invested by the Excel Center entity through;

¹⁰ Tex. Gov’t. Code §2256.009(b)

¹¹ Tex. Gov’t. Code §2256.010(a)

¹² Tex. Gov’t. Code §2256.010(b)

- (1) a broker that has its main office or a branch office in the State of Texas and is selected from a list adopted by the Excel Center in accordance with Tex. Gov't. Code §2256.025; or
 - (2) a depository institution that has its main office or a branch office in the State of Texas and that is selected by the Excel Center;
- (b) the broker or the depository institution selected by the Excel Center under (a)(1) above arranges for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the Excel Center;
 - (c) the full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States; and
 - (d) the Excel Center appoints the depository institution selected by the Excel Center under (a)(1) above, an entity described by Tex. Gov't. Code §2257.041(d), or a clearing broker-dealer registered with the SEC and operating pursuant to SEC Rule 15c3-3 as custodian for the Excel Center with respect to the certificates of deposit issued for the account of the Excel Center.

Sec. 8.5. Repurchase Agreements.¹³ A fully collateralized repurchase agreement is an authorized investment under this subsection if the repurchase agreement:

- (a) has a defined termination date;
- (b) is secured by a combination of cash and obligations authorized at Sec. 8.1(a) or 8.8 of this policy;
- (c) requires the securities being purchased by the Excel Center or cash held by the Excel Center to be pledged to the Excel Center, held in the Excel Center's name, and deposited at the time the investment is made with the Excel Center or with a third party selected and approved by the Excel Center; and
- (d) is placed through a primary government securities dealer, as defined by the Federal Reserve, or a financial institution doing business in the State of Texas.

Sec. 8.5.1. *Repurchase Agreement Defined.* For purposes of this policy, “repurchase agreement” means a simultaneous agreement to buy, hold for a specified time, and sell back at a future date obligations described under Sec. 8.1(a) or 8.8 of this policy, at a market value at the time the funds

¹³ Tex. Gov't. Code §2256.011

are disbursed of not less than the principal amount of the funds disbursed. The term includes a direct security repurchase agreement and a reverse security repurchase agreement.

Sec. 8.5.2. *Term of Agreement.* The term of any reverse security repurchase agreement may not exceed ninety (90) days after the date the reverse security repurchase agreement is delivered.

Sec. 8.5.3. *Use of Invested Funds.* Money received by the Excel Center under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement.

Sec. 8.6. Securities Lending Programs.¹⁴ A securities lending program is an authorized investment if it meets the following conditions:

- (a) the value of the securities loaned is at least 100% collateralized, including accrued income;
- (b) a loan made under the program must allow for termination at any time;
- (c) a loan made under the program is secured by:
 - (1) pledged securities described in Sec. 8.1 of this policy;
 - (2) pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state and continuously rated by at least one nationally recognized investment rating firm at not less than “A” or its equivalent; or
 - (3) cash invested in accordance with Sec. 8.1, 8.8, 8.9, or 8.11 of this policy;
- (d) the terms of the loan require that the securities being held as collateral be:
 - (1) pledged to the Excel Center;
 - (2) held in the Excel Center’s name; and
 - (3) deposited at the time the investment is made with the Excel Center or with a third party selected or approved by the Board;
- (e) the loan is placed through a primary government securities dealer, as defined at 5 CFR §6801.102(f), as that regulation existed on September 1, 2003, or a financial institution doing business in the State of Texas; and

¹⁴ Tex. Gov’t. Code §2256.0115

- (f) the agreement to lend securities has a term of one year or less.

Sec. 8.7. Banker's Acceptances.¹⁵ A banker's acceptance is an authorized investment if it:

- (a) has a stated maturity of 270 days or fewer from the date of its issuance;
- (b) will be, in accordance with its terms, liquidated in full at maturity;
- (c) is eligible for collateral for borrowing from a Federal Reserve Bank; and
- (d) is accepted by a bank organized and existing under the laws of the United States or any state, if the short-term obligations of the bank, or of a bank holding company of which the bank is the largest subsidiary, are rated not less than "A-1" or "P-1" or an equivalent rating by at least one nationally recognized credit rating agency.

Sec. 8.8. Commercial Paper.¹⁶ Commercial paper is an authorized investment if it:

- (a) has a stated maturity of 365 days or fewer from the date of issuance; and
- (b) is rated not less than "A-1" or "P-1" or an equivalent rating by at least two (2) nationally recognized credit rating agencies or one (1) nationally recognized credit rating agency and is fully secured by an irrevocable letter of credit issued by a bank organized and existing under the laws of the United States or any state.

Sec. 8.9. Mutual Funds.

Sec. 8.9.1. *No-load Money Market Mutual Funds*.¹⁷ No-load money market mutual funds are an authorized investment if they:

- (a) are registered with and regulated by the SEC;
- (b) provide the Excel Center with a prospectus and other information required by the Securities and Exchange Act of 1934 (United States Code, Title 15 ("15 USC), Section 78a, et seq.) or the Investment Company Act of 1940 (15 USC §80a-1, et seq.); and
- (c) complies with federal SEC Rule 2a-7 (17 CFR §270.2a-7), promulgated under the Investment Company Act of 1940 (15 USC §80a-1 et seq.).

¹⁵ Tex. Gov't. Code §2256.012

¹⁶ Tex. Gov't. Code §2256.013

¹⁷ Tex. Gov't. Code §2256.014(a)

Sec. 8.9.2. *No-load Mutual Funds*.¹⁸ No-load mutual funds are an authorized investment if they:

- (a) are registered with the SEC;
- (b) have an average weighted maturity of less than two (2) years; and
- (c) have a duration of one (1) year or more and either:
 - (1) is invested exclusively in obligations approved under Tex. Gov't. Code, Chapter 2256, Subchapter A; or
 - (2) the investment portfolio is limited to investment grade securities, excluding asset-backed securities.

Sec. 8.9.3. *Prohibited Investments*.¹⁹ The Excel Center may not invest:

- (a) in the aggregate more than 15% of its monthly average fund balance, excluding bond proceeds and reserves and other funds held for debt service, in no-load mutual funds;
- (b) any portion of bond proceeds, reserves, and funds held for debt service, in no-load market mutual funds; or
- (c) its funds or funds under its control, including bond proceeds and reserves and other funds held for debt service, in any one mutual fund described under Sec. 8.9.1 and 8.9.2 of this policy in an amount that exceeds 10% of the total assets of the mutual fund.

Sec. 8.10. Guaranteed Investment Contracts.²⁰ A guaranteed investment contract is an authorized investment for bond proceeds if the guaranteed investment contract:

- (a) has a defined termination date;
- (b) is secured by obligations authorized under Sec. 8.1(a) of this policy, excluding those obligations described by Sec. 8.2 of this policy, in an amount at least equal to the amount of bond proceeds invested under the contract; and
- (c) is pledged to the Excel Center and deposited with the Excel Center or with a third party selected and approved by the Board.

¹⁸ Tex. Gov't. Code §2256.014(b)

¹⁹ Tex. Gov't. Code §2256.014(c)

²⁰ Tex. Gov't. Code §2256.015

Sec. 8.10.1. *Qualifying Requirements.* To be eligible as an authorized investment, the following requirements must be met.

- (a) The Board specifically authorizes the guaranteed investment contract as an eligible investment in a resolution authorizing the issuance of bonds.
- (b) The Excel Center must receive bids from at least three (3) separate providers with no material financial interest in the bonds from which the proceeds were received.
- (c) The Excel Center must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received.
- (d) The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested.
- (e) The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Sec. 8.10.2. *Limitation to Contract Term.* Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five (5) years from the date of issuance of the bonds.

Sec. 8.11. Investment Pools.²¹ An investment pool is an authorized investment if:

- (a) the Board authorizes the investment in the particular pool through policy or resolution; and
- (b) the investment pool only invests the funds that it receives in the investments authorized under Tex. Gov't. Code Chapter 2256, Subchapter A.

Sec. 8.11.1. *Receipt of Required Disclosure.* In order to invest in an investment pool, the Investment Officer must receive an offering circular or other similar disclosure instrument containing, at a minimum, the following information:

- (a) the types of investments in which money is allowed to be invested;
- (b) the maximum average dollar-weighted maturity allowed, based on the stated maturity date, of the pool;
- (c) the maximum stated maturity date any investment security within the portfolio has;

²¹ Tex. Gov't. Code §2256.016

- (d) the objectives of the pool;
- (e) the size of the pool;
- (f) the names of the members of the advisory board of the pool and the dates their terms expire;
- (g) the custodian bank that will safekeep the pool's assets;
- (h) whether the intent of the pool is to maintain a net asset value of one dollar and the risk of market price fluctuation;
- (i) whether the only source of payment is the assets of the pool at market value or whether there is a secondary source of payment, such as insurance or guarantees, and a description of the secondary source of payment;
- (j) the name and address of the independent auditor of the pool;
- (k) the requirements to be satisfied for the Excel Center to deposit funds in and withdraw funds from the pool and any deadlines or other operating policies required for the Excel Center to invest funds in and withdraw funds from the pool;
- (l) the performance history of the pool, including yield, average dollar-weighted maturities, and expense ratios; and
- (m) the pool's policy regarding holding deposits in cash.

Sec. 8.11.2. *Continued Receipt of Required Disclosures.* In order to continue investing in the investment pool, the Superintendent or his designee must receive the following information:

- (a) investment transaction confirmations; and
- (b) a monthly report that contains, at a minimum, the following information:
 - (1) the types and percentage breakdown of securities in which the pool is invested;
 - (2) the current average dollar-weighted maturity, based on the stated maturity date, of the pool;
 - (3) the current percentage of the pool's portfolio in investments that have stated maturities of more than one (1) year;
 - (4) the book value versus the market value of the pool's portfolio, using amortized cost valuation;

- (5) the size of the pool;
- (6) the number of participants in the pool;
- (7) the custodian bank that is safekeeping the assets of the pool;
- (8) a listing of the Excel Center's daily transaction activity;
- (9) the yield and expense ratio of the pool, including a statement regarding how the yield is calculated;
- (10) the portfolio managers of the pool; and
- (11) any changes or addenda to the offering circular.

Sec. 8.11.3. *Yield Calculation.* In this section, for purposes of an investment pool for which a \$1.00 net asset value is maintained, "yield" shall be calculated in accordance with regulations governing the registration of open-end management investment companies under the Investment Company Act of 1940, as promulgated from time to time by the SEC.

Sec. 8.11.4. *Monitoring of Investment Pool Compliance.* The Superintendent or his designee shall monitor the investment pool's compliance with Sec. 9.9.1, 9.9.2 and 9.9.3 above and Tex. Gov't. Code § 2256.016(f)-(k).

Sec. 9. INTERNAL CONTROLS

Sec. 9.1. The Investment Officer shall establish a system of internal controls, which shall be documented in writing. The internal controls shall be reviewed by the independent auditors. The controls shall be designed to prevent losses of public funds arising from fraud, employee error, and misrepresentation by third parties, anticipated changes in financial markets, or imprudent actions by Excel Center officers and employees. Controls deemed most important shall include:

- (a) Control of collusion;
- (b) Segregation of duties;
- (c) Separation of transaction authority from accounting and recordkeeping;
- (d) Custodial safekeeping;
- (e) Avoidance of bearer form securities;
- (f) Clear delegation of authority;
- (g) Specific limitations regarding securities losses and remedial action;
- (h) Written confirmation of verbal transactions;
- (i) Limiting the number of authorized investment officers; and
- (j) Documentation of transactions and objectives.

Sec. 9.2. No investment transaction shall be allowed with an investment firm with whom the Investment Officer has a personal business relationship.

Sec. 10. SAFEKEEPING OF INVESTMENTS

All investments shall be issued in the name of The Excel Center for Adults. Certificates of deposit issued by the depository bank or other financial institution in Excel Center’s name shall be issued to Excel Center in receipt form and held by the Investment Officer.

Sec. 11. EFFECT OF LOSS OF REQUIRED RATING

Sec. 11.1. The Investment Officer shall periodically monitor investment ratings.

Sec. 11.2. The Investment Officer shall liquidate investments which do not have the statutorily required investment rating in a timely manner.

Sec. 12. PRUDENT PERSON RULE

Sec. 12.1. The Investment Officer shall adhere to the “prudent person rule” which obligates a fiduciary to make investments with the exercise of that degree and judgement and care, under circumstances then prevailing, which persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation but for investment, considering the probably safety of their capital as well as the probable income to be derived.

Sec. 12.2. Investment Officers acting in accordance with written procedures and exercising due diligence shall be relieved of personal responsibility for an individual security’s credit risk or market price changes, provided that deviations from expectation are reported in a timely fashion, and appropriate action is taken to control adverse developments.

Sec. 13. REPORT TO THE AUDIT AND FINANCE COMMITTEE.²²

Sec. 13.1. In addition to the following requirements, refer to Sec. 3(c) of the Controlling Policy.

Sec. 13.2. An Investment Officer who has a personal business relationship with a business organization offering to engage in an investment transaction with Excel Center shall file a statement with the Board disclosing that personal business interest.

Sec. 13.3. An Investment Officer who is related within the second degree by affinity or consanguinity, as determined under state law, to an individual seeking to sell an investment to Excel Center shall file a statement disclosing that relationship.

²² FASRG Module 2

Sec. 13.4. An Investment Officer has a personal business relationship with a business organization if:

- (a) The Investment Officer owns ten percent (10%) or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
- (b) Funds received by the Investment Officer from the business organization exceed ten percent (10%) of the Investment Officer's gross income for the previous year; or
- (c) The Investment Officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the Investment Officer.

Sec. 14. PORTFOLIO STRUCTURE

Sec. 14.1. To meet Excel Center's investment objectives, the Investment Officers shall acquire an investment portfolio providing sufficient liquidity to preserve capital and maximize the investment yield and proceeds to coincide with Excel Center's projected cash flow needs.

Sec. 14.2. The Investment Officer may invest funds in the General Operating Fund for a period of more than one (1) year provided that all cash flow requirements have been met. The Investment Officer may invest available cash in all other funds, except for bond proceeds, for a period of up to ten (10) years provided that cash flow needs are met. Consistent with Sec. 7 of this policy, the Investment Officers may invest bond proceeds for a period of up to five (5) years provided that the drawdown schedules permit such maturities.

Sec. 14.3. The Investment Officer shall adopt an investment plan and present said plan to the Board. The Board may counsel the Investment Officer on said plan or act pursuant to Sec. 2 of this policy.

Sec. 15. REPORT TO THE AUDIT AND FINANCE COMMITTEE.²³

At each meeting, the Investment Officer shall provide to the Audit and Finance Committee a report disclosing the status of any and all amounts invested under this policy. The Audit and Finance Committee may report to the Board its findings and make recommendations for the continued, discontinuation or other change in the Excel Center's investments.

²³ FASRG Module 2

Sec. 16. TRAINING AND UPDATES.²⁴

The Investment Officer shall properly train officers and employees on the requirements of this policy and any administrative procedure(s) adopted to implement this policy. Additionally, the Investment Officer shall keep officers and employees informed of any changes to this policy and related requirements.

Sec. 17. ADMINISTRATIVE PROCEDURES.²⁵

The Investment Officer shall formally adopt administrative procedures as reasonably necessary to properly administer this policy and to adhere to applicable law and rule. In doing so, the Investment Officer shall not adopt, and is prohibited from adopting, an administrative procedure that conflicts with applicable law or this policy. Accordingly, the Investment Officer shall confer with the Board or legal counsel before deviating from the requirements set forth in this policy. In the event that a deviation from this policy becomes necessary, the Investment Officer shall either recommend an amendment to this policy or the Board's approval of a specific deviation, including the purpose, scope and duration of the requested deviation.

Sec. 18. DATE ADOPTED AND EFFECTIVE.

As set forth in the pertinent minutes to the meeting of the Board, the Board adopted this policy on 4/4/2025 and became effective on 4/4/25.

Sec. 19. RETENTION.²⁶

This policy shall be retained until superseded, expired, or discontinued and for five (5) years thereafter.

Sec. 20. CERTIFICATION.

The Undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of the Board Policy relating to the Authorization for the Obligation and

²⁴ 2 CFR § 200.303(a), U.S. Government Accountability Office *Standards for Internal Control in the Federal Government*, 4.02 and 4.05.

²⁵ Tex. Ed. Code § 12.115(a)(2); FASRG Module 2; 2 CFR § 200.303. Consistent with 19 TAC § 100.1033(b)(14)(C)(iv), the Board has the final authority to adopt policies governing charter school operations, including authorizing the Delegate or designee to adopt an administrative procedure to implement this policy. Moreover, as set forth in Excel Center's Articles of Incorporation and Bylaws and in accordance with Tex. Bus. Org. Code §§ 3.101 and 22.201, the Board is the Excel Center's governing authority and, as such, manages and directs Excel Center's business and affairs through Board actions, resolutions and policy.

²⁶ Tex. Ed. Code § 12.1052; 19 TAC § 100.1203; *See* Record Number GR1000-38 and GR1025-25 in Local Schedule GR: Records Common to All Local Governments, Revised 5th Edition (Effective April 17, 2016) adopted by the Texas State Library and Archives Commission at Texas Administrative Code, Title 13, § 7.125(a)(1).

GOODWILL CENTRAL TEXAS BOARD POLICY MANUAL
POLICY GROUP 5 – FISCAL MANAGEMENT
INVESTMENT OF FUNDS

PG-5.320

Expenditure of Funds, as originally adopted by the Board on April 4, 2025, which Policy is in full force and effect and has not been revoked or amended.

[INSERT NAME HERE.], Secretary

Date Certified

DATE ISSUED: May, 2024

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Approved Innovative Courses: 2025/26 School Year

With the approval of the local board of trustees, school districts and open-enrollment charters may offer any state-approved innovative course for state elective credit only. Innovative courses may not meet any other specific graduation requirement. Newly Offered Innovative Courses are Underlined

Career & Technical Education

- **Barbering I** – N1302534 – Barbering is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment.
- **Barbering II** – N1302535 - Barbering is an extended course of study that enables students to become licensed barbers through Texas Department of Licensing and Regulation (TDLR). Barbering is one program of study that allows students to earn an industry certificate that launches them into a professional career immediately, yet also specifies rigorous core curricula that prepares the student to be successful in a post-secondary learning environment.
- **Child Development Associate (CDA) Foundations** – N1300500 – This is a laboratory course addressing the knowledge and skills related to applying Child Development Associate (CDA) Competency Standards in early childhood environments and understanding how these competencies help young children move with success from one developmental stage to the next. Students will be prepared and informed on the requirements that must be met to apply for the nationally recognized CDA credential.
- **Clinical Ethics** – N1302121 - The Clinical Ethics course is a practical review of a discipline that provides a structured approach to assist health professionals in identifying, analyzing, and resolving ethical issues that arise in clinical practice. Students analyze ongoing developments in advanced medical technology. The course may raise awareness of or concerns about the ethical dimensions of clinical care. Students will leave the course with a practical awareness of how to respect diverse perspectives on ethics, morals, and values in healthcare.
- **Emergency Medical Technician Basic** – N1303015 - Emergency Medical Technician (EMT)—Basic instructs students to meet and exceed standard knowledge needed to be a valid Emergency Medical Technician. The curriculum includes skills necessary for a student to provide entry level emergency medical care, life support, and ambulance service. The EMT—Basic course is an introductory course to concepts, knowledge, and skills needed by EMTs in the areas of communications, transportation, and recordkeeping. Students interested in working in public safety, including fire, police, and

ambulance operators will be capable of performing the job expectations of an EMT safely and effectively after the completion of this course.

- **Esthetics** – N1302533 - Students enrolled in Esthetics will explore the practical skills of a skin care professional, including introduction to the treatment environment, basic facial treatments, hair removal, corrective skin care treatments, makeup application, special effects makeup application and the technology likely to be performed in a salon, spa, or clinical setting.
- **Foundations of Restaurant Management** – N1302268 - Foundations of Restaurant Management provides students with a foundation to understand basic culinary skills and food service-restaurant management, along with current food service restaurant industry topics and standards. Building on prior instruction, this course provides introductory insight into critical thinking, financial analysis, industry technology, social media, customer awareness and leadership in the food service-restaurant industry. Students will gain an understanding of food service-restaurant operations and the importance of communicating effectively to diverse audiences, purposes and situations in food service-restaurant operations and management. Students will learn how the front of the house and the back of the house of management operate and collaborate and obtain value-added certifications in the industry to help launch themselves into restaurant/foodservice careers.
- **General Employability Skills** - N1270153 – This course will provide instruction in general employability skills as well as the pre-requisite skills for general employability. Employability skills are the skills and attitudes that allow employees to get along with their co-workers, make important work-related decisions and become strong members of the work team.
- **Introduction to Pharmacy Science** - N1302103 – this course is designed to provide an overview of the history of the pharmacy profession, legal and ethical aspects of pharmacy, skills necessary to work in the field of pharmacy (including professionalism, certifications/registration, communication and medical terminology, and rules and regulations pertaining to the field), medical math, anatomy and physiology/pathophysiology, pharmacology, and wellness as they pertain to pharmacy sciences. It is the first course in a pathway leading to certification as a pharmacy technician.
- **IT Troubleshooting** – N1302815 - The Information Technology (IT) Troubleshooting course is about applying logic over technical components to identify and resolve problems. The course focuses on developing a methodical approach in IT troubleshooting and leveraging those skills in a workplace environment. In this course, students will learn and use proven troubleshooting methods and apply those in a collaborative workplace setting. Students will develop personal success skills, including time management and personal accountability measures, strategies for collaboration and teamwork, and effective written and verbal communication skills. The knowledge and skills acquired in the course will allow students to use IT resources, information, and data safely, ethically, and following legal guidelines. Students will work within a service level model that helps them to interpret, clarify, and diagnose issues with hardware, software, and networking.
- **Marketing** - N1303424 – Marketing explores the seven core functions of marketing which include: marketing planning – why target market and industry affect businesses; marketing-information management – why market research is important; pricing – how prices maximize profit and affect the perceived value; product/service management – why products live and die; promotion – how to inform customers about products; channel management – how products reach the final user; and selling – how to convince a customer that a product is the best choice. Students will demonstrate

knowledge in hands-on projects which may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product/service.

- **Retail Marketing** – N1303420 – Retail management focuses on the distribution and selling of products to consumers using various vending points such as chain stores, department stores, stand-alone stores, and various online markets. The course highlights the everyday mechanisms necessary to operate a successful retail establishment. The student is taught to evaluate methods for promoting merchandise, supervising employees, handling customer needs, and maintaining inventories.
- **Nail Care, Enhancements, and Spa Services** – N1302531 - Nail Care, Enhancement and Spa Service students will demonstrate proficiency in academic, technical, and practical knowledge and skills (basic manipulative skills, safety judgements, and proper work habits). The content is designed to provide the occupational skills required for licensure as a Nail Technician or related career avenue. Instruction includes advanced training in professional standards/employability skills, TDLR rules and regulations, use of tools, equipment, technologies and materials, and practical skills.
- **Parenting Education I** - N1302536 – This course is designed to address the special needs and interests of students who are parents or expectant parents. Special emphasis is placed on prenatal care and development, postnatal care, infant care, child development, and parenting skills.
- **Parenting Education II** - N1302537 – This course provides more in-depth knowledge of parenting and child development including implications of expectations of children, child abuse, disabilities, and issues impacting young families such as employment, postsecondary education, transportation, childcare, housing, and personal responsibility.
- **Pharmacy I** - N1302127 - This course is designed to build upon the knowledge and skills taught in the Introduction to Pharmacy Science course. Students build on their existing foundation of knowledge and skills needed to pursue a career in the pharmaceutical field such as a pharmacy technician or pharmacist). Instruction includes pharmacokinetics, pharmacy law, medication safety, the dispensing process, and inventory. This course is aligned with the standards of the national certification exams that students might take, such as Pharmacy Technician Certification Examination (PTCE) and/or Exam for the Certification of Pharmacy Technicians (ExCPT). Recommended participants are students who wish to become certified pharmacy technicians.
- **Practicum in Entrepreneurship** – N1303425 - The Practicum in Entrepreneurship provides students the opportunity to apply classroom learnings and experiences to real-world business problems and opportunities, while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

- **Principles of Community Service** – N1302542 - The purpose of this course is to introduce high school students to the field of nonprofits/community service, as well as explore career options that assist individuals and families in need. The students will work to understand policies, design community service plans, and develop a portfolio of different community and state resources. Students will also be encouraged to job shadow, volunteer for community service-based experiences, and participate in service-learning opportunities.
- **Principles of Exercise Science and Wellness** – N1302107 - The Principles of Exercise Science and Wellness course is designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards. Students who take this course are ideally interested in such careers as physical therapy, athletic training, nutrition, personal training, and recreational therapy. The central focus of this course is to provide students with a solid foundation in the topics of health and wellness and increase their interest in the various careers available in these fields.
- **Principles of Health Informatics** – N130218 - The Principles of Health Informatics course introduces students to one of the fastest growing areas in academia and industry professions. A large gap exists between state-of-the-art computer technologies and the state of affairs in health care information technology. The result is an increased demand for information and health professionals who can effectively design, develop, and use technologies such as electronic medical records, patient monitoring systems, and digital libraries, while managing the vast amount of data generated by these systems.
- **Principles of Nursing Science** – N1302109 - The Principles of Nursing Science course introduces students to basic principles of the profession of nursing. The goals/student outcomes for the course include knowledge of the history of nursing, an introduction to nursing theory, professionalism (teamwork, communication, conflict resolution), legal/ethical issues in nursing, infection control, safety, and customer (patient) satisfaction. Skills learned include vital signs and how to document on a graphic record, patient positioning/transferring, bed-making, feeding, and personal protective equipment (PPE).
- **Occupational Safety and Environmental Technology I** - N1303680 - *Occupational Safety & Environmental Technology (OSET) I* students will investigate the field of Occupational Safety and Health Administration and Environmental Technology, which is charged with the tasks of ensuring that business and industry provide a safe workplace, free from hazards and bringing about a reduction in the occurrence of job-related injuries and fatalities.
- **Occupational Safety and Environmental Technology II** - N1303681 - *Occupational Safety & Environmental Technology (OSET) II* students will analyze the accident sequence, investigate hazard control concepts and principles, and examine fire protection systems and their applications with emphasis on the fire prevention codes and standards.
- **Occupational Safety and Environmental Technology III** - N1303682 - *Occupational Safety & Environmental Technology (OSET) III* students will study a variety of national and worldwide health

and safety problems, and learn preventative measures to resolve, reduce, and/or eliminate safety and health issues encountered at the workplace.

- **Retail Management** – N1303420 - Retail management focuses on the distribution and selling of products to consumers using various vending points such as chain stores, department stores, stand-alone stores, and various online markets. The course highlights the everyday mechanisms necessary to operate a successful retail establishment. The student is taught to evaluate methods for promoting merchandise, supervising employees, handling customer needs, and maintaining inventories.
- **Social and Community Services** – N1302543 - Social and Community Services will provide an overview of the nonprofit, social, community service, and faith-based organization sector in the United States. The course has an emphasis on professional practices and development of the skills needed to implement service programs. The Social and Community Services course builds on knowledge from Principles of Community Services by providing an in-depth study of social services and how they relate to all other family and community services. Topics covered include the roles of community service providers in meeting human service needs, the sociological factors on clients receiving services, and the exploration of careers.
- **Student to Industry Connection – N1270154** – The *Student to Industry Connection* course provides students with the opportunity to develop professional relationships with experienced individuals within the student's chosen program of study and to demonstrate necessary skills for an online virtual workplace. The central focus of this course is to prepare students to be 21st century career ready through interaction with a seasoned workplace mentor. The course may include a work-based learning component. Instruction will support students with marketable skills attainment.

Foundation

Mathematics

- **Strategic Learning for High School Math** – N1110030 – This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understandings will stimulate students to think about their approach to mathematical learning.

Social Studies

- **School to College** – N1130029 - In *School to College*, students identify interests and strengths, mapping them to potential careers, and research in-demand occupations and industries. Students then evaluate the best institution type which meets their career goals. As part of financial planning, students calculate returns on postsecondary investment. Students quantitatively evaluate postsecondary options by analyzing their return on investment (ROI).

Other Electives

- **Advancement Via Individual Determination (AVID), Level I** – N1290001 - AVID I serves as a review of the AVID philosophy and strategies. Students work on academic and personal goals, communication, and adjusting to the high school setting. Students increase their awareness of their personal contributions to their learning, as well as their involvement in their school and community.

There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students prepare for and participate in college entrance and placement exams while refining study skills and test taking, note-taking, and research techniques. Students take an active role in field trips and guest-speaker preparations and presentations. College research includes financial topics and building their knowledge of colleges and careers of interest.

- **College Transition** - N1290050 - is designed to equip students with the knowledge, skills, and abilities necessary to be active and successful learners, both in high school and in college. Students examine numerous research-based learning strategies that are proven to lead to academic success such as goal setting, effective time management, stress management, note taking, active reading, test-taking strategies, and research methods. In the College Transition course, students will research financial scholarships and grant opportunities, complete applications, and explore technical schools, colleges, and universities. With the increased emphasis on career and college readiness and post-secondary education, students need a course that will provide opportunities to learn how to excel in a post-secondary environment in grades 9-12.
- **Innovative Thinking** - N1290450 - as the introductory course in the EdgeMakers program, Innovative Thinking teaches innovation as a process that can be applied to any subject or career. Innovation isn't one "aha moment" but instead is a set of interdisciplinary skills applied to solve complex challenges. This course prepares students for college and career by developing 21st century skills, including creativity, collaboration, critical thinking, and communication. Students are introduced to the innovative thinking framework which includes five themes: creativity, storytelling, design, collaboration, and entrepreneurship. Students will research a complex interdisciplinary problem, design and prototype a solution, write a venture plan, create a variety of marketing tools, and deliver several presentations. The goal of the course is to prepare students for an ever-changing world that requires them to think critically, design creative solutions, collaborate with various groups, and communicate their ideas.
- **Leadworthy The Course** - N1290012 - is designed to develop personal responsibility, leadership, and professional skills through explicit social-emotional participatory learning experiences. The course provides students with the opportunity to develop an awareness of personal image, a healthy self-concept, and healthy relationships. Students learn the concepts of consequential thinking and principle-based decision making. Students examine their awareness of social media, the effects of peer pressure and bullying, along with effective strategies to counteract those effects. This course will provide students opportunities to improve their public speaking and communication skills and their personal vision, mission statement, and goals. They will develop an understanding of what it means to be an effective member of the community through community service.
- **Methodologies for Academic & Personal Success (MAPS)** - N1130021 - The course focuses on the skills and strategies necessary for students to make a successful transition into high school and an academic career. Students will explore the options available in high school, higher education, and the professional world in order to establish both immediate and long-range personal goals.
- **Multilingual Acculturation Studies for Newcomers** – N1290062 - The central focus of this course is to help emergent bilingual (EB) students in embracing their acculturation experience. Acculturation refers to the cultural and social changes that an immigrant undergoes when exposed

to a new environment and interacts with a different cultural group (Berry & Sam, 2018). The course takes an integrated identity approach, aiming to facilitate a successful academic journey for newcomer students as they learn a new culture and language. It offers cultural and social support tailored to the diverse needs of newcomer students, guiding them through various stages of acculturation and fostering increased community engagement and academic achievement. By incorporating research-based strategies, students will explore how they can blend their home country's culture with that of their new country, enhancing their understanding and showcasing their unique strengths to contribute to global appreciation as they prepare for their future. This course provides students with a supportive system to help them navigate and adapt during this transitional period, ultimately leading to greater success in and readiness for their academic journey.

- **Path to College/Career I, II, III, IV** - N1290051/52/53/54 - All students deserve academic and social support to help prepare them for the challenges they must face after high school graduation. The Path-College/Career Prep courses advance intellectual curiosity, conscientiousness, dependability, emotional stability, and perseverance through tasks that foster deeper levels of thinking and reasoning in the four core content areas. The Path secondary course series focuses on developing the habits and skills that are expected in college study and the workforce. High school Path students develop personal, interpersonal, and cognitive skills that are essential to productivity in both the collegiate and business worlds.
- **Student Leadership** – N1290010 - The purpose of the Student Leadership course provides students in grades 9-12 specific skills to positively impact their lives and their communities. Areas to be addressed include leadership theory, group dynamics, project management, team building, conflict resolution, communication, SMART goal setting, and collaborative strategies. The course is adaptable across various student populations. The course prepares students not only for active participation in school but also in their community. This course provides necessary information, experiences, and opportunities that will benefit students in secondary and post-secondary environments as they follow their chosen education or career path. Students solve relevant and current school and community issues by working collaboratively and independently on real-world tasks such as needs assessments, project planning, project implementation, and presentations.

Expired Courses No Longer Offered:

Expire August 31, 2025

- **Civic Discourse** – N1130028 - This course is designed to equip students with the knowledge and skills necessary to be productive citizens in both their private and public lives. It uniquely approaches civic discourse through the lens of psychology, exploring evidence-based material in order to understand why people act as they do, what biases people are prone to, and how these factors affect civic life. Students will learn essential communication and collaboration skills and apply these newfound skills to conversations on stimulating topics such as politics, morality, religion, and culture. Students who complete this course will have developed a strong understanding of the need for strong civic discourse and a toolkit for how to effectively practice it.

- **Fiber Optic Technician** – N1303686 - Through a challenging curriculum encompassing design, installation, repair, and maintenance of high-speed data systems, students gain the knowledge and skills necessary to become employed in a number industries. The Fiber Optic Technician hands-on training covers premise wiring used in industrial, commercial, and residential networks and how to terminate, test, troubleshoot, and repair fiber optic cables and network devices. Students concentrate on the installation, service, and maintenance of high-speed data infrastructures.
- **PeaceKeepers**© - N1290024 - is a peer mediation program which trains high school students in all aspects of the mediation process. These students then mediate peer conflicts resolving them in a peaceful manner. PeaceKeepers© is designed to provide skill development and knowledge acquisition in mediation plus substantial field experience to young people who are interested in careers in education and/or related helping professions. Participants will receive intensive classroom training in skill-building mediation activities and implement a campus-wide mediation program as their field practicum. Positive peer influence through nonviolence will be a central strategy for addressing such issues as conflict resolution, anger management, low academic achievement, dropout prevention, behavior problems, and negative attitudes toward school, in addition to other issues of concern in the school/district.
- **Peer Assistance and Leadership**® (**PAL**) - N1290005 - program focuses on working with elementary, middle, and high school age youth. Participants receive effective training in resiliency strategies. Course content and interactive activities combat issues like school violence, drug use/abuse, teen pregnancy, gang participation, school dropouts, and/or behavior problems. PAL® began in 1980 as a peer mentoring program, commonly referred to as "peer helping", by combining peer assistance and peer leadership strategies originally developed in the 1970's. PAL® applies these basic prevention strategies by implementing the program as informal, extracurricular activities, or as structured, evidence/curriculum- based programs. The outcomes identified through implementation of the PAL® program in a school setting are a reduction in substance use/abuse, an increase in academic performance, a reduction of absences/truancy, a reduction of discipline referrals to the school office, and an increase in positive decision-making skills and risk resiliency. Parents and school administrators note a favorable perception of the program effectiveness.

Sec. 1. ESSENTIAL KNOWLEDGE AND SKILLS

The Excel Center for Adults shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student’s performance indicates the level of mastery of the designated curriculum objectives. The student’s mastery level shall be a major factor in determining the grade for a subject or course.

Sec. 2. GUIDELINES FOR GRADING

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students.

In accordance with grading guidelines, a student shall be permitted a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Sec. 3. PROGRESS REPORTING

Grade/progress reports shall be issued on a form approved by the Superintendent or designee within the time period approved by the Superintendent or designee. Supplemental progress reports may be issued at the teacher’s discretion.

Sec. 4. REPORT OF STUDENT PERFORMANCE

The Excel Center for Adults shall provide a record of the comparisons of student performance made under Education Code 39.034 and provided to The Excel Center under Education Code 39.302 in a written notice to the student or other person standing in parental relationship.

For a student who failed to perform satisfactorily as determined under either performance standard under Education Code 39.0241 on an assessment instrument administered under Education Code 39.023(a),(c), or (l), The Excel Center for Adults shall include in the notice specific information relating to access to educational resources at the appropriate assessment instrument content level, including assessment instrument questions and answers released under Education Code 39.023(e).

Education Code 39.303.

Sec. 5. CONFERENCES

Conferences may be requested by a teacher or student as needed.

Sec. 6. ACADEMIC DISHONESTY

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Sec. 1. SCHOOL YEAR

The Excel Center for Adults shall operate so that it provides the minimum number of instructional minutes specified in the charter contract currently on file with the State of Texas and as specified by Education Code 25.081.

Sec. 2. REQUIRED INSTRUCTION

A primary purpose of The Excel Center for Adult’s curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. The Excel Center for Adults shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter, in reading courses, and in the adoption of textbooks.

Sec. 3. REQUIRED CURRICULUM

The Excel Center for Adults shall ensure that all students enrolled participate actively in a balanced curriculum designed to meet individual needs.

The Excel Center for Adults shall offer students in all grade levels the curriculum required by the charter contract currently on file with the State of Texas. This curriculum shall include, at appropriate grade levels:

1. A foundation curriculum that includes:
 - a. English language arts;
 - b. Mathematics;
 - c. Science; and
 - d. Social studies, consisting of Texas, United States, and world history, government, economics, with emphasis on the free enterprise system and its benefits, and geography; and
2. An enrichment curriculum that includes:
 - a. To the extent possible, languages other than English;
 - b. Health, with emphasis on:
 - i. Physical health, including the importance of proper nutrition and exercise;
 - ii. Mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and
 - iii. Suicide prevention, including recognizing suicide-related risk factors and warning signs;
 - c. Physical education;
 - d. Fine arts;
 - e. Career and technology education;

- f. Technology applications;
- g. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
- h. Personal financial literacy.

Education Code 12.111(a), 28.002(a), 28.025.

Sec. 4. SOCIAL STUDIES INSTRUCTION

The following provisions in this Section apply for any social studies course in the required curriculum pursuant to Education Code 28.002(h-3):

a) *Teacher Discussion*

A teacher may not be compelled to discuss a particular current event or widely debated and currently controversial issue of public policy or social affairs. A teacher who chooses to do so shall, to the best of the teacher's ability, strive to explore the topic from diverse and contending perspectives without giving deference to any one perspective.

b) *Students*

The Excel Center for Adults or a Excel Center for Adults teacher may not require, make part of a course, or award a grade or course credit, including extra credit, for a student's:

1. political activism, lobbying, or efforts to persuade members of the legislative or executive branch at the federal, state, or local level to take specific actions by direct communication; or
2. participation in any internship, practicum, or similar activity involving social or public policy advocacy

c) *Trainings, Orientations, or Therapies*

A teacher, administrator, or other employee of The Excel Center for Adults may not be required to engage in training, orientation, or therapy that presents any form of race or sex stereotyping or blame on the basis of race or sex.

d) *Course Content*

A teacher, administrator, or other employee of The Excel Center for Adults may not:

1. require or make part of a course the concept that:
 - i. one race or sex is inherently superior to another race or sex;
 - ii. an individual, by virtue of the individual's race or sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously;

- iii. an individual should be discriminated against or receive adverse treatment solely or partly because of the individual's race;
- iv. members of one race or sex cannot and should not attempt to treat others without respect to race or sex;
- v. an individual's moral character, standing, or worth is necessarily determined by the individual's race or sex;
- vi. an individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by other members of the same race or sex;
- vii. an individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of the individual's race or sex;
- viii. meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race;
- ix. the advent of slavery in the territory that is now the United States constituted the true founding of the United States; or
- x. with respect to their relationship to American values, slavery and racism are anything other than deviations from, betrayals of, or failures to live up to, the authentic founding principles of the United States, which include liberty and equality; and

2. require an understanding of The 1619 Project.

Education Code 28.002(h-3).

Sec. 5. CHARACTER TRAITS AND PERSONAL SKILLS INSTRUCTION

Beginning with the 2022-2023 school year, The Excel Center for Adults shall adopt a character education program that includes the following positive character traits and personal skills:

1. Courage;
2. Trustworthiness, including honesty, reliability, punctuality, and loyalty;
3. Integrity;
4. Respect and courtesy;
5. Responsibility, including accountability, diligence, perseverance, self-management skills, and self-control;
6. Fairness, including justice and freedom from prejudice;
7. Caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills;
8. Good citizenship, including patriotism, concern for the common good and the community, responsible decision-making skills, and respect for authority and the law;
9. School pride; and
10. Gratitude.

The programs shall be implemented in accordance with guidelines published by the Commissioner of Education / State Board of Education.

Education Code 29.906.

Sec. 6. SCHOOL CALENDAR

The Superintendent shall develop a school calendar reflecting The Excel Center for Adult's operations in accordance with the requirements of the charter contract. The Superintendent or designee shall distribute the school calendar to all students.

Sec. 7. RECOGNITION DATES

The Excel Center for Adults will regularly observe the following recognition days, weeks, and months by appropriate activities in public schools:

Hydrocephalus Awareness Month: September is Hydrocephalus Awareness Month to:

1. Increase public awareness of hydrocephalus; and
2. Encourage the development of partnerships between the federal government, health care professionals, and patient advocacy groups to advance the public's understanding of the condition, improve the diagnosis and treatment of the condition, and support research for a cure.

Gov't Code 622.106.

Texas History Month: March is Texas History Month in honor of those Texans who helped shape the history of the State of Texas and in recognition of events throughout Texas' history. Texas History Month shall be regularly observed by appropriate celebrations and activities in public schools to promote interest in and knowledge of Texas history.

Gov't Code 662.102.

Celebrate Freedom Week: To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the week in which September 17 falls is designated as Celebrate Freedom Week.

Education Code 29.907.

Generation Texas Week: To educate middle school and high school students about the importance of higher education. The Superintendent shall designate one week during the school year as Generation Texas Week for all middle school, junior high, and high school students attending The Excel Center for Adults.

During the designated week, each middle school and high school shall provide students with comprehensive grade-appropriate information regarding the pursuit of higher education. The information provided must include information regarding:

1. Higher education options available to students;
2. Standard admission requirements for institutions of higher education, including:
 - a. Overall high school grade point average;
 - b. Required curriculum;
 - c. College readiness standards and expectations as determined under Education Code 28.008; and
 - d. Scores necessary on generally recognized tests or assessment instruments used in admissions determinations, including the Scholastic Assessment Test and the American College Test;
3. Automatic admission of certain students to general academic teaching institutions as provided by Education Code 51.803; and
4. Financial aid availability and requirement, including the financial aid information provided under Education Code 33.007(b).

Additionally, each middle school, junior high school, and high school shall provide to the students during the designated week at least one public speaker to promote the importance of higher education.

Education Code 29.911.

Holocaust Remembrance Week: The governor shall designate a week to be known as “Holocaust Remembrance Week” in public schools to educate students about the Holocaust and inspire a sense of responsibility to recognize and uphold human value and to prevent future atrocities.

Holocaust Remembrance Week shall include age-appropriate instruction, as determined by The Excel Center for Adults:

1. Information about the history of and lessons learned from the Holocaust;
2. Participation, in person or using technology, in learning projects about the Holocaust; and
3. The use of materials developed or approved by the Texas Holocaust and Genocide Commission.

Education Code 29.9072.

American Indian Heritage Day: The last Friday in September is American Indian Heritage Day in recognition of the historic, cultural, and social contributions American Indian communities and leaders have made to this state. American Indian Heritage Day shall be regularly observed by appropriate ceremonies, activities, and programs in public schools to honor American Indians in this state and to celebrate the rich traditional and contemporary American Indian culture.

Gov't Code 662.056.

Constitution Day: Upon receipt of federal funds, The Excel Center for Adults shall recognize September 17 as Constitution Day and hold an educational program on the United States Constitution for students served by The Excel Center for Adults.

Pub. L. 108-447.

Father of Texas Day: November 3 is Father of Texas Day in memory of Stephen F. Austin. Father of Texas Day shall be regularly observed by appropriate and patriotic programs in public schools to properly commemorate the birthday of Stephen F. Austin and to inspire a greater love for this state.

Gov't Code 662.045.

Public School Paraprofessional Day: The second Wednesday in May of each year is Public School Paraprofessional Day in recognition of education paraprofessionals including teacher assistants, instructional aides, educational trainers, library attendants, bilingual assistants, special education associates, mentors, and tutors. Public School Paraprofessional Day shall be regularly observed by appropriate ceremonies and activities in public schools to properly recognize the paraprofessionals who have made tremendous contributions to the educational process.

Gov't Code 662.049.

Sam Rayburn Day: January 6 is Sam Rayburn Day in memory of the Texas and American statesman, Sam Rayburn. Sam Rayburn Day shall be regularly observed by appropriate programs in public schools to commemorate the birthday of Sam Rayburn. *Gov't Code 662.041.*

September 11: To commemorate the events of September 11, 2001, in each year that date falls on a regular school day, each public elementary or secondary school shall provide for the observance of one minute of silence at the beginning of the first-class period of that day. Immediately before the period of observance required by this section, the class instructor shall make a statement of reference to the memory of individuals who died on September 11, 2001. The period of observance required by this section may be held in conjunction with the minute of silence required by Section 25.082.

Education Code 25.0821.

State of Texas Anniversary Remembrance Day: February 19 is State of Texas Anniversary Remembrance Day (STAR Day) in honor of Texas joining the Union and the day that James Pinckney Henderson became the first governor of the State of Texas in 1846. STAR Day shall be regularly observed by appropriate and patriotic programs in the public schools to properly

commemorate the annexation of this state and to inspire a greater appreciation for the history of this state.

Gov't Code 662.047.

Texas First Responders Day: September 11 is Texas First Responders Day in honor of the bravery, courage, and determination of Texas men and women who assist others in emergencies. Texas First Responders Day shall be regularly observed by appropriate ceremonies in public schools to honor Texas first responders.

Gov't Code 662.050.

Texas Girls in STEM Day: March 1 is designated as Texas Girls in STEM Day to celebrate and encourage the participation of girls in fields related to science, technology, engineering, and mathematics. Texas Girls in STEM Day shall be regularly observed by appropriate ceremonies, activities, and programs in public schools to:

1. Encourage girls in this state to consider career fields in science, technology, engineering, and mathematics; and
2. Celebrate and honor the women of this state who have excelled in those fields.

Gov't Code 662.071.

Texas Military Heroes Day: The governor shall designate a day to be known as Texas Military Heroes Day in public schools to educate students about the sacrifices made by Texans who have served in the armed forces of the United States. Texas Military Heroes Day will include appropriate instruction, as determined by The Excel Center for Adults. Instruction may include:

1. Information about persons who have served in the armed forces of the United States and are from the community or the geographic area in which The Excel Center for Adults is located; and
2. Participation, in person or using technology, in age-appropriate learning projects at battlefields and gravesites associated with a person who has served in the armed forces.

Education Code 29.9071.

Women's Independence Day: August 26 is Women's Independence Day to commemorate the ratification in 1920 of the Nineteenth Amendment to the United States Constitution, which guaranteed women the right to vote. Women's Independence Day shall be regularly observed by appropriate programs in the public schools to inspire a greater appreciation of the importance of women's suffrage.

Gov't Code 662.051.

Sec. 8. EXERCISE OF CONSTITUTIONAL RIGHT TO PRAY

Each Excel Center student has an absolute right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. A person shall not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Education Code 25.901.

Sec. 1. GRADUATION REQUIREMENTS

Credit counted toward high school graduation may be earned only if the student received a grade equivalent to 70 on a scale of 100, based upon the essential knowledge and skills of each course completed. Credit earned toward state graduation requirements in an accredited school district shall be transferable and must be accepted by any other school in the state.

Sec. 2. ACADEMIC ACHIEVEMENT RECORD

The Excel Center for Adults shall use the academic achievement record (transcript) form designated by the Commissioner of Education (“Commissioner”). This form shall serve as the academic record for each student and shall be maintained permanently by The Excel Center for Adults.

Any credit earned by a student must be recorded on the academic achievement record, regardless of when the credit was earned. A student’s performance on a state assessment, including an end-of-course assessment instrument required under Education Code 39.023(c), must be included in the student’s academic achievement record.

Copies of the academic achievement record shall be made available to students transferring to another public school. The Excel Center for Adults shall respond promptly to all requests for student records from receiving schools.

Education Code 28.025(e); 19 TAC 74.5(b)-(d).

a) *Transcript Seals*

A student who completes high school graduation requirements shall have attached to the academic achievement record the State Board-approved seal.

19 TAC 74.5(e).

b) *Endorsement*

A student who completes the requirements for an endorsement shall have the endorsement clearly indicated on the academic achievement record.

19 TAC 74.5(f).

c) *Performance Acknowledgment*

A student who earns a performance acknowledgment shall have the performance acknowledgment clearly indicated on the academic achievement record.

19 TAC 74.5(g).

d) *Distinguished Level of Achievement*

A student who earns the distinguished level of achievement shall have the distinguished level of achievement clearly indicated on the academic achievement record and on the diploma.

19 TAC 74.5(h).

e) *Completion of Speech Requirements*

A student who demonstrates proficiency in speech as specified in 19 Texas Administrative Code § 74.11 shall have completion of the speech requirement clearly indicated on the academic achievement record.

19 TAC 74.5(i).

f) *Completion of CPR Instruction*

A student who completes instruction in cardiopulmonary resuscitation (CPR) as specified in 19 Texas Administrative Code § 74.38 in grades 9, 10, 11, or 12 shall have completion of the CPR instruction clearly indicated on the academic achievement record.

19 TAC 74.5(j).

g) *Proper Interaction with Peace Officers*

A student who completes the required instruction on proper interaction with peace officers shall have completion of the instruction clearly indicated on the academic achievement record.

19 TAC 74.5(k).

h) *Languages Other than English*

A student who satisfies a graduation credit requirement related to a language other than English by successfully completing a dual language immersion program at an elementary school as specified in 19 Texas Administrative Code § 74.12(b)(5)(F) shall have the credit clearly indicated on the academic achievement record.

19 TAC 74.5(l).

i) *Certificate of Coursework Completion*

A student who completes all graduation requirements except for required end-of-course assessment instruments may be issued a certificate of coursework completion. The academic achievement record shall include a notation of the date a certificate of completion was issued to the student.

19 TAC 74.5(m).

The Excel Center for Adults may allow a student who receives a certificate to participate in a graduation with students receiving high school diplomas.

Sec. 1. END-OF-COURSE ASSESSMENTS (HIGH SCHOOL LEVEL)

Unless otherwise exempted by law, a student enrolled in a course for which an end-of-course (“EOC”) assessment exists as required by Education Code 39.023(c) shall take the appropriate assessment.

19 TAC 101.3021(a).

Sec. 2. ASSESSMENT REQUIREMENTS FOR GRADUATION

A student must meet satisfactory performance on a required EOC assessment only for a course in which the student is enrolled and for which an EOC assessment instrument is administered in order to be eligible to receive a Texas diploma.

a) *Exceptions – English II*

A student who was administered separate reading and writing EOC assessments for the English I or English II course has met that course’s assessment graduation requirement if the student has:

1. Achieved satisfactory performance on either the reading or writing EOC assessment for that course;
2. Met at least the minimum score on the other EOC assessment for that course; and
3. Achieved an overall scale score of 3242 or greater when the scale scores for reading and writing are combined for that course.

Exceptions related to English I also apply to English language learners who meet the criteria in 19 TAC 101.1007.

19 TAC 101.3022(b), (c).

b) *Exceptions – Credits Earned Prior to Enrollment*

If a student earned high school credit for a course with an EOC assessment prior to enrollment in a Texas public school and the credit has been accepted by a Texas public school, or a student completed a course for Texas high school credit in a course with an EOC assessment prior to the 2011–12 spring administration, the student is not required to take the corresponding EOC assessment.

19 TAC 101.3021(e), .3022.

Sec. 3. SUBSTITUTE ASSESSMENTS

A student may use certain assessments as substitute assessments approved by the Commissioner of Education (“Commissioner”) in place of an EOC assessment to meet the student’s assessment

graduation requirements. A satisfactory score on an approved substitute assessment may be used in place of only one specific EOC assessment, unless otherwise allowed under Commissioner rule.

A student at any grade level is eligible to use a substitute assessment in circumstances approved by the Commissioner if:

1. A student was administered an approved substitute assessment for an equivalent course in which the student was enrolled;
2. A student received a satisfactory score on the substitute assessment as determined by the Commissioner and provided in the chart at 19 Administrative Code 101.4002(b); and
3. Using a Texas Success Initiative (TSI) assessment, a student also meets the following criteria:
 - a. A student must have been enrolled in a college preparatory course for English language arts or mathematics and have been administered an appropriate TSI assessment at the end of that course.
 - i. A student under this provision who meets all TSI English language arts score requirements under Commissioner rule satisfies both the English I and English II EOC assessment graduation requirements.
 - ii. A student under this provision may satisfy an assessment graduation requirement in such a manner regardless of previous performance on an Algebra I, English I, or English II EOC assessment.
 - b. A student who did not meet satisfactory performance on the Algebra I or English II EOC assessments after retaking the assessment may use the corresponding TSI assessment in place of that EOC assessment.
 - i. For a student under this provision who took separate reading and writing assessments for the English II EOC assessment and who did not meet the English II assessment graduation requirement using those tests as specified in Commissioner rule relating to assessment requirements for graduation, the separate TSI reading or writing assessment may not be used to substitute for the corresponding English II reading or writing EOC assessment.

A student electing to substitute an assessment for graduation purposes must still take the required EOC assessment if the student does not meet the eligibility requirements above. If a student sits for an EOC assessment, The Excel Center for Adults may not mark the substitute assessment bubble for that administration.

A student who fails to perform satisfactorily on the PSAT or the ACT-PLAN, or any versions of these tests, must take the appropriate EOC assessment to meet the assessment graduation requirements for that subject. However, a student who does not receive a passing score on the EOC assessment and retakes a PSAT-related assessment or a pre-ACT test (or any version of these tests) is eligible to meet the requirements for using a substitute assessment.

19 TAC 101.4002

a) *Verification of Results*

An eligible student is responsible for providing The Excel Center for Adults with an official copy of the student’s scores from the substitute assessment. Upon receipt of official results of an approved substitute assessment, The Excel Center for Adults must:

1. Verify the student’s score on the substitute assessment; and
2. Determine whether the student met the performance standard required to qualify for a public high school diploma in Texas as established by the Commissioner.

19 TAC 101.4005.

Sec. 4. SATISFACTORY PERFORMANCE

A student is required to achieve a scale score that indicates satisfactory performance, as determined by the Commissioner, on each EOC assessment instrument administered to the student.

Education Code 39.025(a).

Sec. 5. INDIVIDUAL GRADUATION COMMITTEE

A student in grade 11 or 12 who has failed to comply with the EOC assessment instrument performance requirements under Education Code 39.025 for not more than two courses may qualify to graduate on the basis of a review by an individual graduation committee (IGC).

Education Code 28.0258, 39.025(a-5).

Sec. 6. SPECIAL EDUCATION

A student receiving special education services is not subject to the IGC requirements in Education Code 28.0258. As provided in 19 TAC 89.1070 (Graduation Requirements) and 19 TAC 101.3023 (Participation and Graduation Assessment Requirements for Students Receiving Special Education Services), a student’s admission, review and dismissal (“ARD”) committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.

A student dismissed from a special education program who achieved satisfactory performance on an alternate EOC assessment while enrolled in a special education program is not required to take and achieve satisfactory performance on the general EOC assessment to graduate. A student who took an EOC assessment while enrolled in a special education program is not required to retake and achieve satisfactory performance on the EOC assessment if the student’s ARD committee determined that the student was not required to achieve satisfactory performance on the EOC assessment to graduate. A student dismissed from a special education program must achieve

satisfactory performance on any remaining EOC assessments that the student is required to take. If the student fails to achieve satisfactory performance on no more than two of the remaining EOC assessments, the student is eligible for IGC review under Education Code 28.0258 and is subject to the IGC provisions above.

19 TAC 101.3022(f).

A student receiving special education services who successfully completes the requirements of his or her Individualized Education Program (“IEP”), including performance on a state assessment required for graduation, shall receive a Texas high school diploma. A student’s ARD committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation.

Beginning with the 2011–2012 school year, all grades 9–12 students with significant cognitive disabilities who are assessed with an alternate assessment as specified in the student’s IEP will be assessed using alternate versions of EOC assessments as listed in 19 TAC 101.3011(b)(2).

19 TAC 101.3023(a)-(b).

Sec. 7. CREDIT BY EXAMINATION

An EOC assessment administered under Education Code 39.023(c) cannot be used for purposes of credit by examination under 19 TAC 74.24.

19 TAC 101.3021(c).

Sec. 8. RETAKES

Each time an EOC assessment instrument is administered, a student who failed to achieve a score requirement may retake the assessment instrument. A student is not required to retake a course as a condition of retaking an EOC assessment instrument. If a student failed a course but achieved satisfactory performance on the applicable EOC assessment, that student is not required to retake the assessment if the student is required to retake the course.

Education Code 39.025(b); 19 TAC 101.3021(f), .3022(d).

Sec. 1. TUITION-FREE PROGRAM

If authorized by the Goodwill Center Texas charter contract or subject to waiver by the Commissioner of Education, The Excel Center for Adults shall offer tuition-free prekindergarten classes if it identifies 15 or more eligible children who are at least four years of age. The Excel Center for Adults may offer tuition-free prekindergarten classes if it identifies 15 or more eligible children who are at least three years of age.

Education Code 29.153(a-1).

For purposes of this policy, “child” includes a stepchild and “parent” includes a stepparent.

a) *Program Eligibility*

A child is eligible for enrollment in free prekindergarten if the child is at least three years of age and:

1. Is unable to speak and comprehend the English language;
2. Is educationally disadvantaged;
3. Is homeless, regardless of the residence of the child, of either parent of the child, or of the child’s guardian or other person having lawful control;
4. Is the child of an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority;
5. Is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty;
6. Is or ever has been in:
 - a. the conservatorship of the Department of Family and Protective Services (“DFPS”) following an adversary hearing under Family Code 262.201; or
 - b. foster care in another state or territory, if the child resides in this state; or
7. Is the child of a person eligible for the Star of Texas Award as:
 - a. A peace officer under Section 3106.002, Government Code;
 - b. A firefighter under Section 3106.003, Government Code; or
 - c. An emergency medical first responder under Section 3106.004, Government Code.

A child who is eligible for enrollment under item 4 or 5 above remains eligible if the child’s parent leaves the armed forces, or is no longer on active duty, after the child begins the prekindergarten class.

A child who is eligible for enrollment for free prekindergarten at the age of three and enrolls in prekindergarten class at the age of three remains eligible for enrollment in a prekindergarten class for the following school year.

Education Code 29.153(a)-(b), (f)-(g).

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b) *Notice*

The Superintendent shall develop a system to notify the population in the community with children eligible or enrollment of the availability of the program. The system must include public notices issued in English and Spanish.

c) *Half-Day or Full-Day*

A free prekindergarten class may be operated on a half-day basis for children under four years of age and shall be operated on a full-day basis for children who are at least four years of age.

d) *Transportation*

The Excel Center for Adults is not required to provide transportation for a prekindergarten class. If transportation is provided, it is included for funding purposes as part of the regular transportation system.

Education Code 29.153, 29.1534.

e) *High-Quality Prekindergarten Required*

A free prekindergarten class for children who are at least four years of age must comply with the program standards required for high-quality prekindergarten programs under Education Code Chapter 29, Subchapter E-1.

f) *Exemption*

The Excel Center for Adults may apply to the Commissioner for an exemption from the requirement that it provide a free prekindergarten program if The Excel Center for Adults would be required to construct classroom facilities in order to provide the program or if implementing the program would result in fewer eligible children being enrolled in a prekindergarten class under Education Code 29.153.

Education Code 29.153(c-1)–(d-2).

g) *Constructing, Repurposing, or Leasing a Facility*

Before The Excel Center for Adults may construct, repurpose, or lease a classroom facility, or issue bonds for the construction or repurposing of a classroom facility to provide prekindergarten classes, The Excel Center for Adults must solicit and consider proposals for partnerships to provide those classes with community-based child-care providers who:

1. Are a Texas Rising Star Program provider with a three-star certification or higher;
2. Are nationally accredited;
3. Are a Head Start program provider;
4. Are a Texas School Ready! participant; or

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5. Meet the requirements under Education Code 29.1532.

Education Code 29.153(g).

Sec. 2. TUITION-SUPPORTED AND SCHOOL-FINANCED PREKINDERGARTEN

The Excel Center for Adults may offer on a tuition basis or use school funds to provide:

1. An additional half-day of prekindergarten classes to children eligible for free prekindergarten who are under four years of age; and
2. Half-day and full-day prekindergarten classes to children not eligible for free prekindergarten.

The Excel Center for Adults may not adopt a tuition rate for the program that is higher than necessary to cover the added costs of providing the program, including any costs associated with collecting, reporting, and analyzing data under Education Code 29.1532(c). The Excel Center for Adults must submit its proposed tuition rate to the Commissioner for approval.

Education Code 29.1531.

Sec. 3. PROGRAM REQUIREMENTS

The Excel Center for Adult’s prekindergarten program shall be designed to develop skills necessary for success in the regular public-school curriculum, including language, mathematics, and social skills.

Education Code 29.1532(a).

i. Curriculum Requirements

The Excel Center for Adults shall select and implement a high-quality prekindergarten program for eligible children who are at least four years of age required to be provided free of tuition or fees. The Excel Center for Adults shall select and implement a curriculum for a prekindergarten program that:

1. Includes the prekindergarten guidelines established by the Texas Education Agency (“TEA”);
2. Measures the progress of students in meeting the recommended learning outcomes; and
3. Does not use national curriculum standards developed by the Common Core State Standards Initiative.

Education Code 29.164.

ii. Teacher Requirements

Each teacher for a prekindergarten program class must be certified under Education Code Chapter 21, Subchapter B and have one of the following additional qualifications:

1. A Child Development Associate (CDA) credential or another early childhood education credential approved by the TEA;
2. Certification offered through a training center accredited by Association Montessori International or through the Montessori Accreditation Council for Teacher Education;
3. At least eight years' experience of teaching in a nationally accredited childcare program;
4. Be employed as a prekindergarten teacher in a school that has received approval from the Commissioner for a prekindergarten-specific instructional training plan that the teacher uses in the teacher's prekindergarten classroom; or
5. An equivalent qualification.

The Excel Center for Adults may allow a prekindergarten teacher to receive the training required to be awarded a CDA credential from a regional education service center. Training may not include national curriculum standards developed by the Common Core State Standards Initiative.

The Excel Center for Adults must attempt to maintain an average ratio in any prekindergarten class of not less than one certified teacher or teacher's aide for each 11 students.

Education Code 29.167.

iii. Family Engagement Plan

The Excel Center for Adults shall develop and implement a family engagement plan to assist The Excel Center for Adults in achieving and maintaining high levels of family involvement and positive family attitudes toward education. The family engagement plan must be based on family engagement strategies established by the TEA.

Education Code 29.168(a).

iv. Program Evaluation

The Excel Center for Adults shall:

1. Select and implement appropriate methods for evaluating its prekindergarten classes by measuring student progress; and
2. Make data from the results of program evaluations available to parents.

The Excel Center for Adults may administer diagnostic assessments to prekindergarten students to evaluate student progress but may not administer a state standardized assessment instrument. An assessment instrument administered to prekindergarten students must be selected from a list of appropriate prekindergarten assessment instruments identified by the Commissioner.

Education Code 29.169.

v. *Contracting with Private Entity*

The Excel Center for Adults may enter into a contract with an eligible private provider to provide services or equipment for its prekindergarten program. To be eligible to contract with The Excel Center for Adults, a private provider must be licensed by and in good standing with the DFPS. A private provider is in good standing if the DFPS has not taken an action against the provider's license during the 24-month period preceding the date of a contract with The Excel Center for Adults. The private provider must also:

1. Be accredited by a research-based, nationally recognized, and universally accessible accreditation system approved by the Commissioner;
2. Be a Texas Rising Star Program provider with a three-star certification or higher;
3. Be a Texas School Ready! participant;
4. Have an existing partnership with a district to provide a prekindergarten program not provided under Education Code Chapter 29, Subchapter E-1; or
5. Be accredited by an organization that is recognized by the Texas Private School Accreditation Commission.

A prekindergarten program provided by a private provider is subject to the requirements of Education Code Chapter 29, Subchapter E-1.

Education Code 29.171.

vi. *Shared Site*

Before establishing a new prekindergarten program, The Excel Center for Adults shall consider the possibility of sharing use of an existing Head Start or another child-care program site as a prekindergarten site.

Education Code 29.1533.

vii. *Partner Licensing Standards*

If The Excel Center for Adults contracts with a private entity to operate a prekindergarten program, the partner program shall comply at a minimum with the applicable child-care licensing standards adopted by the DFPS under Human Resources Code 42.042. *Education Code 29.1532(b).*

viii. Daily Physical Activity

Students in full-day prekindergarten shall participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year, as part of The Excel Center for Adult’s physical education curriculum or through structured activity during a campus’s daily recess.

To the extent practicable, students enrolled in prekindergarten on less than a full-day basis shall participate in the same type and amount of physical activity as a student enrolled in full-day prekindergarten.

If The Excel Center for Adults determines that requiring moderate or vigorous daily physical activity is impractical due to scheduling concerns or other factors, The Excel Center for Adults may require that students participate in moderate or vigorous physical activity for at least 135 minutes during each school week.

The Excel Center for Adults must provide an exemption for a student who is unable to participate in the required physical activity because of illness or disability.

Education Code 28.002(l).

Sec. 4. PREKINDERGARTEN EXPANSION GRANT

The Excel Center for Adults may use funds from grants administered by the Commissioner to expand an existing half-day prekindergarten program to a full-day basis or to implement a prekindergarten program on a campus that does not have a prekindergarten program. The Excel Center for Adults may use funds received under this program to employ teachers and other personnel for a prekindergarten program or to acquire curriculum materials or equipment, including computers, for use in prekindergarten programs. The Excel Center for Adults may use funds granted under this program in contracting with another entity, including a private entity.
Education Code 29.155.

Sec. 5. READY TO READ GRANT

The Excel Center for Adults may apply for a Ready to Read grant if at least 75% of the children enrolled in the prekindergarten program are low-income students, as determined by Commissioner rule.

Grant funds shall be used for:

1. Professional staff development in prereading instruction;
2. Prereading curriculum and materials;
3. Prereading skills assessment materials; and
4. Employment of prereading instructors.

Education Code 29.157.

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Sec. 6. COORDINATION OF SERVICES

In a manner consistent with federal law and regulations, The Excel Center for Adults shall coordinate with the TEA, the Texas Workforce Commission, and local workforce development boards regarding subsidized child-care services.

Education Code 29.158(a).

Sec. 7. STATEWIDE INFORMATION AND REFERRAL NETWORK

The Excel Center for Adults shall provide the Texas Information and Referral Network (“TIRN”) with information regarding eligibility for and availability of child-care and education services (including services provided through a prekindergarten or after-school program) for inclusion in the statewide information referral network. The Excel Center for Adults shall provide the information in a form determined by the executive commissioner of the Texas Health and Human Services Commission.

Gov’t Code 531.0312.

“Childcare and education services” includes any government-funded child-care and education services, other than education and services provided by a school district as part of the general program of public and secondary education, designed to educate or provide care for children under the age of 13 in middle-income or low-income families.

Gov’t Code 531.03131(a)(4).

When necessary, staff of the TIRN shall send an electronic mail message to The Excel Center for Adults containing the name of and contact information for an applicant for child-care and education services and a description of the services the applicant is seeking.

On receipt of such an electronic mail message, The Excel Center for Adults shall contact the applicant to verify information regarding the applicant’s eligibility for available child-care and education services and, on certifying eligibility, shall match the applicant with entities providing those services in the applicant’s community, including local workforce development boards, local child-care providers, or a Head Start or Early Head Start program provider.

Gov’t Code 531.03131(d).

The Excel Center for Adults shall cooperate with the TIRN as necessary in the administration of this project.

Gov’t Code 531.0312, 531.03131.

Sec. 1. DEFINITIONS

“Instructional materials” means content that conveys the essential knowledge and skills of a subject in the school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, a combination of a book, workbook and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, online services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open education resource instructional material, as defined by Education Code 31.1002(1).

“Open education resource instructional material” means teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that allows for free use, reuse, modification, and sharing with others, including full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

Education Code 31.002(1-a).

“Technological equipment” is hardware, a device, or equipment necessary for instructional use in the classroom, including to gain access to or enhance the use of electronic instructional materials, or professional use by a classroom teacher.

Education Code 31.002(4).

Sec. 2. LOCAL SELECTION

The Excel Center for Adults shall establish a team, as needed, to select instructional materials and technological equipment to be purchased with The Excel Center for Adult’s instructional materials allotment. The team shall make selections based upon The Excel Center for Adult’s instructional needs and in accordance with administrative regulations.

The instructional materials allotment team shall ensure that selected materials, in combination with any other materials in use by The Excel Center for Adults, allow The Excel Center for Adults to certify that all students are provided with instructional materials that cover the essential knowledge and skills, as required by law.

The Board shall select instructional materials in an open meeting as required by the Texas Open Meetings Act, including public notice.

19 TAC 66.104(a).

a) *Notice to State Board of Education (“SBOE”)*

Each year, during a period established by the SBOE, the Board shall notify the SBOE of instructional materials selected in accordance with Education Code 31.101.

Education Code 31.101(a).

i. *Foundation Curriculum*

For subjects in the foundation curriculum, the Board shall notify the SBOE of the instructional materials it selects from the instructional materials list, including the Commissioner of Education’s (“Commissioner”) instructional materials list.

Education Code 31.101(a)(1).

ii. *Enrichment Textbooks*

For a subject in the enrichment curriculum, the Board shall notify the SBOE of instructional material it selects from the instructional materials list, including the Commissioner’s instructional materials list, or that it selected materials that do not appear on the list.

Education Code 31.101(a)(2).

iii. *Open Education Resource Instructional Materials*

In selecting material each year, The Excel Center for Adults may consider the use of open education resource instructional materials.

Education Code 31.073.

The Excel Center for Adults may adopt state-developed open education resource instructional materials at any time, regardless of the instructional material review and adoption cycle.

Education Code 37.073(c).

b) *Supplemental Materials*

The Board may select supplemental instructional materials adopted by the SBOE, as set forth at Education Code 31.035. If the Board selects supplemental instructional materials, The Excel Center for Adults shall certify to Texas Education Agency (“TEA”) that the supplemental instructional materials, in combination with any other instructional materials or supplemental instructional materials used by The Excel Center for Adults, cover the essential knowledge and skills for the course.

Education Code 31.035(d), (f).

c) *Special Education*

Adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student’s ability and without regard to the grade for which the instructional material is adopted or the grade in which the student is enrolled.

19 TAC 66.104(c).

d) *Duration of Selection*

i. Listed Materials

If The Excel Center for Adults selects subscription-based instructional material on the SBOE instructional materials list or electronic instructional material on the Commissioner’s instructional materials list, The Excel Center for Adults may cancel the subscription and subscribe to new instructional materials on the SBOE list or electronic instructional material on the Commissioner’s list before the end of the state contract period if:

1. The Excel Center for Adults has used the instructional material for at least one school year; and
2. TEA approves the change based on a written request to TEA by The Excel Center for Adults that specifies the reasons for changing the electronic textbook or instructional material used by The Excel Center for Adults.

Education Code 31.101(e).

ii. Other Materials

For instructional material that is not on the instructional materials list, The Excel Center for Adults must use the instructional materials for the period of the review and adoption cycle the SBOE has established for the subject and grade level for which the instruction material is used.

Education Code 31.101(d).

Sec. 3. OWNERSHIP AND DISTRIBUTION OF INSTRUCTIONAL MATERIALS

Each instructional material purchased by The Excel Center for Adults is the property of The Excel Center for Adults. Electronic instructional material purchased by The Excel Center for Adults is the property of The Excel Center for Adults only to the extent of any applicable licensing agreement. The Board shall distribute printed instructional material to students in a manner that the Board determines is the most effective and economical.

Education Code 31.102.

Sec. 4. CRIMINAL OFFENSE

A Board member, administrator, or teacher commits an offense if the person receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the person is associated.

A Board member, administrator, or teacher commits an offense if the person accepts a gift, favor, or service that:

1. Is given to the person or the person's school;
2. Might reasonably tend to influence the person in the selection of instructional material or technological equipment; and
3. Could not be lawfully purchased with funds from the state textbook fund.

“Gift, favor, or service” does not include:

1. Staff development, in-service, or teacher training; or
2. Ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

Education Code 31.152.

Sec. 5. REQUESTS FOR SUPPLIES

Employees should initiate requests for instructional supplies through the Campus Director.

Sec. 6. EMPLOYEE TRAINING

The Board shall require the employee responsible for ordering instructional materials to complete TEA-developed training in the use of the Instructional Materials Allotment and the use of the instructional materials ordering system. Training shall be completed in accordance with 19 TAC 66.107(d).

Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.

Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the Texas Essential Knowledge and Skills (TEKS) or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.

Sec. 1. TESTS AND MAKEUP WORK

Students shall be permitted to take tests administered in any class missed because of absence.

For any class missed, the teacher may assign the student make-up work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

Sec. 2. LATE PROJECTS

Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the Campus Director and disseminated to students.

Sec. 1. LOCAL TESTING

In addition to the state-administered assessment instruments, The Excel Center for Adults may adopt and administer criterion-referenced or norm-referenced assessment instruments, or both, at any grade level. Any such locally adopted norm-referenced assessment instrument must be economical, nationally recognized, and state-approved.

For purposes of this Policy, “assessment instrument” means a The Excel Center for Adults-commissioned achievement test, either nationally normed or criterion-referenced, that is group administered and reported publicly (such as to the Board) in the aggregate.

A company or organization scoring an assessment instrument shall send test results to The Excel Center for Adults for verification. The Excel Center for Adults shall have 90 days to verify the accuracy of test data and report the results to the Board.

The Excel Center for Adults shall follow procedures for test security and confidentiality set forth in 19 TAC Chapter 101, Subchapter C.

Education Code 39.026, .032; 19 TAC 101.101.

a) *Limits on Local Testing*

In a subject area for which a state assessment is administered, The Excel Center for Adults may not administer locally required assessments designed to prepare students for state-administered assessments to any student on more than 10% of the instructional days in any school year. A campus-level planning and decision-making committee may limit the administration of locally required assessments to 10% or a lower percentage of the instructional days in any school year. This prohibition does not apply to the administration of college preparation assessments, advanced placement tests, international baccalaureate examinations, or state assessments.

Education Code 39.0262.

Sec. 2. BENCHMARK ASSESSMENT INSTRUMENTS

“Benchmark assessment instrument” means a The Excel Center for Adults-required assessment instrument designed to prepare students for a corresponding state-administered assessment instrument. An assessment instrument designed to prepare students for state-administered assessment instruments is one that:

1. Evaluates students’ potential performance relative to the state’s blueprint in whole for a state-administered assessment; or
2. Is primarily focused on test-taking techniques.

It does not include an assessment designed to evaluate students' mastery of parts of the Texas Essential Knowledge and Skills or the efficacy of instructional practice.

The Excel Center for Adults may not administer to any student more than two benchmark assessment instruments to prepare the student for a corresponding state-administered assessment instrument.

This prohibition does not apply to the administration of a college preparation assessment instrument, including the PSAT, the ACT-Plan, the SAT, or the ACT, an advanced placement test, an international baccalaureate examination, or an independent classroom examination designed or adopted and administered by a classroom teacher.

A student who has special needs, as determined in accordance with Commissioner of Education rule, may request administration of additional benchmark assessment instruments.

Education Code 39.0263; 19 TAC 101.6003.

Sec. 3. COLLEGE PREPARATION ASSESSMENTS

Each school year, and at state cost, The Excel Center for Adults may administer an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument:

1. To students in the spring of the eighth grade for the purpose of diagnosing the academic strengths and deficiencies of students before entrance into high school; and
2. To students in the tenth grade for the purpose of measuring a student's progress toward readiness for college and the workplace.

The provisions of Education Code 39.0261(a)(1) and (a)(2), with respect to the administration of college preparation assessment instruments at state cost, apply only if the legislature appropriates funds for those purposes.

Education Code 39.0261(a)(1) -(a)(2), (f).

High school students, in the spring of the eleventh grade or during the twelfth grade, may select and take once, at state cost:

1. One of the valid, reliable, and nationally norm-referenced assessment instruments used by colleges and universities as part of their undergraduate admissions processes; or
2. The assessment instrument designated by the Texas Higher Education Coordinating Board under Education Code 51.334.

A high school student is not prohibited from taking a test more than once, at his or her own expense.

Education Code 39.0261(a)(3), (e).

Sec. 4. ARMED SERVICES VOCATIONAL APTITUDE BATTERY TEST

Each school year, The Excel Center for Adults shall provide students in grades 10 through 12 an opportunity to take the Armed Services Vocational Aptitude Battery test (“ASVAB”) test and consult with a military recruiter.

The test must be scheduled:

1. During normal school hours; and
2. At a time that limits conflicts with extracurricular activities, to optimize student participation.

The Excel Center for Adults shall provide each student in grades 10 through 12 a notice of the date, time, and location of the scheduled administration of the ASVAB test.

The Excel Center for Adults may elect not to provide the ASVAB test only if it provides an alternative test that:

1. Assesses a student’s aptitude for success in a career field other than a career field that requires post-secondary education;
2. Is free to administer;
3. Requires minimal training and support of The Excel Center for Adults faculty and staff to administer the test; and
4. Provides the student with a professional interpretation of the test results that allows the student to explore occupations that are consistent with the student’s interests and skills and develop strategies to attain the student’s career goals.

Education Code 29.9015.

Sec. 1. CAREER AND TECHNOLOGY PROGRAM

The Board may conduct and supervise career and technology classes and other educational programs for students and spend local maintenance funds for the cost of those classes and programs. In developing a career and technology program, the Board shall consider the state plan for career and technology education.

Education Code 29.183.

Sec. 2. DISTINGUISHED ACHIEVEMENT IN CAREER AND TECHNOLOGY EDUCATION

The Board may develop and offer a program that provides a rigorous course of study consistent with the required curriculum and under which a student may:

1. Receive specific education in a career and technology profession that leads to postsecondary education or meets or exceeds business or industry standards; and
2. Obtain from The Excel Center for Adults an award for distinguished achievement in career and technology education and a stamp or other notation on the student's transcript that indicates receipt of the award.

An award granted under this provision is not in lieu of a diploma or certificate of coursework completion.

a) *Contracts with Other Entities*

The Board may contract with an entity identified in Education Code 29.184(a) for assistance in developing the program or providing instruction to students participating in the program. The Board may also contract with a local business or a local institution of higher education for assistance in developing or operating a career and technology education program. A program may provide education in areas of technology unique to the local area.

Education Code 29.187.

b) *Insurance*

If a business that contracts with The Excel Center for Adults obtains any insurance related to the student other than liability insurance, any proceeds of the insurance must be used for the benefit of the student and the student's family.

Education Code 29.187(g).

Sec. 3. PROVIDING CAREER AND TECHNICAL EDUCATION

The following provisions apply only if The Excel Center for Adults receives federal career and technical education funds.

19 TAC 75.1021.

a) *Students with Disabilities*

A student with a disability shall be provided career and technical education in accordance with all applicable federal law and regulations including the Individuals with Disabilities Education Act (“IDEA”) and its implementing regulations, state statutes, and rules of the State Board of Education and the Commissioner of Education (“Commissioner”).

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 student’s admission, review and dismissal (“ARD”) committee. If a student with a disability 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.

A student with a disability identified in accordance with the IDEA is an eligible participant in career and technical education when the following requirements are met:

1. The ARD committee shall include a representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in career and technical education program;
2. Planning for the student shall be coordinated among career and technical education, special education, and state rehabilitation agencies and should include a coherent sequence of courses;
3. The Excel Center for Adults shall monitor to determine if the instruction being provided to a student with a disability in career and technical education classes is consistent with the student’s IEP;
4. The Excel Center for Adults 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. The Excel Center for Adults shall help fulfill the transitional service requirements of the IDEA and implementing regulations, state statutes, and rules of the Commissioner 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 individual transition plan, 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 and its implementing regulations.

19 TAC 75.1023.

b) *Student Organizations*

The Excel Center for Adults may use federal career and technical education funds to provide opportunities for student participation in approved student leadership organizations and assist career and technical student organizations in accordance with all applicable federal and state laws, rules, and regulations. However, students shall not be required to join such an organization. Student participation in career and technical student organizations shall be governed in accordance with 19 TAC Chapter 76 (relating to extracurricular activities).

The following career and technical student organizations are recognized by the U.S. Department of Education and the TEA:

1. Business Professionals of America (BPA);
2. DECA;
3. Future Business Leaders of America (FBLA);
4. Future Educators Association (FEA);
5. FFA;
6. Family, Career, and Community Leaders of America (FCCLA);
7. Health Occupations Students of America (HOSA);
8. Technology Student Association (TSA); and
9. Skills USA.

19 TAC 75.1024.

c) *Program Evaluation*

The Excel Center for Adults shall annually evaluate its career and technical education programs.

19 TAC 75.1025.

d) *Annual Notification*

Prior to the beginning of each school year, the Superintendent shall advise students, employees, and the general public that all career and technical education opportunities will be offered

without regard to race, color, national origin, sex, or disability. Such notification shall comply with the guidelines provided by the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap*, published by the Office for Civil Rights.

Sec. 1. COLLEGE CREDIT PROGRAM

a) *Program Requirements*

If allowed by its open-enrollment charter, The Excel Center for Adults may implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. The college credit may be earned through:

1. International baccalaureate, advanced placement, or dual credit courses;
2. Articulated postsecondary courses provided for local credit or articulated postsecondary advanced technical credit courses provided for state credit; or
3. Any combination of the courses in items 1 and 2.

The program may provide a student with the opportunity to earn credit for a course or activity, including apprenticeship or training hours:

1. That satisfies a requirement necessary to obtain an industry-recognized credential or certificate or an associate degree, and is approved by the Texas Higher Education Coordinating Board (“THECB”); and
2. For which a student may earn credit concurrently toward both the student’s high school diploma and postsecondary academic requirements.

A dual credit course must be:

1. In the core curriculum of the public institution of higher education providing college credit;
2. A career and technical education course; or
3. A foreign language course.

These requirements do not apply to a dual credit course offered as part of the early college education program established under Education Code 29.908 or any other early college program that assists a student in earning a certificate or an associate degree while in high school.

The Excel Center for Adults is not required to pay a student’s tuition or other associated costs for taking a course under this policy.

Education Code 28.009.

b) *Eligible Course Requirements*

To be eligible for high school credit, a dual credit course must be provided by an institution of higher education that is accredited by any of the following regional accrediting associations:

1. Southern Association of Colleges and Schools;
2. Middle States Association of Colleges and Schools;
3. New England Association of Schools and Colleges;
4. North Central Association of Colleges and Schools;
5. Western Association of Schools and Colleges; or
6. Northwest Association of Schools and Colleges.

Additionally, the course shall provide advanced academic instruction beyond or in greater depth than the essential knowledge and skills for the equivalent high school course.

19 TAC 74.25.

Sec. 2. STUDENT ELIGIBILITY FOR DUAL CREDIT COURSES

A high school student is eligible to enroll in academic dual credit courses and workforce education dual credit courses as permitted by 19 Administrative Code 4.85(b). To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college's regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.). An institution may impose additional requirements for enrollment in courses for dual credit.

19 TAC 4.85(b).

a) *Partnership Programs*

An eligible student may enroll in a partnership program with a Texas college or university in accordance with an agreement between The Excel Center for Adults and the college or university. The Excel Center for Adults shall award credit toward high school graduation in accordance with the agreement between The Excel Center for Adults and the college or university.

b) *Other College-Level Courses*

The Excel Center for Adults may award a student credit for completing a college-level course at an accredited college or university that is not in a partnership program with The Excel Center for Adults. Award of credit shall be based on administrator approval in accordance with guidelines established by the Superintendent or designee.

c) *Texas Virtual School Network*

According to guidelines established by the Texas Virtual School Network (TxVSN) and the course provider, The Excel Center for Adults may enroll a student in college-level courses through the TxVSN. When the student successfully completes a course, credit shall be applied toward graduation requirements.

Sec. 3. ATTENDANCE ACCOUNTING

The time that a student attends a dual credit course, including a course provided under the college credit program, shall be counted as part of the minimum instructional hours required for a student to be considered a full-time student in average daily attendance.

Education Code 48.005(g).

Additionally, the Commissioner of Education may approve instructional programs provided off campus by an entity other than The Excel Center for Adults in which participation by a student may be counted for purposes of determining average daily attendance.

Education Code 48.007(a).

The Excel Center for Adults may adopt a policy that allows a student to participate in an off-campus instructional program. The program must be provided only by an institution of higher education that is accredited by one of the regional accrediting associations specified in 19 TAC 74.25.

To be eligible, a student must:

1. Be in grade 11 or 12;
2. Have demonstrated college readiness as outlined in the requirements for participation in dual credit programs in the Student Attendance Accounting Handbook;
3. Meet any eligibility requirements adopted by the institution of higher education; and
4. Have the approval of the Principal or other school official designated by The Excel Center for Adults.

The off-campus program must comply with rules adopted by the THECB in the Texas Administrative Code, Title 19, Part 1, with respect to teacher qualifications.

19 TAC 129.1031.

Sec. 4. ANNUAL REPORTS

The Excel Center for Adults shall annually report to the TEA:

1. The number of The Excel Center for Adults students, including career and technical students, who have participated in the program and earned college credit; and
2. The cumulative number of courses in which participating students have enrolled and college credit hours the students have earned.

Education Code 28.009(c).

Sec. 1. GENERAL HOMEBOUND EDUCATION

In accordance with the Texas Education Agency’s *Student Attendance Accounting Handbook* (SAAH), a student may be eligible for general education homebound services if the student is to be confined for a minimum of four weeks to a hospital or homebound for medical reasons specifically documented by a physician licensed to practice in the United States. The weeks of confinement need not be consecutive. A student request for such services shall be made through the Principal in accordance with the SAAH and administrative procedures.

The Principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the student’s parent or guardian to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and the length of the transition period when the student is able to return to the regular educational setting, based on current medical information.

19 TAC 89.63(c)(2).

Sec. 2. SPECIAL EDUCATION STUDENTS

Consistent with state rule and the SAAH, a student receiving special education services may be eligible for special education homebound services if the student is to be confined for a minimum of four weeks to hospital or homebound setting for medical reasons specifically documented by a physician licensed to practice in the United States. If a student is chronically ill, the student’s admission, review, and dismissal committee shall determine whether the weeks of confinement need be consecutive.

If the ARD committee determines that homebound instruction is appropriate, the committee shall determine the type and amount of instruction to be provided in accordance with law and, if applicable, the length of the transition period based on current medical information.

Sec. 3. DOCUMENTATION OF SERVICES

The Excel Center for Adults shall maintain full documentation regarding students receiving homebound services in accordance with administrative procedures, the SAAH, and the student’s individualized education program, as applicable.

Sec. 1. STUDENTS WITH DISABILITIES

The Excel Center for Adults may contract with a public or private facility, institution, or agency inside or outside of Texas for the provision of services to students with disabilities.

Education Code 29.008(a).

Sec. 2. PREKINDERGARTEN LICENSING STANDARDS

If The Excel Center for Adults contracts with a private entity to operate a prekindergarten program, the program shall comply at a minimum with the applicable child-care licensing standards adopted by the Texas Department of Family and Protective Services under Human Resources Code 42.042.

Education Code 29.1532(b).

Sec. 1. STUDENT TESTING REQUIREMENTS

All The Excel Center for Adults students receiving instruction in essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by Education Code, Chapter 39, Subchapter B.

19 TAC 101.5(a).

Unless exempted by applicable law, a student may not receive a high school diploma until the student has performed satisfactorily on applicable end-of-course (“EOC”) assessment instruments.

Education Code 39.025(a); 19 TAC 101.4001.

Sec. 2. EMERGENT BILINGUAL STUDENTS

In grades 3–12, English learner¹ students shall participate in the state assessment in accordance with the Commissioner of Education’s (“Commissioner”) rules at 19 TAC Chapter 101, Subchapter AA.

Education Code 39.023(l), (m).

Sec. 3. SPECIAL EDUCATION

The student’s admission, review and dismissal (“ARD”) committee shall determine whether any allowable modification is necessary in administering to the student a required EOC assessment instrument and whether the student is required to achieve satisfactory performance on an EOC assessment instrument to receive a high school diploma.

Education Code 39.025(a-4).

Sec. 4. MILITARY DEPENDENTS

If a student is a military dependent, The Excel Center for Adults shall accept:

1. Exit or EOC exams required for graduation from the sending state;
2. National norm-referenced achievement tests; or
3. Alternative testing, in lieu of testing requirements for graduation in the receiving state.

In the event the above alternatives cannot be accommodated for a military dependent transferring in his or her senior year, then the provisions of Education Code 162.002 art. VII, Section C shall apply.

¹ In this policy, the term “English learner” is synonymous with “emergent bilingual” student, as that term is used in Subchapter B, Chapter 29, Education Code.

a) *Substitute Passing Standard*

A substitute passing standard adopted by the Commissioner may be applied only for a qualified military dependent who enrolls in a Texas public school in this state for the first time after completing the ninth grade or who reenrolls in a Texas public school at or above the tenth grade level after an absence of at least two years from Texas public schools. Each passing standard in effect when a student first enrolls in a Texas public high school remains applicable to the student for the duration of the student’s high school enrollment, regardless of any subsequent revision of the standard.

Education Code 162.002 art. VII, §§ B–C.

Sec. 5. ADMINISTRATION OF ASSESSMENTS

The Excel Center for Adults shall follow the test administration procedures established by the Texas Education Agency (“TEA”) in the applicable test administration materials. The Superintendent shall be responsible for administering tests.

19 TAC 101.25, 101.27.

Beginning no later than the 2022–2023 school year, each assessment instrument required under Education Code 39.023(a), (c), or (l) must be administered electronically, unless otherwise provided by commissioner rule.

Education Code 39.0234.

a) *Assessment Schedule*

The Commissioner shall specify the schedule for testing and field testing that is in compliance with Education Code 39.023(c-3) and supports reliable and valid assessments.

19 TAC 101.25.

b) *Alternate Test Dates*

The Excel Center for Adults or a campus may request from the Commissioner an alternate test date. Alternate test dates will only be allowed if The Excel Center for Adults or campus is closed on the day on which testing is scheduled or if there is an exceptional circumstance, defined below, that may affect The Excel Center for Adult’s or campus’ ability to administer an assessment or the students’ performance on an assessment. “Exceptional circumstances” include:

1. Inclement weather or natural disasters that would cause The Excel Center for Adults or campus to be closed or that would cause a small percentage of students to be in attendance on the day testing is scheduled;

2. Health epidemics that result in a large number of students being absent on the day of testing;
3. Death of a student or school official that may impact student performance; and
4. Sudden emergencies that occur on the day of testing or shortly before testing that may inhibit students from completing the assessments, such as a fire on campus, a bomb threat, an extended power outage, or a water main break.

If an alternate test date for primary test administration is approved, the Commissioner may prohibit The Excel Center for Adults or campus from participating in UIL competition on the new test date if that is determined to be in the best interest of The Excel Center for Adults, campus, and students.

19 TAC 101.5003.

Sec. 6. NOTICE TO STUDENTS AND PARENTS

The Superintendent shall be responsible for providing written notice to each student of the testing requirements for graduation and the dates, times, and locations of testing. Notice of testing requirements shall be provided no later than the beginning of the student's seventh-grade year. The Superintendent shall also provide such notice for students in grades 7–12 who are new to The Excel Center for Adults. Notice of the dates, times, and locations of testing shall be provided to each student who will take the tests and to out-of-school individuals.

19 TAC 101.3012(a).

Sec. 7. ASSESSMENTS IN GRADES 3–8

Unless otherwise excepted or exempted by law, all students shall be assessed in:

1. Mathematics, annually in grades 3–8;
2. Reading, annually in grades 3–8;
3. Writing, including spelling and grammar, in grades 4 and 7;
4. Social studies in grade 8;
5. Science in grades 5 and 8; and
6. Any other subject and grade required by federal law.

Education Code 39.023(a).

a) *Exception*

Except as required for purposes of federal accountability, a student shall not be administered a grade-level assessment if the student:

1. Is enrolled in a course or subject intended for students above the student's enrolled grade level and will be administered a grade-level assessment instrument developed under the

list above that aligns with the curriculum for that course or subject within the same content area; or

2. Is enrolled in a course for high school credit in a subject intended for students above the student’s enrolled grade level and will be administered an EOC assessment instrument that aligns with the curriculum for that course or subject within the same content area.

A student is only eligible to take an assessment instrument intended for use above the student’s enrolled grade if the student is receiving instruction in the entire curriculum for that subject.

A student in grade 5 or 8 described above may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument above the student’s grade level.

Education Code 28.0211(p), 39.023(a-2); 19 TAC 101.3011.
Education Code 39.027.

b) *Assessment Accommodations*

Assessment accommodations are permitted for any student unless they would make a particular test invalid. Decisions regarding accommodations shall take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction. Permissible accommodations shall be described in the appropriate test administration materials.

The committee established to determine the placement of students with dyslexia or related disorders shall determine whether any allowable modification is necessary in administering an assessment to such a student. For a student receiving special education services, the ARD committee shall determine the allowable accommodations and shall document them in the student’s Individualized Education Program (“IEP”).

19 TAC 101.3013; Education Code 39.023(a)-(c), (n); 34 CFR 300.320(a)(6).

Sec. 8. END-OF-COURSE ASSESSMENTS

Students in grade 9 and above who are enrolled in a course for which an EOC assessment exists as required by Education Code 39.023(c) shall take the appropriate assessment.

19 TAC 101.3021(a).

a) *Students Enrolled Below High School Level*

A student in grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment. The EOC assessment result shall be applied toward the student’s assessment graduation requirements, as specified in 19 TAC 101.3022.

19 TAC 101.3021(d).

b) *Assessment Requirements for Graduation*

A student must meet satisfactory performance on an EOC assessment listed in Education Code 39.023(c) only for a course in which the student is enrolled and for which an EOC assessment instrument is administered in order to be eligible to receive a Texas diploma.

i. *Exceptions: English I or English II*

A student who was administered separate reading and writing EOC assessments under Education Code 39.023(c), for the English I or English II course has met that course's assessment graduation requirement if the student has:

1. Achieved satisfactory performance on either the reading or writing EOC assessment for that course;
2. Met at least the minimum score on the other EOC assessment for that course; and
3. Achieved an overall scale score of 3242 or greater when the scale scores for reading and writing are combined for that course.

Exceptions related to English I also apply to English learners who meet the criteria in 19 TAC 101.1007.

ii. *Exceptions: Credits Earned Prior to Enrollment*

If a student earned high school credit for a course with an EOC assessment prior to enrollment in a Texas public school and the credit has been accepted by a Texas public school, or a student completed a course for Texas high school credit in a course with an EOC assessment prior to the 2011–2012 spring administration, the student is not required to take the corresponding EOC assessment.

19 TAC 101.3021(e), .3022.

c) *Substitute Assessments*

A student may use certain assessments as substitute assessments in place of an EOC assessment, to meet the student's assessment graduation requirements in accordance with the Commissioner's chart at 19 TAC 101.4002(b). An approved substitute assessment may be used in place of only one specific EOC assessment.

A student is eligible to use a substitute assessment if the student meets all eligibility criteria listed in 19 TAC 101.4002(c)-(d).

A student electing to substitute an assessment for graduation purposes must still take the required EOC assessment if the student does not meet the eligibility requirements above.

A student who fails to perform satisfactorily on the PSAT or the ACT-PLAN as indicated in the chart at 19 TAC 101.4002(b) must take the appropriate EOC assessment to meet the assessment graduation requirements for that subject.

i. Verification of Results

An eligible student is responsible for providing The Excel Center for Adults with an official copy of the student's scores from the substitute assessment. Upon receipt of official results of an approved substitute assessment, The Excel Center for Adults must:

1. Verify the student's score on the substitute assessment; and
2. Determine whether the student met the performance standard required to qualify for a public high school diploma in Texas as established by the Commissioner.

19 TAC 101.4002, .4005.

d) Satisfactory Performance

A student is required to achieve a scale score that indicates satisfactory performance, as determined by the Commissioner, on each EOC assessment instrument administered to the student.

Education Code 39.025(a).

e) Individual Graduation Committee

A student in grade 11 or 12 who has failed to comply with the EOC assessment instrument performance requirements under Education Code 39.025 for not more than two courses may qualify to graduate on the basis of a review by an individual graduation committee ("IGC").

Education Code 28.0258, 39.025(a-2).

f) Special Education

A student receiving special education services is not subject to the IGC requirements in Education Code 28.0258. As provided in 19 TAC 89.1070 (Graduation Requirements) and 19 TAC 101.3023 (Participation and Graduation Assessment Requirements for Students Receiving Special Education Services), a student's ARD committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.

A student dismissed from a special education program who achieved satisfactory performance on an alternate EOC assessment while enrolled in a special education program is not required to take and achieve satisfactory performance on the general EOC assessment to graduate. A student who took an EOC assessment while enrolled in a special education program is not required to retake

and achieve satisfactory performance on the EOC assessment if the student's ARD committee determined that the student was not required to achieve satisfactory performance on the EOC assessment to graduate. A student dismissed from a special education program must achieve satisfactory performance on any remaining EOC assessments that the student is required to take. If the student fails to achieve satisfactory performance on no more than two of the remaining EOC assessments, the student is eligible for IGC review under Education Code 28.0258 and is subject to the IGC provisions above.

19 TAC 101.3022(f).

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a Texas high school diploma. A student's ARD committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation.

All students in grades 9–12 with significant cognitive disabilities who are assessed with an alternate assessment as specified in the student's IEP will be assessed using alternate versions of EOC assessments as listed in 19 TAC 101.3011(b)(2).

19 TAC 101.3023(a)-(b).

g) *Credit by Examination*

An EOC assessment administered under Education Code 39.023(c) cannot be used for purposes of credit by examination under 19 TAC 74.24.

19 TAC 101.3021(c).

h) *Retakes*

Each time an EOC assessment instrument is administered, a student who failed to achieve a score requirement may retake the assessment instrument. A student is not required to retake a course as a condition of retaking an EOC assessment instrument. If a student failed a course but achieved satisfactory performance on the applicable EOC assessment, that student is not required to retake the assessment if the student is required to retake the course.

Education Code 39.025(b); 19 TAC 101.3021(f), .3022(d).

Sec. 9. REPORTING RESULTS

a) *Public Reports*

Overall student performance data, aggregated by ethnicity, sex, grade level, subject area, campus, and district, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of the Board, after receipt from TEA. The information shall not contain the names of individual students or teachers.

Education Code 39.030(b).

b) *Reports to the Board*

The Superintendent shall accurately report all test results, with appropriate interpretations, to the Board according to the schedule in the applicable test administration materials.

c) *Reports to Students, Parents, and Teachers*

The Excel Center for Adults shall notify each of its students and his or her teacher on the subject of test results, observing confidentiality requirements stated in Section 12-c below. All test results shall be included in each student's academic achievement record and shall be furnished for each student transferring to another district or school. Upon receipt of the assessment results from the test contractor, The Excel Center for Adults shall disclose a student's assessment results to a student's teacher in the same subject area as the assessment for that school year.

19 TAC 101.3014.

The TEA has adopted a series of questions to be included in an EOC assessment instrument administered under Education Code 39.023(c) to be used for purposes of identifying students who are likely to succeed in an advanced high school course. The Excel Center for Adults shall notify a student who performs at a high level on the questions of the student's performance and potential to succeed in an advanced high school course. The Excel Center for Adults may not require a student to perform at a particular level on the questions to be eligible to enroll in an advanced high school course.

Education Code 39.0233(b).

d) *Parent's Right-to-Know Under ESSA*

As a condition of receiving assistance under Title I, Part A of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6301 et seq.), The Excel Center for Adults shall provide to each individual parent of a child who is a student in such school, with respect to such student information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under Part A.

20 U.S.C. 6312(e)(1)(B)(i).

Sec. 10. OUT-OF-STATE TRANSFERS

The Excel Center for Adults shall accurately report to TEA whether that student transferred into The Excel Center for Adults from out of state during the current school year. Procedures for the reporting of out-of-state-transfer students to TEA shall be established in the applicable test administration materials. The Excel Center for Adults shall follow procedures specified in those test administration materials.

The assessment results of the out-of-state transfer students shall be reported separately to The Excel Center for Adults from the results of its other students in addition to the current reporting of assessment results for all students and other student subsets.

19 TAC 101.3014.

Sec. 11. ACCELERATED INSTRUCTION

The Excel Center for Adults shall provide accelerated instruction to any student who fails to perform satisfactorily on a state assessment instrument in the manner required by applicable law. *See also* PG-2.20.

Sec. 12. ASSESSMENT SECURITY AND CONFIDENTIALITY

All assessment instruments included in the student assessment program are considered secure, and the contents of these tests, including student information used or obtained in their administration, are confidential.

The Superintendent and campus principals in all The Excel Center for Adults schools shall:

1. Implement and ensure compliance with state test administration procedures and training activities;
2. Notify TEA as soon as The Excel Center for Adults becomes aware of any alleged or suspected violation of the security or confidential integrity of an assessment;
3. Report all confirmed testing violations to TEA within 10 working days of The Excel Center for Adults becoming aware of the violation in accordance with the reporting process stipulated in the test administration materials;
4. Ensure that the only individuals with access to secure assessment materials are The Excel Center for Adults employees who have:
 - a. Met the requirements to participate in the student assessment program;
 - b. Received annual training in test security and test administration procedures; and
 - c. Signed an oath affirming they understand their obligation to maintain and preserve the security and confidentiality of all state assessments and student information, acknowledge their responsibility to report any suspected testing violation, and are aware of the range of penalties that may result from a violation of test security and confidentiality or a departure from test administration procedures; and
5. Ensure the security of assessment materials by:

- a. Verifying that all boxes of testing materials have been accounted for and match The Excel Center for Adults shipping notices upon receipt from the state’s testing contractor(s);
- b. Requiring campuses to immediately inventory all testing materials received and to notify the The Excel Center for Adults testing coordinator of any shortages or discrepancies;
- c. Immediately notifying the state’s testing contractor(s) of any discrepancies between the materials received and The Excel Center for Adult’s shipping notices;
- d. Placing test booklets and answer documents in secure, limited-access, locked storage when not in use;
- e. Collecting and destroying any scratch paper, graph paper, or reference materials that students have written on, as well as any recordings, after the completion of a test administration;
- f. Requiring that all secure materials assigned to individual campuses have been accounted for and packaged in accordance with the procedures for returning materials as detailed in the test administration materials;
- g. Requiring that all test item image cards and photocopies or reproductions of secure test materials have been collected and returned to the The Excel Center for Adults testing coordinator for return to the testing contractor(s); and
- h. Maintaining inventory and shipping records for five years.

19 TAC 101.3031(a)(1)-(a)(2).

a) *Security and Confidentiality Violations*

Violations of the security and confidential integrity of an assessment include:

1. Directly or indirectly assisting students with responses to test questions;
2. Tampering with student responses;
3. Falsifying holistic ratings or student responses;
4. Viewing secure test content before, during, or after an administration unless specifically authorized by TEA or by the procedures outlined in the test administration materials;
5. Discussing or disclosing secure test content or student responses;
6. Scoring students’ tests, either formally or informally;
7. Duplicating, recording, or electronically capturing confidential test content unless specifically authorized by TEA or by the procedures outlined in the test administration materials;
8. Responding to secure test questions;
9. Fraudulently exempting or preventing a student from participating in the administration of a required state assessment;
10. Receiving or providing unallowable assistance during calibration activities (e.g., taking notes, providing answer sheets, or sharing answers);

11. Encouraging or assisting an individual to engage in the conduct described in subparagraphs (1)-(10) above or in any other serious violation of security and confidentiality;
12. Failing to report to an appropriate authority that an individual has engaged or is suspected of engaging in conduct described in subparagraphs (1)-(11) above or in any other serious violation of security and confidentiality under this section;
13. Failing to implement sufficient procedures to prevent student cheating; and
14. Failing to implement sufficient procedures to prevent alteration of test documents by anyone other than the student.

i. Consequences / Penalties

If The Excel Center for Adults determines that a student has cheated or attempted to cheat on a state assessment either by providing or receiving direct assistance, The Excel Center for Adults shall invalidate the student's test results. Any violation of test security or confidential integrity may result in TEA:

1. Invalidating student test results;
2. Referring certified educators to the State Board for Education Certification for sanctions; and
3. Lowering The Excel Center for Adult's accreditation status or campus's accountability ratings, or appointment of a monitor, conservator, or a management team in accordance with Education Code Chapter 39A.

ii. Test Administration Procedures and Training Activities

Test administration procedures shall be delineated in the test administration materials provided to The Excel Center for Adults annually. The Excel Center for Adults must comply with all of the applicable requirements specified in the test administration materials.

The Excel Center for Adults shall ensure that test coordinators and administrators receive training to ensure that testing personnel have the necessary skills and knowledge required to administer assessment instruments in a valid, standardized, and secure manner.

iii. Record Retention

The Excel Center for Adults shall maintain records related to the security of assessment instruments for five years.

19 TAC 101.3031(a-3)-(d).

iv. Development of Procedures

The Superintendent and each Principal must develop procedures to ensure the security and confidentiality of state assessments and will be responsible for notifying TEA in writing of conduct that violates the security or confidentiality of an assessment.

b) *Minimize Disruptions*

In implementing the Commissioner’s procedures for the administration of assessment instruments adopted or developed under Education Code 39.023, including procedures designed to ensure the security of the assessment, The Excel Center for Adults shall minimize disruptions to school operations and the classroom environment.

Education Code 39.0301(a-1).

c) *Assessment Confidentiality Results*

Individual student performance results are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

Education Code 39.030(b).

Sec. 1. SELECTION OF READING INSTRUMENTS

The Commissioner of Education (“Commissioner”) shall adopt a list of reading instruments that The Excel Center for Adults may use to diagnose student reading development and comprehension. The Excel Center for Adults may adopt a list of reading instruments for use in addition to the reading instruments on the Commissioner’s list. Each reading instrument adopted must be based on scientific research concerning reading skills development and reading comprehension. A list of adopted reading instruments must be provided for diagnosing the reading development and comprehension of students participating in a bilingual education or special language program.

Education Code 28.006(b).

Sec. 2. STUDENT READING ASSESSMENTS

- a) The Excel Center for Adults, as appropriate, will deploy the use of an approved reading diagnostic instrument.

If needed, The Excel Center for Adults will use the Texas Middle School Fluency Assessment and/or an alternate diagnostic reading instrument. The Excel Center for Adults may submit an alternate diagnostic reading instrument to the Texas Education Agency (“TEA”) for approval. An alternate diagnostic reading instrument must:

1. Be based on published scientific research in reading;
2. Be age and grade-level appropriate, valid, and reliable;
3. Identify specific skill difficulties in word analysis, fluency, and comprehension; and
4. Assist the teacher in making individualized instructional decisions based on the assessment results.

19 TAC 101.6001(c), (d).

Sec. 3. SUPERINTENDENT REPORTS

The Superintendent shall:

1. Report the results of the reading instruments to the Commissioner and the Board;
2. Report, in writing, to a student’s parent or guardian the student’s results on the reading instrument not later than the 60th calendar day after the date on which a reading instrument was administered; and
3. Report each student’s raw score on the reading instrument to the TEA using the school readiness certification system.

Education Code 28.006(d).

Sec. 4. PARENTAL NOTIFICATION

The Excel Center for Adults shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The Excel Center for Adults shall make a good faith effort to ensure that this notice is provided either in person or by regular mail, and that the notice is clear and easy to understand and is written in English and in the parent or guardian’s native language.

Education Code 28.006(g)-(h).

Sec. 5. ACCELERATED READING INSTRUCTION PROGRAM

The Excel Center for Adults shall implement an accelerated reading instruction program that provides reading instruction addressing reading deficiencies to students identified as at risk for dyslexia or other reading difficulties, and shall determine the form, content, and timing of that program. The ARD committee of a student who participates in The Excel Center for Adult’s special education program and who does not perform satisfactorily on a reading instrument shall determine the manner in which the student will participate in an accelerated reading instruction program.

Education Code 28.006(g).

Sec. 1. UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS

Accelerated Instruction: High School Grades

Each time a high school student fails to perform satisfactorily on an End-of-Course (“EOC”) assessment instrument, The Excel Center for Adults shall provide to the student accelerated instruction in the subject assessed by the assessment instrument.

Education Code 28.0217, 39.025(b-1).

Sec. 2. ACCELERATED INSTRUCTION REQUIREMENTS

Accelerated instruction for students who fail to perform satisfactorily on State Assessments (EOC exams for students in grades 9-12):

1. May require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations; and
2. Must comply with the requirements for accelerated instruction required under Education Code 28.0211.

Education Code 28.0217(b).

Accelerated instruction for students who fail to perform satisfactorily on State Assessments (EOC exams for students in grades 9–12) shall be provided in the applicable subject area during the subsequent summer or school year and either

1. Allow the student to be assigned to a classroom teacher who is certified as a master, exemplary, or recognized teacher under Education Code 21.3521 for the subsequent school year in the applicable subject area; or
2. Provide the student with supplemental instruction.

Education Code 28.0211(a-1).

a) Supplemental Instruction

If The Excel Center for Adults receives funding under Education Code 29.0881, the Coronavirus Response and Relief Supplemental Appropriations Act, or the American Rescue Plan Act of 2021, the supplemental instruction provided by The Excel Center for Adults must:

1. Include targeted instruction in the essential knowledge and skills for the applicable grade levels and subject area;
2. Be provided in addition to instruction normally provided to students in the grade level in which the student is enrolled;

3. Be provided for no less than 30 total hours during the subsequent summer or school year and, unless the instruction is provided fully during summer, include instruction no less than once per week during the school year;
4. Be designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area;
5. Include effective instructional materials designed for supplemental instruction;
6. Be provided to a student individually or in a group of no more than three students, unless each student in the group authorizes a larger group;
7. Be provided by a person with training in the applicable instructional materials for the supplemental instruction and under the oversight of The Excel Center for Adults; and
8. To the extent it is possible, be provided by one person for the entirety of the student's supplemental instruction period.

Education Code 28.0211(a-4).

b) Student Transportation

The Excel Center for Adults shall be responsible for providing transportation to students required to attend accelerated instruction programs if these programs occur outside of regular school hours.

Education Code 28.0211(j).

c) Limitations on Removing Students

In providing accelerated instruction, The Excel Center for Adults may not remove a student, except under circumstances for which a student enrolled in the same grade level who is not receiving accelerated instruction would be removed, from:

1. Instruction in the foundation curriculum and enrichment curriculum for the grade level in which the student is enrolled; or
2. Recess or other physical activity that is available to other students enrolled in the same grade level.

Education Code 28.0211(a-3).

d) Placement After Promotion

A student who fails to perform satisfactorily on an state assessment instrument and is promoted to the next grade level must be assigned in the subsequent school year in each subject in which the student failed to perform satisfactorily to a teacher who meets all state and federal qualifications to teach that subject and grade.

Sec. 3. SPECIAL EDUCATION STUDENTS

GOODWILL CENTRAL TEXAS BOARD POLICY MANUAL
POLICY GROUP 2 – INSTRUCTION
ACCELERATED INSTRUCTION – UNSATISFACTORY
PERFORMANCE ON ASSESSMENT INSTRUMENTS

PG-2.20

The admission, review, and dismissal (“ARD”) committee of a student who participates in The Excel Center for Adult’s special education program and who does not perform satisfactorily on an assessment instrument and/or administered under Education Code 39.023(a) or (b) must meet to determine the manner in which the student will participate in an accelerated instruction program.

Education Code 29.0211(i).

Sec. 1. LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

The language proficiency assessment committee (“LPAC”) shall select the appropriate assessment option for English learners¹, in accordance with 19 TAC 101.1005. LPAC assessment decisions must be made on an individual student basis in accordance with administrative procedures established by the Texas Education Agency (“TEA”).

The LPAC shall document in the student’s permanent record file:

1. The decisions and justifications related to English language proficiency assessments under 19 TAC 101.1003.
2. The decisions and justifications related to selecting the appropriate assessment option under 19 TAC 101.1005; and
3. In conjunction with the admission, review, and dismissal (“ARD”) committee, the need for allowable testing accommodations under 19 TAC 101.1003 and .1005.

19 TAC 101.1003(b), (c), .1005(a), (c).

Sec. 2. DEFINITIONS

“Recent unschooled immigrant” means an immigrant who initially enrolled in a school in the United States not more than 12 months before the date of the administration of an assessment and who, as a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum determined by the LPAC.

Education Code 39.027(g).

“Unschooled asylee or refugee” means a student who:

1. Initially enrolled in a school in the United States as:
 - a. An asylee as defined by 45 C.F.R. 400.41; or
 - b. A refugee as defined by 8 U.S.C. 1101;
2. Has a visa issued by the U.S. Department of State with a Form I-94 Arrival/Departure record, or a successor document, issued by the U.S. Citizenship and Immigration Services that is stamped with “Asylee,” “Refugee,” or “Asylum”; and
3. As a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum prescribed under Education Code 28.002, as determined by the LPAC established under Education Code 29.063.

Education Code 39.027(a-1); 19 TAC 101.1005(c).

¹ In this policy, the term “English learner” is synonymous with “emergent bilingual”) student, as that term is used in Subchapter B, Chapter 29, Education Code.

“Inadequate schooling outside the United States” is defined as little or no formal schooling outside the United States such that the asylee or refugee lacks basic literacy in his or her primary language upon enrollment in school in the United States.

19 TAC 101.1005(d).

Sec. 3. ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

In kindergarten through grade 12, an English learner shall be administered state-identified English language proficiency assessments annually in listening, speaking, reading, and writing to fulfill state requirements under Education Code, Chapter 39, Subchapter B, and applicable federal requirements.

19 TAC 101.1003(a).

Sec. 4. LIMITATIONS ON EXEMPTIONS

a) *First Year after Enrollment*

An English learner may be administered an accommodated or alternative assessment instrument or may be granted an exemption from or a postponement of the administration of the state assessment for up to one year after initial enrollment in a school in the United States if the student has not demonstrated proficiency in English as determined by the assessment system developed to evaluate academic progress of an English learner.

Education Code 39.027(a)(1).

b) *Subsequent Years*

An English learner granted the initial exemption period above may be administered an accommodated or alternative assessment instrument or may be granted an exemption from or a postponement of the administration of the state assessment for up to:

1. An additional two years if the student is a recent unschooled immigrant or is in a grade for which no assessment instrument in the primary language of the student is available; or
2. An additional four years if the student’s initial enrollment in a school in the United States was as an unschooled asylee or refugee.

The LPAC must determine that the student lacks the academic language proficiency in English necessary for an assessment in English to measure the student’s academic progress in a valid, reliable manner.

c) *Minimum Days for Enrollment*

Regardless of the date on which the student initially enrolled in a school in the United States, unless a student is enrolled in a school in the United States for a period of at least 60 consecutive days during a year, the student may not be considered to be enrolled in a school in the United States for that year for the purpose of determining a number of years under Education Code 39.027(a)(1), (2), or (3).

Education Code 39.027(a)(1)–(2), (a-1), (a-2), (g).

Sec. 5. TESTING IN GRADES 3–8

An English learner shall participate in the grades 3–8 assessments and, except as provided below, shall be administered the general form of the English-version state assessment.

a) *Spanish-Version Assessment*

A Spanish-speaking English learner in grades 3–5 may be administered the state’s Spanish-version assessment if an assessment in Spanish will provide the most appropriate measure of the student’s academic progress.

b) *Linguistically Accommodated Assessments*

An English learner in grade 3 or higher may be administered the linguistically accommodated English version of the state’s mathematics, science, or social studies assessment if:

1. A Spanish-version assessment does not exist or is not the most appropriate measure of the student’s academic progress;
2. The student has not yet demonstrated English language proficiency in reading as determined by the English language proficiency assessment under 19 TAC 101.1003; and
3. The student has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less.

c) *Exemption for Asylee or Refugee*

An unschooled asylee or refugee who meets the criteria discussed above shall be granted an exemption from an administration of an assessment instrument under Education Code 39.023(a), (b), or (l). This exemption will only apply during the school year an unschooled asylee or refugee is first enrolled in a U.S. public school.

19 TAC 101.1005(b), (c).

d) *Refusal of Services*

An English learner who has declined bilingual education/ESL services is not eligible for special assessment, accommodation, or accountability provisions made available to English learners.

19 TAC 101.1005(f).

Sec. 6. END-OF-COURSE ASSESSMENTS

An English learner shall participate in the end-of-course assessments as required by Education Code 39.023(c) and, except as provided below, shall be administered the general form of the English-version state assessment.

19 TAC 101.1005(b).

An English learner shall not be exempt from taking an end-of-course assessment for reasons associated with limited English proficiency or inadequate schooling outside the United States, except as provided below.

a) *Exception*

If an English learner enrolled in English I or English for Speakers of Other Languages I has not yet demonstrated English language proficiency in reading as determined by the English language proficiency assessments required above and has been enrolled in U.S. schools for three school years or less, or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less, then he or she shall not be required to retake the applicable English I assessment in which the student is enrolled each time it is administered if the student passes the course but fails to achieve the passing standard on the assessment.

19 TAC 101.1007(a), (b).

Sec. 7. NON-ENGLISH LEARNER STUDENTS

The Excel Center for Adults may administer the assessment of academic skills in Spanish to a student who is not identified as an English learner but who participates in a bilingual program if the LPAC determines the assessment in Spanish to be the most appropriate measure of the student's academic progress.

19 TAC 101.1005(g).

Sec. 8. SPECIAL EDUCATION

For each English learner who receives special education services, the student's ARD committee in conjunction with the student's LPAC shall select the appropriate assessments.

a) *Selecting Assessments*

The ARD committee shall document the decisions and justifications in the student’s individualized education program (IEP).

19 TAC 101.1005(a).

b) *English Language Proficiency Tests*

In rare cases, the ARD committee in conjunction with the LPAC may determine that it is not appropriate for an English learner who receives special education services to participate in an English language proficiency assessment required above for reasons associated with the student’s particular disability. The ARD committee shall document the decisions and justifications in the student’s IEP, and the LPAC shall document the decisions and justifications in the student’s permanent record file.

19 TAC 101.1003(b).

In the case of an English learner who receives special education services, the ARD committee in conjunction with the LPAC shall determine and document the need for allowable testing accommodations in accordance with administrative procedures established by TEA.

19 TAC 101.1003(c).

c) *Alternative Assessment Instruments*

In certain cases, an English learner who receives special education services may, as a result of his or her particular disabling condition, qualify to be administered an alternative assessment instrument based on alternative achievement standards.

19 TAC 101.1005(b).

An unschooled asylee or refugee who meets these criteria shall be granted an exemption from an administration of an assessment instrument under Education Code 39.023(a), (b), or (l). This exemption will only apply during the school year an unschooled asylee or refugee is first enrolled in a U.S. public school.

19 TAC 101.1005(c).

d) *Testing Accommodations*

The LPAC in conjunction with the ARD committee, shall determine and document any allowable testing accommodations for assessments in accordance with administrative procedures established by TEA.

19 TAC 101.1005(e).

Sec. 9. GRADE ADVANCEMENT REQUIREMENTS

The LPAC shall determine appropriate assessment and accelerated instruction for an English learner who is administered a grade advancement test in English or Spanish, except as provided by 19 TAC 101.1005. The grade placement committee for an English learner shall make its decisions in consultation with a member of the student's LPAC.

19 TAC 101.2003(e).

Legend

- Student / Staff Holiday
- Staff Planning & Development / Student Holiday (Make-Up Day)
- New Staff Orientation
- [] Term Start and End Periods
- Student Open House
- Graduation

Note: Fridays morning are required tutorials for students

Important Dates

	July 28-August 1	New Staff Orientation (25/26 SY)
	August 4-14	Staff Planning & Development
	August 15	Student Open House
[	August 18	Term 1 Begins
	September 1	District Closed (Labor Day)
]	October 10	Term 1 Ends
	October 13 - 16	Staff Planning & Development / Student Holiday
	October 17	Student Open House
[	October 20	Term 2 Begins
	November 11	District Closed (Veteran's Day)
	November 24-28	District Closed (Thanksgiving Break)
	December 2 - 12	STAAR Testing
]	December 18	Term 2 Ends
	December 19	Staff Planning & Development / Student Holiday
	December 22-January 2	District Closed (Winter Break)
	January 5-8	Staff Planning & Development / Student Holiday
	January 9	Student Open House
[	January 12	Term 3 Begins
	January 19	District Closed (MLK Jr. Day)
	February 16	District Closed (President's Day)
	February 16 - March 27	TELPAS Testing
]	March 12	Term 3 Ends
	March 13	Staff Planning & Development / Student Holiday
	March 16-20	Spring Break
	March 23 - 26	Staff Planning & Development / Student Holiday
	March 27	Student Open House
[	March 30	Term 4 Begins
	April 3	District Closed (Good Friday)
	April 7 - May 1	STAAR Testing
]	May 21	Last Day of School
	May 25	District Closed (Memorial Day)
	May 26-29	Staff Planning & Development / Student Holiday
	May 30	Graduation
	June 16 - 26	STAAR Testing
	June 19	District Closed (Juneteenth)
	June 29 - July 3	District Closed (Fourth of July)
	July 27 - 31	New Staff Orientation (26/27 SY)

August 2025							February 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
27	28	29	30	31	1	2	1	2	3	4	5	6	7
3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30							
31													

September 2025							March 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
7	1	2	3	4	5	6	1	2	3	4	5	6	7
14	8	9	10	11	12	13	8	9	10	11	12	13	14
21	14	15	16	17	18	19	15	16	17	18	19	20	21
28	21	22	23	24	25	26	22	23	24	25	26	27	28
	28	29	30				29	30	31				

October 2025							April 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3				1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30	31		26	27	28	29	30		

November 2025							May 2026							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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9	10	11	12	13	14	15	10	11	12	13	14	15	16	
16	17	18	19	20	21	22	17	18	19	20	21	22	23	
23	24	25	26	27	28	29	24	25	26	27	28	29	30	
30							31							

December 2025							June 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5		1	2	3	4	5	6
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29	30	31				28	29	30				

January 2026							July 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3				1	2	3	4
4	5	6	7	8	9	10	5	6	7	8	9	10	11
11	12	13	14	15	16	17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	19	20	21	22	23	24	25
25	26	27	28	29	30	31	26	27	28	29	30	31	

Term 1: August 18 - October 10 39 Days	Term 3: January 12 - March 12 42 Days
Term 2: October 20 - December 18 38 Days	Term 4: March 30 - May 21 38 Days
Total Student Days - 157	
Total Staff Days - 189	

Legend

- State Holiday
- District Holiday
- Professional Development / Planning
- [] Term Start and End
- Graduation

Note: Fridays morning are required tutorials for students

Important Dates

	July 28-August 1	Professional Development / Planning
[	August 4	Term 1 Begins
	September 1	District Closed (Labor Day)
]	September 25	Term 1 Ends
	September 26	Professional Development / Planning
[	September 29	Term 2 Begins
	November 11	District Closed (Veteran's Day)
]	November 20	Term 2 Ends
	November 21	Professional Development / Planning
	November 25-26	District Closed (Break)
	November 27-28	District Closed (Thanksgiving)
[	December 1	Term 3 Begins
	December 2-12	STAAR Testing
	December 22-23	District Closed (Winter Break)
	December 24-26	District Closed (Break)
	December 29-31	District Closed (Winter Break)
	January 1	District Closed (Winter Break)
	January 2	District Closed (Winter Break)
	January 19	District Closed (MLK Jr. Day)
]	February 5	Term 3 Ends
	February 6	Professional Development / Planning
[	February 9	Term 4 Begins
	February 16	District Closed (President's Day)
		<i>Spring Break TBD: Connally</i>
	March 9-13	<i>Spring Break: Diboll / Stiles</i>
	March 16-20	<i>Spring Break: Coleman / Billy Moore</i>
	April 3	District Closed (Spring Holiday)
]	April 9	Term 4 Ends
	April 10	Professional Development / Planning
[	April 13	Term 5 Begins
	April 7-May 1	STAAR Testing
	May 25	District Closed (Memorial Day)
	May 26-29	JE Campuses Closed (May Break)
]	June 11	Term 5 Ends
	June 12	Professional Development / Planning
[	June 15	Summer Term Begins
	June 19	District Closed (Juneteenth)
	June 16-26	STAAR Testing
]	July 3	Summer Term Ends
	July 6-17	JE Campuses Closed (July Break)
	July 20-24	Professional Development / Planning
	July 24	Graduation: Coleman 10 AM
	July 25	Graduation: Connally 12 PM
[	July 27	First Day of School (26/27 SY)
	July 31	Graduation: Billy Moore 9 AM / Diboll 3 PM
	August 1	Graduation: Stiles 9 AM

July / August 2025							February 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
27	28	29	30	31	1	2	1	2	3	4	5	6	7
3	[4	5	6	7	8	9	8	]9	10	11	12	13	14
10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30							
31													

September 2025							March 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6	1	2	3	4	5	6	7
7	8	9	10	11	12	13	8	9	10	11	12	13	14
14	15	16	17	18	19	20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	22	23	24	25	26	27	28
28	]29	30					29	30	31				

October 2025							April 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4				1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	]13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30	31		26	27	28	29	30		

November 2025							May 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1						1	2
2	3	4	5	6	7	8	3	4	5	6	7	8	9
9	10	11	12	13	14	15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	17	18	19	20	21	22	23
23	24	25	26	27	28	29	24	25	26	27	28	29	30
30							31						

December 2025							June 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
	]1	2	3	4	5	6		1	2	3	4	5	6
7	8	9	10	11	12	13	7	8	9	10	11	12	13
14	15	16	17	18	19	20	14	]15	16	17	18	19	20
21	22	23	24	25	26	27	21	22	23	24	25	26	27
28	29	30	31				28	29	30				

January 2026							July 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3				1	2	3	4
4	5	6	7	8	9	10	5	6	7	8	9	10	11
11	12	13	14	15	16	17	12	13	14	15	16	17	18
18	19	20	21	22	23	24	19	20	21	22	23	24	25
25	26	27	28	29	30	31	26	]27	28	29	30	31	1

Term 1: August 4 - September 25 38 Days	Term 4: February 23 - May 4 38 Days
Term 2: September 29 - December 4 38 Days	Term 5: May 6 - June 11 39 Days
Term 3: December 8 - February 19 38 Days	Summer Session: June 15 - July 3 14 Days
Total Student Days - 204 Total Staff Days - 220	