

# Agenda of Regular Action Meeting

## The Board of Trustees Dickinson Independent School District

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A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held December 5, 2022, beginning at 7:00 PM in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

*During the course of this meeting the Board of Trustees may determine that a closed meeting of the Board of Trustees is required, to discuss the items set forth below. Such closed meeting is authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The closed meeting will be held by the School Board at the date, hour and place indicated in this Notice/Agenda or as soon after the commencement of the meeting covered by this Notice/ Agenda as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to, the sections and purposes covered by the following sections of the Texas Government Code: 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.083, 551.084. Should any final action, decision or vote be required with regard to any matter considered in closed session, the final action, decision or vote shall be in the open meeting, or at a subsequent public meeting, with notice.*

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags  
*Brynn North and Kasey Stevens, San Leon Elementary*
3. Special Recognitions
  - A. Big Impact Award 3
  - B. District Christmas Card Artwork Honoree 5
  - C. KJHS Region Choir 6
  - D. Texas Thespians 7
  - E. DHS Volleyball 8
4. Public Comment: Agenda Items 9
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  - A. Section 551.074 - Resignations, Retirements, and New Hires
  - B. Section 551.076 - Security  
Section 551.089 - Deliberation Regarding Security Devices or Security Audits  
Access
  - C. Section 551.071 - Consultation with Attorney
7. Action on Closed Executive Session Items

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• Budget Amendments/Adjustments for November 10, 17, and December 1, 2022	
• Donation to DHS FFA-Prestige Charitable and Educational Corp.	
• Donation to DHS Robotics-Ike Coffman, Marine Technology Society Inc.	
• Campus Fundraising Request-KJHS Theatre Arts, DHS Swim	
• Donation to KJHS FCA-FCA parents	
• MOU Between DISD and American Heart Association	
• Campus Fundraising Request-KJHS Theatre Arts, DHS Swim	
17. Adjournment	

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*The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, December 2, 2022 at or before 4:30 p.m.*

*DISD complies with Title II and will make efforts to ensure that board meetings are accessible to qualified individuals with disabilities by furnishing appropriate auxiliary aids and services and making reasonable accommodations. Contact the Asst. Supt. for Administration at (281) 229-6024 should you need accessibility.*




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Carla Voelkel  
Superintendent of Schools

## DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** December 5, 2022

**Item Title:** Big Impact Award

**Agenda Item:** Kimberly Rich

### **Background Information:**

The Big Impact Award is an employee recognition award given once per month to individuals who make an impact by going above and beyond the call of duty. Honorees are nominated by peers, supervisors, or community members.

Big Impact Award Honorees exemplify the following attributes:

1. Provide outstanding service to others
2. Assist others beyond normal expectations
3. Create a positive impression of their department
4. Sacrifice their time and energy for the “Gator” good
5. Act with honesty and integrity at all times

**Frances Heilker**, Dyslexia Specialist, Bay Colony Elementary School

- Fran Heilker is an Instructional Specialist for the Dyslexia Program at Bay Colony Elementary. She not only works tirelessly in this role, but she also wears many other hats on campus. She works passionately for the best interest of the staff and students. This includes helping with grade level planning, and campus events such as Science Fair and Spelling Bee. She is an active member/officer of the campus PTO helping to develop new ways to support the teachers and students. Fran has spearheaded the updating of our chrome cart inventory along with distribution, and work orders to manage the needs for every student. She has implemented and assisted in some of our literacy events like the book character pumpkin contest and Battle of the Books. She manages MakerSpace so that students will have specific grade level activities available year-round. She is the point of contact for the GT students and provides help to the GT Instructional Team. She has a willingness to serve in a way that helps others be more successful. Her positive attitude and strong leadership make her a great asset to Bay Colony Elementary.

**Jenna McClung**, Instructional Interventionist, Barber Middle School

- Jenna is a smiling, friendly face whenever you see her. She exemplifies the definition of teacher and student support. She has helped to support RLA through her

commitment to the TAMU processes. Her positive impact on Barber's campus is a bright spot.

- Jenna is a shining light at her campus, Barber Middle School. She works hard to do a good job and build relationships with the people she serves. Jenna is also willing to take on new challenges. She jumped in with both feet and worked on the Pilot for the high-quality instructional materials (HQIM) from Eureka Math and Carnegie Learning. Jenna is quick to volunteer to help with math and science curriculum projects, and her work is excellent. She is also eager for feedback to keep on improving. I love working with Jenna!

**Tiffany Mumford Guyton**, Instructional Coach, Dunbar Middle School

- Tiffany is very supportive and has a friendly attitude. She is willing to take time out of her busy schedule to offer help and encouragement when she sees a colleague struggling. Tiffany brings positivity and joy to the work environment with her contagious smile.
- Tiffany Guyton is a breath of fresh air. Her unwavering dedication to the growth of our students is undeniable. She has a wealth of knowledge and does not mind sharing it. She is always positive and quickly reminds us of the bigger picture, "Our Students." There is not one event or activity on the campus that she does not have her hands in. She does everything with a smile. Dunbar is VERY blessed to have her as family.
- Tiffany is a DMS math coach and testing coordinator. She not only supports her math department but jumps in to support other departments and their coaches. She is devoted to helping teachers be successful so the students they teach will be successful. She is a true asset to Dunbar!!
- Tiffany works hard to support the entire math department on campus, while also being one of the campus testing coordinators. She has been extremely helpful with helping me learning the testing coordinator position. She is always willing to go the extra mile for the "gator good." She makes a HUGE impact on the DMS campus!

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** December 5, 2022

**Item Title:** District Christmas Card Artwork Honoree

**Agenda Item:** Tammy Dowdy

**Background Information:**

Dickinson ISD holds an annual contest for a student to create artwork for the cover of the district Christmas card. The contest alternates each year between elementary students and secondary students. This year, the contest was offered to secondary students to create artwork depicting a holiday/winter related theme.

The winner of this year's contest is **Isabella Rodriguez**, a junior at Dickinson High School. Her artwork depicts a star filled night sky above the tree-lined bayou with a Gator wearing a Christmas lighted Santa hat and another gator swimming down the bayou wearing earmuffs. The drawing wishes everyone "Happy Holidays from the Swamp." She is taught by Dickinson High School art teacher **Jennifer Sumrall**.

Thank you to Isabella for her artwork and for helping Dickinson ISD spread holiday cheer through the Christmas card.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** December 5, 2022

**Item Title:** Kranz Region Choir Honorees

**Agenda Item:** Tammy Dowdy

**Background Information:**

Kranz Junior High choir students recently had the chance to audition for Region Choir through the Texas Music Educators Association. Earning a place in the All-Region Choir is the highest honor a junior high choir student can achieve. Honorees include:

Treble Choir Members

**Emma Sanchez**  
**Carter Murphy**  
**Carli Mott**  
**Trish Nguyen**  
**Jaelyn Burnett**  
**Dayaneli Perez**  
**Jordyn Lara**  
**Chloe Serona**

Mixed Choir Members

**Joy Lopez (Soprano)**  
**Kennard (Zaey) Pleasant**  
**Xavier Buster**  
**Navy Medcalf**  
**Max Gondesen**  
**Davion Johnson**  
**Miguel Guerra**

The Kranz Junior High Choir is led by **Imani James**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** December 5, 2022

**Item Title:** Texas Thespians Festival

**Agenda Item:** Tammy Dowdy

**Background Information:**

The Dickinson High School Theatre Department participated in the Texas Thespians Festival in San Antonio where over 2,100 students competed in various acting and technical competitions. DHS Theatre had 27 students attend the festival and 20 of those students returned home with trophies and medals, including 11 qualifying for the National Thespians Festival, which will be held in June at Indiana University.

<b>Kenzington Bass</b>	All Star Troupe Table Winner
<b>Audrey Brooks</b>	Qualified for Nationals in Group Acting for a scene from <i>Crimes of the Heart</i>
<b>Chase Casterline</b>	Qualified for Nationals in Duet Acting for a scene from <i>The Diviners</i> All Star Troupe Table Winner
<b>Eloise Correia</b>	All Star Troupe Table Winner
<b>Allie Davis</b>	First Place in Team Mask Design
<b>Brianna Delaney</b>	Chosen to be 1 of only 8 Closing Ceremony Performers for the entire festival Qualified for Nationals in Solo Musical for “She Used to be Mine” from <i>Waitress the Musical</i> All Star Troupe Table Winner
<b>Michael Flores</b>	Qualified for Nationals in Duet Musical for “Agony” from <i>Into the Woods</i> All Star Troupe Table Winner
<b>Caidence Foster</b>	All Star Troupe Table Winner
<b>Natalie Glukhenkiy</b>	First Place in Team Costume Construction
<b>Andrew Johnson</b>	Qualified for Nationals in Duet Musical for “Therapy” from <i>tick, tick, Boom!</i>
<b>Leah Luna</b>	First Place in Team Costume Construction
<b>Haedyn Lynch</b>	First Place in Team Mask Design
<b>Hannah McGinty</b>	Qualified for Nationals in Monologue for <i>August: Osage County</i> and <i>A Streetcar Named Desire</i>
<b>Sofia Mercado</b>	All Star Troupe Table Winner First Place in Team Mask Design
<b>Maia Morales Morales</b>	First Place in Team Costume Construction
<b>Noah Nuetzmann</b>	Qualified for Nationals in Duet Musical for “Agony” from <i>Into the Woods</i>
<b>Jewel Richards</b>	Qualified for Nationals in Group Acting for a scene from <i>Crimes of the Heart</i>
<b>Olivia Silvas</b>	Qualified for Nationals in Group Acting for a scene from <i>Crimes of the Heart</i> First Place in Team Mask Design
<b>Kennady Spies</b>	Qualified for Nationals in Duet Musical for “Therapy” from <i>tick, tick, Boom!</i> All Star Troupe Table Winner First Place in Team Costume Construction
<b>Seth Taylor</b>	Qualified for Nationals in Duet Acting for a scene from <i>The Diviners</i> All Star Troupe Table Winner

The students are led by DHS Theatre directors **Laurel Powell, Marisa Hataway, and Roxanne Sheffield.**

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** December 5, 2022

**Item Title:** Volleyball All-District Honorees

**Agenda Item:** Tammy Dowdy

**Background Information:**

The Dickinson High School Varsity Volleyball Team finished the season with an overall record of 20-21 and 4-8 record in District 24-6A and missed advancing to the playoffs by one game. Several players were recognized with post-season honors for their performances during the fall season through UIL District 24-6A, Texas High School Coaches Association, and American Volleyball Coaches Association.

<b>Daryeon Allen</b>	Academic All-District
<b>Keely Anderson</b>	Second Team All-District, Academic All-District
<b>Aaliyah Barnett</b>	Academic All-District
<b>Caroline Boone</b>	Academic All-District
<b>Alexandria Bowles</b>	Academic All-District, Texas High School Coaches Association Second Team Academic All-State, American Volleyball Coaches Association Best and Brightest Academic First Team
<b>Jewel Brandley</b>	Academic All-District
<b>Sinclair Coleman</b>	Academic All-District
<b>Kailey Hancock</b>	Academic All-District
<b>Samantha Loyd</b>	First Team All-District, Academic All-District
<b>Caryss Magliolo</b>	Second Team All-District, Academic All-District
<b>Amya McNeal</b>	Honorable Mention All-District, Academic All-District, Texas High School Coaches Association Second Team Academic All-State, American Volleyball Coaches Association Best and Brightest Academic Second Team
<b>Daniella Moreno</b>	Academic All-District, Texas High School Coaches Association First Team Academic All-State
<b>Imani Porter</b>	Academic All-District, Texas High School Coaches Association Second Team Academic All-State, American Volleyball Coaches Association Best and Brightest Academic First Team
<b>Kobie Rodriguez</b>	Academic All-District
<b>Addison Stanley</b>	First Team All-District, Academic All-District
<b>Skylar Westhoff</b>	Honorable Mention All-District, Academic All-District, Texas High School Coaches Association Second Team Academic All-State, American Volleyball Coaches Association Best and Brightest Academic First Team
<b>Taylor Williams</b>	Academic All-District, Texas High School Coaches Association Second Team Academic All-State, American Volleyball Coaches Association Best and Brightest Academic First Team

The DHS Varsity Volleyball Team is led by Head Coach **Kati Farias** and Assistant Coaches **Kaylee Hawkins, Hannah Westerlage, Nayo Warnell** and **Denise Salinas**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Item Title:** Public Comment: Agenda Items

**Agenda Item:** Carla Voelkel

**Background Information:**

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening regarding agenda items per HB 2840. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Item Title:** Open Forum

**Agenda Item:** Carla Voelkel

**Background Information:**

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received. Each will be limited to no more than three minutes. No one may begin addressing the Board thirty minutes from this time.

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

**Meeting Date:** December 5, 2022

**Item Title:** Executive Session

**Agenda Item:** President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including but not limited to the following section(s) and purpose(s): Texas Government Code **Section 551.071** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.074** - for the purpose of considering the appointment, resignations, reassignment, evaluation, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against public officers or employees; **Section 551.082** school children; school district employees; disciplinary matter or complaint, and **Section 551.0821** for the purpose of considering a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation.

**Time To Executive Session:** \_\_\_\_\_

**Time Out of Executive Session:** \_\_\_\_\_

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

**Meeting Date:** December 5, 2022

**Item Title:** Personnel Action

- Employment
- Resignations/Retirement

**Agenda Item:** Kimberly Rich

- We have eight (6) resignations: one (1) Teachers at K. E. Little Elementary, one (1) Teacher at San Leon Elementary, one (1) Teacher at Barber Middle School, one (1) Teacher at McAdams Junior High School, one (1) Teacher at Kranz Junior High School, and one (1) Teacher at Dickinson High School.
- We have one (1) retirement: Teacher at K. E. Little Elementary

**Recommendation:**

The Superintendent recommends the employment and ratification of the resignations/retirement of the above personnel.

**Action Item:**     Yes    \_\_\_\_\_ No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DDICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** Discussion and possible action on settlement offer from Texas Windstorm  
Ins. Association

**Agenda Item:** Carla Voelkel

**Background Information:**

Discussion and possible action on settlement offer from TWIA as the Board deems appropriate.

**Recommendation:**

Advice and Direction

**Action Item:**   X   Yes        No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** Districtwide Intruder Detection Audit Report Findings

**Agenda Item:** Robert Cobb

**Background Information:**

The top priority of District Name and the State of Texas is keeping students and staff safe every day. The Texas School Safety Center recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit, conducted as part of Governor Abbott’s school safety directives for all school systems following the tragedy in Uvalde, seeks to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked. The audit provides us with an opportunity to create a safer learning environment for our students and staff.

We are working closely with our district's School Safety & Security Committee to ensure that we are training all our staff and securing our doors for the protection of everyone at our campuses. The support from the state in conducting the Intruder Detection Audits is just one of the many actions we are taking to ensure our schools are safe. We know that this work does not end, and we appreciate the Board’s support.

We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information to the broader public as it could lead to compromising important campus security information. Specific details of the Intruder Detection Audit will be discussed in the executive session and with the Safety and Security Committee. Dickinson ISD is committed to providing a safe and secure learning environment for our students and staff.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** Written Reports

If a request to pull a Written Report is not received by the afternoon of the Board meeting, the report writer will not be in attendance and President Magliolo will move to the next item.

**Background Information:**

Written Reports

- Monthly Tax Collection Report-Kelly Logsdon
- Student Attendance Report for 2<sup>nd</sup> Six Weeks-Dr. Jeff Pack

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes      √   \_\_\_\_\_ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** Monthly Tax Collection Report

**Agenda Item:** Kelly Logsdon

**Background Information:**

The Monthly Tax Collection Report for October 2022 and year to date is attached.

**Recommendation:**

Information only.

**Action Item:** \_\_\_\_\_ Yes     No

Dickinson Independent School District  
Monthly Tax Collections Report  
Maintenance Operations and Interest Sinking

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected										
2021	\$6,418,555,751	\$1.294	\$83,056,111	\$596,358	0.72%										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
2020	\$4,851,053,036	\$1.344	\$65,198,153	\$63,813,518	97.88%										
2019	\$4,166,906,421	\$1.450	\$60,420,143	\$59,423,702	98.35%										
2018	\$3,689,155,526	\$1.520	\$56,075,164	\$54,995,123	98.07%										
2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total	
Current Year Tax	Pending Billing	\$596,358											\$596,358		
YTD % Collected	0.00%	0.72%	0.72%	0.72%	0.72%	0.72%	0.72%	0.72%	0.72%	0.72%	0.72%	0.72%	0.72%	0.72%	
Prior Years Tax	\$153,260	\$29,557											\$182,817		
Subtotal Taxes	\$153,260	\$625,915	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$779,175	0.94%	
Penalty & Interest	\$38,472	\$32,224											\$70,697		
Total Taxes & P&I	\$191,732	\$658,140	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$849,872	1.02%	
Attorney Fees	\$30,498	\$24,692											\$55,190		
Total Collections	\$222,229	\$682,832	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$905,061	N/A	
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	98.04%	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A	
2020 Tax Year	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Totals:	% To Total	
Current Year Tax	Pending Billing	\$378,534	\$2,549,710	\$13,354,403	\$29,495,191	\$14,036,825	\$1,771,012	\$682,688	\$492,047	\$415,731	\$290,712	\$346,665	\$63,813,518		
YTD % Collected	0.00%	0.58%	4.49%	24.97%	70.21%	91.74%	94.46%	95.51%	96.26%	96.90%	97.34%	97.88%	97.88%	97.88%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828	\$34,645	\$78,174	\$87,587	\$67,362	\$44,020	\$166,788	\$1,169,927		
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$1,805,657	\$760,862	\$579,634	\$483,093	\$334,732	\$513,453	\$64,983,444	99.67%	
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700	\$105,272	\$70,803	\$56,352	\$56,101	\$47,512	\$42,502	\$587,663		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$1,910,929	\$831,665	\$635,986	\$539,194	\$382,244	\$555,955	\$65,571,107	100.57%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509	\$13,930	\$16,899	\$36,967	\$38,277	\$258,611		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$649,916	\$556,093	\$419,212	\$594,232	\$65,829,718	N/A	
2019 Tax Year	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Totals:	% To Total	
Current Year Tax	Pending Billing	\$149,295	\$2,782,035	\$24,347,020	\$21,701,965	\$7,295,092	\$624,605	\$713,295	\$409,011	\$818,065	\$386,690	\$196,629	\$59,423,702		
YTD % Collected	0.00%	0.25%	4.85%	45.15%	81.07%	93.14%	94.17%	95.35%	96.03%	97.39%	98.03%	98.35%	98.35%	98.35%	
Prior Years Tax	\$204,856	\$75,888	\$65,915	\$67,241	\$105,664	\$412,440	\$36,605	\$19,100	-\$8,538	\$45,032	\$57,688	\$121,115	\$1,203,006		
Subtotal Taxes	\$204,856	\$225,183	\$2,847,950	\$24,414,261	\$21,807,629	\$7,707,532	\$661,210	\$732,395	\$400,472	\$863,098	\$444,379	\$317,744	\$60,626,708	100.34%	
Penalty & Interest	\$43,730	\$20,895	\$21,205	\$23,190	\$29,700	\$58,660	\$49,448	\$58,734	\$44,198	\$61,352	\$56,012	\$35,363	\$502,486		
Total Taxes & P&I	\$248,586	\$246,078	\$2,869,155	\$24,437,451	\$21,837,329	\$7,766,192	\$710,658	\$791,129	\$444,670	\$924,450	\$500,391	\$353,106	\$61,129,195	101.17%	
Attorney Fees	\$37,553	\$18,475	\$15,622	\$16,339	\$14,363	\$16,576	\$8,654	\$7,447	\$9,389	\$11,274	\$48,017	\$31,772	\$235,481		
Total Collections	\$286,139	\$264,553	\$2,884,778	\$24,453,789	\$21,851,692	\$7,782,768	\$719,311	\$798,576	\$454,059	\$935,723	\$548,408	\$384,878	\$61,364,675	N/A	
2018 Tax Year	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Totals:	% To Total	
Current Year Tax	Pending Billing	\$770,275	\$2,711,777	\$10,821,827	\$31,598,499	\$6,705,964	\$1,032,517	\$527,234	\$385,353	\$339,487	\$372,586	\$238,083	\$55,503,602		
YTD % Collected	0.00%	1.35%	6.10%	25.07%	80.46%	92.21%	94.02%	94.94%	95.62%	96.21%	96.87%	97.28%	97.28%	97.28%	
Prior Years Tax	\$115,032	\$102,879	\$49,873	\$71,307	\$61,014	\$112,220	\$32,790	\$62,396	\$47,284	\$49,934	\$64,771	\$46,812	\$816,312		
Subtotal Taxes	\$115,032	\$873,153	\$2,761,650	\$10,893,135	\$31,659,513	\$6,818,184	\$1,065,307	\$589,630	\$432,637	\$389,421	\$437,358	\$284,895	\$56,319,914	98.71%	
Penalty & Interest	\$21,487	\$18,180	\$14,583	\$15,852	\$22,941	\$73,075	\$62,393	\$48,233	\$44,527	\$37,546	\$54,866	\$30,882	\$444,565		
Total Taxes & P&I	\$136,519	\$891,333	\$2,776,233	\$10,908,986	\$31,682,454	\$6,891,259	\$1,127,700	\$637,863	\$477,164	\$426,967	\$492,224	\$315,777	\$56,764,478	99.49%	
Attorney Fees	\$19,713	\$14,417	\$11,989	\$12,942	\$14,314	\$22,911	\$12,565	\$13,744	\$13,326	\$8,928	\$35,743	\$27,655	\$208,248		
Total Collections	\$156,232	\$905,750	\$2,788,222	\$10,921,929	\$31,696,768	\$6,914,169	\$1,140,265	\$651,608	\$490,490	\$435,895	\$527,967	\$343,432	\$56,972,727	N/A	

**DICKINSON INDEPENDENT SCHOOL DISTRICT**

**BOARD AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** Student Attendance Report for Second Six Weeks

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

Attached is data from the first six-week reporting period for 202-2023 and comparison data from the 2018-2019, 2019-2020, 2020-2021, and 2021-2022 school years.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     \_\_\_\_\_ No

## ADA Percentages by Campus

Campus	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Little Elementary School</b>										
First six weeks	625.50	96.30%	620.70	95.10%	474.76	91.83%	503.20	90.00%	553.03	93.40%
Second six weeks	624.70	96.20%	619.10	94.30%	515.66	92.82%	524.83	92.71%	542.76	89.71%
Third six weeks	625.60	95.80%	588.00	90.70%	520.70	92.30%	527.46	93.59%		
Fourth six weeks	628.10	95.10%	581.07	94.76%	519.30	91.70%	496.74	88.69%		
Fifth six weeks	632.40	94.20%	COVID-19	COVID-19	530.04	93.50%	527.22	93.20%		
Sixth six weeks	642.40	94.50%	COVID-19	COVID-19	522.00	91.30%	533.21	93.30%		
<i>Yearly Average</i>	<b>629.78</b>	<b>95.35%</b>	<b>609.12</b>	<b>93.90%</b>	<b>513.74</b>	<b>92.24%</b>	<b>518.78</b>	<b>91.92%</b>	<b>547.90</b>	<b>91.56%</b>
<b>Lobit Elementary School</b>										
First six weeks	522.10	96.90%	595.40	97.10%	593.36	97.55%	667.31	92.40%	777.56	94.78%
Second six weeks	533.80	96.50%	592.90	95.70%	585.68	95.49%	690.84	93.95%	749.23	90.64%
Third six weeks	532.10	95.50%	593.60	95.10%	583.40	94.50%	701.01	94.40%		
Fourth six weeks	539.50	96.10%	589.89	96.01%	596.10	94.80%	670.96	90.79%		
Fifth six weeks	544.20	95.80%	COVID-19	COVID-19	612.69	95.40%	705.00	94.72%		
Sixth six weeks	545.80	95.90%	COVID-19	COVID-19	618.00	95.20%	706.79	94.03%		
<i>Yearly Average</i>	<b>536.25</b>	<b>96.12%</b>	<b>593.86</b>	<b>95.98%</b>	<b>598.21</b>	<b>95.49%</b>	<b>690.32</b>	<b>93.38%</b>	<b>763.40</b>	<b>92.71%</b>
<b>Silbernagel Elementary School</b>										
First six weeks	612.90	96.10%	593.90	96.50%	533.74	94.13%	532.47	92.90%	569.11	95.33%
Second six weeks	615.20	96.30%	604.10	95.80%	551.45	94.29%	547.92	93.86%	548.63	91.40%
Third six weeks	611.00	96.00%	595.30	94.20%	556.50	94.90%	541.35	93.32%		
Fourth six weeks	604.90	95.90%	560.90	94.60%	557.40	94.30%	539.35	91.89%		
Fifth six weeks	601.20	95.10%	COVID-19	COVID-19	571.22	94.70%	559.73	94.54%		
Sixth six weeks	604.50	95.30%	COVID-19	COVID-19	571.06	94.10%	559.12	93.61%		
<i>Yearly Average</i>	<b>608.28</b>	<b>95.78%</b>	<b>594.61</b>	<b>95.21%</b>	<b>556.90</b>	<b>94.40%</b>	<b>546.66</b>	<b>93.35%</b>	<b>558.87</b>	<b>93.37%</b>
<b>Hughes Road Elementary School</b>										
First six weeks	588.30	94.90%	612.90	95.50%	599.80	94.42%	593.52	91.80%	640.11	94.75%
Second six weeks	601.00	95.80%	617.00	94.80%	601.40	93.44%	610.14	93.00%	629.59	92.54%
Third six weeks	595.90	95.00%	611.40	93.00%	609.60	94.90%	620.29	94.53%		
Fourth six weeks	603.00	95.30%	630.40	94.86%	606.40	94.60%	608.26	91.49%		
Fifth six weeks	599.60	94.50%	COVID-19	COVID-19	607.25	94.20%	631.25	93.48%		
Sixth six weeks	608.20	95.20%	COVID-19	COVID-19	609.22	93.60%	640.60	93.21%		
<i>Yearly Average</i>	<b>599.33</b>	<b>95.12%</b>	<b>616.69</b>	<b>94.59%</b>	<b>605.61</b>	<b>94.19%</b>	<b>617.34</b>	<b>92.92%</b>	<b>634.85</b>	<b>93.65%</b>

## ADA Percentages by Campus

Campus	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Bay Colony Elementary School</b>										
First six weeks	649.80	96.60%	633.10	96.50%	599.05	95.61%	601.27	93.30%	581.18	94.68%
Second six weeks	639.80	95.90%	625.00	95.10%	605.87	94.63%	604.02	92.97%	574.71	92.03%
Third six weeks	637.40	94.70%	615.00	93.50%	609.00	94.70%	605.35	93.71%		
Fourth six weeks	649.20	95.80%	626.55	95.27%	607.30	94.00%	588.93	90.56%		
Fifth six weeks	650.70	95.50%	COVID-19	COVID-19	609.01	94.00%	610.31	93.80%		
Sixth six weeks	652.60	95.30%	COVID-19	COVID-19	603.47	93.60%	600.96	92.73%		
<i>Yearly Average</i>	<b>646.58</b>	<b>95.63%</b>	<b>623.67</b>	<b>95.14%</b>	<b>605.62</b>	<b>94.42%</b>	<b>601.81</b>	<b>92.85%</b>	<b>577.95</b>	<b>93.36%</b>
<b>San Leon Elementary School</b>										
First six weeks	637.00	96.00%	639.70	96.20%	591.73	93.16%	539.37	91.30%	580.10	94.50%
Second six weeks	629.90	94.70%	629.80	94.60%	616.07	93.67%	563.28	92.07%	561.59	90.36%
Third six weeks	622.90	95.10%	624.30	93.20%	617.40	94.30%	574.43	92.98%		
Fourth six weeks	616.80	95.20%	610.07	94.96%	601.80	92.70%	552.76	88.78%		
Fifth six weeks	618.60	94.30%	COVID-19	COVID-19	594.98	93.20%	575.36	92.92%		
Sixth six weeks	621.50	94.40%	COVID-19	COVID-19	593.11	93.70%	579.29	92.67%		
<i>Yearly Average</i>	<b>624.45</b>	<b>94.95%</b>	<b>633.74</b>	<b>94.77%</b>	<b>602.52</b>	<b>93.46%</b>	<b>564.08</b>	<b>91.79%</b>	<b>570.85</b>	<b>92.43%</b>
<b>Calder Road Elementary</b>										
First six weeks	515.30	96.20%	581.50	96.30%	558.97	95.42%	606.63	92.40%	642.85	95.00%
Second six weeks	517.80	95.90%	582.30	94.90%	589.30	95.21%	628.28	93.88%	632.91	92.36%
Third six weeks	508.00	94.60%	576.00	94.40%	599.70	95.40%	624.81	94.08%		
Fourth six weeks	522.10	96.20%	564.01	94.61%	607.70	94.70%	610.73	90.86%		
Fifth six weeks	521.40	95.40%	COVID-19	COVID-19	609.21	94.60%	644.00	94.59%		
Sixth six weeks	522.90	95.20%	COVID-19	COVID-19	611.05	94.20%	636.21	92.88%		
<i>Yearly Average</i>	<b>517.92</b>	<b>95.58%</b>	<b>578.80</b>	<b>94.95%</b>	<b>595.99</b>	<b>94.92%</b>	<b>625.11</b>	<b>93.12%</b>	<b>637.88</b>	<b>93.68%</b>
<b>Dunbar Middle School</b>										
First six weeks	618.40	96.00%	592.50	96.00%	608.58	95.96%	582.59	91.60%	619.10	95.03%
Second six weeks	620.50	95.70%	585.50	94.90%	599.80	94.53%	602.60	93.41%	604.00	92.40%
Third six weeks	618.30	94.90%	581.50	93.50%	603.20	94.70%	618.95	93.16%		
Fourth six weeks	601.10	94.30%	580.41	94.33%	588.00	93.10%	593.85	88.91%		
Fifth six weeks	601.30	94.40%	COVID-19	COVID-19	588.57	92.80%	619.38	93.42%		
Sixth six weeks	597.20	93.80%	COVID-19	COVID-19	591.94	92.90%	622.71	93.52%		
<i>Yearly Average</i>	<b>609.47</b>	<b>94.85%</b>	<b>583.79</b>	<b>94.68%</b>	<b>596.68</b>	<b>94.00%</b>	<b>606.68</b>	<b>92.34%</b>	<b>611.55</b>	<b>93.72%</b>

## ADA Percentages by Campus

Campus	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Barber Middle School</b>										
First six weeks	683.20	97.40%	697.90	97.10%	685.08	98.52%	544.27	93.20%	535.87	95.83%
Second six weeks	684.60	96.80%	696.30	96.50%	685.00	96.88%	558.34	95.33%	527.38	92.83%
Third six weeks	677.70	96.20%	691.60	95.80%	683.40	96.70%	555.10	94.71%		
Fourth six weeks	679.40	96.40%	695.27	95.97%	665.40	95.60%	539.67	91.83%		
Fifth six weeks	679.40	95.80%	COVID-19	COVID-19	664.86	95.40%	564.15	94.96%		
Sixth six weeks	681.80	95.60%	COVID-19	COVID-19	657.94	94.80%	563.03	94.57%		
<i>Yearly Average</i>	<b>681.02</b>	<b>96.37%</b>	<b>693.86</b>	<b>96.34%</b>	<b>673.61</b>	<b>96.32%</b>	<b>554.09</b>	<b>94.10%</b>	<b>531.63</b>	<b>94.33%</b>
<b>Lobit Middle School</b>										
First six weeks	420.00	97.00%	436.80	96.50%	461.04	98.62%	472.62	91.70%	558.87	95.96%
Second six weeks	421.10	96.60%	440.70	96.20%	451.77	95.60%	494.79	94.70%	544.83	93.57%
Third six weeks	422.20	96.50%	435.90	94.90%	455.00	96.60%	496.75	93.85%		
Fourth six weeks	420.70	96.10%	442.12	95.55%	459.20	96.10%	476.96	90.63%		
Fifth six weeks	421.80	95.40%	COVID-19	COVID-19	454.75	95.30%	497.24	94.82%		
Sixth six weeks	426.80	96.10%	COVID-19	COVID-19	450.62	95.10%	492.64	94.00%		
<i>Yearly Average</i>	<b>422.10</b>	<b>96.28%</b>	<b>437.31</b>	<b>95.78%</b>	<b>455.40</b>	<b>96.22%</b>	<b>488.50</b>	<b>93.28%</b>	<b>551.85</b>	<b>94.77%</b>
<b>McAdams Junior High School</b>										
First six weeks	726.40	96.30%	843.60	96.50%	872.75	98.64%	825.62	92.20%	893.40	95.42%
Second six weeks	726.70	95.50%	844.10	95.40%	846.83	95.45%	850.04	93.52%	872.92	92.12%
Third six weeks	722.60	94.80%	827.40	93.80%	843.80	94.30%	835.45	91.67%		
Fourth six weeks	729.50	95.00%	829.29	94.48%	833.00	93.10%	808.78	88.73%		
Fifth six weeks	728.10	94.50%	COVID-19	COVID-19	828.96	93.10%	847.83	92.94%		
Sixth six weeks	731.40	94.20%	COVID-19	COVID-19	805.53	90.60%	843.22	92.14%		
<i>Yearly Average</i>	<b>727.45</b>	<b>95.05%</b>	<b>834.43</b>	<b>95.03%</b>	<b>838.48</b>	<b>94.20%</b>	<b>835.16</b>	<b>91.87%</b>	<b>883.16</b>	<b>93.77%</b>
<b>Kranz Junior High School</b>										
First six weeks	884.20	96.00%	964.90	96.40%	916.58	96.66%	873.11	92.10%	919.93	95.33%
Second six weeks	873.80	94.70%	964.60	95.70%	926.54	94.91%	905.56	94.04%	906.04	92.64%
Third six weeks	871.20	94.10%	949.20	94.20%	922.30	94.20%	895.55	92.58%		
Fourth six weeks	873.20	94.60%	950.41	95.15%	891.70	92.00%	864.89	89.51%		
Fifth six weeks	867.00	93.70%	COVID-19	COVID-19	883.72	92.00%	904.80	93.49%		
Sixth six weeks	864.80	94.20%	COVID-19	COVID-19	877.56	91.20%	898.30	93.18%		
<i>Yearly Average</i>	<b>872.37</b>	<b>94.55%</b>	<b>954.71</b>	<b>95.42%</b>	<b>903.07</b>	<b>93.50%</b>	<b>890.37</b>	<b>92.48%</b>	<b>912.99</b>	<b>93.99%</b>

## ADA Percentages by Campus

Campus	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Dickinson High School</b>										
First six weeks	2849.80	95.10%	2997.60	95.70%	3190.34	96.05%	3158.21	91.70%	3403.82	93.78%
Second six weeks	2842.60	94.60%	2977.30	94.80%	3108.13	93.23%	3215.14	92.04%	3320.80	91.32%
Third six weeks	2824.80	94.70%	2950.20	94.10%	3017.80	90.90%	3202.00	92.19%		
Fourth six weeks	2759.10	93.50%	2907.38	93.91%	2680.20	84.60%	3019.70	88.55%		
Fifth six weeks	2752.70	94.10%	COVID-19	COVID-19	2736.94	87.80%	3118.68	92.49%		
Sixth six weeks	2748.60	94.40%	COVID-19	COVID-19	2781.00	89.70%	3051.13	91.41%		
<i>Yearly Average</i>	<b>2796.27</b>	<b>94.40%</b>	<b>2951.39</b>	<b>94.57%</b>	<b>2919.07</b>	<b>90.38%</b>	<b>3127.48</b>	<b>91.40%</b>	<b>3362.31</b>	<b>92.55%</b>
<b>Dickinson Continuation Center</b>										
First six weeks	59.20	88.20%	60.30	92.70%	65.08	95.13%	68.85	88.90%	78.10	94.32%
Second six weeks	57.90	87.40%	56.20	90.40%	61.97	86.59%	59.38	85.67%	72.88	92.30%
Third six weeks	52.70	86.00%	48.60	90.90%	54.60	84.40%	45.95	87.94%		
Fourth six weeks	55.10	88.40%	57.54	89.02%	137.00	87.00%	66.52	85.00%		
Fifth six weeks	47.70	87.00%	COVID-19	COVID-19	115.93	80.30%	59.39	87.86%		
Sixth six weeks	39.20	89.20%	COVID-19	COVID-19	92.44	80.30%	45.52	89.99%		
<i>Yearly Average</i>	<b>51.97</b>	<b>87.70%</b>	<b>55.66</b>	<b>90.79%</b>	<b>87.84</b>	<b>85.62%</b>	<b>57.60</b>	<b>87.56%</b>	<b>75.49</b>	<b>93.31%</b>
<b>Transforming Lives Cooperative</b>										
First six weeks	5.30	100.00%	8.80	97.60%	6.08	96.69%	8.00	100.00%	6.43	99.48%
Second six weeks	8.30	99.20%	8.90	100.00%	7.27	100.00%	8.66	99.60%	8.00	100.00%
Third six weeks	10.40	93.20%	9.70	98.80%	8.00	100.00%	8.30	100.00%		
Fourth six weeks	8.90	96.50%	8.46	90.13%	5.60	100.00%	6.92	99.45%		
Fifth six weeks	7.80	100.00%	COVID-19	COVID-19	5.93	100.00%	6.21	97.24%		
Sixth six weeks	7.00	99.10%	COVID-19	COVID-19	6.62	99.10%	6.73	100.00%		
<i>Yearly Average</i>	<b>7.95</b>	<b>98.00%</b>	<b>8.86</b>	<b>95.01%</b>	<b>6.58</b>	<b>99.30%</b>	<b>7.47</b>	<b>99.38%</b>	<b>7.22</b>	<b>99.74%</b>
<b>Galveston County Detention Facility</b>										
First six weeks	15.60	98.00%	23.10	99.40%	7.42	99.44%	13.81	98.20%	17.53	99.81%
Second six weeks	15.20	98.90%	21.40	96.20%	12.43	100.00%	17.13	99.81%	19.08	100.00%
Third six weeks	11.80	99.30%	21.00	92.10%	7.40	100.00%	15.96	100.00%		
Fourth six weeks	22.30	99.80%	23.85	93.05%	7.30	100.00%	19.22	100.00%		
Fifth six weeks	24.70	99.70%	COVID-19	COVID-19	9.11	100.00%	22.59	100.00%		
Sixth six weeks	20.10	98.00%	COVID-19	COVID-19	12.15	100.00%	16.52	100.00%		
<i>Yearly Average</i>	<b>18.28</b>	<b>98.95%</b>	<b>21.90</b>	<b>92.65%</b>	<b>9.30</b>	<b>99.91%</b>	<b>17.54</b>	<b>99.67%</b>	<b>18.31</b>	<b>99.91%</b>

## ADA Percentages by Campus

Campus	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
<b>Coastal Alternative Program</b>										
First six weeks	5.30	78.50%	2.30	64.30%	0.00	0.00%	1.00	92.90%	1.40	95.45%
Second six weeks	5.50	75.60%	3.10	73.00%	0.00	0.00%	1.58	78.85%	2.52	66.25%
Third six weeks	5.10	83.70%	3.10	63.40%	0.50	72.20%	3.00	86.96%		
Fourth six weeks	4.10	72.40%	3.65	62.66%	0.50	52.00%	4.23	94.62%		
Fifth six weeks	3.70	76.30%	COVID-19	COVID-19	1.24	63.20%	5.53	83.19%		
Sixth six weeks	2.00	45.50%	COVID-19	COVID-19	2.36	84.80%	4.97	82.81%		
<i>Yearly Average</i>	<b>4.28</b>	<b>72.00%</b>	<b>3.03</b>	<b>67.21%</b>	<b>1.15</b>	<b>68.05%</b>	<b>3.39</b>	<b>86.56%</b>	<b>1.96</b>	<b>80.85%</b>
<b>DISTRICT TOTAL</b>										
First six weeks	10418.30	95.90%	10905.10	96.10%	10758.31	96.01%	10592.08	92.00%	11378.39	94.65%
Second six weeks	10418.40	95.40%	10868.20	95.20%	10766.57	94.27%	10882.53	93.11%	11111.87	91.72%
Third six weeks	10349.60	95.00%	10721.70	93.90%	10694.00	93.60%	10871.84	93.07%		
Fourth six weeks	10316.90	94.90%	10783.56	94.58%	10357.50	91.10%	10468.47	89.66%		
Fifth six weeks	10302.10	94.60%	COVID-19	COVID-19	10424.41	92.00%	10898.67	93.43%		
Sixth six weeks	10316.60	94.70%	COVID-19	COVID-19	10404.11	92.20%	10800.95	92.73%		
Actual ADA for School Year	<b>10353.65</b>	<b>95.08%</b>	<b>10795.43</b>	<b>94.95%</b>	<b>10567.48</b>	<b>93.20%</b>	<b>10752.42</b>	<b>92.33%</b>	<b>11245.13</b>	<b>93.19%</b>
Projected ADA for School Year	*10500		*10800		*11000		*11400		*11400	

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** Fall Demographic Report

**Agenda Item:** Robert Cobb

**Background Information:**

Administration will present the fall demographic report.

**Recommendation:**

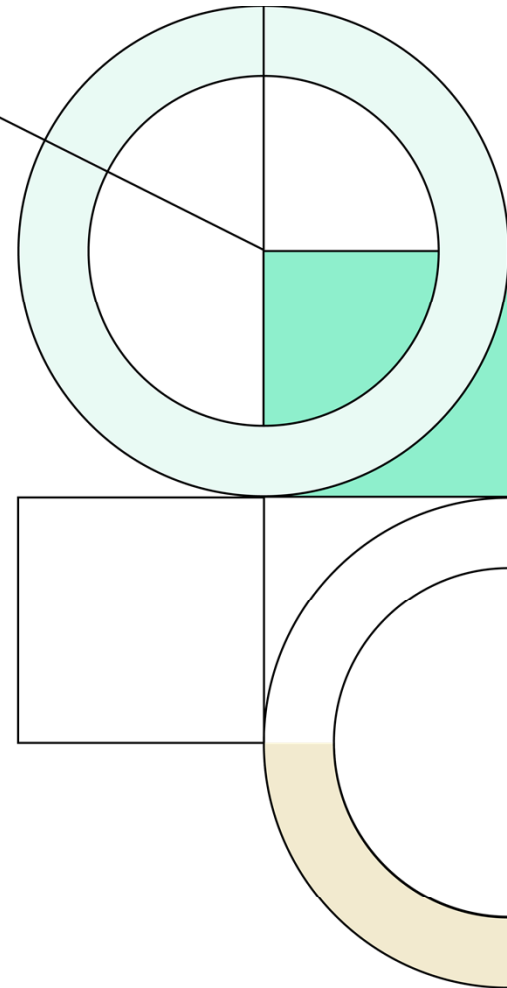
The Assistant Superintendent will present the fall demographic report..

**Action Item:** \_\_\_\_\_ **Yes**  **No**

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

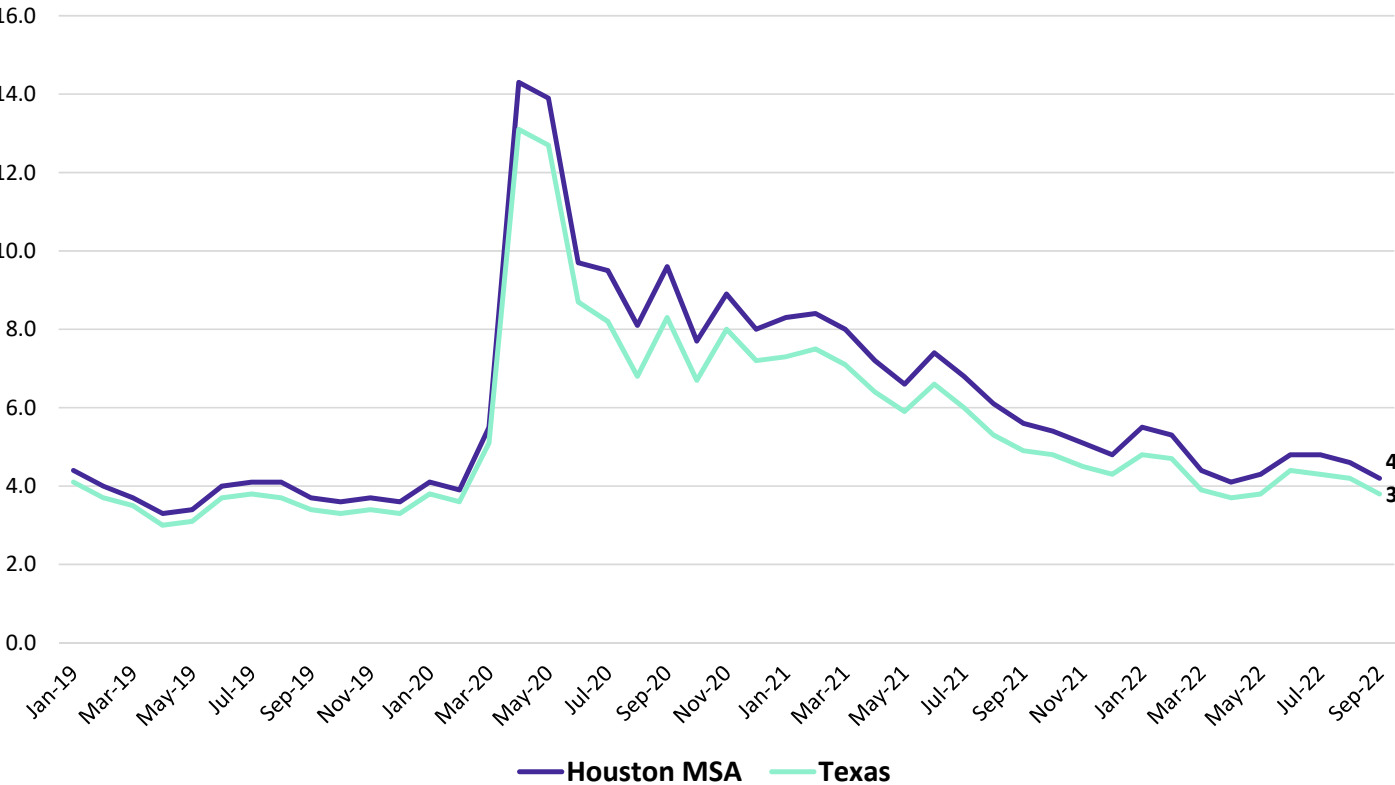


2022 Fall  
Demographic Report

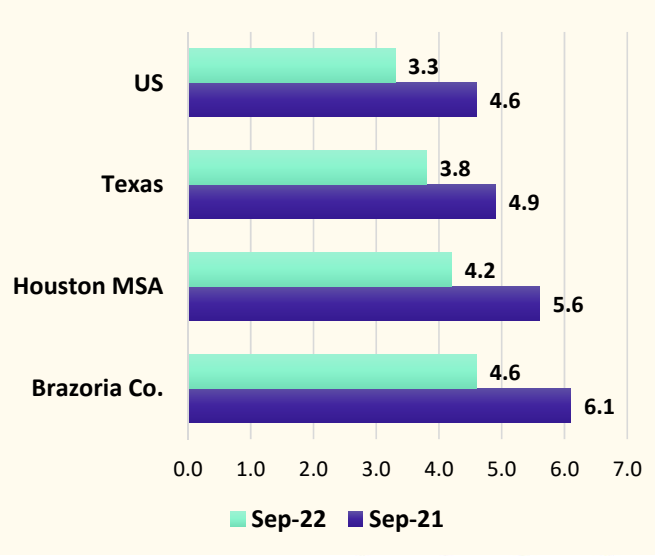


# Local Economic Conditions

Unemployment Rates, Jan. 2019 - Sep. 2022

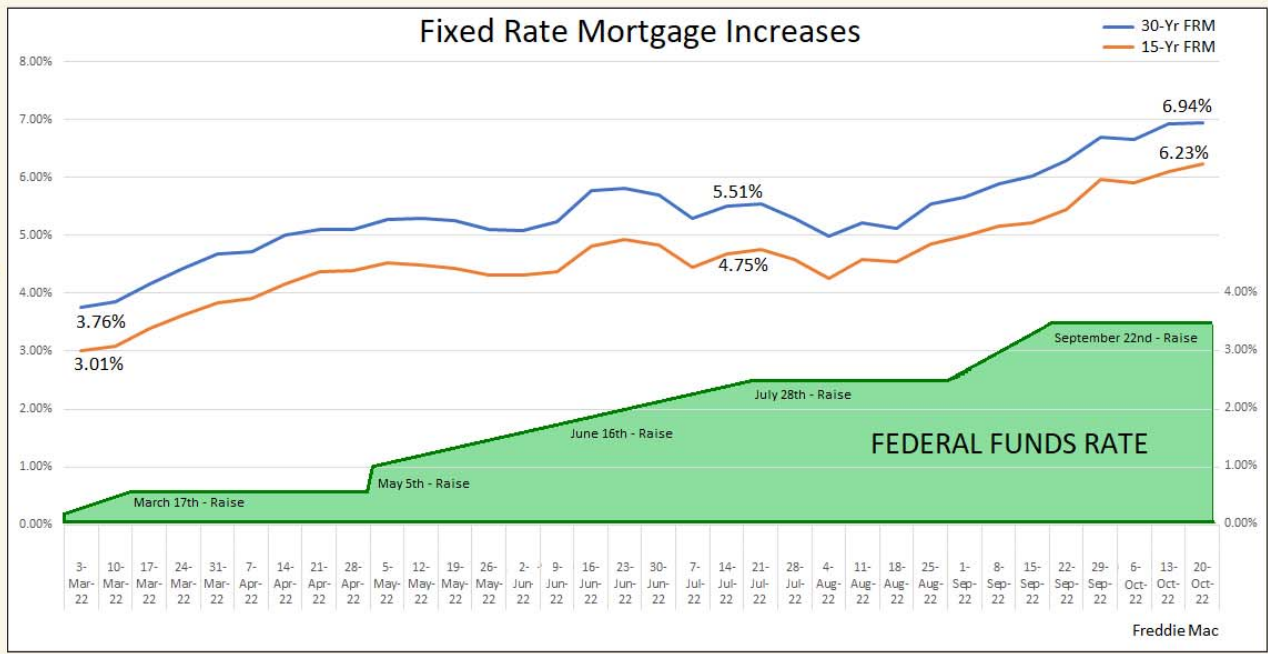
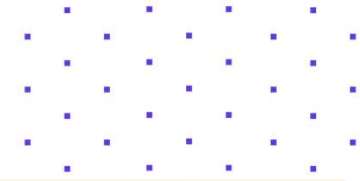


Unemployment Rate, Year Over Year



# Economic Conditions

Combination of Price Escalation & Interest Rate Increases Impact on Monthly Payments

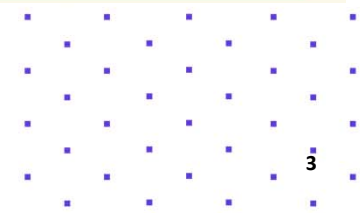


**SPRING 2022**  
 3.5% Interest Rate  
**HOME PRICE**  
 \$343,221  
 Average Monthly House Payment  
**\$1,905**

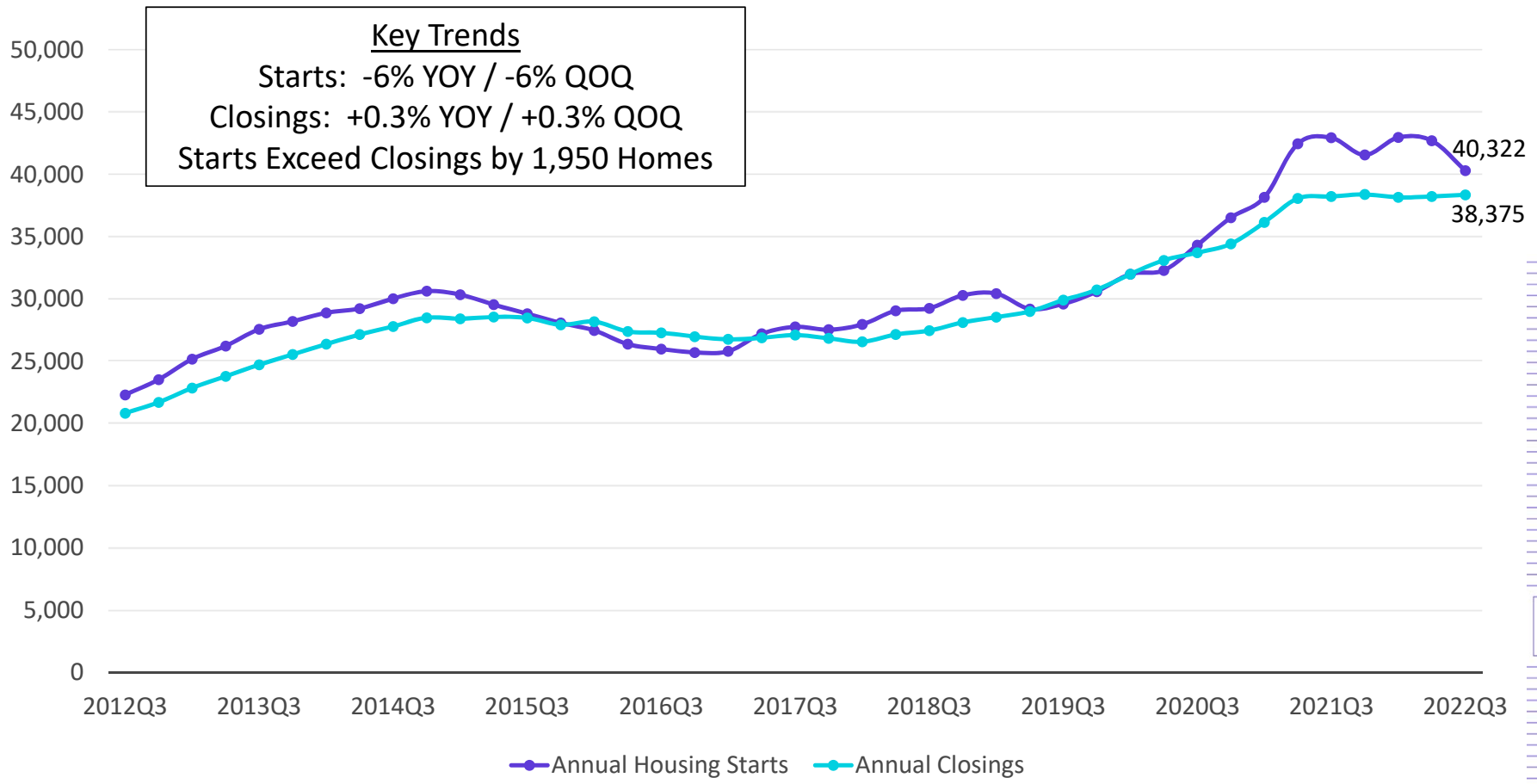
**FALL 2022**  
 7.0% Interest Rate  
**HOME PRICE**  
 \$365,700  
 Average Monthly House Payment  
**\$2,765**

**\$860** More Per Month  
 Increased By **45.15%**

\* Since January 2022 – Base Prices have been up by 8% and Mortgage Rates up by approximately 79%



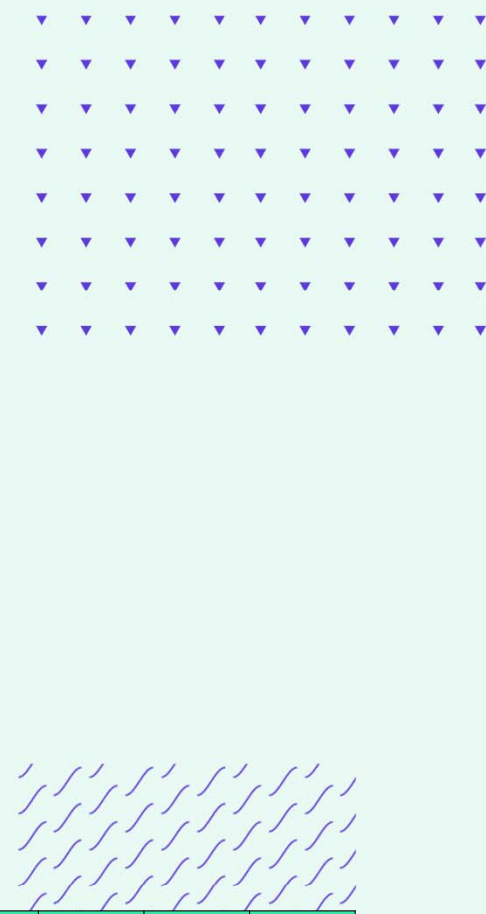
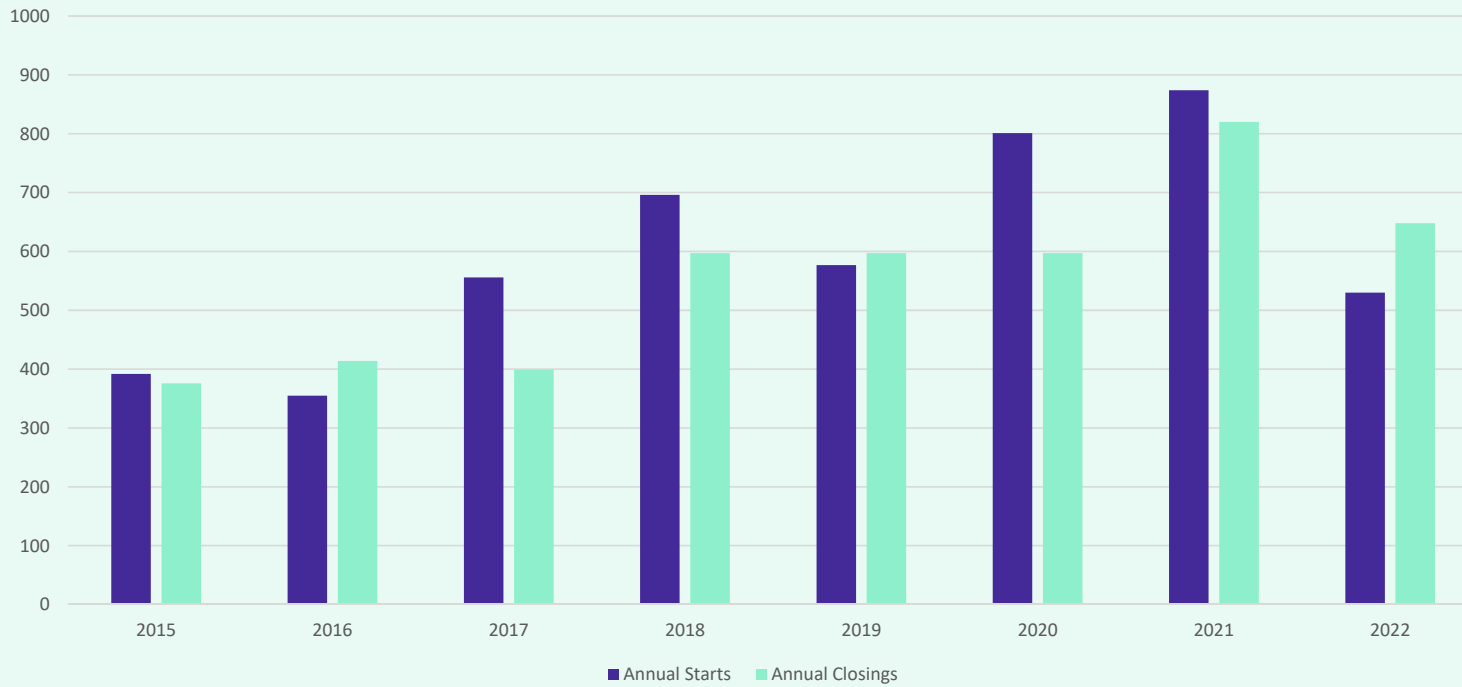
# Houston New Home Starts & Closings are Flattening Out



Source: Zonda



# District New Home Starts and Closings



Starts	2015	2016	2017	2018	2019	2020	2021	2022
1Q	71	79	104	103	118	160	169	193
2Q	94	91	172	219	154	158	215	170
3Q	122	111	161	169	134	245	353	167
4Q	105	74	119	205	171	238	137	
Total	392	355	556	696	577	801	874	530

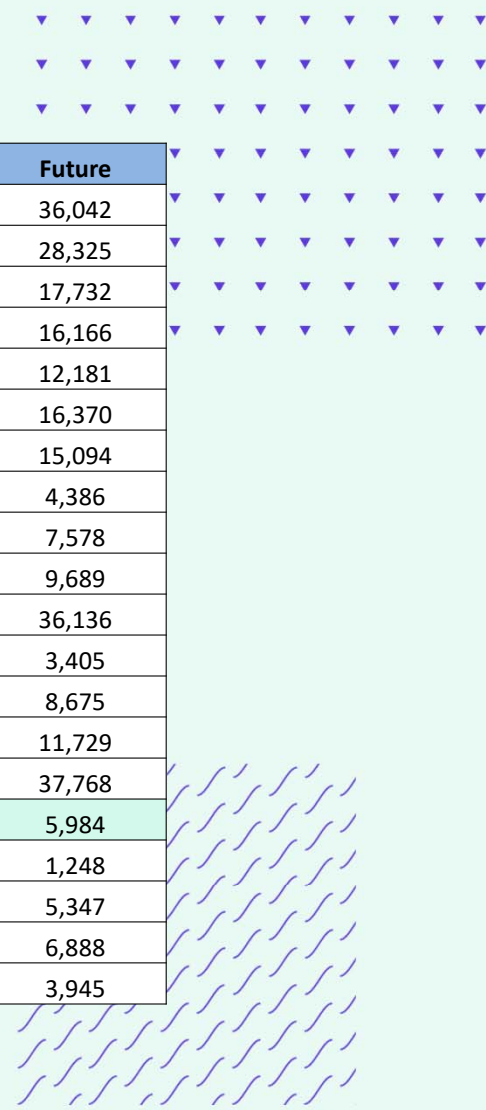
Closings	2015	2016	2017	2018	2019	2020	2021	2022
1Q	117	122	70	120	137	121	212	252
2Q	85	107	66	146	160	169	325	218
3Q	60	97	152	196	171	182	158	178
4Q	114	88	111	135	129	125	125	
Total	376	414	399	597	597	597	820	648



# Houston New Home Ranking Report

ISD Ranked by Annual Closings – 3Q22




Rank	District Name	Annual Starts	Annual Closings	Inventory	VDL	Future
1	LAMAR CISD	4,478	4,641	2,727	3,953	36,042
2	CONROE ISD	4,462	3,930	2,886	4,292	28,325
3	KATY ISD	3,488	3,619	1,847	3,211	17,732
4	HOUSTON ISD	3,152	3,075	2,370	2,203	16,166
5	FORT BEND ISD	2,829	2,978	1,765	2,500	12,181
6	CYPRESS-FAIRBANKS ISD	2,776	2,184	1,975	2,691	16,370
7	ALVIN ISD	2,053	2,060	1,480	2,789	15,094
8	TOMBALL ISD	1,312	1,531	833	1,209	4,386
9	SPRING ISD	1,458	1,472	594	583	7,578
10	NEW CANEY ISD	1,647	1,396	965	1,207	9,689
11	MAGNOLIA ISD	1,771	1,333	1,129	1,910	36,136
12	HUMBLE ISD	791	975	467	663	3,405
13	WILLIS ISD	1,019	974	656	1,793	8,675
14	SPLENDORA ISD	962	850	525	1,360	11,729
15	WALLER ISD	1,192	846	651	1,776	37,768
16	DICKINSON ISD	668	773	496	1,290	5,984
17	SPRING BRANCH ISD	720	705	574	693	1,248
18	BARBERS HILL ISD	623	598	338	646	5,347
19	MONTGOMERY ISD	845	504	598	808	6,888
20	GOOSE CREEK CISD	564	495	309	509	3,945





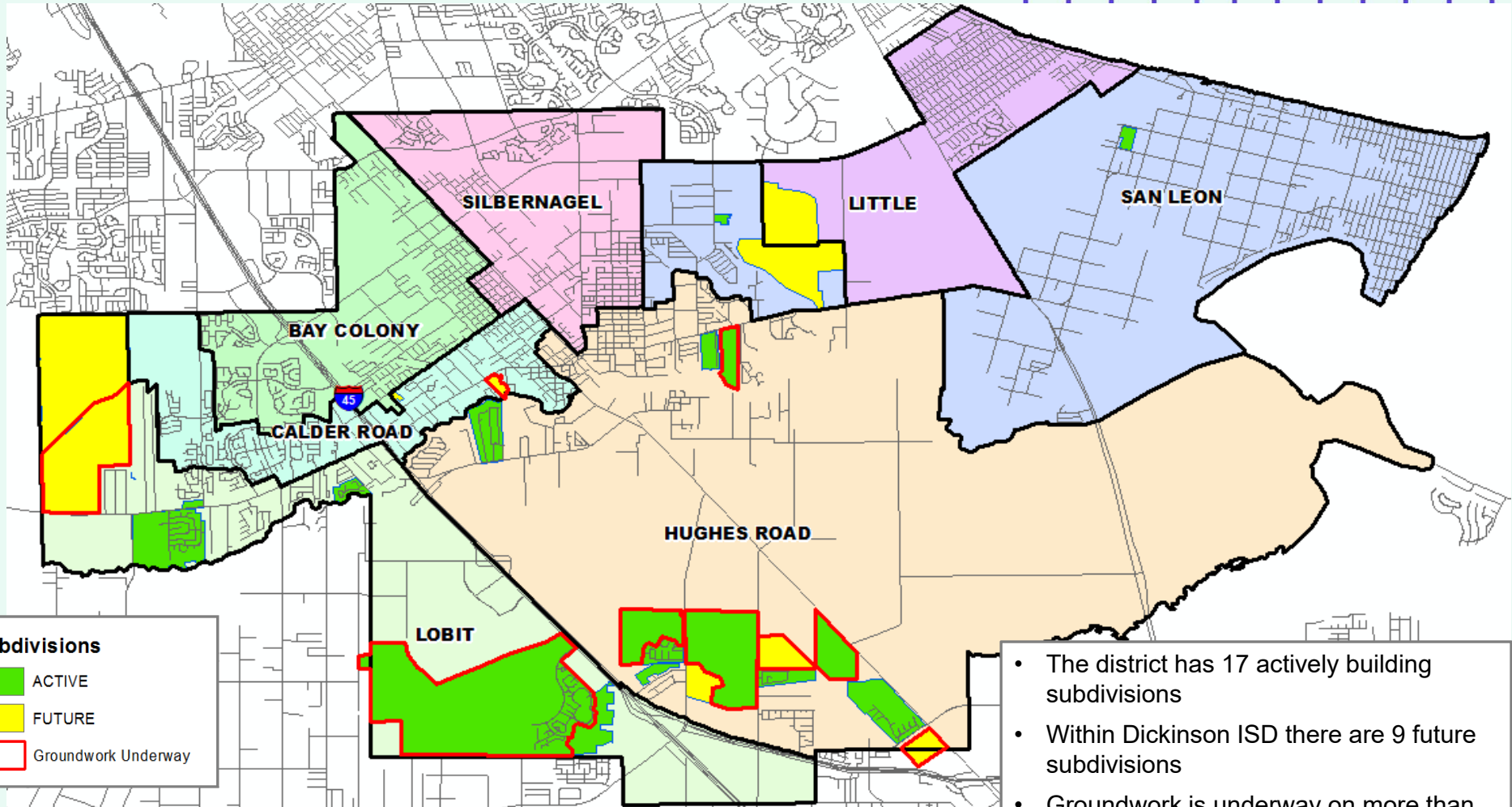
## District Housing Overview by Elementary Zone

Elementary Zone	Annual Starts	Quarter Starts	Annual Closings	Quarter Closings	Under Construction	Inventory	Vacant Dev. Lots	Future Lots
BAY COLONY	0	0	7	0	0	0	0	0
CALDER ROAD	4	3	10	0	3	3	50	102
HUGHES ROAD	171	50	224	38	102	159	548	1,737
LITTLE	0	0	0	0	0	0	0	600
LOBIT	493	114	532	140	230	334	692	3,204
SAN LEON	0	0	0	0	0	0	9	341
SILBERNAGEL	0	0	0	0	0	0	0	0
<b>Grand Total</b>	<b>668</b>	<b>167</b>	<b>773</b>	<b>178</b>	<b>332</b>	<b>496</b>	<b>1,290</b>	<b>5,984</b>

-  Highest activity in the category
-  Second highest activity in the category
-  Third highest activity in the category



# District Housing Overview



- The district has 17 actively building subdivisions
- Within Dickinson ISD there are 9 future subdivisions
- Groundwork is underway on more than 1,000 lots within 8 subdivisions



# Residential Activity

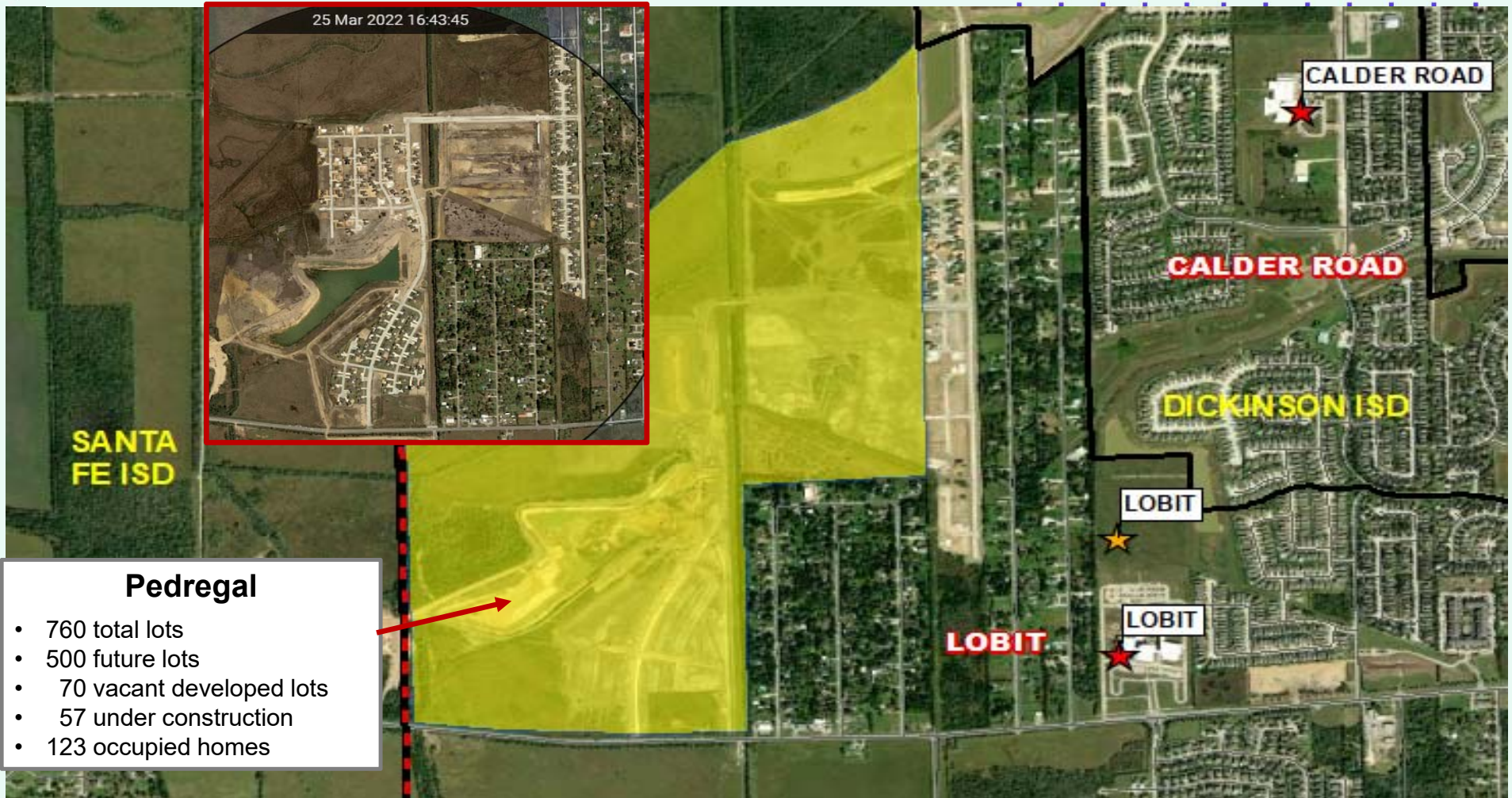


**Lago Mar**

- 3,997 total lots
- 2,321 future lots
- 619 vacant developed lots
- 171 under construction
- 1,267 occupied homes

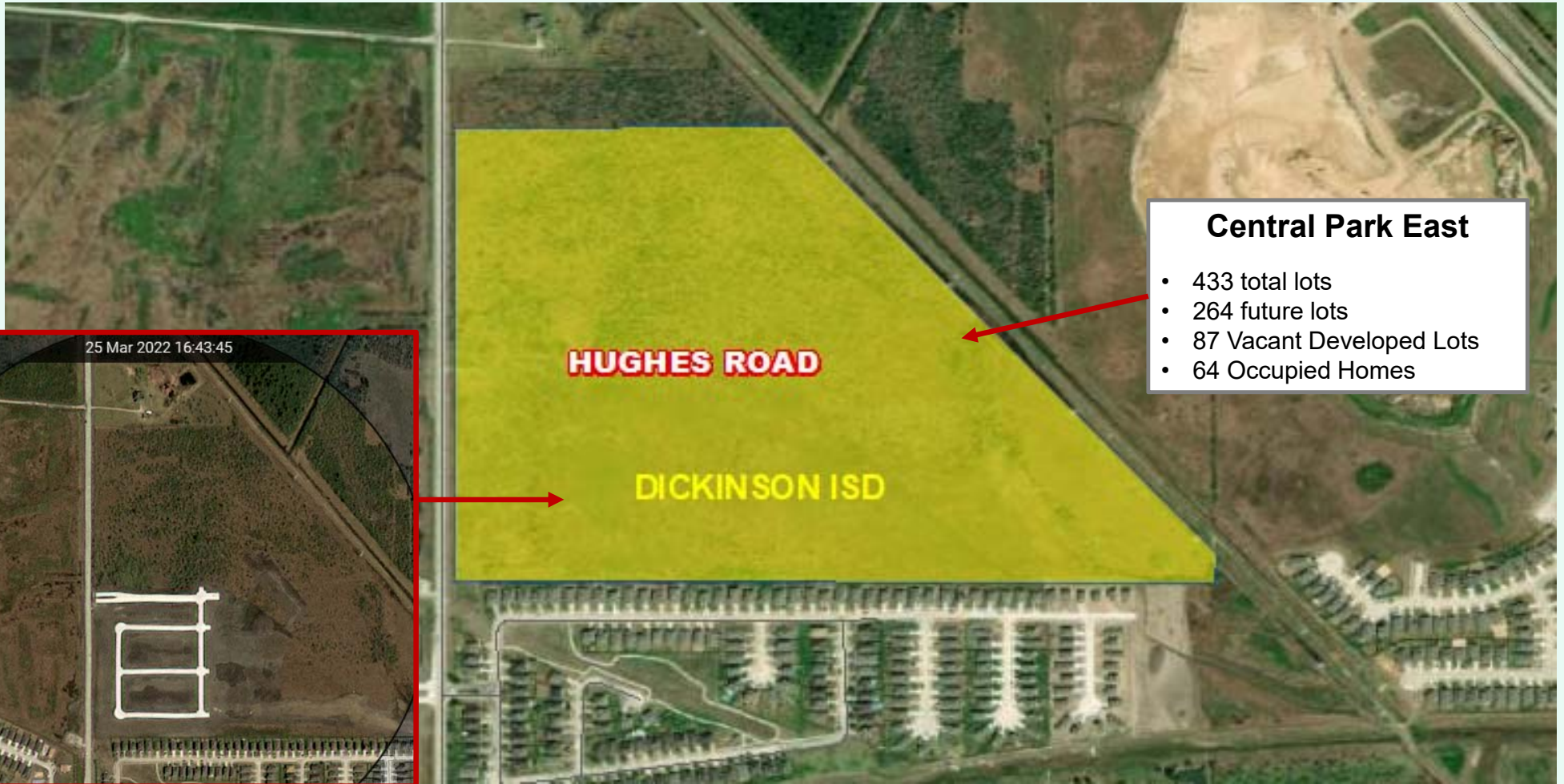


# Residential Activity





# Residential Activity



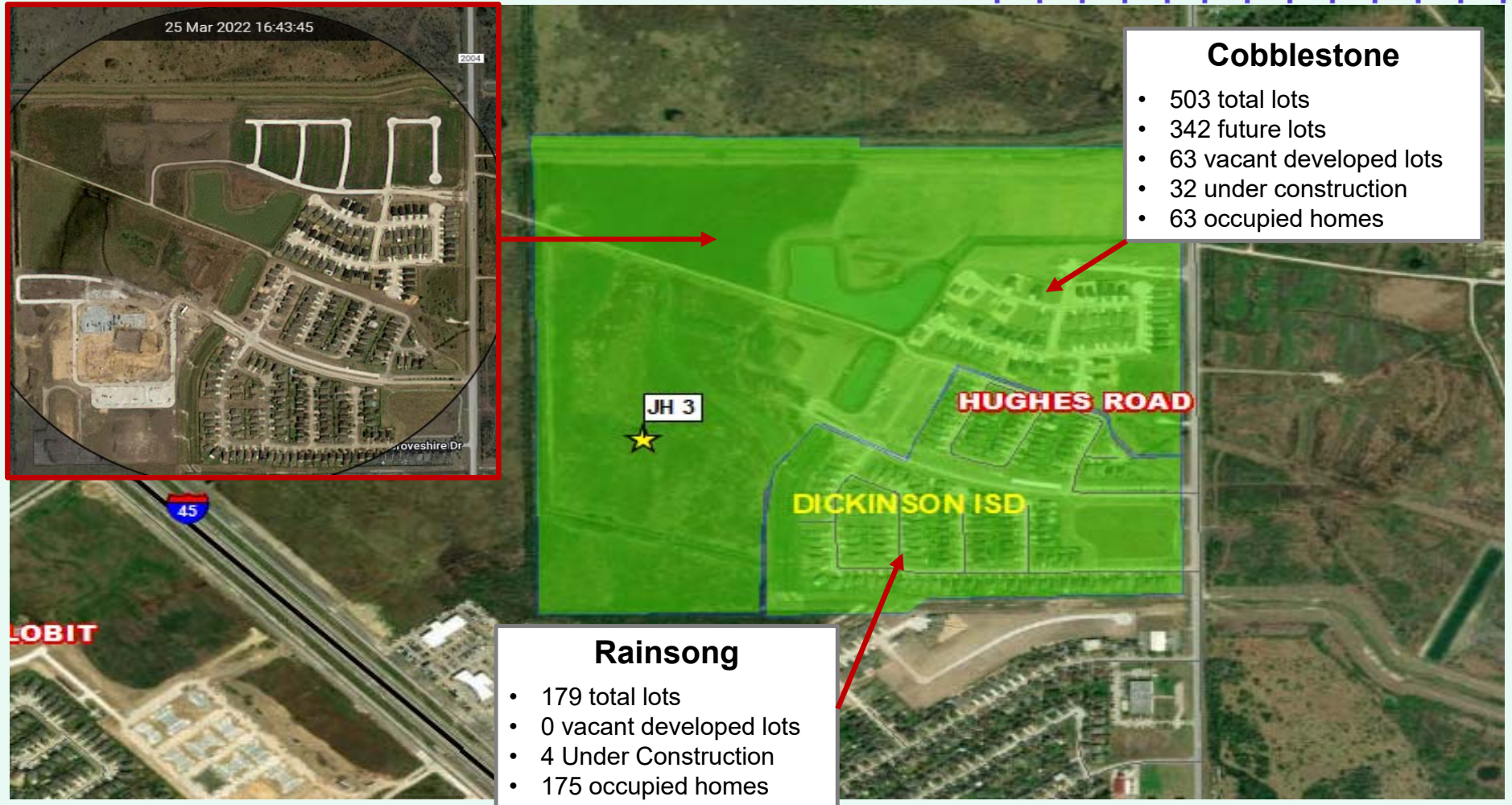
**Central Park East**

- 433 total lots
- 264 future lots
- 87 Vacant Developed Lots
- 64 Occupied Homes





# Residential Activity





# Residential Activity



**Bayou Maison**

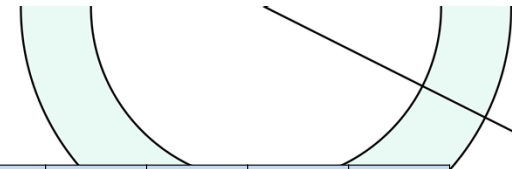
- 178 total lots
- 54 vacant developed lots
- 8 homes under construction
- 107 occupied homes

**Bayou Bend Estates & TH's**

- 121 total lots
- 44 future lots
- 59 vacant developed lots
- 17 Under Construction
- Groundwork underway



# Ten Year Forecast by Grade Level



Year (Oct.)	EE	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total	Growth	% Growth
2018/19	77	373	794	785	831	868	847	874	925	893	806	935	855	642	657	11,162		
2019/20	69	376	874	844	823	841	899	906	894	965	942	888	890	761	685	11,657	495	4.4%
2020/21	71	273	809	842	838	830	847	924	903	926	961	986	848	813	761	11,632	-25	-0.2%
2021/22	74	326	820	860	863	850	890	850	928	930	962	1,136	937	731	775	11,932	300	2.6%
2022/23	68	340	845	887	896	894	898	917	888	963	962	1,140	1,058	821	745	12,322	390	3.3%
2023/24	68	360	891	893	922	926	938	951	931	937	1,015	1,053	1,093	969	811	12,758	436	3.5%
2024/25	68	387	929	950	933	961	968	978	963	953	976	1,145	1,006	1,011	985	13,213	454	3.6%
2025/26	68	402	973	998	991	973	992	1,010	999	982	989	1,087	1,091	931	1,017	13,503	290	2.2%
2026/27	68	405	1,010	1,040	1,041	1,033	1,010	1,040	1,033	1,015	1,019	1,101	1,040	1,006	934	13,795	292	2.2%
2027/28	68	421	1,052	1,078	1,087	1,084	1,074	1,054	1,062	1,053	1,055	1,140	1,051	961	1,014	14,254	459	3.3%
2028/29	68	433	1,077	1,126	1,129	1,141	1,127	1,122	1,078	1,083	1,091	1,175	1,088	971	967	14,676	423	3.0%
2029/30	68	441	1,119	1,155	1,187	1,182	1,189	1,178	1,149	1,097	1,122	1,215	1,122	1,005	977	15,206	529	3.6%
2030/31	68	450	1,149	1,201	1,211	1,245	1,235	1,242	1,207	1,170	1,138	1,250	1,160	1,036	1,011	15,773	567	3.7%
2031/32	68	455	1,168	1,236	1,261	1,273	1,305	1,289	1,273	1,230	1,212	1,267	1,193	1,072	1,042	16,344	571	3.6%
2032/33	68	457	1,185	1,259	1,302	1,326	1,334	1,363	1,323	1,298	1,273	1,349	1,209	1,102	1,078	16,926	582	3.6%

Yellow box = largest grade per year  
Green box = second largest grade per year



# Ten Year Forecast by Campus (current grade configuration)

Campus	Capacity	History	Fall	ENROLLMENT PROJECTIONS									
		2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2031/33
Bay Colony Elementary	750	667	637	640	648	639	631	648	653	660	656	659	659
Calder Road Elementary	700	707	711	768	780	781	802	794	796	803	803	805	811
Hughes Road Elementary	730	687	706	717	779	837	903	969	1,046	1,127	1,194	1,248	1,278
Jake Silbernagel Elementary	750	618	636	637	632	639	636	649	650	649	650	650	649
Kenneth E Little Elementary	750	600	635	632	652	667	681	695	706	711	719	725	730
Lobit Elementary	750	761	853	954	1,062	1,181	1,300	1,441	1,573	1,711	1,848	1,980	2,097
San Leon Elementary	750	643	650	650	642	652	654	654	677	683	690	699	709
<b>ELEMENTARY SCHOOL TOTAL</b>	<b>5,180</b>	<b>4,683</b>	<b>4,828</b>	<b>4,998</b>	<b>5,197</b>	<b>5,397</b>	<b>5,606</b>	<b>5,850</b>	<b>6,101</b>	<b>6,342</b>	<b>6,559</b>	<b>6,766</b>	<b>6,931</b>
Elementary Absolute Growth		173	145	170	198	200	209	244	252	240	217	207	165
Elementary Percent Growth		3.84%	3.10%	3.53%	3.97%	3.86%	3.87%	4.35%	4.30%	3.94%	3.43%	3.15%	2.44%
Dunbar Middle School	650	665	658	631	613	606	617	601	595	621	639	644	646
Barber Middle School	650	587	562	618	639	619	621	627	650	681	711	736	757
Lobit Middle School	650	526	585	633	689	784	835	888	955	1,025	1,099	1,182	1,283
<b>MIDDLE SCHOOL TOTAL</b>	<b>1,950</b>	<b>1,778</b>	<b>1,805</b>	<b>1,882</b>	<b>1,941</b>	<b>2,009</b>	<b>2,073</b>	<b>2,116</b>	<b>2,200</b>	<b>2,327</b>	<b>2,449</b>	<b>2,562</b>	<b>2,686</b>
Middle School Absolute Growth		-47	27	77	59	68	64	43	84	127	122	113	124
Middle School Percent Growth		-2.58%	1.52%	4.27%	3.13%	3.50%	3.19%	2.07%	3.97%	5.77%	5.24%	4.61%	4.84%
McAdams Junior High School	1,400	909	939	954	983	1,064	1,149	1,235	1,286	1,348	1,434	1,528	1,628
Kranz Junior High School	1,400	965	970	982	930	891	869	857	872	855	858	898	927
<b>JUNIOR HIGH TOTAL</b>	<b>4,200</b>	<b>1,874</b>	<b>1,909</b>	<b>1,936</b>	<b>1,913</b>	<b>1,955</b>	<b>2,018</b>	<b>2,092</b>	<b>2,158</b>	<b>2,203</b>	<b>2,292</b>	<b>2,426</b>	<b>2,555</b>
Junior High Absolute Growth		3	35	27	-23	42	63	74	66	45	89	134	129
Junior high Percent Growth		0.16%	1.87%	1.41%	-1.19%	2.20%	3.22%	3.67%	3.15%	2.09%	4.04%	5.85%	5.32%
Dickinson High School	3,600	3,497	3,670	3,832	4,053	4,032	3,987	4,072	4,107	4,225	4,363	4,480	4,644
Alternative Campuses		100	110	110	110	110	110	110	110	110	110	110	110
<b>HIGH SCHOOL TOTAL</b>	<b>3,600</b>	<b>3,597</b>	<b>3,780</b>	<b>3,942</b>	<b>4,163</b>	<b>4,142</b>	<b>4,097</b>	<b>4,182</b>	<b>4,217</b>	<b>4,335</b>	<b>4,473</b>	<b>4,590</b>	<b>4,754</b>
High School Absolute Growth		171	183	162	221	-21	-45	85	35	118	138	117	164
High School Percent Growth		4.99%	5.09%	4.29%	5.61%	-0.50%	-1.09%	2.07%	0.84%	2.80%	3.18%	2.62%	3.57%
<b>DISTRICT TOTALS</b>	<b>14,930</b>	<b>11,932</b>	<b>12,322</b>	<b>12,758</b>	<b>13,214</b>	<b>13,503</b>	<b>13,794</b>	<b>14,240</b>	<b>14,676</b>	<b>15,207</b>	<b>15,773</b>	<b>16,344</b>	<b>16,926</b>
District Absolute Growth		300	390	436	455	289	291	446	437	530	566	571	582
District Percent Growth		2.6%	3.3%	3.5%	3.6%	2.2%	2.2%	3.2%	3.1%	3.6%	3.7%	3.6%	3.6%

Yellow box = over 105% capacity  
Green box = within 5% capacity

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** 2022-2023 Proposed Junior High Attendance Zones

**Agenda Item:** Robert Cobb

**Background Information:**

District administration worked with our demographer to develop proposed attendance zones to address the opening of Dickinson Junior High for next school year. Administration will present two plans for the board to consider. The plans will be posted on the website after the meeting for public comment.

**Recommendation:**

The Assistant Superintendent will present two junior high attendance zone plans for board consideration. This is information only for this meeting.

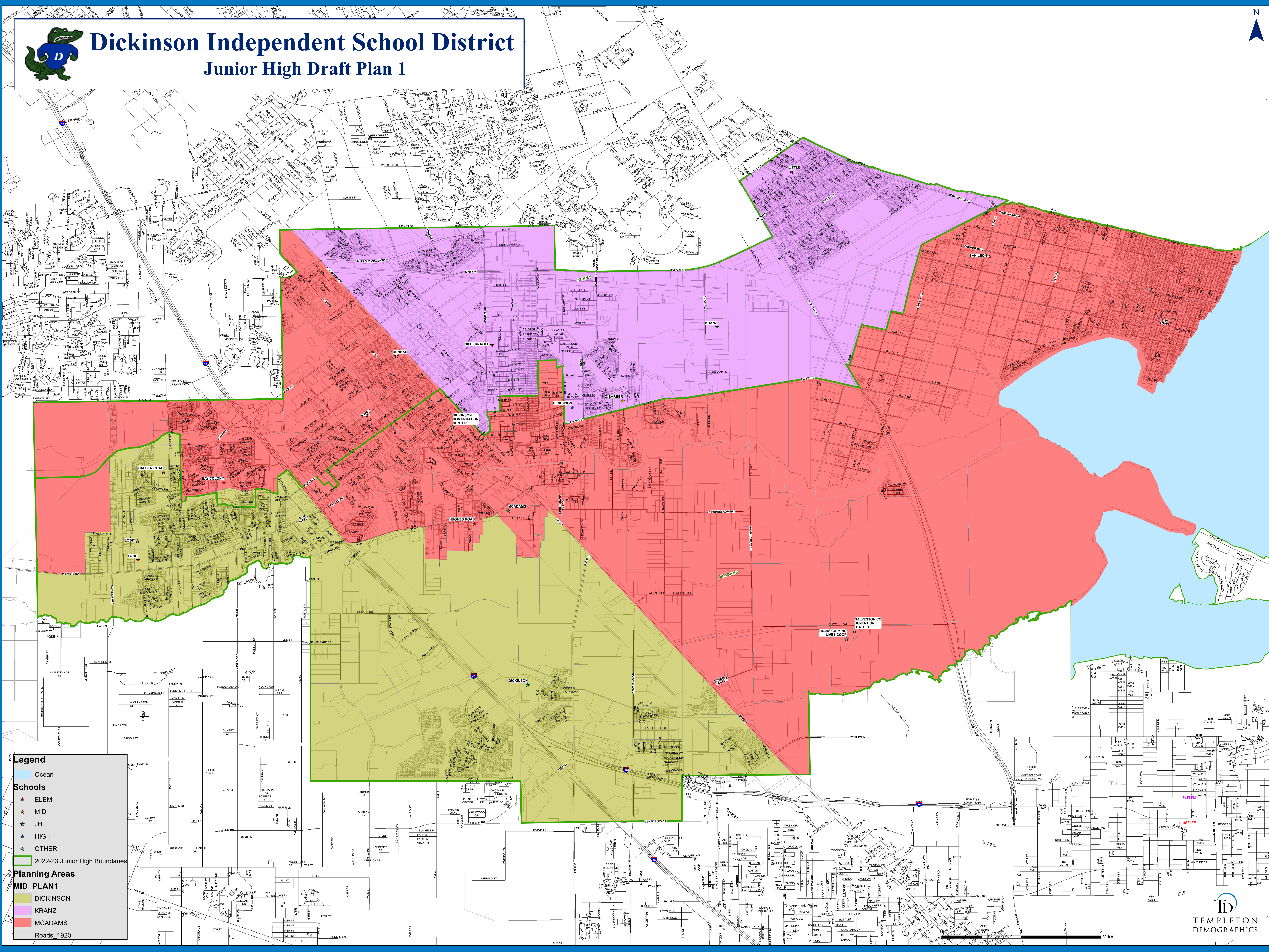
**Action Item:** \_\_\_\_\_ Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_



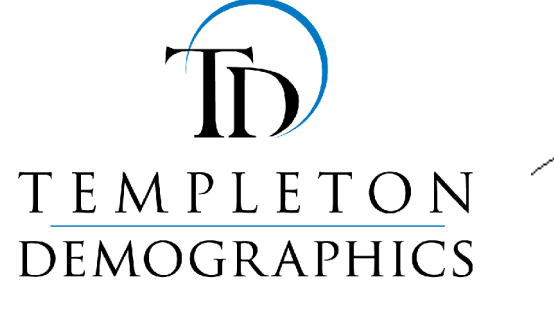
# Dickinson Independent School District

## Junior High Draft Plan 1



**Legend**

- Ocean
- Schools**
- ★ ELEM
- ★ MID
- ★ JH
- ★ HIGH
- ★ OTHER
- 2022-23 Junior High Boundaries
- Planning Areas**
- MID\_PLAN1
- DICKINSON
- KRANZ
- MCADAMS
- Roads 1920



# DICKINSON ISD

## Plan 1 Junior High Forecast Report

SCHOOL	CAPACITY	2023/24	2024/25	2025/26	2026/27	2027/28
DICKINSON	1,400	801	831	891	932	995
KRANZ	1,400	1,024	1,015	1,021	1,052	1,079
MCADAMS	1,400	1,038	1,023	1,030	1,050	1,081
<b>TOTAL</b>	<b>4,200</b>	<b>2,863</b>	<b>2,869</b>	<b>2,942</b>	<b>3,034</b>	<b>3,155</b>

**YELLOW 95% - 100% CAPACITY**  
**ORANGE 100% - 105% OVER CAPACITY**  
**RED > 105% OVER CAPACITY**

# DICKINSON ISD

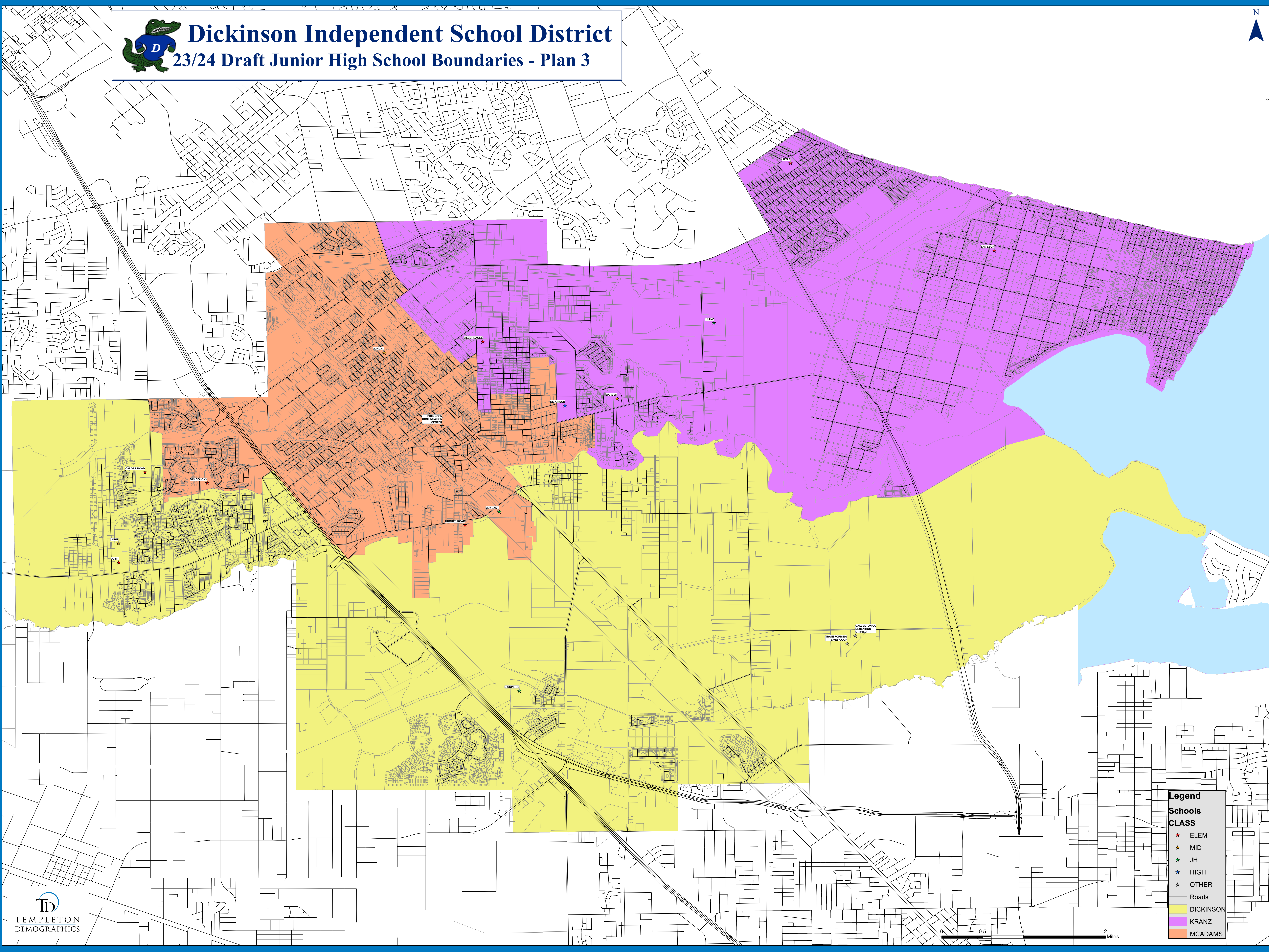
## Plan 1 Junior High Grade Report

SCHOOL	6	7	8	6TH-8TH	CAPACITY	UTILIZATION	ED	%ED
DICKINSON	273	260	253	786	1,400	56.1%	386	49.1%
KRANZ	265	365	348	978	1,400	69.9%	729	74.5%
MCADAMS	350	338	361	1,049	1,400	74.9%	721	68.7%
<b>TOTAL</b>	<b>888</b>	<b>963</b>	<b>962</b>	<b>2,813</b>	<b>4,200</b>	<b>67.0%</b>	<b>1,836</b>	<b>65.3%</b>



# Dickinson Independent School District

## 23/24 Draft Junior High School Boundaries - Plan 3



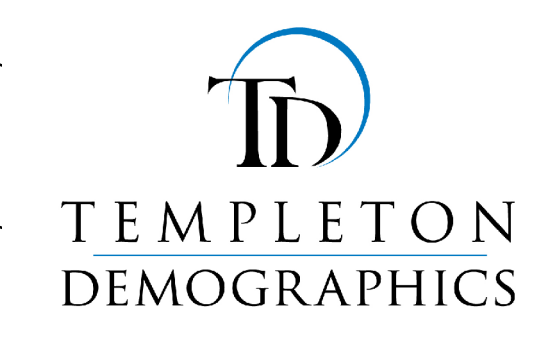
**Legend**

**Schools**

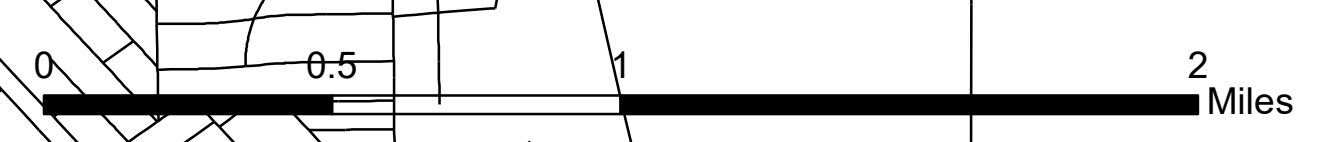
- ★ ELEM
- ★ MID
- ★ JH
- ★ HIGH
- ★ OTHER

**CLASS**

- Roads
- DICKINSON
- KRANZ
- MCADAMS



TEMPLETON  
DEMOGRAPHICS



# DICKINSON ISD

## Plan 3 Middle School / Junior High Capacity Report

SCHOOL	CAPACITY	2023 24	2024 25	2025 26	2026 27	2027 28
DICKINSON	1,400	846	885	957	1,009	1,088
KRANZ	1,400	1,102	1,088	1,093	1,122	1,148
MCADAMS	1,400	914	898	892	904	919
<b>TOTAL</b>	<b>4,200</b>	<b>2,862</b>	<b>2,871</b>	<b>2,942</b>	<b>3,035</b>	<b>3,155</b>

**YELLOW 95% - 100% CAPACITY**  
**ORANGE 100% - 105% OVER CAPACITY**  
**RED > 105% OVER CAPACITY**

# DICKINSON ISD

## Plan 3 Middle School / Junior High Grade Report

SCHOOL	6	7	8	6TH-8TH	CAPACITY	UTILIZATION	ED	%ED
DICKINSON	288	272	265	825	1,400	58.9%	402	48.7%
KRANZ	298	388	387	1,073	1,400	76.6%	798	74.4%
MCADAMS	302	303	310	915	1,400	65.4%	636	69.5%
<b>TOTAL</b>	<b>888</b>	<b>963</b>	<b>962</b>	<b>2,813</b>	<b>4,200</b>	<b>67.0%</b>	<b>1,836</b>	<b>65.3%</b>

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** CTE JET Grants

**Agenda Item:** Dr. Melissa Everett

**Background Information:**

GE in the amount of \$694,483.00 for the Career & Technical Education (CTE) Imaging Program of Study (POS). Items include:

- **Definium Tempo Fixed X-Ray System-** The system will allow the students to become familiar with skills which in return will help the student to become more marketable for both the hospital and free-standing facilities once they graduate high school. This state-of-the-art X-Ray System allows students to train and hone their skills with the exact technology they will use in the workplace. Full operational knowledge of this equipment will be required for students hoping to work in the healthcare field as X-ray technologists, radiology administrators, or radiologists. The system was recommended for the program per our health science advisory board as it is the industry standard in hospitals and will allow students to hone in on their positioning and technique skills (the students will have the ability to take several images of different bones to master their technique settings and exact positioning skills needed per image). Specific skills obtained by using the machine include: Auto positioning (automatically moves to help technologist with the positioning of the selected image position needed); Auto Centering (Helps technologist with assuring the imaging beam is centered to the image receptor); Auto Tracking (Helps to maintain appropriate SID/source to image detector in conjunction with limited radiation exposure); Reverse Tracking (For use in patients who are unable to take the movement directives needed for particular images to be obtained); Auto Angulation (Helps to ensure the technologist has the correct angulation needed for the image ordered by the MD); and Auto Field of View (Helps to maintain limited exposure to the patient by collimating the field to an appropriate targeted area).

Technical Labs in the amount of \$392,727.00 for the Career & Technical Education (CTE) Welding/Agriculture Mechanics Program of Study (POS). Items include:

- **Intermediate Education Welding Gear Ready-Paks-1740 Series Ready-Paks** ensure student safety and efficiency in all aspects of welding and assembling and provide necessary accessories for fine finishing of projects. These items are necessary to operate

all machinery in the classroom workspace as there are hazards when welding, cutting, and brazing. All items that are included in the Gear Ready-Paks will be utilized in the program's curriculum when students are enrolled in the Introduction to Welding course. They will learn proper safety protocols and the importance of using PPE when welding.

- **POWERMIG 360Mp Multi-Process Welder Education One-Pak**-Equipment is capable of stick, TIG, MIG and Flux-Cored pulse welding, with 7" color display for set up and memory. This equipment item is versatile and is going to be incorporated within the curriculum for welding, so students can learn the difference between welding methods and when to use them on certain surfaces. As this machine has multiple capabilities, students will receive the a wide-range of hands-on experiences and skills needed in the welding work field.
- **Tomahawk 625 Plasma Cutter with 20 ft (6.1m) Hand Torch – Dual** -This equipment is portable for plasma cutting and gouging on a wide variety of materials including mild steel, stainless steel, aluminum, brass, and copper.
- **Tomahawk 1000 Plasma Cutter with 25 ft (7.6m) Hand Torch – Dual**-This model features an air regulator and pressure gauge, internal water separator, work clamp/cable. Students will be able to make clean cuts on materials up to one inch thick.
- **HydroGuard Bench Welding Rod Oven 115/120V – Dual**-The Dual HydroGuard Rod Oven protects stick electrodes from moisture pickup, a major contributor to weld cracking and porosity. This item will be used in the curriculum as students will learn how to prevent hydrogen inclusions in their welds and other weld defects, how to protect the electrodes from absorbing moisture from the atmosphere while also keeping them dry for future use in all course curriculum, and in-depth hands-on experiences with industry-grade machinery that is utilized in the welding fabrication shops.
- **Torchmate 4400 - CNC Plasma Cutting Table with Flexcut 80 Amp, 3/4" Pierce Power Supply**-This 4 foot square plasma cutting table is configured with a motion controller that sets the bar for acceleration and deceleration rates, increasing cut speeds. Students will practice CAD applications and learn CNC controller operation. This item will be utilized in every course offering the Program of Study (POS) offers. The students will invest their time in learning the technology in the classroom, which will likely save time in training with their future employer post-graduation or pursuing a post-secondary education in Welding or Applied Agriculture Engineering.
- **VRTEX Transport Dual User Skid Package Virtual Reality simulator**-Virtual Reality simulator allows 2 students to practice GMAW, SMAW, STAW, and FCAW welds and push, drag, straight stringer, weave and whip and dip techniques from multiple angles. The VRTEX Transport Dual User Skid Package is a training simulator that is virtual reality and can train two students at the same time on one machine, each independently performing welds using different processes, coupons, joints and Welding Procedure Specifications (WPS). Students will experience a life-like welding environment such as interacting with: Realistic puddle and actual welding sound that will help students learn to respond and adjust their welding technique; The Simulator the produces sparks, slag, grinding and weld cooling; and Welding discontinuities appear when improper welding technique is used. This simulator will be used in the class curriculum that follows the importance of adapting to SMAW, GTAW, GMAW and FCAW welding.

- **Welding Workstation Training Platform**-Students will have their own individual workstation while practicing skills with handheld equipment. The Welding Workstation Training Platform will accommodate up to twenty-one (21) students. Twenty-one (21) complete workstations will include tables and an adjustable overhead welding bracket. These workstations will allow each participant to work independently and safely. During class curriculum, these workstations will allow students to practice welding during assessments throughout the course. All students in the welding program will have access to these workstations to promote self-paced learning on different weld processes and other techniques.

**Recommendation:**

The Superintendent, Deputy Superintendent for Educational Services, and Director of CTE recommend approval of purchases in the amount of \$694,483.00 from GE and \$392,727.00 from Technical Labs.

**Action Item:**   X   Yes        No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** November DIP Update

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

An update of the progress of the strategies in the 22-23 District Improvement Plan will be provided.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes      √   No

# **Dickinson Independent School District**

## **District Improvement Plan**

### **2022-2023 Formative Review with Notes**



# **Mission Statement**

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

## **Vision**

### **WHAT WE ASPIRE TO BE**

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

## **Value Statement**

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**CONFIDENT LEARNERS  
TODAY**

**CHANGE MAKERS  
TOMORROW**

**GATORS  
FOREVER!**

# Table of Contents

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# Goals

**Goal 1:** DISD will provide effective teaching and learning experiences for all students that will result in continuous success

**Performance Objective 1:** Maintain effective Professional Learning Communities on all campuses in all grade levels.


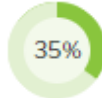
**Evaluation Data Sources:** Master Schedules, walk-throughs, agendas




Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Use Solution Tree resources and attend professional development</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Deputy Superintendent of Ed. Services</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> DISD staff attended Day 1 and 2 of RtI at Work. District continues to work on PLC work during 3rd Team and principal collaborative. Kranz JH and Lobit ES is working on their PLC at Work Model school application.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	



**Goal 1:** DISD will provide effective teaching and learning experiences for all students that will result in continuous success



**Performance Objective 2:** Provide resources for teachers/staff that address differentiated, targeted instruction to build a strong foundation in all core content areas


**Evaluation Data Sources:** Common assessments, benchmarks, interim testing, teacher assessments

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, Fountas and Pinnell, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve reading instruction and student achievement in reading</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>All phonics resources have arrived and teacher training is complete. Teachers have begun using materials and phonics pacing guides are embedded within district RLA curriculum.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Math: Students are building foundational fluency skills through Building Fact Fluency Campuses will be provided additional support by Region 4 Consultants Training all Teachers in upcoming instruction through targeted Curriculum Previews.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier I instruction, improved students achievement in math</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Math Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>All BFF resources have arrived and teacher training is complete. Teachers have begun using materials and BFF pacing guides are embedded within district math curriculum. HRES and MJHS continue to receive Region 4 consulting support. Region 4 consultants are working with teacher teams to improve Tier 1 instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> RLA/Social Studies: Differentiated texts/tasks in small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom Tier I instruction, improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum ELAR/Social Studies Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> District determined and set work station expectations for math and literacy. Campuses continue to improve and monitor small group instruction/guided reading.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Instructional Coaching consultant Alissa Crabtree will provide ongoing training for instructional coaches to enhance skills in facilitating collaboration among teacher teams in creation of high quality first time instruction, Tier 2 intervention, assessment and feedback for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction, increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Alissa has completed 2 out of 5 days of training with instructional coaches. She has trained on the topics of goal setting, teacher feedback, and clear/crucial communication/conversations.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b> 56</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Science: A consultant, such as Region IV, will help build out teachers' understanding of the engineering design process in preparation for curricular changes due to the recently adopted science TEKS. Develop a deeper understanding of "Depth of Knowledge" in instruction, intervention, and assessment through a Region 4 training.</p> <p>Curriculum Previews: Providing opportunities for new and returning teachers to meet and collaborate quarterly to clarify learning targets, discuss high quality Tier 1 and Tier 2 instruction, and develop appropriately aligned common assessments and intended feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom Tier I instruction, improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Science Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Region IV trained teachers on DOK during September 26th district PD day. Curriculum previews for 2nd and 3rd nine weeks are complete.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Special Programs: Campus Compliance Facilitators will ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching with the goal that teachers of special education students are providing rigorous instruction to all students to ensure they are making progress within their curriculum and IEPs, including utilizing all accommodations agreed upon by the ARD committee</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student learning</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Special Programs Instruction &amp; Compliance Campus principals / Assistant principals</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> At the end of the 1st 9 weeks, all progress reports were uploaded and sent home to parents. We completed our 1st audit of the year. We also completed a compliance review at MJH.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Special Programs: Conduct FIIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records).</p> <p><b>Strategy's Expected Result/Impact:</b> Meet Initial FIE timelines</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have missed some timelines this year due to carry over from last school year. We missed 2 annual ARD dates, one due to a new CCF miscalculating the date and one due to a parent request to reschedule. All evaluations this school year have been conducted in timelines using a contract evaluator. We are currently 1.5 Assessment staff short. 57</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 8 Details	Reviews
<p><b>Strategy 8: Special Programs:</b> Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID, LD, AU, and ED and conducting Case Review for all evaluations of ID students.</p> <p><b>Strategy's Expected Result/Impact:</b> increased knowledge and accurate identification of students</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have case review weekly and each month we are reviewing the disability conditions in CLT. We have attended disability specific training (e.g. Autism in girls) at Region 4. We provide weekly Pop-In PD via Zoom for all teachers as well.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 9 Details	Reviews
<p><b>Strategy 9: Special Programs:</b> Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve SSP 9 and 11 (LRE) data</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Coordinator of Special Programs Instruction Coordinator of Special Programs Compliance Campus principals / Assistant principals</p> <p><b>Results Driven Accountability - Equity Plan</b></p> <p><b>Problem Statements:</b> Student Learning 2, 3 - District Processes &amp; Programs 5 - Perceptions 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> DISD provides a continuum of services. We are reviewing our continuum. We have created a decision making guide and are providing training to all CCFs, Admin, and Assessment staff. We have started communicating the plan to eliminate "acronym" named programs and focus on levels of support. 58</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> Special Programs: Dickinson ISD is committed to decreasing the percent of special education removals (Action code (E105) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, 60) as evidenced by PEIMS report comparisons and continued implementation of Restorative Practice Techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved SSP 18 (Sped Total Disciplinary Removals Rate) data</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Campus Administrators Coordinator of Evaluation and Related Services Behavior Coaches</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 25% APs review data monthly and attend a monthly job alike with the behavior coaches. We are continuing to receive support from Restorative Practices. Several staff members went to PISD to see their Restorative Practices Implementation. All campuses sent representatives to PBIS training and are working on systemic implementation plans.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
59	



No Progress



Accomplished







Continue/Modify











Discontinue

**Goal 1:** DISD will provide effective teaching and learning experiences for all students that will result in continuous success

**Performance Objective 3:** Develop and implement well-rounded programs of instruction to meet the unique needs of all students





Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, Gator Scholars, STEAM Academy, Gator Travelers, dual credit, dual enrollment  <b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   All listed programs are in place along with additional new programs for this school year. All fall InvestiGators have happened, the Gator Scholars class has grown this year as has the STEAM Academy, and academic competitions such as UIL A+ and Quiz Bowl.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>  </p> <p><b>Mar</b> <b>March Evidence of Progress</b>  </p> <p><b>June</b> <b>June Evidence of Progress</b> 60</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Improving classroom instruction in the fine arts programs through collaborative curriculum review sessions and professional development.  <b>Staff Responsible for Monitoring:</b> Director of Fine Arts</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The professional development provided by fine art leaders in each field have greatly improved instruction in the classrooms. Students are being challenged and are proving to have more success. Teachers have been asked to create both short term and long term goals for their programs with progress measurements as well.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>




Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide students access to Career &amp; Technical Education (CTE) programs which provide opportunities for career ready certifications and work-based learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in career readiness for students and an increase in the number of certifications earned by students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career and Technology Education</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Students are receiving instruction for certifications they will take in the spring. Some students are working in internships in health science and career prep.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4: Math</b></p> <p>Use programs such as ST Math and Desmos to build conceptual understanding of abstract mathematical concepts.</p> <p>Provide a consultant who will build the capacity of instructional coaches to improve instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> ST Math is showing adequate usage across all campuses. An ST Math Winter challenge has taken place and is motivating students to complete puzzles and teachers to monitor student progress. Desmos curriculum is being used at MJHS. Desmos calculator is being used at junior high and high school.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> 61</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Provide ongoing cross-curricular training through Texas A&amp;M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in the 5-8th science classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All 5-8 science teachers have been trained in We Write strategies and are using to support students with constructed response new item types. TAMU visited all campuses to provide ongoing support to science teachers.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>






Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> All RLA, Social Studies, and Science teachers have been trained on SRSD by TAMU. Teachers are using SRSD when modeling writing instruction with students.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 1:** DISD will provide effective teaching and learning experiences for all students that will result in continuous success

**Performance Objective 4:** Implement programs providing opportunities to achieve academic growth for students at risk for academic failure and those with limited English

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide student resources for dual language classrooms: Imagine Learning, Rosetta Stone, Summit K-12</p> <p><b>Strategy's Expected Result/Impact:</b> Improved</p> <p><b>Staff Responsible for Monitoring:</b> Director of ESL/Bilingual and At-Risk</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Imagine Learning, Rosetta Stone, and Summit K-12 licenses have been purchased, assigned to students, and being used on the campuses.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p></p> <p><b>June</b> <b>June Evidence of Progress</b> 63</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Implement programs that will address academic needs of At-Risk students such as the Summer Bridge Program, AVID classroom resources and strategies including in-class support, classes for students who need extra support.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of ESL/Bilingual and At-Risk Director of Advanced Academics</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Planning for Summer Bridge staffing, extra duty agreements, and resources has begun. AVID Excel classroom teachers have attended PD and are providing in class language support and instructional strategies for Emergent Bilinguals.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>



Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Address the unique learning needs of all Emergent Bilingual (EB) students through various programs such as Summer New Comer classes, ESL classroom support, and AVID Excel strategies and support</p> <p><b>Staff Responsible for Monitoring:</b> Director of ESL/Bilingual and At-Risk</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Planning has begun for the "New Comer Middle School Academy" supplemental tutorial program. Tutorials will support Emergent Bilinguals.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Campus leadership and teachers will be trained to analyze data to measure and monitor student growth: our priority is to maintain students who scored Masters in 2022 and make sure they score Masters in 2023.  Provide extra instructional support (ESSER tutors) need an intentional differentiated plan/ training. STEAM curricular support to maintain masters and raise on level students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student growth district-wide</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum  Director of Assessment  Campus Principals</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Lead4Ward Accountability training provided to all principals and leadership team. Principals have access to Accountability Connect.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b> 64</p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Train stakeholders (principals, instructional coaches, teacher teams) on the implementation of Solution Tree "RTI at Work" to provide intentional and high quality Tier 2 interventions for students throughout the 22-23 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved intentional interventions for students in the RTI process and improved student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Solution Tree leadership team trainings began and will continue throughout the year</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>






Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as ITSS/Amira/Imagine Learning/Pacific Learning/Rosetta Stone/Read 180/System 44</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists Campus Leaders Teachers</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> Students using programs and schools are using data in PLC sessions.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 2:** DISD will provide a physically and emotionally safe, healthy, and equitable environment

**Performance Objective 1:** Implement various safety measures throughout the district







**Evaluation Data Sources:** Surveys, safety and discipline documentation

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Hire security officers throughout the district  <b>Strategy's Expected Result/Impact:</b> Safe school environment  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration</p>	<p><b>Nov</b>    <b>Jan</b>  <b>Mar</b>  <b>June</b></p>	<p><b>November Evidence of Progress</b>                      Still need to hire two deputies and one security guard.</p> <p><b>January Evidence of Progress</b>  <b>March Evidence of Progress</b>  <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews	
<p><b>Strategy 2:</b> Provide a safe way for students to report unsafe situations  <b>Strategy's Expected Result/Impact:</b> Safe school environment  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration</p>	<p><b>Nov</b>    <b>Jan</b>  <b>Mar</b>  <b>June</b></p>	<p><b>November Evidence of Progress</b> <sup>66</sup>                      P3 Anonymous Reporting is available on all campuses.</p> <p><b>January Evidence of Progress</b>  <b>March Evidence of Progress</b>  <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Implement safety protocols from the Texas School Safety Center and TEA: weekly door sweeps, Avoid, Deny, Defend training, Stop the Bleed training, Safety and Security Committee meetings, staff and student required trainings, campus threat assessment teams, required drills, etc..</p> <p><b>Strategy's Expected Result/Impact:</b> Improve school safety,</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration Campus Principals</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Weekly exterior door sweeps are being completed on campuses. We have completed training as required. Looking a security grants to fund state safety requirements.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress       Accomplished       Continue/Modify       Discontinue </p>	



**Goal 2:** DISD will provide a physically and emotionally safe, healthy, and equitable environment






**Performance Objective 2:** Ensure students' emotional safety through the development of positive relationships and school culture/climate

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide students the opportunity to outside agency supports (e.g., Communities in Schools, Family Service Center).</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease student drop out, increase emotional stability</p> <p><b>Staff Responsible for Monitoring:</b> Social Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 2022-2023 GWC Referrals as of 11/4/22: Bo's Place: 8 Family Service Center: 133 Gulf Coast Center Hotline: 8 UTMB TCHAT: 91</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide teacher training and student lessons through programs such as Restorative Practices, Second Steps, Character Strong</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety</p> <p><b>Staff Responsible for Monitoring:</b> Social Emotional Learning Specialist</p>	<p style="text-align: right;">68</p> <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All campuses are implementing Restorative Practices and Character Strong. Second Steps is K-8th grade.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

**Goal 2:** DISD will provide a physically and emotionally safe, healthy, and equitable environment






**Performance Objective 3:** Enhance students' physical health through instruction and district health services.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Special Programs: Provide Anti-victimization/ Child Abuse Prevention training and curriculum.  <b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   All staff has received training through Eduhero. An MOU was signed on 11/2/22 with the Advocacy Center For Children of Galveston County to provide training for campuses that would like a refresher. On 12/13 SHAC will discuss prevention curriculum.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Special Programs: Provide Substance Abuse Prevention Program (BACODA)  <b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> 69   DISD is housing 3 BACODA Prevention Specialists. They are currently rotating to campuses to provide prevention programming: YouthWorks and Positive Action</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Special Programs: Implement Human/Sex Trafficking Prevention Program</p> <ul style="list-style-type: none"> <li>- Training for staff</li> <li>- Curriculum for students</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <p> All staff has received training through Eduhero. On 12/13 SHAC will discuss prevention curriculum.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>	

**Goal 2:** DISD will provide a physically and emotionally safe, healthy, and equitable environment






**Performance Objective 4:** Support the emotional health of students and staff through coordinated/streamlined services.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Special Programs: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk.</p> <p><b>Staff Responsible for Monitoring:</b> Social/Emotional Learning Specialist</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> The GWC clerk has implemented a streamlined referral process. As of 11/14/22 we have had 247 students referred.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> <p style="text-align: right;">71</p>	

**Goal 2:** DISD will provide a physically and emotionally safe, healthy, and equitable environment

**Performance Objective 5:** Provide extra support for students identified as homeless






**Evaluation Data Sources:** Registration forms

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide needed school supplies, clothing and snacks  <b>Strategy's Expected Result/Impact:</b> Improved social, emotional and academic performance  <b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We work with Communities in Schools to identify students that need school supplies and food. Together we work with agencies to provide these supports to our students. Our first phase of Operation School Bell for clothes is complete. We have delivered all supplies provided by MI Lewis. We have given out supplies given by the Education Foundation. Identified students receive the Backpack Program from the Galveston County Food Bank every Friday. Additional Snacks are provided by CIS as students need them. 72</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

**Goal 3:** DISD will make family and community partnerships a priority

**Performance Objective 1:** Improve communication between school and home







**Evaluation Data Sources:** Parent surveys

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Ensure parent communication is translated to Spanish  <b>Strategy's Expected Result/Impact:</b> Improve parent communication  <b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   CIP/DIP translated and posted on the district website. Campuses continue to translate materials as needed.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p style="text-align: right;">73</p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

**Goal 3:** DISD will make family and community partnerships a priority

**Performance Objective 2:** Expand partnerships with area colleges and universities



**Evaluation Data Sources:** Evidence of student enrollment and participation in programs

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs  <b>Strategy's Expected Result/Impact:</b> Increase college and career readiness for students and families  <b>Staff Responsible for Monitoring:</b> Director of At-Risk</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   October 27th DHS hosted a FAFSA/TAFSA night.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs  <b>Strategy's Expected Result/Impact:</b> Improve parent and family communication  <b>Staff Responsible for Monitoring:</b> Director of At-Risk, Bilingual/ ESL</p>	<p style="text-align: right;">74</p> <p><b>Nov</b> <b>November Evidence of Progress</b>   ESL Adult classes started in October at McAdams Junior High School and Silbernagel Elementary.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>	

**Goal 3:** DISD will make family and community partnerships a priority

**Performance Objective 3:** Equip families with tools to enhance and extend learning at home.

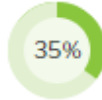





**Evaluation Data Sources:** Director of Federal Programs  
Director of At-Risk

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Provide training to parents in ways to support their children at home in reading, math homework, understanding STAAR testing and results</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent and family engagement to support learning</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p> <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b> Ongoing campus activities throughout the year</p> <p><b>January Evidence of Progress</b></p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews <span style="float: right;">75</span>	
<p><b>Strategy 2:</b> Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit, Open Windows Lighted Doors... for students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness for students and parents of various educational opportunities available for all students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal Programs Director of At-Risk</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p> <p><b>Mar</b></p> <p><b>June</b></p>	<p><b>November Evidence of Progress</b> Planning is beginning for these end of year activities. The district provided a transition day to the beginning of the school year for all students transitioning to a new school.</p> <p><b>January Evidence of Progress</b></p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p>

Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Provide a Parent and Family Engagement Coordinator for each campus to provide support for meeting the needs of the families, planning engagement activities, and documenting engagement requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Foster parent and school partnerships and improve parent and family engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal and State Programs Principal Parent and Family Engagement Coordinator</p>	<div data-bbox="1260 316 2030 688"> <p><b>Nov</b>                      <b>November Evidence of Progress</b></p> <div data-bbox="1260 349 1386 462"> </div> <p>Each campus has a coordinator who supports the campus.</p> <p><b>Jan</b>                      <b>January Evidence of Progress</b></p> <p><b>Mar</b>                      <b>March Evidence of Progress</b></p> <p><b>June</b>                      <b>June Evidence of Progress</b></p> </div>
<div data-bbox="462 690 1638 747">  No Progress       Accomplished       Continue/Modify       Discontinue </div>	



**Goal 4:** DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success




**Performance Objective 1:** Refine a recruitment pipeline with multiple sources to provide the district with qualified candidates to meet the staffing needs of the district.



Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall district retention rate.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> HR continually monitors and makes recommendations to adjust pay scales (substitute, professional support, etc.). in order to increase retention rates.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Research best-practices for a grow your own program for students in the Teaching &amp; Learning CTE Program of Study (POS).</p> <p><b>Strategy's Expected Result/Impact:</b> Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career &amp; Technical Education</p>	<p style="text-align: right;">77</p> <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Education and Training teachers are attending GYO trainings and participating in online meetings. We have 27 students competing at the state level who want to be teachers. We plan to hold a signing day with HR again in the spring.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	






**Goal 4:** DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success

**Performance Objective 2:** Provide high-quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities, including travel to relevant conferences, across all departments and content areas utilizing various resources and consultants such as: Lead4Ward, Solution Tree, Noel Gray, Kelly Tumi, Region IV ESC, Restorative Practices, Seidlitz, AVID</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher instruction and retention resulting higher student academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teacher Development &amp; Professional Learning Director of ESL/Bilingual and At-Risk Director of Curriculum and Instruction</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Staff attended relevant, content-specific PD on Sept. 26th. Sessions were hosted by TAMU, Region IV, Solution Tree, Dr. Nicki Newton, and Penny Kittle. Topics included but were not limited to DOK, Guided Math, Elevate and Empower (RLA), and Mathematics PLC at Work.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p> <p style="text-align: right;">78</p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Enhance the two-year teacher induction and mentoring program to all teachers new to the profession.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher retention rate of beginning teachers (0-2 years).</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teacher Development &amp; Professional Learning</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 50% of the FYTA sessions (now full day) have been completed. Teacher survey responses were overwhelmingly positive. Teachers find this time valuable toward their development.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Develop emerging teacher-leaders and mid-level administrators for future positions within the district through a leadership academies and opportunities to lead campus and district professional development sessions through Leadership Partners, N2Learning Principal Academy, Lead4Ward</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of effective principals and other school leaders</p> <p><b>Staff Responsible for Monitoring:</b> Director of Teacher Development &amp; Professional Learning</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Administrators have attended 2 of 6 N2Learning sessions. 1 principal and 6 APs are participating in the Rice Leadership partners cohort.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Special Programs: Provide/expand district-wide professional development focusing on the development and implementation of the Students Success Triangle (IEP goals, objectives, PLAAFPs, progress monitoring and reporting, Decision Making Guide), accommodations, and designated supports, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district offerings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge base for educators.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p> <p><b>Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Student Learning 3</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have provided 6 full days of repeated sessions of case manager training, weekly pop-in PD on various topics to all staff, gone to campuses to provide in person PD on various topics to all staff, and we have brought providers in to provide training to the administration team.</p> <p><b>Jan</b> <b>January Evidence of Progress</b> 79</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Special Programs: Provide professional development (e.g. Reading by Design, Learning Ally, etc.) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge base for educators</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinator of Instruction/Curriculum Special Programs Coordinator of Evaluation and Related Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All dyslexia staff have been trained in Reading by Design. We have job alikes to review updates the dyslexia handbook for the dyslexia specialists. We are working on decision making guides.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Special Programs: Continue to provide professional development for ECSE, PK and K-12 support staff, teachers, administrators, and paraprofessionals supporting research-based instructional strategies for working with students with behavioral, occupational, physical, speech/ language, hearing, sight, functional and/or learning challenges with the goal of increasing inclusive opportunities for students with disabilities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase inclusive learning opportunities for students with disabilities</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have a partnership with R4 for ECSE. One of our campuses has a partnership with Lead4Ward to review inclusive practices. We have completed SDI walks on all campuses. Staff have been trained in SDI. Related services and speech have participated in the SDI walks.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff knowledge Student progress on STAAR / STAAR-Alt &amp; EOC</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We are working with the Curriculum Department to address essential standards. Special Education and Gen Ed teachers collaborate in planning lessons and professional development. Special Education teachers are part of the professional learning communities on campus. We have been providing "G" training on several campuses.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Special Programs: Provide CBVIs, explore employment opportunities, and organize visits to college campuses (COM and ACC Strive Program), and transition fair. (Follow county health guidelines addressing COVID.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for students in special education to generalize skills</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Special Programs Special Programs Coordinators</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>We have a class designated for transition opportunities at DHS that includes CBVIs and exploration of employment opportunities. Our 18+ program has visited the local community college and continues to explore employment opportunities. They are working to secure volunteer and paid job opportunities.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p> <p style="text-align: right;">81</p>	

**Goal 4:** DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success









**Performance Objective 3:** Provide all staff with a package of benefits and services that addresses personal and professional needs.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Develop and make plans to implement Teacher Incentive Allotment .</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   TIA Leadership Team attending TEA webinars in preparation for data capture.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Collaborate with the SHAC committee and Social-Emotional Learning Specialist to develop a comprehensive wellness program.</p> <p><b>Strategy's Expected Result/Impact:</b> Support overall well-being of all staff.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p style="text-align: right;">82</p> <p><b>Nov</b> <b>November Evidence of Progress</b>   HR Department continues to look for opportunities to promote employee wellness.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

**Goal 5:** DISD will provide operational services to support the success of student learning

**Performance Objective 1:** Build and maintain infrastructure connectivity for the district

**Evaluation Data Sources:** District and campus needs

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Increase network bandwidth as well as NOC to campus connectivity to provide for increased digital learning using ESSER funds</p> <p><b>Strategy's Expected Result/Impact:</b> Faster connectivity, ability to do district wide online assessments</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology</p> <p><b>Equity Plan</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Waiting on last pieces of equipment for DHS but all other sites are up and running</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide district-wide software for single sign-on such as Class Link</p> <p><b>Strategy's Expected Result/Impact:</b> Increased productivity for students</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology</p>	<p style="text-align: right;">83</p> <p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Used regularly via mobile devices and district devices. Software continually added as needed to the portal</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p></p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p></p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                  Accomplished                  Continue/Modify                  Discontinue         </p>	

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** 23-24 DHS Academic Handbook

**Agenda Item:** Dr. Jeff Pack and Dr. Billye Smith

**Background Information:**

The 23-24 Dickinson High School Academic Handbook will be presented for your review and approval.

**Recommendation:**

The Superintendent, Deputy Superintendent of Educational Services, and the Dickinson High School Principal recommend approval of the 23-24 DHS Academic Handbook.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

DICKINSON HIGH SCHOOL

# ACADEMIC HANDBOOK 2023-2024

*ON TIME. ON TASK. ON A MISSION.*

**9TH-12TH  
GRADE**

**Dickinson High School**

3800 Baker Drive, Dickinson, TX 77539  
281-229-6400 • [www.dickinsonisd.org](http://www.dickinsonisd.org)



# Dickinson High School

## Promoting Excellence and Equity

### Academic Handbook 2023-24

This guide has been designed to provide curriculum information for the 2023-24 school-year. Since it is the responsibility of students and parents to ensure that all graduation requirements are met, please refer to this guide for information regarding course selections that will meet student goals for the future and satisfy graduation requirements. The guide is designed to provide students with information about courses they will need to meet the increasingly demanding challenges in the work place or a university program.

All students are expected to complete the Foundation Plan with an endorsement to graduate from Dickinson High School. Even though each student receives the same diploma, the transcript is the official record of all grades earned and all credits awarded. This transcript indicates which state-mandated graduation program the student has achieved. Please see Section 2 for an explanation of the types of graduation programs required by the Texas Education Agency (TEA).

Students must also pass ELA 1, ELA 2, Algebra I, Biology, and US History STAAR EOC assessments as part of their graduation requirement.

### **Notification to Parents/Guardians about Teacher and Paraprofessional Qualifications**

As a parent/guardian of a student in Dickinson Independent School District, you have the right to know the professional qualifications of the classroom teachers and paraprofessionals who instruct your child. The federal law requires that the school district provide this information to you in a timely manner if you request it. Specifically, you have the right to request the following information about each of your child's teachers and paraprofessionals:

- Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches;
- Whether the teacher is teaching under emergency or professional status because of special circumstances;
- The teacher's college major, whether the teacher has any advanced degrees, and the field of discipline of the certification or degree; and
- Whether the paraprofessionals provide services to your child, and, if so, their qualifications.

If you would like to receive any of this information, please contact your child's school.



Dear Dickinson High School Parents and Students,

Welcome to our Dickinson High School Academic Handbook and Course Selection Guide. Dickinson High School offers many opportunities and a variety of career pathways so that our students develop their full potential and are well-prepared academically, socially, and emotionally for post high school success. We want to partner with our parents, our community, and our business/industry partners to ensure the success of every student. This Academic Handbook and Course Selection Guide will assist you and your student in making strategic choices that will prepare your student for the rapidly changing economic, technological, and social world in which we live and work.

The Dickinson High School Academic Handbook provides an outline of courses, a variety of programs of study, and career ready endorsement plans that are closely aligned to the College, Career, and Military Readiness standards. The academic decisions that your student makes in high school will significantly impact his or her future options in college and/or the work place. We encourage our students to take the most challenging courses available while in high school.

Our Academic Handbook serves as your student's personal, four-year high school planning guide. It is our hope that our students will use it as a roadmap to their future and as a way of recording their accomplishments and lessons learned along the way. Our Dickinson High School administrators, counselors, and teachers are available to provide specific information regarding courses and to provide on-going guidance as students progress through their chosen pathways and endorsement plans. With your parental support and with the outstanding professional guidance counseling from our staff, there are no limits or boundaries to what your student can accomplish at Dickinson High School. We look forward to working and learning with your student.

Sincerely,

Billye Smith, Ed.D.  
Dickinson High School Principal





## OUR MISSION

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

---

## OUR VISION

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

---

## OUR OBJECTIVES

All students will learn and apply life skills to meaningfully engage and impact their community.

All students will graduate college, career, and/or military ready.

All students will develop the communication skills necessary to work in a collaborative environment.

All students will learn to self-advocate by developing confidence in their ability to determine their own path for success.

All students will develop innovative technological skills and interact responsibly in a constantly evolving global society.

All students will demonstrate the ability to face adversity with perseverance, integrity, and leadership.

All students will demonstrate social and emotional skills and model positive character traits.



Visit [www.dickinsonisd.org/strategicplan](http://www.dickinsonisd.org/strategicplan) or scan the QR code on the left for more information on Dickinson ISD's Strategic Plan and Action Plan!

# Dickinson High School Academic Handbook

2023-2024

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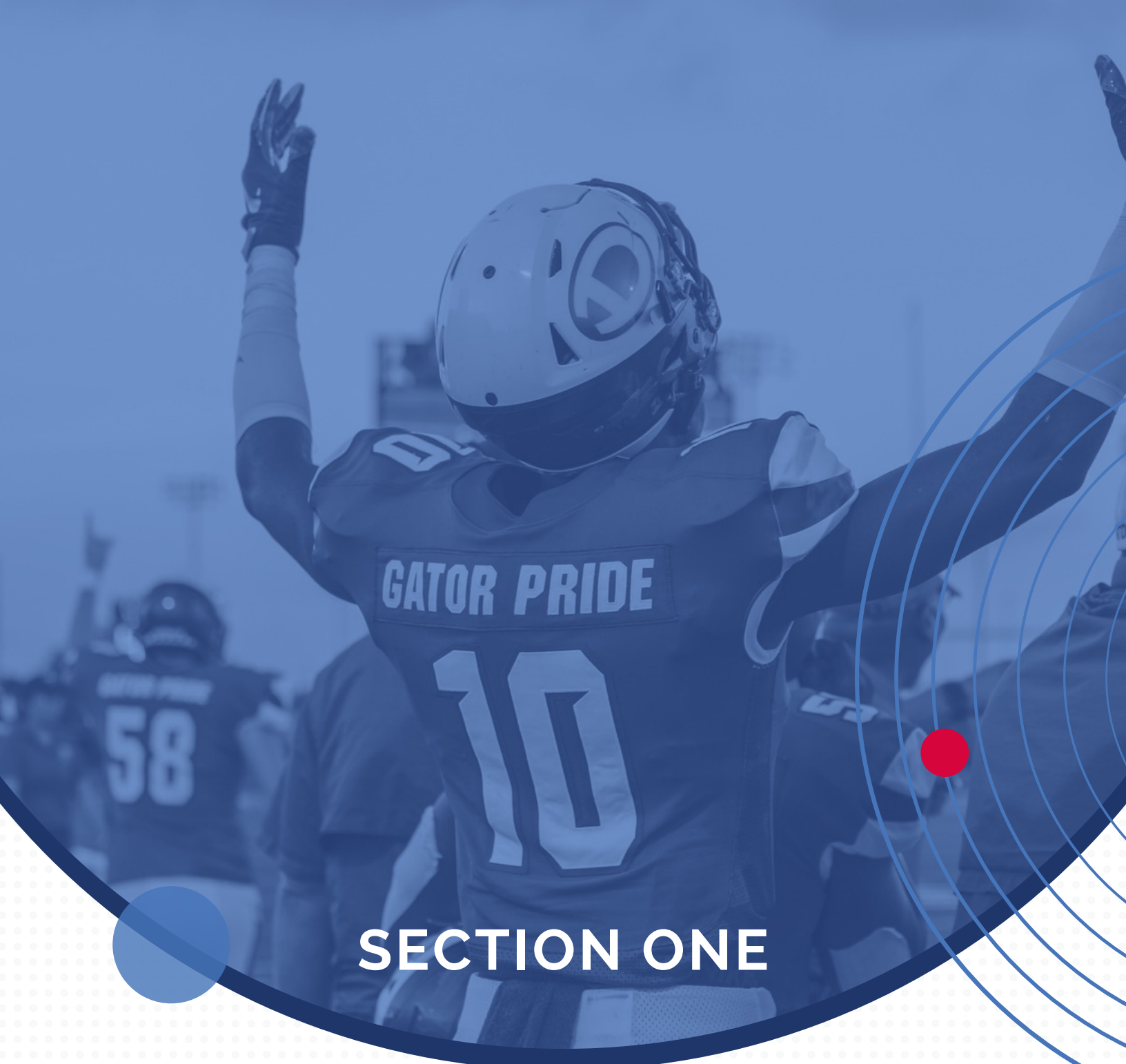
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## SECTION ONE

# GENERAL INFORMATION

# PROFILE OF A DICKINSON ISD **LEARNER**

## **THINKER**

- Identifies current problems and develops innovative and divergent solutions
- Reflects on and learns from struggles, failures, and successes
- Understands growth and achievement are the result of hard work

## **ACHIEVER**

- Displays grit and resilience in the face of challenges
- Sets measurable goals and develops a plan to achieve them
- Maintains curiosity and pursues knowledge throughout life

## **EXPLORER**

- Embraces challenges, opportunities, and differences while taking strategic actions
- Seeks a deeper understanding of how, why, and what if
- Leverages technology as a tool to enhance learning

## **CONTRIBUTOR**

- Values diversity and models mutual respect for all
- Connects with peers and teachers resulting in a stronger sense of community
- Communicates effectively and actively listens
- Demonstrates integrity, compassion, and ethical responsibility through acts

## **SELF ADVOCATOR**

- Engages in positive practices for mental and physical health
- Understands the social and emotional needs and capabilities of one's self and others
- Identifies and articulates academic goals and needs





# PROFILE OF HIGH-QUALITY **INSTRUCTION**

## **EQUITABLE**

- Instruction is culturally responsive to the needs of all students.
  - Barriers are eliminated so all students engage in meaningful learning experiences.
  - Instruction, intervention, enrichment, and assessment are well-planned to ensure success for all students.
- 

## **INTENTIONAL**

- Lessons are strategically aligned with state standards and planned with specific outcomes.
- Strategies, activities, materials, and assessments are research-based and aligned to the learning objective.
- Technology is integrated as a tool to enhance learning.
- Instructional planning provides collaborative educational experiences and multiple means of engagement, representation, action, and expression.

## **SUPPORTIVE**

- Teaching meets the social and emotional needs of individual students.
  - Strong relationships are developed through collaborative learning experiences.
  - Learning opportunities challenge and promote student growth and high levels of learning.
  - Campus and classroom climate includes positive behavioral supports.
- 

## **THOUGHTFUL**

- Student centered goals are addressed through differentiated instruction and strategies.
- Time is provided for in-the-moment reflection and adjustments.
- Students are empowered with responsibility, choice, control, and ownership of learning within a culturally responsive and accepting environment.



Visit [www.dickinsonisd.org/strategicplan](http://www.dickinsonisd.org/strategicplan) or scan the QR code on the left for more information on Dickinson ISD's Strategic Plan and Action Plan!

# College, Career, and Military Readiness Standards

All Dickinson  
High School  
students are  
expected to  
meet one of  
these  
standards  
upon  
graduation.

## College Credit

- Score a 3+ on any AP Exam in any subject
- 3 Dual Credit hours in ELA or math
- 9 hours Dual Credit in any subjects
- Complete an OnRAMPS dual enrollment course + earn UT college credit
- Earn an associate's degree while in high school

## TSI Criteria: Reading & Math

- Meet the college-ready criteria on **either** the TSI/SAT/ACT for reading & math (highest score); **or**
- Successfully complete and earn credit for a college prep course as defined in TEC 28.014 for reading & math; **or**
- Any combination of the above for reading and math (i.e. SAT for Reading but CP course for math)

## U.S. Armed Forces

- Enlist in the U.S. Armed Forces

## Industry-Based Certifications

- Earn an approved industry-based certification **and**
- Complete aligned pathway of courses*

# CREDIT INFORMATION

## Local vs. State Credits

State credit means the state of Texas recognizes the course as a credit towards graduation requirements. Local credit is awarded to students taking courses that are locally approved but not recognized by the state of Texas for graduation.

## Transfer of Credits

Dickinson ISD recognizes and accepts credits from state accredited public and private high schools. Students entering Dickinson High School from non-accredited public, private, or parochial schools, including home schools, shall validate high school credits for transfer by testing. A student who falls into this category will work with his/her counselor to validate transfer credits.

## Credit Opportunities

The following opportunities require counselor's approval, may not be included in the GPA, and may require a fee for enrollment.

- **Correspondence Course:** Students may take courses through distance learning options such as Texas Virtual School Network, Texas Tech, or other approved program. These grades are not calculated into the GPA. **Counselor approval is required prior to enrollment.**
- **Credit by Exam with Prior Instruction:** This exam is for students who have had prior instruction and failed the class. A score of 70 or above on the exam is required for credit. Each exam is equivalent to a semester course. These grades are not calculated in the GPA. See counselor for more information.
- **Credit by Exam without Prior Instruction:** Students may earn credit for a course in which they have received no prior instruction in the subject by taking an exam in December, March, June or July. A grade of 80% is required to receive credit for the respective course. These grades are not calculated in the GPA. See counselor for registration form.
- **Online Credit Recovery:** An online credit recovery program is available at DHS. Students may also work on the online courses from home. Courses are self-paced and require students to be self-motivated. Counselors recommend students for the course. Students receive credit for the courses successfully completed. The grades are not calculated in the GPA. *Note to Student Athletes: Online credit recovery courses cannot be used to reinstate UIL eligibility nor are they recognized by the NCAA Eligibility Center.*
- **Night School or Summer School:** See counselor for information on approved night school and summer school programs. Classes must meet all TEA guidelines. These grades are not calculated in the GPA.

# STUDENT GRADE LEVEL

## Grade Classification

Grade classification is based on the total number of credits a student has accumulated:

Tenth Grade	6.0
Eleventh Grade	12.0
Twelfth Grade	19.0

## GRADES and GRADING

### Grading System

Progress report grades are reported for each student every 3 weeks. At the end of each 9 weeks grading period, grades are numerically reported for each student. At the end of each semester, a student receives credit for a course if the semester average for the course is a 70 or above. In order to receive credit, the student must be in attendance for more than 95% of the time that a course meets. The semester grade is calculated using the following formula:

First 9 Weeks (45%) + Second 9 Weeks (45%) + Semester Exam (10%) = 1<sup>st</sup> Semester Grade  
Third 9 Weeks (45%) + Fourth 9 Weeks (45%) + Semester Exam (10%) = 2<sup>nd</sup> Semester Grade

### Grade Averaging to Receive Credit

Grade averaging will be utilized for year- long courses if the grade is at least a 60 for either semester. The other semester must have a grade higher than a 70 that averages with the failing semester grade to achieve a final grade of 70. Courses must be taken during same school year. **Courses taken in summer school or credit recovery are not considered for grade averaging. The failed semester is not counted for NCAA.**

### Grade Points/Grade Point Averaging for Class Ranking

Class ranking for each student in the graduating class shall be determined by averaging the semester grade points through the 7<sup>th</sup> semester of high school. Honor graduates, including Valedictorian and Salutatorian, will be named after the 7<sup>th</sup> semester ranking. No distinction is made between four-year and three-year graduates.

All courses taken within the regular school day and regular school year shall carry grade points, including those grades transferred from other accredited high schools. Grades for courses in which credit was earned in credit recovery, credit by exam, outside the regular school day (i.e. evening school) or outside of the regular school year (i.e. summer school) shall not be included in the computation of a student's GPA. In addition, courses for which high school credit was earned before the student entered high school shall not be included in the computation. Grade points shall be awarded for course work according to the following scales based on the year student started 9<sup>th</sup> grade:

Grade Points Earned						
Numerical Grade	Letter Grade	*Dual Credit/ AP/ On Ramps (4 point weighted scale)	Honors/ CTE** (4 point weighted scale)	Academic (4 point scale)	Alternate/Modified Courses (3 point scale)	
95-100	A+ / A	6.0	5.0	4.0	90-100	3.0
90-94	A-	5.5	4.5	3.5		
85-89	B+ / B	5	4.0	3.0	80-89	2.0
80-84	B-	4.5	3.5	2.5		
75-79	C+ / C	4	3.0	2.0	70-79	1.0
70-74	C-	3.5	2.5	1.5		
0-69	D / F	0	0.0	0.0	0-69	0.0

\*Core academic dual credit courses (i.e. English, Math, Science, Social Studies, and LOTE) taken at DHS and Collegiate High School will be calculated on the Dual Credit/ AP grading scale.

\*\*Some advanced CTE courses will be on the 5.0 scale. Courses are designated in *Section 3: Course Descriptions* of this handbook.

### Determining Class Rank

Class rank will be based on a cumulative GPA of grades 9, 10, 11, and 12. The GPA is determined by dividing the total number of grade points earned by the total number of semester units attempted.

#### Example:

Course	1 <sup>st</sup> Semester	Grade Points	Credit Attempted	Credit Earned
English	90	3.5	.5	.5
Algebra	60	0.0	.5	0
Science AP	88	5.0	.5	.5
History	75	2.0	.5	.5

$$\text{Total Grade Points / Semester Units Attempted} = \text{GPA or } 10.5 / 4 = 2.63$$

### Class Rank

First ranking of a class occurs spring semester of freshman year (around February). Ranks and GPAs are updated at the close of each semester. Students may get their GPA and rank from Skyward. The ranking for honor graduates occurs after the student's 7<sup>th</sup> semester. After graduation, the final rank and GPA will be posted on the final transcript. DCC students are not included in the DHS ranking.

## Criteria For Valedictorian And Salutatorian

Additional criteria for determining and recognizing the valedictorian and salutatorian are as follows:

- Must have been enrolled in Dickinson High School for at least three consecutive years.
- Must be a full time student at Dickinson High School during his/her entire senior year. Students graduating through the Collegiate High School program, DCC program, or other alternative programs are not eligible for recognition as valedictorian or salutatorian.
- No distinction will be made between four-year and three-year graduates when determining which students to recognize.
- The eligible student having the highest grade point average resulting from the 7<sup>th</sup> semester calculation only shall be recognized as the valedictorian.
- The eligible student with the second highest GPA resulting from the 7<sup>th</sup> semester calculation only shall be recognized as the salutatorian.
- Should a tie develop for valedictorian or salutatorian, the GPA of the students involved will be recalculated based on the numerical grades earned in each course.

## Honor Graduates

Students will be designated the following honor graduate status based on their 7<sup>th</sup> semester cumulative GPA:

Magna Cum Laude: Top 5%

Cum Laude: Top 6-15%

## Top 10%

Senate Bill 510 C §51.803 requires that each Texas public institution of higher education automatically admit students who graduated from high school in the top 10% of students in the graduating class based on grade point average. (University of Texas will be limiting their automatic admissions to the top 6% effective 2019). **To be considered for admission, one must complete the application process to the intended college. Students must complete Algebra 2 and complete an endorsement to be eligible for automatic admissions.**

# TRANSCRIPTS and REQUESTS

Students have access to the most recent transcript on their Skyward account beginning with the second semester of 9<sup>th</sup> grade. Students who need an official transcript sent to an educational institution or scholarship committee must make a request on Naviance. All students have a Skyward and Naviance account. Students may go to the College and Career Center for assistance with these accounts. Transcripts cost \$2 each and will not be processed until payment has been received. Payments for transcripts are to be made in the College and Career Center. Transcripts are processed within 5-10 business days upon payment. **Student fees must be cleared in order to fulfill transcript requests.** Seniors are allowed to request four (4) transcripts at no charge during the school year and then one (1) final transcript upon graduation. Here is a video explaining how to request a transcript: <https://www.youtube.com/watch?v=c3yulOcihIM>

# EXIT LEVEL ASSESSMENT

Students will be required to take the STAAR EOC assessments as part of their graduation requirement. Students must meet the level 2 score for each subject area in order to graduate. Students may take the STAAR EOC assessments as many times as they need in order to achieve required passing score. Required STAAR assessments are:

- English Language Arts I
- English Language Arts II
- Algebra I
- Biology
- US History

## REQUIREMENTS TO PARTICIPATE IN THE GRADUATION CEREMONY

Only those students who have met all requirements for graduation, including passing all required STAAR assessments (or met IGC requirements) and attended mandatory graduation practices shall be allowed to participate in graduation exercises. Students who have passed all course requirements with the exception of STAAR/ IGC requirements, may participate in graduation upon request. Students must write a letter to the principal committing to taking the needed STAAR tests until requirements are met.

**All students participating in the graduation ceremony must attend all mandatory graduation practices set by the Principal. Students who do not participate in practices will not participate in the ceremony.**

Students who have a **parent** who is also an employee of Dickinson ISD may request to have their parent present their diploma to them during graduation. These requests must be **made in writing by the student and submitted to the Principal by May 1 or the first business day in May.** Parents are asked to follow the protocol outlined by the campus administration so that the ceremony is not interrupted or delayed.

## FINANCIAL AID APPLICATION REQUIREMENT

Each high school senior in a Texas public school district or open enrollment charter school must complete and submit a Free Application for Federal Student Aid (FAFSA) or a Texas Application for State Financial Aid (TASFA) as a state requirement for graduation. Texas Education Code §28.0256 allows a student to opt out of the financial aid application graduation requirement by submitting a signed form that authorizes the student to decline. To authorize a student to opt out of the financial aid application graduation requirement, the Financial Aid Application Opt-Out Form must be signed by one of the following:

- OPTION I: A student age 18 years or older or emancipated minor under Chapter 31, Texas Family Code  
OPTION II: The student's parent or guardian and the student.

# ADDITIONAL REQUIREMENTS

## **§74.38. Requirements for Instruction in Cardiopulmonary Resuscitation (CPR).**

§74.38. Requirements for Instruction in Cardiopulmonary Resuscitation (CPR). (a) A school district or an open-enrollment charter school shall provide instruction to students in Grades 7-12 in cardiopulmonary resuscitation (CPR). The instruction: (1) may be provided as a part of any course; and (2) must be provided to each student at least once before graduation from high school. (b) CPR instruction must include training that has been developed: (1) by the American Heart Association or the American Red Cross; or (2) using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction. (c) A school district or an open-enrollment charter school may use emergency medical technicians, paramedics, police officers, firefighters, representatives of the American Heart Association or the American Red Cross, teachers, other school employees, or other similarly qualified individuals to provide CPR instruction and training under this section. Except as specified in subsection (d) of this section, an instructor of this training is not required to be certified in CPR. (d) Instruction provided under this section is not required to result in certification by a student in CPR. If instruction is intended to result in certification in CPR, the course instructor must be authorized to provide the instruction by the American Heart Association, the American Red Cross, or a similar nationally recognized association. (e) A school district or an open-enrollment charter school may waive the requirement under this section for a student, who due to a disability, is unable to complete the requirement. The determination regarding a student's ability to complete the CPR requirement will be made by: (1) the student's ARD committee if the student receives special education services under the Texas Education Code (TEC), Chapter 29, Subchapter A; or (2) the committee established for the student under Section 504, Rehabilitation Act of 1973 (29 United States Code, §794) if the student does not receive special education services under the TEC, Chapter 29, Subchapter A, but is covered by the Rehabilitation Act of 1973. (f) This section applies to any student who entered Grade 7 in the 2010-2011 school year and thereafter. Statutory Authority: The provisions of this §74.38 issued under the Texas Education Code, §28.0023. Source: The provisions of this §74.38 adopted to be effective August 25, 2014, 39 TexReg 5384.

**§74.39. Requirements for Instruction on Proper Interaction with Peace Officers.** §74.39. Requirements for Instruction on Proper Interaction with Peace Officers. (a) A school district or open-enrollment charter school shall provide instruction in one or more courses to students in Grades 9-12 on proper interaction with peace officers during traffic stops and other in-person encounters. The required instruction: (1) may be provided as a part of any course or courses; and (2) must be provided to each student at least once before graduation from high school. (b) The instruction must include all of the following information: (1) the role of law enforcement and the duties and responsibilities of peace officers; §74.C. Other Provisions Page 18 March 2020 Update (2) a person's rights concerning interactions with peace officers; (3) proper behavior for civilians and peace officers during interactions; (4) laws regarding questioning and detention by peace officers, including any law requiring a person to present proof of identity to a peace officer, and the consequences for a person's or officer's failure to comply with those laws; and (5) how and where to file a complaint against or a compliment on behalf of a peace officer. (c) A school district or open-enrollment charter school shall use materials developed through a memorandum of understanding among the Texas Commission on Law Enforcement, the State Board of Education, and the Texas Education Agency. (d) A school district or open-enrollment charter school may tailor the instruction developed under this section as appropriate for the district's or school's community. In tailoring the instruction, the district or school shall solicit input from local law enforcement agencies, driver training schools, and the community. (e) In accordance with §74.5 of this title (relating to Academic Achievement Record (Transcript)), a school district or an open-enrollment charter school shall clearly indicate on the transcript or academic achievement record the year in which the instruction was provided to the student. (f) This section applies to any student who enters Grade 9 in the 2018-2019 school year and thereafter. Statutory Authority: The provisions of this §74.39 issued under the Texas Education Code, §§7.102, 28.012, and 28.025. Source: The provisions of this §74.39 adopted to be effective August 27, 2018, 43 TexReg 5523.

<https://www.texasgateway.org/resource/flashing-lights-senate-bill-30>

# STUDENT SCHEDULES

## Schedule Process

During the second semester, students register for classes they will need the following year. It is important for students to plan their choices carefully since class size and staffing decisions will be determined from their choices.

**January- March:** Students are given access to the updated Academic Handbook and sample course selection sheet during class presentation. Students meet with counselors to complete course request based on endorsement pathway.

**March-April:** Parents and students can view course requests in Skyward. Parents may request updates/ changes by emailing the student's counselor. It will be implied that all courses meet the approval of both the student and parent if the counselor is not notified of any changes.

**June:** All changes will be reflected in Skyward.

## Schedule Changes

Once school starts, schedule changes will be made for the following reasons by using the Schedule Change Request Form (available on the 2<sup>nd</sup> day of school).

- Data entry error such as missing classes or too many classes scheduled (will receive immediate attention).
- Student needs remedial coursework for state assessment.
- Student already received credit for a class on schedule.
- Student is scheduled in an inappropriate course i.e. male in female PE class.
- Student is enrolled in a course for which they have not completed the appropriate prerequisite i.e. in Spanish II without earning credit in Spanish I.
- Student is a senior and needs particular courses for graduation.
- Student has a duplicate course on schedule i.e. PE and Athletics.
- Student has been accepted or dismissed from a program i.e. athletics, fine art, CTE, etc.

## Teacher Change Request

Per Texas Education Code Sec. 26.003. A parent is entitled to reasonable access to the school principal, or to a designated administrator with the authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student. The Dickinson High School procedures to request a teacher change is as follows:

1. Parent, teacher, and student must conference to discuss concerns and possible resolutions.
2. If the problem is not resolved after a reasonable amount of time and effort, you can petition the student's assistant principal for a schedule change.
3. Assistant principal will determine if the teacher change is needed based on situation, space, and availability of course/ teacher as stated in TEC Sec 26.003.
4. A class change must be for the same credit.



## SECTION TWO

# GRADUATION PLANS

# State Graduation Plans

Foundation Plan* 22 Credits		Foundation Plan* + Endorsement 26 Credits		
<b>English — 4 credits</b> English 1, 2, 3 and one advanced English credit		<b>English — 4 credits</b> English 1, 2, 3, and one advanced English credit		
<b>Math — 3 credits</b> Algebra I, Geometry, and one advanced Math credit		<b>Math — 4 credits</b> Algebra I, Geometry, and two advanced Math credits**		
<b>Science — 3 credits</b> Biology and two advanced Science credits		<b>Science — 4 credits</b> Biology and three advanced Science credits		
<b>Social Studies — 3 credits</b> World Geography or World History, U.S. History, Government, and Economics		<b>Social Studies — 3 credits</b> World Geography or World History, U.S. History, Government, and Economics		
<b>Languages other than English — 2 credits</b>		<b>Languages other than English — 2 credits</b>		
<b>Fine Arts — 1 credit</b>		<b>Fine Arts — 1 credit</b>		
<b>Physical Education — 1 credit</b>		<b>Physical Education — 1 credit</b>		
<b>Electives — 5 credits</b>		<b>Electives — 7 credits</b> See Endorsement 4 -year plan		
		<b>Distinguished Level of Achievement</b> -Student must take Algebra 2 as an advanced math**		
<b>Endorsements</b> Please refer to the course plans for specific course requirements necessary to earn each endorsement.				
<b>Arts &amp; Humanities</b>	<b>Business &amp; Industry</b>	<b>Public Services</b>	<b>STEM (Science, Technology, Engineering, &amp; Math)</b>	<b>Multidisciplinary Studies</b>
<ul style="list-style-type: none"> <li>Fine Arts</li> <li>Foreign Languages &amp; Cultural Studies</li> <li>Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>Agriculture, Food &amp; Natural Resources</li> <li>Arts, Audio Video Technology &amp; Communications</li> <li>Business, Marketing, and Finance</li> <li>Information Technology (COM)</li> <li>Manufacturing</li> <li>Transportation, Distribution, &amp; Logistics</li> </ul>	<ul style="list-style-type: none"> <li>AFJROTC</li> <li>Education &amp; Training</li> <li>Health Science</li> <li>Human Services</li> <li>Law and Public Service</li> </ul>	<ul style="list-style-type: none"> <li>Engineering</li> <li>Advanced Math</li> <li>Advanced Science</li> </ul>	Student selects courses from each endorsement area and earns credits in a variety of advanced courses from multiple content sufficient to complete distinguished level under the foundation high school program
<b>State Assessments Required for Graduation (EOC)</b>		<b>Performance Acknowledgements</b>		
English I Algebra I Biology	English 2 US History	<b>Outstanding Performance:</b> Dual Credit coursework, bilingualism/biliteracy, AP Exam, PSAT, ACT- Plan, SAT or ACT		<b>Certification:</b> State, Nationally, or Internationally recognized business or industry certificate or license

\*Algebra 2, World History and English 4 are highly recommended for college bound students. It is the student’s responsibility to check prospective college requirements.

\*\*Algebra 2 is required to be eligible for automatic admissions if in top 10% (6% for UT-Austin). The 86th Texas Legislature, Regular Session, 2019, passed SB 232 requiring school districts to notify parents that state graduation requirements do not require a student to complete an Algebra II course to graduate under the Foundation High School Program. Students who does not complete an Algebra II course will not be eligible for— automatic college admission or certain financial aid including: TEXAS grant program and Texas Educational Opportunity Grant Program.

# 4-Year Personal Graduation Plan (Sample)

## Endorsement:

- Arts & Humanities       Public Services       Multidisciplinary  
 Business & Industry       STEM

Foundation Plan- 22 Credits	Endorsements- 26 credits	Planning for the Future
<p><b>English — 4 credits</b></p> <input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> English 3 <input type="checkbox"/> Advanced English <p><b>Math — 3 credits</b></p> <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> Advanced Math <p><b>Science — 3 credits</b></p> <input type="checkbox"/> Biology <input type="checkbox"/> Advanced Science <input type="checkbox"/> Advanced Science <p><b>Social Studies — 3 credits</b></p> <input type="checkbox"/> World Geography or <input type="checkbox"/> World History <input type="checkbox"/> U.S. History <input type="checkbox"/> Government (.5) <input type="checkbox"/> Economics (.5) <p><b>LOTE — 2 credits</b></p> <input type="checkbox"/> LOTE 1 <input type="checkbox"/> LOTE 2 <p><b>Fine Arts- 1 credit</b></p> <input type="checkbox"/> _____ <p><b>Physical Education — 1 credit</b></p> <input type="checkbox"/> _____ <p><b>Electives — 5 credits</b></p> <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <input type="checkbox"/> Elective 3 <input type="checkbox"/> Elective 4 <input type="checkbox"/> Elective 5	<p><b>Arts &amp; Humanities</b></p> <input type="checkbox"/> 4 <sup>th</sup> Math <input type="checkbox"/> 4 <sup>th</sup> Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p><b>Business &amp; Industry</b></p> <input type="checkbox"/> 4 <sup>th</sup> Math <input type="checkbox"/> 4 <sup>th</sup> Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p><b>Public Services</b></p> <input type="checkbox"/> 4 <sup>th</sup> Math <input type="checkbox"/> 4 <sup>th</sup> Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p><b>STEM</b></p> <input type="checkbox"/> 4 <sup>th</sup> Math <input type="checkbox"/> 4 <sup>th</sup> Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p><b>Multidisciplinary</b></p> <input type="checkbox"/> 4 <sup>th</sup> Math <input type="checkbox"/> 4 <sup>th</sup> Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2	<p><b>Testing</b></p> <input type="checkbox"/> TSI <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ACT <p><b>College Readiness Standards</b></p> <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Writing <p><b>Post- Secondary Applications</b></p> <input type="checkbox"/> Apply Texas <input type="checkbox"/> Common Application <input type="checkbox"/> Military Recruiter <input type="checkbox"/> Technical School <input type="checkbox"/> Local Employer <p><b>Financial Aid</b></p> <input type="checkbox"/> FAFSA/ TAFSA <input type="checkbox"/> Local Scholarship Application <input type="checkbox"/> Naviance <input type="checkbox"/> Financial Aid Night
	<b>Distinguished- Eligible for Top 10% Automatic Admission</b>	<b>STAAR EOC Checklist</b>
	<input type="checkbox"/> Algebra 2 (must be one of the student's math credits)	<input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> Algebra 1 <input type="checkbox"/> US History <input type="checkbox"/> Biology

# Performance Acknowledgements

A student may earn a performance acknowledgement on their transcript for outstanding performance in at least one of the following areas:

- **Dual Credit**
  - Complete 12 hours of dual credit courses with a 3.0 **OR**
  - Complete an associate degree (Collegiate High School)
- **Bilingualism and Biliteracy**
  - Exit ESL and score Advanced High on TELPAS **AND**
  - Maintain an 80+ average in English Language Arts courses **AND**
  - Complete 3 credits of same language with an 80+ average **OR**
  - Complete Level 4 for of language other than English with an 80+ **OR**
  - Score a 3 or higher on an AP Exam for language other than English
- **Advanced Placement (AP) Exam**
  - Score a 3 or above on any AP Exam
- **PSAT, SAT, or ACT**
  - Earning a score on the PSAT that qualifies for recognition as a commended scholar or higher by the College Board National Merit Scholarship Corporation, National Hispanic Recognition Program, or as part of the National Achievement Scholarship Program of the National Merit Scholarship Program. **OR**
  - Earning a total score of 1350 on the SAT **OR**
  - Earning a composite score on the ACT of 29 (excluding the writing subscore)
- **National, International or State Certification or License** (see chart on next page)

<b>Program of Study</b>	<b>Certifications/Licenses offered at DHS</b>
<b>Agriculture, Food &amp; Natural Resources</b>	
Veterinary Medical Applications	Certified Veterinary Assistant, Level 1
Agriculture Mechanics	AWS D1.1 Structural Steel; AWD D9.1 Sheet Metal Welding
Advanced Plant and Soil Science	BASF Plant Science Certification
Floral Design	Principles of Floral Design Certification
<b>Arts, Audio/Video Technology &amp; Communications</b>	
Audio/Video Production	Adobe Certified Professional in Digital Video Using Adobe Premier Pro
Design and Digital Media	Adobe Certified Professional in Print and Digital Media Publications Using Adobe Premier Pro
Commercial Photography	Adobe Certified Professional in Visual Design Using Adobe Photoshop
<b>Business, Marketing, &amp; Finance</b>	
Accounting	Intuit QuickBooks Certified User
Marketing	Student Social Media Marketing Certification; Entrepreneurship and Small Business
<b>Education &amp; Training</b>	Educational Aide 1
<b>Engineering</b>	Certified SolidWorks Associate
Computer Science	Certified Entry-Level Python Programmer (PCEP)
<b>Health Science</b>	Certified EKG Technician
	Certified Pharmacy Technician
	Patient Care Technician (PCT)
	Registered Dental Assistant
Imaging	Limited Medical Radiologic Technologist (LMRT)
	Emergency Medical Technician (EMT)
<b>Human Services</b>	Barber Operator License
	Cosmetology Operator License
<b>Law, Public Safety, Corrections &amp; Security</b>	International Academy of Emergency Dispatch (IAED) Emergency Telecommunicator
<b>Manufacturing</b>	AWS D1.1 Structural Steel
	AWS D9.1 Sheet Metal
	NCCER Core Curriculum
<b>Transportation, Distribution &amp; Logistics</b>	ASE Entry-Level Automobile Maintenance and Light Repair (MR); ASE Entry-Level Automobile Brakes (BR)

# Arts and Humanities Endorsement

Endorsement Pathways	9th Year	10th Year	11th Year	12th Year
<b>Fine Arts</b>	Art 1	Art 2	Art 3	Art 4
	Band 1	Band 2	Band 3	Band 4
	Choir 1	Choir 2	Choir 3	Choir 4
	Dance 1	Dance 2	Dance 3	Dance 4
	Dance Team 1	Dance Team 2	Dance Team 3	Dance Team 4
	Musical Theater 1 or Theater Arts 1 or Technical Theater 1 or Theater Productions 1	Musical Theater 2 or Theater Arts 2 or Technical Theater 2 or Theater Productions 2	Musical Theater 3 or Theater Arts 3 or Technical Theater 3 or Theater Productions 3	Musical Theater 4 or Theater Arts 4 or Technical Theater 4 or Theater Productions 4
<b>Languages Other Than English (LOTE)</b>	Spanish 1	Spanish 2	Spanish 3	Spanish 4
	French 1	French 2	French 3	French 4
<b>Social Studies</b>	World Geography or Human Geography	World History	US History	Government and Economics
	Plus 1 Social Studies elective credit from: African American Studies, Personal Financial Literacy, History of Sports in the US, Psychology, or Sociology			

# Arts & Humanities Endorsement

## Career Pathway for Fine Arts

Art, Band, Choir, Dance or Theater Arts

26 credits

Job Opportunities in this Career Pathway:

Artist, Art Director, Painter & Illustrator, Multimedia Artist, Animator, Photographer, Graphic Designer, Art Gallery Manager, Curator, Set Designer, Exhibit Designer, Art Teacher, Theater Arts Teacher, Dancer, Production Manager, Actor, Choreographer, Director, Designer, Set Designer, Makeup Artist, Actor, Performer, Director, Lighting Technician, Play Writer, Editor, Sound Engineering Technician, Cinematographer, Music Director, Composer, Singer, Musician, Production Manager, Performer, Choir Teacher, Music Teacher, Sound Engineer Technician

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art 1	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Elective Fine Art 2
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Fine Art 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Fine Art 4 Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

# Arts & Humanities Endorsement

## Career Pathway for Foreign Language/Cultural Studies

26 credits

Job Opportunities in this Career Pathway:

Translator, Immigration and Customs, Interpreter, Journalist, International Law, Public Relations, Foreign Travel Advisors, Customer Service, Teacher, Peace Corps, Diplomatic Corps, United Nations

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Elective Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Foreign Language 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Foreign Language 4 Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

# Arts & Humanities Endorsement

## Career Pathway for Social Studies

26 credits

Job Opportunities in this Career Pathway:

Teacher or professor, Consultant in Business or Government, Public Official, Ecologist, Geographic Information Systems, Market Researcher, International Business, Satellite/Aerial Photo Analyst, Political Scientist, Urban Planner, Customs Agent, Political Risk Analyst, Urban Planner, Policy Researcher, Manager of Government Organizations

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art 1	English 2 Geometry World History * IPC or Chemistry Foreign Language 2 Elective Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Social Studies Elective Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Elective Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

## Business and Industry Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
<b>Agriculture, Food, and Natural Resources</b>	<b>Animal Science</b>	Principles of Agriculture, Food, and Natural Resources	Small Animal Management/ Equine Science	Livestock Production <u>or</u> Vet Medical Applications	Advanced Animal Science <u>or</u> Practicum in Agriculture, Food, and Natural Resources (Vet Med)
	<b>Applied Agriculture Engineering</b>	Principles of Agriculture, Food, and Natural Resources	Agricultural Mechanics and Metal Technologies	Agricultural Structures Designs and Fabrications	Practicum in Agriculture, Food, and Natural Resources
	<b>Plant Science</b>	Principles of Agriculture, Food, and Natural Resources	Horticulture Science	Floral Design	Advanced Floral Design + Environmental Plant & Soil Science
<b>Arts, Audio Video Technology, and Communications</b>	<b>Design and Multimedia Arts (Video Game Design)</b>	Principles of Arts, A/V Technology, And Communications	Video Game Programming	Advanced Video Game Programming	Career Preparation
	<b>Design and Multimedia Arts (Commercial Photography)</b>	Principles of Arts, A/V Technology, And Communications	Commercial Photography	Commercial Photography 2	Practicum in Commercial Photography
	<b>Design and Multimedia Arts (Graphic Design/ Illustration)</b>	Digital Design & Media Production	Graphic Design and Illustration 1	Graphic Design and Illustration 2	Practicum in Graphic Design and Illustration
	<b>Digital Communications</b>	Principles of Arts, A/V Technology, And Communications	Audio/Video Production	Audio/Video Production 2	Practicum in Audio/Video Production

<b>Endorsement Pathways</b>	<b>Specialization</b>	<b>9th Year</b>	<b>10th Year</b>	<b>11th Year</b>	<b>12th Year</b>
<b>Business, Marketing, and Finance</b>	<b>Marketing and Sales</b>	Principles of Business, Finance, and Marketing	Sports and Entertainment Marketing (.5) & Social Media Marketing (.5)	Sports Entrainment & Marketing 2 (.5) & Advertising (.5)	Practicum in Entrepreneurship
	<b>Accounting and Financial Services</b>	Principles of Business, Marketing, & Finance	Accounting 1 and Financial Mathematics (Math credit)	Financial Analysis	Practicum in Entrepreneurship
<b>Manufacturing</b>	<b>Advanced Manufacturing and Machinery Mechanics</b>	Principles of Applied Engineering	Robotics 1	Robotics 2	Engineering Design & Presentation
	<b>Welding</b>				Welding 2
<b>Transportation, Distribution, and Logistics</b>	<b>Automotive</b>	Automotive Basics	Automotive Technology 1	Automotive Technology 2	Practicum in Transportation Systems

# Business & Industry Endorsement

## Career Pathways for Agriculture, Food & Natural Resources

General Agriculture or Veterinary Application

26 credits

Job Opportunities in this Career Pathway:

Horticulturist, Floral Designer, Master Florist, Greenhouse Manager, Floral Department Supervisor, Custom Floral Decorating, Floral Sales, Retail Owner, Landscape Management, Turf Grass Management, Nursery Owner, Wholesale Grower, Animal Breeders, Fishery Workers, Farmers, Assistant Feedlot Manager, Livestock Sales, Animal Facility Manager, Agriculture Product Sales, Farm/Ranch Manager, Soil Scientist, Plant Scientist, Certified Crop Adviser, Agricultural Researcher, Agricultural Technician, Farm Equipment Mechanic, Agricultural Equipment Operators, Small Business Owner, Veterinarian Technician, Game Warden, Animal Control

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Agriculture, Food, and Natural Resources	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Ag Course 2
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Ag Course 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Ag Course 4 Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

## Business & Industry Endorsement

### Career Pathway for Arts, A/V Technology & Communications

26 credits

Job Opportunities in this Career Pathway:

Producer, Director, Public Relations Specialist, Multimedia Artist and Animator, Graphic Designer, Broadcast Technician, Sound Engineering Technician, Photographer, Audio and Video Equipment Technician, Camera Operator for Television, Video, and Motion Pictures, Multimedia Artist and Animator, Video game Designer, Computer Programmer, Computer Hardware Engineer, Database Administrator, Computer Systems Analyst, Multimedia Artist and Animator, Network Systems and Data Communications Analyst, Computer Support Specialist, Desktop Publisher

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Arts, A/V Technology and Communications <u>or</u> Digital Design & Media Production	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Video Game Programming <u>or</u> Commercial Photography 1 <u>or</u> A/V Production <u>or</u> Graphic Design & Illustration 1
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Elective Advanced Video Game Programming <u>or</u> Commercial Photography 2 <u>or</u> A/V Production 2 <u>or</u> Graphic Design & Illustration 2 Elective (if Video Game Programming or Commercial Photography)	English 4 Advanced Math Government/ Economics Advanced Science Elective Career Preparation <u>or</u> Practicum in Commercial Photography <u>or</u> Practicum in A/V Production <u>or</u> Practicum in Graphic Design & Illustration

\*Algebra 2 and World History are recommended for college bound students.

# Business & Industry Endorsement

## Career Pathways for Business, Marketing, and Finance

26 credits

Job Opportunities in this Career Pathway:

Environmental Engineer, Commercial and Industrial Designer, General and operations Manager, Medical Equipment Repairer, Electromechanical Technician, Mechanical Engineering Technician, Avionics Technician, Welder, Cutter, Solder, Brazier, Manufactured Building and Mobile Home Installer, Painting, Coating, and Decorating Worker, Purchasing Agent

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Business, Marketing, and Finance	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Sports and Entertainment Marketing/ Social Media Marketing <u>or</u> Accounting 1
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* or Financial Math US History Advanced Science Sports Entertainment Marketing 2/ Advertising <u>or</u> Financial Analysis Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Elective Practicum in Entrepreneurship

\*Algebra 2 and World History are recommended for college bound students.

# Business & Industry Endorsement

## Career Pathways for Manufacturing

26 credits

### Job Opportunities in this Career Pathway:

Environmental Engineer, Commercial and Industrial Designer, General and operations Manager, Medical Equipment Repairer, Electromechanical Technician, Mechanical Engineering Technician, Avionics Technician, Welder, Cutter, Solder, Brazier, Manufactured Building and Mobile Home Installer, Painting, Coating, and Decorating Worker, Purchasing Agent

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Applied Engineering <u>or</u> Elective	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Robotics 1 <u>or</u> Introduction to Welding Fine Art
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Robotics 2 <u>or</u> Welding 1 Elective Elective (if in Robotics 2)	English 4 Advanced Math Government/ Economics Advanced Science Elective Career Preparation <u>or</u> Welding 2

\*Algebra 2 and World History are recommended for college bound students.

# Business & Industry Endorsement

## Career Pathways for Transportation, Distribution, and Logistics

26 credits

Job Opportunities in this Career Pathway:

Air pilot, Co-Pilot, and Flight Engineer, Aerospace Engineering, Aircraft Mechanic, Service Technician, Automotive Service Technician and mechanic, Flight Attendant, Automotive Glass Installer, Motorboat Operator, Refuse and recyclable Material Collector, Sailor and Marine Oiler

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Automotive Basics	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Automotive Technology 1
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Automotive Technology 2 Fine Art	English 4 Advanced Math Government/ Economics Advanced Science Elective Practicum in Transportation Systems

\*Algebra 2 and World History are recommended for college bound students.

# Public Services Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Education and Training	Teaching and Training	Principles of Education and Training	Child Development	Instructional Practice in Educational Training (RST1)	Practicum in Education and Training (RST2)
Health Science	Healthcare Therapeutics (EMT)	Principles of Health Science	Medical Terminology	Health Science Theory	Emergency Medical Technician (Dual Credit)
	Healthcare Therapeutics (PCT)	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (PCT)
	Healthcare Therapeutics (Pharmacy)	Principles of Health Science	Medical Terminology	Pharmacology	Practicum in Health Science (Pharmacy)
	Healthcare Therapeutics (Dental)	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (Dental)
	Healthcare Diagnostics	Principles of Health Science	Medical Terminology	Medical Microbiology	Anatomy & Physiology
	Health care Diagnostics Imaging	Introduction to Imaging Technology/ Medical Terminology	Imaging Technology 1	Imaging Technology 2	Practicum Health Science (Imaging)
Human Services	Barbering		Principles of Barbering	Barbering 1/ Lab	Barbering 2/ Lab
	Cosmetology		Introduction to Cosmetology	Cosmetology 1/ Lab	Cosmetology 2/ Lab
Law, Public Safety, Corrections, and Security	Law Enforcement	Principles of Law, Public Safety, Corrections, and Security	Law Enforcement 1	Law Enforcement 2	Counseling and Mental Health/ Forensic Science/ Practicum of Law
Junior Reserve Officer Training Corps (JROTC)	JROTC	JROTC 1	JROTC 2	JROTC 3	JROTC 4

# Public Services Endorsement

## Career Pathways for Education and Training 26 credits

Job Opportunities in this Career Pathway:

Teacher, Before/After School Assistant, Coach/Physical Education Instructor, Community Youth Services Aide, Corporate Trainer, Day Care Director, Distance Learning Coordinator, Educational, Guidance, School and Vocational Counselor, Fitness and Wellness Coordinator, Fitness Trainer and Aerobics Instructor, Instructional Coordinator, Librarian, Library Assistant, Post-Secondary Instructors/Professors, Preschool Aide/Worker, Private Instructor, Recreation and Fitness Studies Teachers, Recreational Aide, School/Office Assistant, Summer Camp Counselor, Teacher Assistant, Child Care Worker, Day Care Director, School Principal, Superintendent

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Education and Training	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Child Development
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Elective Instructional Practice in Educational Training (RST1)	English 4 Advanced Math Government/ Economics Advanced Science Elective Practicum in Education and Training (RST2)

\*Algebra 2 and World History are recommended for college bound students.

# Public Services Endorsement

## Career Pathways for Health Sciences

26 credits

Job Opportunities in this Career Pathway:

Family and General Practitioner, Dentist, Audiologist, Physical Therapist, Medical and Health Services Manager, Dietitian and Nutritionist, Registered Nurse, Medical Laboratory Technician, Radiation Therapist, Licensed Vocational Nurse, Medical Records and Health Information Technician, Massage Therapist, Pharmacist, Pharmacy Technician, Psychiatric Technician, Nursing Aide, Radiologist, Home Healthcare, Psychologist, Paramedic

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Health Science or Intro to Imaging Technology	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art 1 Medical Terminology <u>or</u> Imaging Technology I
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science <u>or</u> Medical Micro Biology Health Science Theory <u>or</u> Pharmacology <u>or</u> Medical Micro Biology <u>or</u> Imaging Technology 2 Elective Elective	English 4 Advanced Math Government/ Economics Anatomy and Physiology Elective Practicum in Health Science (Emergency Medical Technician, PCT, Pharmacy, Imaging or Dental)

\*Algebra 2 and World History are recommended for college bound students.

**Public Services Endorsement**  
**Career Pathways for Human Services**  
 26 credits

Job Opportunities in this Career Pathway:  
 Skincare Specialist, Cosmetologist, Barber, Manicurist, Pedicurist

Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art 1	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Introduction to Cosmetology or Principles of Barbering Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Elective Cosmetology 1 or Barbering 1	English 4 Advanced Math Government/ Economics Advanced Science Elective Cosmetology 2 or Barbering 2

\*Algebra 2 and World History are recommended for college bound students.

# Public Services Endorsement

## Career Pathways for Law, Public Safety, Corrections and Security 26 credits

Job Opportunities in this Career Pathway:

Lawyer, Mediator, Judge, Social Worker, Paralegal, Court Reporter, Detective, Criminal Investigator, Private Detective, Police Officer, Fish and Game Warden, Firefighter, Bailiff, Jailer, Security Guard, Emergency Medical Technician

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Principles of Law, Public Safety, Corrections & Security	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Fine Art Law Enforcement 1
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science Law Enforcement 2 Elective Elective	English 4 Advanced Math Government/ Economics Forensic Science Counseling and Mental Health Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

# Public Services Endorsement

## Career Pathways for Junior Reserve Officer Training Corps (JROTC)

26 credits

Job Opportunities in this Career Pathway:

Aviation, Combat Operations, Communications Equipment Technologist, Engineering, Scientific Research, Environmental Health and Safety, Intelligence Specialist, Computer Systems Officer, Interpreter, Translator, Military Police, Aircraft Mechanic, Ship Engineer, Seaman, Sonar Technician, Food Service Manager, Cargo Specialist, Comptroller

### Sample Graduation Plan

9 <sup>th</sup> Grade\	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 ROTC 1 Fine Art	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 ROTC 2 Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Advanced Science ROTC 3 Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science ROTC 4 Elective Elective

\*Algebra 2 and World History are recommended for college bound students.

# STEM Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Engineering	Engineering	Introduction to Engineering Design (PLTW)	Engineering Science	Engineering Design and Presentation 1	Engineering Design and Presentation 2
	Engineering (Aerospace)	Introduction to Engineering Design (PLTW)	Engineering Science	Aerospace Engineering (PLTW)	Practicum in STEM
	Programming and Software Development	Fundamentals of Computer Science	Computer Science 1	Computer Science 2	Practicum in STEM
Math	Math	Algebra 1* or Geometry	Geometry and/or Algebra 2	Precalculus	Advanced Math
Science	Science	Biology* or Chemistry	Chemistry or Physics	Physics and/or Advanced Science	Advanced Science

\*May be taken in 8<sup>th</sup> grade

# STEM Endorsement

Science, Technology, Engineering, and Mathematics  
 Career Pathways for Engineering  
 26 credits

Job Opportunities in this Career Pathway:

Engineer (Aerospace, Biomedical, Chemical, Civil, Electrical, Mechanical, Petroleum, etc),  
 Geographer, Biological Technician, Chemical technician, Engineering technician, Surveying  
 and Mapping Technician

## Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Introduction to Engineering Design <u>or</u> Fundamentals of Computer Science	English 2 Geometry World History* or Elective Chemistry Foreign Language 2 Fine Art Engineering Science <u>or</u> Computer Science 1
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Algebra 2 US History Physics Engineering Design and Presentation 1 <u>or</u> Aerospace Engineering <u>or</u> Computer Science 2 Elective	English 4 Advanced Math Government/ Economics Advanced Science Engineering Design and Presentation 2 <u>or</u> Practicum in STEM

\*Algebra 2 and World History are recommended for college bound students.

# STEM Endorsement

Science, Technology, Engineering, and Mathematics  
 Career Pathways for Math  
 26 credits

Job Opportunities in this Career Pathway:

Engineer, Mathematics Professor/ Teacher, Geophysical Mathematician, Environmental Mathematician, Inventory Strategist, Actuary, Mortgage Broker, Computer Science

## Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I or Geometry World Geography or Human Geography Biology Foreign Language 1 PE Fine Art	English 2 Geometry and/ or Algebra 2 World History* or Elective Chemistry Foreign Language 2 Elective Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Algebra 2 or Precalculus US History Physics Elective Elective Elective	English 4 Advanced Math Advanced Math or Elective Advanced Science Government/ Economics Elective Elective

\* World History is recommended for college bound students.

# STEM Endorsement

## Science, Technology, Engineering, and Mathematics Career Pathways for Science 26 credits

Job Opportunities in this Career Pathway:

Aquacultural Manager, Aquarist, Climate Change Analyst, Environmental Compliance Inspector, Environmental Scientist, Geographer, Geoscientist, Hydrologist, Industrial Health & Safety Engineer, Meteorologist, Park Ranger, Soil and Water Conservationist, Soil Scientist, Surveyor, Water & Liquid Waste Treatment Plant & System Operator, Astronomer, Aviation Inspector, Chemical Technician, Chemist, Chemistry Teacher, Electrician, Food Scientist, Forensic Science Technician, Nuclear Monitoring Technician, Nuclear Power Reactor Operator, Occupational Health & Safety Specialist, Physicist, Physics Teacher, Pilot, Power Plant Operator, Precision Instrument & Equipment Repairer

### Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology or Chemistry	Chemistry or Physics
Foreign Language 1	Foreign Language 2
PE	Elective
Fine Art	Elective
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3	English 4
Algebra 2	Advanced Math
US History	Advanced Science
Physics or Advanced Science	Advanced Science or Elective
Elective	Government/ Economics
Elective	Elective
Elective	Elective

\*World History is recommended for college bound students.

# Multidisciplinary Endorsement

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
4 Courses in each subject area	4x4	Four credits in each of the four foundation subject areas (English, Math, Science, and Social Studies) to include English 4 and Chemistry and/ or Physics			
Advanced Placement and/ or Dual Credit Courses	AP or Dual Credit	Four credits in Advanced Placement or Dual Credit courses			
Multiple Endorsement Areas	Multiple Endorsement Areas	Multiple endorsement area courses that are not in a coherent sequence (see other endorsement pathway courses)			

# Multidisciplinary Endorsement

26 credits

Options:

- \* Multiple endorsement area courses that are not in a coherent sequence
- \* AP Courses and/or Dual Credit Courses
- \* Four courses in each subject area (ELA, Math, Science, and Social Studies)

## Sample Graduation Plan

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Fine Art	English 2 Geometry World History* or Elective IPC or Chemistry Foreign Language 2 Elective from Options Elective from Options
11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English 3 Advanced Math* US History Chemistry or Physics Elective from Options Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Elective from Options Elective Elective

\*Algebra 2 and World History are recommended for college bound students.



## SECTION THREE

# COURSE DESCRIPTIONS

# English Language Arts

Course Title	Credit	Grade	Prerequisite
English 1-4	1	9-12	Taken in sequence
English 1-4 EOC	1	9-12	Coordinator approval
English 1-2 for Speakers of Other Languages (ESOL)	1	9-10	Taken in sequence
English 1-2 Honors	1	9-10	Taken in sequence. See Advanced Courses Entrance Criteria in Section 4.
AP English 3-4	1	11-12	Taken in sequence. See advanced courses Entrance Criteria in Section 4.
College Prep English	1	12	English 3, Counselor approval
English 1301/1302 and 2322/2323 (Dual Credit)	1	11-12	Must meet COM requirements. See Dual Credit information in Section 4.
AP Seminar	1	10-12	English 1 and/or 2 PAP/Honors
AP Research	1	11-12	AP Seminar
Academic Decathlon 1-3 Honors	1	9-12	Instructor approval
Analysis Visual Media	0.5	9-12	None
Creative Writing	0.5	9-12	None
Creative Writing EB	1	9	Taken concurrently with ESOL 1 and Reading 1 EB
Practical Writing EB	1	10-12	Taken concurrently with ESOL 2 or Reading EB
Reading 1	1	9	Coordinator approval
Reading 1-3 EB	1	9-12	Taken concurrently with ESOL 1-2

# ELA Course Descriptions

## English 1- 4

English 1-4 integrates the strands of traditional language arts skills: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. Each year, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills.

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## English 1- 4 EOC

These courses are designed for English 1-4 students who have yet to pass one or more English STAAR test. In each of these classes, students will meet the demands of the on level class that corresponds with the course. Students will focus on the expository and persuasive writing process in relation to the STAAR test. Students will also read extensively in multiple genres to deepen reading comprehension skills needed to be successful on the English 1 and/or English 2 STAAR test.

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## English 1 and 2 for Speakers of Other Languages (ESOL)

These courses are for students whose primary language is a language other than English. This course will meet the instructional needs of ESL students at the beginning and intermediate levels of English language proficiency. It includes state-mandated essential knowledge in four areas: listening, speaking, reading, and writing and is designed to accelerate proficiency in English. Students' cultural backgrounds are considered and incorporated with instruction. This course will count as English I or English II credit toward graduation.

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## English 1 and 2 Honors

Advanced courses are designed to prepare the highly language proficient student for the AP classes offered at the junior and senior levels. With emphasis on close reading and literary analysis of English language and literature that begins with a summer reading assignment, students read extensively in multiple genres, learn about various literary and rhetorical forms, analyze texts for author's craft, participate in research activities, speak effectively and with purpose, listen attentively, and refine grammar skills. Short analytical responses, essays, timed writings, presentations, discussions, and projects comprise the majority of assessments in addition to the STAAR End of Course exam and the Mock AP exam in May.

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## AP English 3 and 4

AP English Language and Literature courses are taught at the college-level using Advanced Placement materials. The student must be a fluent reader, self-motivated achiever, a diligent worker, and a proficient writer. The junior year focuses on writing with appropriate language and style as well as critical reading of novels and plays. Students write a documented literary research paper in MLA format during the second semester. The senior year focuses on the critical analysis of literature and include exercises in writing exposition, argument, and comparison-contrast as well as a documented literary paper and timed writings. Students engage in reading selections of recognized literary merit from world literature and develop critical standards for independent appreciation of literature. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## College Prep English

This course is designed to prepare students for college level reading and writing intensive courses including ENGL 1301. The focus of this course will be to apply critical thinking skills for organizing, analyzing, and retaining material. Students will learn to write effective, logical essays, utilizing textual support. Students will develop reading comprehension strategies to analyze, synthesize, and make value judgments using critical thinking. Students will fulfill the TSI requirements for reading and writing by completing the Texas College Bridge curriculum.

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## English 1301/1302 and 2322/2323 Dual Credit

These college courses are offered at DHS in conjunction with College of the Mainland. They offer students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held in the spring for all potential dual credit students and their parents. See Dual Credit information in Section 4.

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## AP Seminar

AP Capstone Seminar is a foundational course that engages students in cross-curricular conversations that explore academic and real-world topics by analyzing different perspectives. In this writing-intensive course, students learn to synthesize information from multiple sources and develop their own perspectives through individual and team inquiry. Students will develop multi-disciplined skills through the design and delivery of oral and visual presentations, both individually and as part of the team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. ***This course is a pre-requisite to AP Capstone Research which is required to receive the AP Capstone Diploma***

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## AP Research

This is the second course in the AP Capstone experience, which allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a year-long investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

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## Academic Decathlon (Independent Study in Speech) 1-3 Honors

Academic Decathlon is designed to prepare students for the Academic Decathlon contest. The purposes of Academic Decathlon are to: encourage students to develop a greater respect for knowledge, to promote wholesome competition in academic areas of study and interest, and to stimulate intellectual growth and achievement. **Independent Study in Speech may count as the fourth-year English requirement.**

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## Analysis Visual Media

Analysis of Visual Media is an elective course that examines advertising, photography, television and film. Students will learn the history of the development of visual media, the purpose of visual media, and the collective effects of visual media on American culture. Throughout the course students will view several examples of each form of media, all to be watched with a critical eye.

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## Creative Writing

Creative Writing is designed for students who have a genuine interest in writing short stories, poetry, and essays. Students will be encouraged to pursue their imaginations in creating literary works. They will be taught to use literary devices and figurative language in their own work and to identify them in the works of others. A variety of writing experiences will be offered and selections of literary merit will be read as models. **Creative Writing may count as one half of the fourth year English requirement.**

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## Creative Writing EB

Creative Writing is designed for students who have a genuine interest in writing short stories, poetry, and essays. Students will be encouraged to pursue their imaginations in creating literary works. They will be taught to use literary devices and figurative language in their own work and to identify them in the works of others. A variety of writing experiences will be offered and selections of literary merit will be read as models. **Creative Writing may count as one half of the fourth year English requirement.**

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## **Practical Writing EB**

Practical Writing is a supplemental class for students whose primary language is a language other than English. This course meets the instructional needs of ESL students at the beginning and intermediate levels of English language proficiency. State-mandated essential knowledge and skills are addressed in the domains of reading, writing, listening, and speaking with an additional concentration being placed upon the writing domain. Instruction focuses on writing mechanics, writing fluency, and real world writing applications. Students' cultural and language backgrounds are considered and integrated into instruction.

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## **Reading 1**

Recommended for students who did not pass a portion of the ELA EOC. Reading will help students develop the necessary comprehension and evaluation skills to be successful on the TEA exit assessment. Students will be selected by a teacher, counselor, or assistant principal.

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## **Reading 1-3 EB**

These Reading courses are designed for students whose primary language is a language other than English. Students at the beginning and intermediate level of English language proficiency will focus on language development as well as reading skills. Reading selections for various world literature incorporated with students' own cultural backgrounds will be utilized for accelerated English language proficiency in the listening, speaking, reading, and writing domains of language development.

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# Math

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Algebra 1</b>	1	9	None
<b>Algebra 1 EOC</b>	1	9	Coordinator approval
<b>Geometry</b>	1	9-10	Algebra 1
<b>Geometry EOC</b>	1	9-10	Algebra 1, Coordinator approval
<b>Geometry Honors</b>	1	9-10	Algebra 1, See Advanced Courses Entrance Criteria in Section 4.
<b>Math Models with Applications</b>	0.5	10-11	Coordinator approval
<b>Algebraic Reasoning</b>	1	11-12	Algebra 1, Geometry
<b>Financial Math</b>	1	11-12	Algebra 1, Geometry
<b>Algebra 2</b>	1	10-12	Algebra 1 and Geometry
<b>Algebra 2 Honors</b>	1	10-12	Algebra 1 and Geometry. See Advanced Courses Entrance Criteria in Section 4.
<b>Algebra 2 OnRamps (.5 Dual Credit)</b>	1	10-12	Algebra 1 and Geometry; See OnRamps info in Section 4.
<b>College Prep Math</b>	1	12	Algebra 1, Geometry, and an Advanced Math. Counselor approval.
<b>Precalculus</b>	1	11-12	Algebra 2
<b>Precalculus OnRamps (.5 Dual Credit)</b>	1	11-12	Algebra 2. See OnRamps info in Section 4
<b>Precalculus Honors</b>	1	11-12	Algebra 2. See Advanced Courses Entrance Criteria in Section 4.
<b>AP Calculus AB</b>	1	11-12	Algebra 2 and Advanced Precalculus. See Advanced Courses Entrance Criteria in Section 4.
<b>AP Calculus BC</b>	1	12	Algebra 2 and Advanced Precalculus. See Advanced Courses Entrance Criteria in Section 4.
<b>Statistics</b>	1	11-12	Algebra 1 and Geometry
<b>AP Statistics</b>	1	11-12	Algebra 2. See Advanced Courses Entrance Criteria in Section 4.
<b>Dual Credit Math 1314/1324</b>	1	11-12	Algebra 2. Must meet COM requirements. See Dual Credit information in Section 4.

# Math Course Descriptions

## Algebra 1

Algebra 1 includes concepts, skills and applications of algebra. Problems are solved numerically, graphically, and algebraically. Students will use a graphing calculator to solve problems in relevant situations. Topics include linear and quadratic functions, equations, inequalities, and polynomials. Algebra 1 will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

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## Geometry

Geometry topics will integrate algebra skills with geometry models. Strong emphasis will be placed on vocabulary, models, and problem solving. Topics will include inductive reasoning, segments and angles, properties of geometric figures, properties of geometric solids, testing and proving conjectures. Students will use technology to solve relevant problems including SAT activities. Geometry will emphasize college and career readiness (CCRS) to prepare for success in job or college opportunities after graduation.

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## Geometry Honors

In addition to topics covered in Geometry, students will extend higher level thinking skills, use logical strategies, and prove statements in math. Emphasis will be placed on projects, advanced placement and SAT activities. This course will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

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## Mathematical Models with Applications

Mathematical Models with Applications includes topics in algebra and geometry. Relevant applications will involve money, data, patterns, music, design, and science. Math Models with Applications will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

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## Algebraic Reasoning

Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, continue with the development of mathematical reasoning related to algebraic understandings and processes. Students will broaden their knowledge of functions and relationships, including linear, quadratic, square root, rational, cubic, cube root, exponential, absolute value, and logarithmic functions. Students will study these functions through analysis and application that includes explorations of patterns and structure, numeric and algebraic methods, and modeling from data using tools that build to workforce and college readiness. **This course is not NCAA approved.**

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## Financial Math

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors. **This course is not NCAA approved.**

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## Algebra 2

Algebra 2 topics will extend Algebra 1 skills. Students will solve relevant problems with and without technology. Topics include graphing relations and functions, polynomials, rational functions, matrices, quadratics, exponential and logarithmic functions, conic sections, probability, and geometry. Algebra 2 will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

### Required Notification Regarding Algebra 2

The 86th Texas Legislature, Regular Session, 2019, passed SB 232 requiring school districts, not later than September 1 of each school year, to notify by regular mail or e-mail the parents or guardians of each student enrolled in grade nine or above that state graduation requirements do not require a student to complete an Algebra 2 course to graduate under the Foundation High School Program. The notification must explain that if a student does not complete an Algebra 2 course, a student will not be eligible for—automatic college admission or certain financial aid including: the TEXAS grant program under Subchapter M, Chapter 56; and the Texas Educational Opportunity Grant Program under Subchapter P, Chapter 56.

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## Algebra 2 Honors

In addition to topics covered in Algebra 2, students will extend applications of problem solving. Higher level thinking skills are stressed through projects, advanced placement and SAT activities. This course will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

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## Algebra 2 OnRamps (Dual Credit)

In this course, students deepen their critical thinking skills and develop their ability to persist through challenges as they explore function families: Linear, Absolute Value, Quadratic, Polynomial, Radical, Rational, Exponential, and Logarithmic. Students analyze data algebraically and with technology while developing their knowledge of properties of functions, matrices and systems of equations, and complex numbers. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin.

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## College Prep Math

This course is designed to prepare students for college level math. Students will develop skills and understanding in the following areas: equations, graphing, exponents, polynomials, factoring, radicals, systems of linear equations, relations and functions, inequalities, and algebraic expressions and equations (absolute value, polynomial, radical, rational), with a special emphasis on linear and quadratic expressions and equations. Students will fulfill the TSI requirements for math by completing the Texas College Bridge curriculum.

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## Precalculus

Precalculus will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation. Students will strengthen algebra and geometry, and extend applications of linear, quadratic, exponential, polynomial, and trigonometric functions and identifies exponential and logarithmic functions

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## Precalculus Honors

In addition to topics covered in Precalculus, students will extend higher level thinking skills, use logical strategies, and prove statements in math. Emphasis will be placed on projects and advanced placement activities. This course will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation.

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## Precalculus OnRamps (Dual Credit)

In Discovery Precalculus, students will deepen and extend their knowledge of functions, graphs, and equations from their high school algebra and geometry courses so they can successfully work with the concepts in a rigorous university-level calculus course. This course is designed to push students well beyond “drill and kill” type exercises, with an emphasis on unpacking mathematical definitions and making logical arguments to their peers. Students will experience high-quality curriculum designed by the faculty at The University of Texas at Austin.

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## AP Calculus AB

AP Calculus-AB is an advanced placement (AP) course in mathematics covering topics as presented in a one semester college calculus course. Topics include functions, and differential and integral calculus with applications. AP Calculus AB will emphasize college and career readiness standards (CCRS) to prepare for success in job or college opportunities after graduation. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## **AP Calculus BC**

AP Calculus-BC is an advanced placement (AP) course in mathematics covering up to two semesters of introductory college calculus material. Calculus BC is a course in single-variable calculus that includes all the content of Calculus AB plus additional topics including parametric equations, polar functions, and vector analysis. Additional techniques and applications for differentiation and integration will be developed. Polynomial approximations will be explored through the Maclaurin and Taylor Series. Convergence and divergence of sequences and series will be investigated. Appropriate technology will be incorporated while algebraic, numerical, and graphical representations are emphasized throughout the course. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## **Statistics**

In Statistics, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8. Students will broaden their knowledge of variability, probability, and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

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## **AP Statistics**

AP Statistics topics will introduce students to major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and making inferences based upon statistics. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## **Math 1314/ 1324 Dual Credit**

In-depth study and applications of common algebraic functions, including polynomial, exponential, logarithmic, and rational, to problems in business, economics, and the social sciences are addressed. The applications include mathematics of finance, including simple and compound interest and annuities; systems of linear equations; matrices; linear programming; and probability, including expected value. This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held in the spring for all potential dual credit students and parents.

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# Science

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Biology</b>	1	9	None
<b>Biology Honors</b>	1	9	See Advanced Courses Entrance Criteria in Section 4.
<b>AP Biology</b>	1	11-12	Pre-AP/H Biology, Pre-AP/ H Chemistry and Anatomy & Physiology recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>IPC</b>	1	10	None
<b>Chemistry</b>	1	10-12	Algebra 1 and Biology. Pass Algebra I EOC.
<b>Chemistry Honors</b>	1	10-12	Algebra 1 and Biology; See Advanced Courses Entrance Criteria in Section 4.
<b>STEM Chemistry Honors</b>	1	9	Coordinator approval
<b>AP Chemistry</b>	1	11-12	Pre-AP/H Chemistry and Pre-AP/H Algebra 2 (or concurrent) recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>Physics</b>	1	11-12	Algebra 2 (Concurrent) or Precalculus recommended
<b>Physics Honors</b>	1	10-12	Algebra 2 (Concurrent) or Precalculus recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>AP Physics 1-Algebra Based</b>	1	11-12	Pre-AP/H Physics and Pre-AP/H Algebra 2 recommended and concurrent enrollment in Precalculus Honors; See Advanced Courses Entrance Criteria in Section 4.
<b>AP Physics 2- Algebra Based</b>	1	11-12	Pre-AP/H Physics and Pre-AP/H Precalculus strongly recommended. Concurrent enrollment in AP Calculus; See Advanced Courses Entrance Criteria in Section 4.
<b>Forensic Science</b>	1	11-12	Biology and Chemistry
<b>Aquatic Science</b>	1	11-12	Biology and Chemistry, Physics recommended
<b>Aquatic Science Honors</b>	1	11-12	Biology and Chemistry, Physics recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>Astronomy</b>	1	141 11-12	Biology and 1 other science

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Anatomy and Physiology Honors</b>	1	11-12	Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
<b>Medical Microbiology Honors</b>	1	11-12	Biology and Chemistry
<b>Environmental Plant &amp; Soil Science</b>	1	11-12	Biology and 1 other science
<b>AP Environmental Science</b>	1	11-12	Algebra 1, Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
<b>Earth, Wind &amp; Fire OnRamps (.5 Dual Credit)</b>	1	12	Biology, Chemistry and Physics; See OnRamps info in Section 4
<b>PHYS 1403 Stars &amp; Galaxies Dual Credit</b>	1	12	Biology, Chemistry and Physics; Must meet COM requirements; See Dual Credit information in Section 4.

# Science Course Descriptions

## Biology

In Biology 1 students conduct field and laboratory investigations, use the scientific method during investigations, and make informed decisions using critical-thinking and scientific problem-solving. Students in Biology 1 study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues, and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and environment.

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## Biology Honors

Biology 1 Honors focuses on providing a strong foundation in biology for those pursuing a science/medical, mathematics, and/or engineering career. Students utilize laboratory investigations, scientific methods, critical thinking, and problem-solving to make informed decisions on biological issues. Topics include: biochemistry, genetics, microbiology, evolution, taxonomy, ecosystems, structures and functions of cells, and levels of biological systems. Major units are the same as regular Biology but taught in depth. Individual projects are required each nine weeks and count as a major grade for the nine weeks. A single science fair project may be substituted for the two individual project grades during 2<sup>nd</sup> and 3<sup>rd</sup> nine weeks. A substantial amount of out-of-class time will be required for study and the individual projects.

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## AP Biology

This course is designed to provide high school students with a college level course taken by life science majors where future geneticists, ecologists, biology teachers, evolutionary biologists, and doctors begin their studies. The four big ideas of AP Biology are: evolution, cellular processes, genetics, and biological system interaction. Students may receive college credit for this course based on their AP Exam score. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## Integrated Physics and Chemistry (IPC)

Students conduct field and laboratory investigations, use the scientific method during investigations, and make informal decisions using critical-thinking and scientific problem-solving. This course integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry. Recommended for students who have not passed Biology and/or Algebra I STAAR.

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## Chemistry

Students are given a rigorous foundation in chemistry. Mathematical calculations such as ratios, proportions, percents, and logarithms are absolutely essential to explore important concepts in chemistry; therefore algebra I is a **prerequisite** of this course. Chemistry encompasses a diverse range of topics including: significant figures, classification of matter, atomic theories, atomic structure, chemical periodicity, bonding, molecular geometry, moles, stoichiometry, thermochemistry, acids, bases, solutions, and properties of chemical reactions. Students will investigate how chemistry is an integral part of daily life.

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## Chemistry Honors

### STEM Chemistry Honors

Students conduct field and laboratory investigations, use the scientific method during investigations, and make informed decisions using critical thinking and scientific problem-solving. Students study a variety of topics that include characteristics of matter, energy transformations during physical and chemical changes, atomic structure, periodic table of elements, behavior of gases, bonding, nuclear fusion and nuclear fission, oxidation reduction reactions, chemical equations, solutes, properties of solutions, acids and bases, and chemical reactions. Students will investigate chemistry as an integral part of daily life. Major units are the same as regular Chemistry but will be taught in more depth and at a faster pace. Individual projects are required each nine weeks and count as a major grade for the nine weeks. A single science fair project may be substituted for the two individual project grades in the Fall semester. A substantial amount of class time will be required for study and the individual project. This course can be taken concurrently with Biology, Biology Honors, Physics, or Physics Honors.

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## AP Chemistry

Chemistry AP is a course designed to cover the material found in a standard first-year course in college chemistry, both lecture and laboratory. Topics covered during the course are the following: elements and compounds, chemical reactions, thermochemistry, atomic structure and periodicity, chemical bonding and molecular structure, gases and their behavior, intermolecular forces; solutions and their behavior; kinetics; equilibrium; acids, bases and their reactions; precipitation reactions; entropy and free energy; and electrochemistry. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## Physics

A lab based course where students use scientific problem solving skills with an emphasis on applied algebra, to develop an analytical understanding of physical relationships in physics. Students study a variety of topics that include laws of motion, changes within physical systems and conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, electricity, magnetism, and quantum physics. This course provides students with a conceptual framework, factual knowledge, and analytical and scientific skills. Students must understand basic algebra to be successful.

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## Physics Honors

Students study a variety of topics that include laws of motion, changes within physical systems and conservation of energy and momentum, force, thermodynamics, characteristics and behavior of waves, electricity, magnetism, and quantum physics. Physics Honors is recommended for those who plan to major in science or engineering in college. Individual projects are required each nine weeks and count as a major grade for the nine weeks summative grade. A single science fair project may be substituted for the two individual project grades in the Fall semester. A substantial amount of out-of-class time will be required for study and the individual project.

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## AP Physics 1- Algebra Based

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## AP Physics 2- Algebra Based

AP Physics 2 is the equivalent to a second semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, atomic and nuclear physics. In May, students enrolled in the course will be required to take the CollegeBoard AP Examination.

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## Forensic Science

Forensic Science utilizes a psychological, sociological and scientific approach to the investigation of crimes. Students will learn the field's terminology and basic procedures for the different divisions of forensic science career paths. Students will discover topics such as fingerprinting, ballistics, hair and fiber analysis, profiling, blood spatter, document reconstruction, anthropology, and impression evidence. Emphasis will be placed on the correct application of forensic discovery, evidence handling, innovations, and investigative techniques used in labs and in the field. Students will have the opportunity to utilize their skills through a mock crime scene investigation. Students will explore and apply forensic investigation as it relates to the law enforcement and legal systems.

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## Aquatic Science

Students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; impact of climate on aquatic environments; geological phenomena and fluid dynamics effects; impact human activities have on aquatic systems; and origin and use of water in a watershed. Course will highlight these topics using local aquatic systems. Students will participate in multiple hands on projects and field trips. The projects will require students to do research, utilize technology, equipment, and work in a group setting. **Fee: \$20 per semester for field observations and hands on activities.**

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## Aquatic Science Honors

In Aquatic Science students study a variety of topics that include: components of an aquatic ecosystem; relationships among aquatic habitats and ecosystems; roles of cycles within an aquatic environment; adaptations of aquatic organisms; impact of climate on aquatic environments; geological phenomena and fluid dynamics effects; impact human activities have on aquatic systems; and origin and use of water in a watershed. Course will highlight these topics using local aquatic systems. Students will participate in multiple hands on projects and field trips throughout the school year. The projects will require students to do research, utilize technology, equipment, and work in a group setting. Students will write a full formal lab report after wetland restoration project. **Fee: \$20 per semester for field observations and hands on activities.**

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## Astronomy

This course presents an introduction to the field of Astronomy. It includes the familiarity of the sky, our place in space, reasons for the seasons, history of astronomy, astronomy as a physical science, properties of light, telescopes, structure and evolution of the Sun, planets, moons, and other bodies in the Solar System. Students will study the age and origin of the Solar System, characteristics and cycle of stars, variety and properties of galaxies, scientific theories of cosmology and black holes. Discussion topics will include the benefits and challenges of space exploration, the study of the universe, and the possibility of life on other planets.

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## Medical Microbiology Honors

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. This course provides an introduction to bacteriology, virology, mycology, and parasitology. Students must meet the 40% laboratory and fieldwork requirement which includes working with bacteria and parasites. This course satisfies a high school science graduation requirement.

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## Anatomy and Physiology Honors

Students in Anatomy and Physiology will study the human body to understand how anatomical structure affects physiological function. Several types of dissections accompany this course as well as independent work in the form of anatomy and physiology coloring workbooks and research. As a college prep course, students will utilize Cornell notes and journaling to improve study skills. Studies will include discussions, observations and research on cooperation between specific organ systems and any possible results of homeostatic imbalance.

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## **Environmental Plant & Soil Science**

Students study a variety of topics that include: the 4 spheres of the earth, biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental systems; sources and flow of energy through environmental systems; the relationship between carrying capacity and population changes in an ecosystem; environmental changes in ecosystems; and the natural world as it relates to how plant and soil science influences current and future applications for many other fields of science. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

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## **AP Environmental Science**

Students will look at a variety of topics including but not limited to: population, terrestrial and aquatic biodiversity, soil, pesticides, air, water, atmosphere, renewable and nonrenewable resources, energy and waste management. This course will provide laboratory investigations which allow students to learn about the environment through first-hand and field observations. In May, students enrolled in the course will be required to take the CollegeBoard AP Examination.

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## **Earth, Wind & Fire OnRamps (Dual Credit)**

Earth, Wind, and Fire is a course in geoscience literacy. It covers the fundamentals of how the Earth works, and how its various systems — the lithosphere, atmosphere, hydrosphere, and biosphere — interact to form the complex world in which we live. Geoscience is the study of the Earth. It is an integrated science drawing on the fundamental principles of physics, chemistry, biology, and geosciences to explain Earth processes. Many of the most complex and interesting scientific problems of this century, such as energy resources, water supply, and climate change, require the skills of geologic thinking to solve. This class introduces students to the major areas in geoscience and helps them develop critical, creative, and geologic problem solving skills, as applied to 21st century scientific problems.

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## **PHYS 1403 Stars & Galaxies Dual Credit**

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents.

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# Social Studies

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>World Geography</b>	1	9	None
<b>World Geography Honors</b>	1	9	See Advanced Courses Entrance Criteria in Section 4.
<b>AP Human Geography</b>	1	9	See Advanced Courses Entrance Criteria in Section 4.
<b>World History</b>	1	10	None
<b>World History Honors</b>	1	10	See Advanced Courses Entrance Criteria in Section 4.
<b>AP World History</b>	1	10	Pre-AP/H World Geography or AP Human Geography recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>United States History</b>	1	11	None
<b>AP United States History</b>	1	11	Pre-AP/H World History or AP World History recommended; See Advanced Courses Entrance Criteria in Section 4.
<b>HIST 1301/1302 Dual Credit</b>	1	11	Must meet COM requirements. See Dual Credit information in Section 4.
<b>United States Government</b>	0.5	12	None
<b>AP United States Government</b>	0.5	12	See Advanced Courses Entrance Criteria in Section 4.
<b>GOVT 2305 Dual Credit</b>	0.5	12	Must meet COM requirements. See Dual Credit information in Section 4.
<b>Economics</b>	0.5	12	None
<b>Personal Financial Literacy and Economics</b>	0.5	12	None (Cannot have credit for Personal Financial Literacy)
<b>AP Macroeconomics</b>	0.5	12	See Advanced Courses Entrance Criteria in Section 4.
<b>African American Studies</b>	1	11-12	None
<b>Sociology</b>	0.5	11-12	None
<b>Psychology</b>	0.5	11-12	None
<b>AP Psychology</b>	0.5	10-12	See Advanced Courses Entrance Criteria in Section 4.
<b>PSYCH 1300/2301 Dual Credit</b>	1	148 10-12	Must meet COM requirements. See Dual Credit information in Section 4.

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>History of Sports in the United States (Special Topics in Social Studies)</b>	0.5	9-12	None
<b>Personal Financial Literacy</b>	0.5	9-12	None

# Social Studies Course Descriptions

## World Geography

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the political, economic, and social processes that shape cultural patterns of regions; patterns of settlement; and relationships among people, places, and environments. Students analyze how location affects economic activities and identify the processes that influence political divisions of the planet. Students compare how culture shapes the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

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## World Geography Honors

The curriculum focuses on the world's people, places, and environments. Knowledge, skills, and perspectives of the course are centered on the world's population and cultural characteristics, its countries and regions, landforms and climates, natural resources and natural hazards, economic and political systems, and migration and settlement patterns. Spatial concepts of geography will be linked to chronological concepts of history to set a framework for studying human interactions. The course will emphasize how people in various cultures influence and are influenced by their physical and ecological environments. Using primary and secondary sources in the form of texts, maps, globes, graphs, pictures, stories, diagrams, charts, current news, a variety of geographic inquiry/research skills, and technology skills, students consider the relationships between people and places while asking and answering geographic questions. In this rigorous course students will begin to develop the reading, writing and thinking skills necessary to succeed in high school AP courses. Higher level thinking skills and essay writing techniques will be extensively practiced. Participation in History Fair is required.

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## AP Human Geography

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Participation in History Fair is required. In May, students enrolled in the course will be required to take the College Board AP Examination. **Fee: \$15 for materials.**

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## World History

World History Studies is a survey of the history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Students identify and analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions, and analyze the connections between major developments in science and technology and the growth of industrial economies, using the process of historical inquiry to research, interpret, and use multiple sources of evidence.

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## World History Honors

Students investigate continuity and change in the human experience, exploring great traditions that have developed around the world. This class includes content of the standard World History course but is adapted so that content is presented in greater depth allowing students to use tools and methods of historians to analyze issues in world history. Students are required to participate in extended reading, writing, and research activities that integrate topics from the social sciences, art, music, literature, and science. Students in this class are preparing for Advanced Placement Social Studies courses such as AP U.S. History in 11th grade or other college level work offered through DHS. Participation in History Fair is required.

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## AP World History

The World History AP course is designed to develop a greater understanding of the evolution of global process and contacts and to analyze the interaction between different types of human societies. The course emphasizes the nature of change, its causes and consequences, as well as comparisons of major societies. The class will cover all societies and cultures with no special emphasis of one over another. Extensive outside reading and research is required. Outside papers are assigned and essay tests are given. Students are expected to engage in college-level work. Participation in History Fair is required. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text:** *The Ways of the World (3<sup>rd</sup> ed.)* by R. Strayer (Purchased by student.)

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## United States History

In United States History Studies Since 1877, students study the history of the United States from 1877 to the present. The course content is based on the founding documents of the U.S. government, which provide a framework for its heritage. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies, and reform movements, including civil rights. Students examine the impact of geographic factors on major events and eras and analyze their causes and effects. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and popular culture and the times during which they were created. Students analyze the impact of technological innovations on American life. Students use critical-thinking skills and a variety of primary and secondary source material to explain and apply different methods that historians use to understand and interpret the past, including multiple points of view and historical context.

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## AP United States History

The U.S. History AP course prepares students to take the AP exam for college credit. It covers American history in its entirety. The course will contain an extensive outside reading and research component. Students will be working with original sources and examining controversial issues in American history. They will be expected to become familiar with the work of prominent historians and a variety of historical perspectives. They may be expected to produce History Fair projects. Coursework includes outside papers and essay based exams. Students will be engaged in college-level coursework. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text:** *The American Story* by H.W. Brands (5<sup>th</sup> ed.) (Purchased by student.)

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## HIST 1301/1302 Dual Credit

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents.

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## AP United States Government

U.S. Government AP covers every major element of a college course in American government. This course is designed to provide the skills and knowledge necessary to pass the AP Exam. Solid reading and writing skills are required along with a willingness to be challenged. Emphasis is placed on critical and evaluative thinking skills in the interpretation of both governmental policy making and how government functions in the political arena. In May, students enrolled in the course will be required to take the College Board AP Examination. Students should be willing to attend Saturday and lunch reviews

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## **United States Government**

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a constitutional republic, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

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## **GOVT 2305 Dual Credit**

This course is offered in conjunction with College of the Mainland in order to give students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents. See Section 4 for more information.

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## **Economics**

Economics focuses on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the U.S. and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy as well as types of business ownership and market structures. Students will study the roles of the Federal Reserve System and other financial institutions, government, and businesses in a free enterprise system. The course also incorporates instruction in personal financial literacy. Students apply critical-thinking skills using economic concepts to evaluate the costs and benefits of economic issues.

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## Personal Financial Literacy and Economics

Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. Students are introduced to common economic and personal financial planning terms and concepts. Students gain the ability to lead productive and financially self-sufficient lives. The course requires that students demonstrate critical thinking by exploring how to invest in themselves with education and skill development, earn income, and budget for spending, saving, investing, and protecting. Students will examine their individual responsibility for managing their personal finances and understand the impact on standard of living and long-term financial well-being. Students will connect how their financial decision-making impacts the greater economy. Students may not be awarded credit for both this course and the personal financial literacy course.

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## AP Macroeconomics

Economics AP is a one-semester course that covers every major element of a college course in macroeconomics and is designed to provide the skills and knowledge necessary to pass the AP Economics Exam in the spring. Emphasis is placed on critical and evaluative thinking skills in the interpretation of economic principles, data and current events. Students are expected to engage in college-level work. In May, students enrolled in the course will be required to take the College Board AP Examination. **Required Text:** *Naked Economics* by Wheelan and *Naked Money* by Wheelan (Purchased by student.)

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## Sociology

This elective course serves as an introduction to the study of Sociology. This social science studies various groups of people and the society in which we live. Sociology focuses on how groups create and even define a society. Sociologists generate theories about social issues such as the role of gender, crime, age, racism and culture through three theoretical perspectives: Functionalist, Conflict and Symbolic Interactionist. Over the course of the semester students will learn to view various themes in sociology through these theoretical perspectives as well as develop skills for understanding and navigating our ever changing world.

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## Psychology

In Psychology, an elective course, students study the science of behavior and mental processes. Students examine the full scope of the science of psychology such as the historical framework, methodologies, human development, motivation, emotion, sensation, perception, personality development, cognition, learning, intelligence, biological foundations, mental health, and social psychology.

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## **AP Psychology**

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## **PSYCH 1300/2301 Dual Credit**

This course is offered in conjunction with College of the Mainland. It may be taught at the DHS campus and offers students the opportunity to get college and high school credit for the same course. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and parents

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## **African American Studies**

African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about history, citizenship, culture, economics, science, technology, geography, and the political realities of African Americans. This course develops an understanding of the historical roots of African American culture, especially as it pertains to social, economic, and political interactions within the broader context of United States history.

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## **History of Sports in the United States (Special Topics in Social Studies)**

This elective will allow students to learn about US History through the evolution of a variety of sports starting at the beginning and developing into the major professional leagues of today. Sports eras of 1860 to 1940, 1940-1980, and to present day will be studied. Students will learn about sports heroes, mascots (and the history behind the names), movement of teams, impact of media, change in opportunities for women and minorities in athletics, the role of athletics on the high school and college campus, and the role of the U.S. in the Olympics. Connections will be drawn between the sports event and events that occur congruent in the U.S. during the same time period.

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## **Personal Financial Literacy**

Personal Financial Literacy will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The economy benefits from the optimal use of resources, increased consumption, and strong local businesses. State and local governments benefit with steady revenue streams and reduced future obligations as our society ages.

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## Languages Other Than English (LOTE)

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>French 1-4</b>	1	9-12	Taken in sequence
<b>French 1-3 Honors</b>	1	9-12	Taken in sequence; See Advanced Courses Entrance Criteria in Section 4.
<b>AP French Language and Culture</b>	1	11-12	Pre-AP/H French 3; See Advanced Courses Entrance Criteria in Section 4.
<b>Spanish for Native Speakers</b>	2	9-10	Fluent verbal and writing skills in Spanish Language; Counselor approval
<b>Spanish 1-4</b>	1	9-12	Taken in sequence
<b>Spanish 1-3 Honors</b>	1	9-12	Taken in Sequence; See Advanced Courses Entrance Criteria in Section 4.
<b>AP Spanish Language and Culture</b>	1	10-12	Pre-AP/H Spanish 3; See Advanced Courses Entrance Criteria in Section 4.

# LOTE Course Descriptions

## French 1

The French 1 student will demonstrate communication skills such as listening, speaking, reading, and writing. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas.

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## French 2

The French 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase accuracy of expression.

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## French 3

Students will continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. This course is designed to further students' knowledge of the French language by studying intermediate-level grammar as well as more specific vocabulary. Students will study various cultural and historical topics related to the Francophone world. The course is conducted almost entirely in French.

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## French 4

Students will continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations in French. During this course, most students should move into the Intermediate level of proficiency. They will gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). The course is conducted almost entirely in French.

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## **French 1 Honors**

Students will demonstrate communication skills such as listening, speaking, reading, and writing in French. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. This course will focus on higher level thinking and analysis skills and be taught at an accelerated rate to prepare students for French 2 Honors.

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## **French 2 Honors**

This course is a continuation of French 1 with an emphasis on higher learning skills. The course presents the same conversational material as French 2 with an emphasis on grammar to prepare students for French 3 Honors.

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## **French 3 Honors**

The student will become an independent language learner both in and beyond the school setting. Students will apply knowledge from the beginning levels in order to advance toward personal enrichment and career development. The course prepares student for French 4 AP.

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## **AP French Language and Culture**

The French 4 AP student will read a variety of literary works that reflect the culture of the French-speaking world. Preparation for the French AP Exams will be emphasized through the study of history, novels, poetry, plays, composition, and grammatical structures. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## **Spanish for Native Speakers**

The student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. Student will receive credit for Spanish 1 and Spanish 2.

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## **Spanish 1**

The Spanish 1 student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas.

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## **Spanish 2**

The Spanish 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression.

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## **Spanish 3**

The Spanish 3 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression. This course is designed for the student who wants to earn a 3<sup>rd</sup> year of credit but does not want to follow the AP Spanish plan.

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## **Spanish 4**

In Spanish 4, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations in Spanish. During this course, most students should move into the Intermediate level of proficiency. They will gain confidence in recombining learned material of the language, creating in the language to express their own thoughts, interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). The course is conducted almost entirely in Spanish.

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## **Spanish 1 Honors**

The Spanish 1 Honors student will demonstrate communication skills such as listening, speaking, reading, and writing in Spanish. The student will develop these skills by using knowledge of language and culture, communication and learning strategies, technology, and content from other subject areas. This course will focus on higher level thinking and analysis skills and be taught at an accelerated rate to prepare students for Spanish 2 Honors language, and making oral and written presentations in the target language. They will be exposed to more complex features of the language, moving from concrete to more abstract concepts. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in the target culture(s). The course is conducted almost entirely in Spanish.

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## **Spanish 2 Honors**

The Spanish 2 student will progress from the beginning to intermediate stage of language learning. The student will expand his/her ability to communicate and increase his/her accuracy of expression.

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## **Spanish 3 Honors**

The student will become an independent language learner both in and beyond the school setting. Students will apply knowledge from the beginning levels in order to advance toward personal enrichment and career development. This course is designed for the student who wants to prepare for AP credit in Spanish.

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## **AP Spanish Language and Culture**

The AP Spanish Language course should help prepare students to demonstrate their level of Spanish proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]), and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communication, Cultures, Connections, Comparisons, and Communities). The course is meant to be comparable to third year (fifth or sixth semester) college and university courses that focus on speaking and writing in the target language at an advanced level. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## Fine Arts

Course Title	Credit	Grade	Prerequisite
Art 1	1	9-12	None
Art Mentor 1-4	1	9-12	Application and Interview; Instructor approval
Rodeo Art 1-3	1	9-12	Instructor approval
Fibers 1-3	1	9-12	Art 1 and Instructor approval, Taken in sequence
Drawing 1-3	1	9-12	Art 1 and Instructor approval; Taken in sequence
AP 2-D Design	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
Painting 1-3	1	9-12	Art 1 and Instructor approval; Taken in sequence
Sculpture 1-3	1	9-12	Art 1 and Instructor approval; Taken in sequence
AP 3-D Design	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
Floral Design	1	9-12	None
AP Art History	1	10-12	AP/ H W Geography or W History
Art 5 (Local Credit)	1	12	Art 1-4
Color Guard Band 1-4	1	9-12	Band; Audition; Taken in sequence
Concert Band (A) 1-4	1	9-12	Director approval based on audition; Taken in sequence
Concert Band (B)1-4	1	9-12	Director approval based on audition; Taken in sequence
Instrumental Ensemble 1-4	1	9-12	Enrolled in band; Director approval based on audition
Symphonic Band 1-4	1	9-12	Director approval based on audition; Taken in sequence
Band 3-4 Honors	1	11-12	Band; Director approval based on audition
AP Music Theory	1	9-12	Enrolled in choir or band; Director approval based on audition;
Freshman Girls' Choir	1	9	None

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Concert Singers Choir 1-4</b>	1	9-12	Taken in sequence
<b>Advanced Women's Choir 1-4</b>	1	9-12	Audition; Taken in sequence
<b>Men's Choir 1-4</b>	1	9-12	Audition; Taken in sequence
<b>Varsity Mixed Choir 1-4</b>	1	9-12	Audition; Taken in sequence
<b>Choir 3-4 Honors</b>	1	11-12	Application and exam
<b>Dance 1</b>	1	9-12	None
<b>Dance 2-4</b>	1	10-12	Dance 1; Taken in sequence
<b>Dance Mentor 1-4</b>	1	9-12	Instructor approval; Taken in sequence
<b>Diamonds Dance Team 1-4</b>	1	9-12	Audition; Taken in sequence
<b>Diamonds Dance Officer</b>	1	10-12	Audition
<b>Dance Team 3-4 Honors</b>	1	11-12	Application and Dance terminology exam
<b>Musical Theater 1</b>	1	9-12	None
<b>Musical Theater 2-4</b>	1	9-12	Musical Theater 1; Taken in sequence
<b>Technical Theater 1</b>	1	9-12	None
<b>Technical Theater 2-4</b>	1	9-12	Tech Theater 1; Audition; Taken in sequence
<b>Advanced Technical Theater 2-4</b>	1	10-12	Tech Theater 1; Audition; Taken in Sequence
<b>Theater Arts 1</b>	1	9-12	None
<b>Theater Arts 2-4</b>	1	9-12	Theater 1 or 2 with a 75+; Theater 3 with an 85+; Audition; Taken in sequence
<b>Advanced Theater Arts 1-2</b>	1	9-10	Audition in May
<b>Theater Production 1-4</b>	1	10-12	Audition
<b>Theater Production Mentor 1-4</b>	1	9-12	Instructor approval; Taken in sequence
<b>Theater 3-4 Honors</b>	1	11-12	Application and essay

# Fine Arts

## Fine Arts Course Descriptions

### Art 1

This course is an overview of the Elements and Principles of Art using various mediums and techniques with a concentration on two-dimensional work. It includes exposure to many different ways of creating art. The class requires a small supply list to be provided by the student and will also have a few homework assignments. Creative expression, production skills, and quality of finished product are stressed. This class will compete in various contests including Houston Livestock Show and Rodeo Art contest and possibly Visual Arts Scholastic Event (VASE).

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### Art Mentor 1-4

Art Mentor is a peer assisting art program. Selected students work under the direction and supervision of the art instructor in direct instructional roles with structured learning high school students. Students learn to plan and direct art lessons, assist and mentor structured learning students, and complete other responsibilities of art education personnel.

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### Rodeo Art

In Rodeo Art, students work on advanced drawing problems that explore the elements of line, shape, form, texture, color, value, and the principles of movement, rhythm, unity, variety, emphasis, proportion, and balance. Drawing problems are explored through “Western” themed design projects with a variety of materials. Students will be required to exhibit their work and participate in Western themed art shows including HLS&R and Galveston County Rodeo Art Shows. **Fee \$30**

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### Fibers 1-3

This is an advanced art class that focuses on fiber and textile arts. In this course, students will cover weaving, embroidery, basket weaving, knitting, macrame, dying, sewing, and basic garment construction. Students will also explore 2-D textiles, 3-D textile sculptures, and using textile and fiber processes on alternative surfaces and materials. Students will learn the history of fiber arts and craft and how it relates to art. This course is for highly motivated art students who have a strong interest in textiles. Students will have the opportunity to explore careers in the fashion and textile industry and have the opportunity to showcase artwork in the community as well as compete in art competitions such as Visual Art Scholastic Event, Texas City Art Show, and many more! **Fee \$30**

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## Drawing 1-3

Students work on advanced drawing problems such as portraiture, architecture, and drawing from life that explore the elements of line, shape, form, texture, color, value, and the principles of movement, rhythm, unity, variety, emphasis, proportion, and balance. Drawing problems are explored through design projects with a variety of materials. Independent research will be required for creative ideas. Students will be required to exhibit their work and participate in competitive shows. **Fee: \$30**

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## AP 2-D Design

The Advanced Placement Program in Studio Art enables highly motivated students to do college-level art work in Studio Art while still in high school. AP Studio Art conforms to the national standards required by the College Board. Students who select Studio Art should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. Students develop a portfolio of work concentrating on a specific artistic endeavor. A primary goal is to encourage students to become independent thinkers who will contribute inventively and creatively to their culture through the making of art. In May, students enrolled in the course will be required to take the College Board AP Exam.

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## Painting 1-3

Painting is a visual art course where students will explore and experience a variety of painting techniques, media, and historical approaches to art. Painting is a problem-solving course dealing with form, color, line, and texture (figurative and abstract). Students will work on perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Through the use of the world outside the classroom, models, drawings, photographs, and imagination, students interpret and express the painter's world in a variety of materials including acrylic and tempera paint, watercolor, ink, paper and canvas as well as a variety of experimental media. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills. By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, contributing to the development of lifelong skills of making informed judgments and evaluations. Independent research will be required for creative ideas. Work will be studio based to build up the art portfolio. Painting 4 Students will be required to exhibit their work and participate in competitive shows. **Fee: \$30**

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## Sculpture 1-3

Sculpture students use knowledge and skills from their foundations course, working on advanced three-dimensional projects using a variety of media such as clay, wire, plastiscine, paper and found objects. Composition and problem solving are stressed as well as conceptual works that create an artistic statement. Students will be required to exhibit their work and participate in competitive shows. **Fee: \$30**

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## AP 3-D Design

The Advanced Placement Program in 3 dimensional art enables highly motivated students to do college-level art work in 3-D art while still in high school. AP 3-D Art conforms to the national standards required by the College Board. Students who select AP art should be aware that AP work involves significantly more commitment and accomplishment than the typical high school course. In the course, a student develops a portfolio of work concentrating on a specific artistic endeavor. A primary goal is to encourage students to become independent thinkers who will contribute inventively and creatively to their culture through the making of art. In May, students enrolled in the course will be required to take the College Board AP Examination.

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## Floral Design

In Floral Design, students will develop the ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. **This course satisfies the fine arts graduation requirement. Fee: \$80 (Can be paid by student or student can sell a floral arrangement subscription).**

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## AP Art History

AP Art History welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop an in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.

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## Art 5 (Local Credit)

This art class provides the ideal opportunity for a student to do an extended research project in the medium they have been previously taught. Course will be divided into the following areas: forming a portfolio suitable for admittance to college, organized projects in commercial design, and individualized work in chosen area of study. Various projects will investigate the elements of two and three-dimensional design, art history and art appreciation. Students will choose an area of concentration each quarter. Students will work with the teacher to set personal learning goals and to determine the type of project or learning experience they would like to pursue. Continued work on a portfolio will also be a focus. A senior show of all their work from the last two years will be expected and graded. **Fee \$30**

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## **Band Color Guard 1-4**

The Revolutionary Lyrical Company uses ballet and modern dance technique to visually represent any style of music/soundtrack. Members of the company may dance or manipulate equipment during performances. Shows that the company will participate in include but are not limited to, marching show contests, Sports Events, Solo and Ensemble Contests, and different spring shows.

**Fee: Varies**

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## **Band 1-4**

The Band program is open to students who have a basic to advanced skills of tone production, tone control, rhythm, reading, and sight reading. Membership is determined by audition. Competitive and after school activities are required. In the first semester, Band members participate in marching band which satisfies one half of a PE credit. **Fee: Varies**

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## **Instrumental Ensemble 1-4**

Instrumental Ensemble is designed to provide students an opportunity to study the TMEA and UIL music in a more individual or small group setting. Because of its size, the learning of music phrasing, interpretation, intonation, etc. is intensified.

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## **Band 3-4 Honors**

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus.

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## **AP Music Theory**

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

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## **Choir 1-4**

The choir program is open to all students at Dickinson High School, regardless of singing ability or experience. Course placement is based on a director evaluation. Students will gain the necessary skills to learn to sight read music as well as master their voice over their years in choir. Students participate in daily rehearsals; music theory lessons, tests, and quizzes; concerts throughout the year (Broadway on the Bayou, Pop Show, Christmas/Winter, UIL). Students in choir are also involved in the annual All-District musical. Participation at any after school rehearsals for designated concerts is required. Participation and uniform fees vary.

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## **Choir 3-4 Honors**

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific prerequisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus.

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## **Dance 1-4**

The Dance program provides a progressing curriculum that emphasizes dance vocabulary, various choreographic skills, kinesthetic awareness, and a historical overview of dance. Ballet, jazz, theatrical dance, modern and choreography are the dance elements that will be emphasized. Students will have the opportunity to perform a variety of dance styles and techniques. Performances of dance skills achieved will help build self-confidence using the body as an expressive instrument.

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## **Dance Mentor 1-4**

Dance Mentor is a peer assisting dance program. Selected students work under the direction and supervision of the dance instructor in direct instructional roles with structured learning high school students. Students learn to plan and direct dance lessons, assist and mentor structured learning students, and complete other responsibilities of art education personnel. Performances of dance skills achieved will help build self-confidence using the body as an expressive instrument.

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## **Diamonds Dance Team**

The Diamonds Dance team is an elite organization on the DHS campus. The members of the Diamonds will perform at all Varsity football games including playoff games. They will compete as a team at various contests and will perform in the annual Spring Show in April.

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## **Diamonds Dance Officer**

The Diamonds Dance team officers receive a credit for Dance Production for coordinating dance performances for the Diamonds Dance Team. The officers work with the team on learning performances.

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## **Dance Team 3-4 Honors**

Eligibility for admission into the Honors Fine Arts program will be determined based on previous performance, application, and an exam the first nine-weeks of school. Each course has specific pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus. The student will perform at least one originally choreographed piece and research project as outlined in the course syllabus.

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## **Musical Theater 1-4**

Musical Theatre will expose students to a wide range of on-stage performance disciplines, including acting performance, vocal performance, and dance performance. The course will also provide an atmosphere in which students benefit from a teaching and learning experience in these performance disciplines of musical theatre. Students will focus on research for musicals, choreography for class numbers & leadership skills. Students will also focus on directing and choreography. Students will be required to put together a night of song and dance once a year. All students are required to see the department's live theatre productions.

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## **Technical Theater 1-4**

The Technical Theater classes provide sets for student productions. Topics include basic building, painting techniques, lighting applications, sound perspective, prop production, costume design, and publicity design, scene construction, technical paperwork, drafting, and beginning design work in scenery and lighting. Students develop a higher level of technical responsibility and are able to serve as crew heads and stage managers for productions if they choose to do so. The classes are required to attend the main stage productions that are produced by the department. Students will be required to take a written and physical safety evaluation by the 3<sup>rd</sup> week of school. Failure to pass may result in removal from the course. Technical Theatre 2 students are required to complete 10 hours of practicum hours per year (5 per semester) outside of class. Technical Theatre 3 students are required to be a part of 1 production per year. Technical Theatre 4 are required to be a part of 2 productions per year.

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## **Theater Arts 1**

Theater Arts 1 is a basic introduction to Theater arts. Topics include terminology, basic stage movement, pantomime, improvisation, overcoming stage fright, evaluating Theater productions, Theater etiquette, and basic performance skills including character development and script structure. All students are required to see the live stage productions produced by the department.

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## **Advanced Theater Arts 1-2**

Advanced Theater Arts is offered to those students who took a theater course during their 8<sup>th</sup> grade year and want to further their acting and theater career. Students will be reviewed in basic theater topics such as stage and acting terminology, basic stage movement, pantomime, improvisation, evaluating theater productions, theater etiquette, and basic performance skills including character development and script structure. Students will also participate in their own class one act play that will be performed for the public. All students are required to see the live stage productions produced by the department.

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## **Theater Arts 2-4**

Theater Arts 2 is a continuation of Theater Arts 1 and is designed for students with a genuine interest in Theater. Topics include advanced stage movement, voice and diction development, audition techniques, advanced character analysis, and Theater history. Students are introduced to a variety of techniques and theories that are put into practice through memorized monologues, duets, and one act plays that are performed for the public each semester. Students will also begin basic directing work on individual scenes. Theater Arts 4 students will direct a one act play. All Theater arts students are required to see the live stage productions produced by the department. Performance work consists of scripted work as well as self-written work. Theater Arts students are expected to attend the live stage productions produced by the department. Theater 2 students must audition for 1 show a year outside of class. Theater 3 students must audition for and participate in 1 show a year outside of class. Theater 4 students must audition for and participate in 2 shows a year outside of class.

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## **Theater Production 1-4**

Theater Production 1-4 is designed to prepare actors and technicians for a variety of dramatic productions. Skills learned in the Technical Theater and Theater Arts classes will be utilized in this class during rehearsals for the department's productions. Students are required to be involved in all productions during the semester in which they are enrolled. Performances include Black Box shows, Improvisation shows, Outreach performances, at district elementary and middle schools and community performances. Involvement includes onstage and offstage positions. Students enrolled in a Production course are strongly encouraged to be enrolled in either an upper-level Theater Arts Course or Technical Theater Course as well. **Fees:** Vary

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## **Theater Production Mentor 1-4**

Theater Production Mentor is a peer assisting theater program. Selected students work under the direction and supervision of the theater director in direct instructional roles with structured learning high school students. Students learn to plan and direct theater lessons, assist and mentor structured learning students, and complete other responsibilities of theater education personnel. Students in this program are given the opportunity to work with a variety of students in a variety of settings.

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## Theater Arts 3-4 Honors

The student will maintain a portfolio and complete a project in the area of acting, directing, or technical theater. Requirements for the Honors level project options are outlined in the course syllabus.

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# Health and Physical Education

Course Title	Credit	Grade	Prerequisite
Health	.5	9-12	None
Athletics	1	9-12	Tryout
Cheerleading	1	9-12	Tryout
Diamonds Dance Team	1	9-12	Audition
Lifetime Fitness and Wellness Pursuits	1	9-12	None
Physical Education	.5-1	9-12	None
Sports Medicine 1	1	10-12	Interest in Health-related profession/Sports Medicine
Sports Medicine 2	1	11-12	Sports Medicine 1; Concurrent enrollment Student Trainer
Student Trainer	1	9-12	Tryout; Instructor approval

## Courses that substitute PE credits

Students may substitute certain courses for the required PE credit. Each semester of the following courses will count as a semester of PE:

- |                 |             |                    |
|-----------------|-------------|--------------------|
| 1. Athletics    | 3. Diamonds | 5. Marching band   |
| 2. Cheerleading | 4. AFJROTC  | 6. Student Trainer |

# Health and Physical Education

## Health

In Health, topics include personal health, safety and well-being, consumer health, care of the human body, nutrition, mental health, prevention of disease, chronic health conditions, environment and community health, accident prevention, and family life.

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## Athletics

Entry into all athletic programs is by try-out, selection, and APPROVAL OF THE HEAD COACH OF THAT SPORT.

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## Cheerleading

Cheerleading is available to all students who make the cheerleading squad. Students will be required to perform for a panel of judges and are selected by their scores. It is a UIL violation to be enrolled in this course and athletics concurrently. **Fee:** Varies

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## Diamonds Dance Team

The Diamonds Dance team is an elite organization on the DHS campus. The members of the Diamonds will perform at all Varsity football games including playoff games. They will compete as a team at various contests and will perform in the annual Spring Show in April.

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## Lifetime Fitness and Wellness Pursuits

The Lifetime Fitness and Wellness Pursuits course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students in Lifetime Fitness and Wellness Pursuits will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness.

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## Physical Education

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan. **Fee:**\$20 uniform

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## **Sports Medicine 1-2**

This is an innovative elective course designed to introduce Sports Medicine and Athletic Training concepts.

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### **Student Trainer**

Entry into all athletic programs is by try-out, selection, and APPROVAL OF THE HEAD COACH OF THAT SPORT.

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## Electives

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Advanced Via Individual Determination (AVID) 1-4</b>	1	9-12	Application; Taken in sequence
<b>Gator Aide (local)</b>	.5-1	12	Counselor approval
<b>Peer Coaching for AVID Students Honors</b>	1	11-12	Application and Interview
<b>PSAT Prep Honors (Fall Only)</b>	.5	10-11	Counselor approval
<b>SAT Prep Honors (Spring Only)</b>	.5	11	Counselor approval
<b>Off Period</b>	0	12	Counselor approval; Must have transportation.

# Electives Course Description

## Advanced Via Individual Determination (AVID) 1-4

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Students may earn up to 4 credits in High School for AVID. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR), Character Development, Communication, and College Preparedness to support their academic growth. AVID I-IV provides a mechanism for elevating previously middle performing students for college readiness.

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## Gator Aide

Senior counselor screens applicants for service to main office, assistant principals, and counselors. Student's attendance and discipline record will be reviewed. This credit does not count towards graduation requirements.

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## Peer Coaching for AVID Students Honors

This course is designed for qualifying junior and senior students to assist in weekly AVID tutorials and as well as tutor at-risk students with a major emphasis in the core subject areas. Peer tutors will be assigned to a particular class and work directly with individual or small group tutorial sessions. Tutors are not to be considered teacher aides. All student tutors are to meet and maintain academic and citizen/conduct requirements stipulated by the course description and application guidelines. Peer tutors must be free of any major attendance issues. Peer tutors are selected through an application process during the spring prior to the year in which they serve as a peer tutor. Tutors must complete tutor training provided by AVID Elective teachers before they may begin peer tutoring. This course is on the Honors grading scale.

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## PSAT Prep Honors

Students will be selected for the PSAT prep course based on their PSAT score. This course prepares students for the PSAT and SAT exams and emphasizes Texas College and Career Readiness Standards. This course is designed for advanced skill development in critical reading, application of math skills, and essay writing. Students will develop skills such as test strategies, creative problem solving, interviewing, and application processes. This course is on the Honors grading scale.

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## **SAT Prep Honors**

This course prepares students for the SAT college entrance exam and emphasizes Texas College and Career Readiness Standards. This course is designed for advanced skill development in critical reading, application of math skills, and essay writing. Students will develop skills such as test strategies, creative problem solving, interviewing, and application processes. Students will be selected based on academic potential and post-secondary goals. This course is on the Honors grading scale.

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## **Off Period**

Seniors who have room in their schedule may have up to two off periods at the end of the day (7<sup>th</sup> only or 6<sup>th</sup> and 7<sup>th</sup> periods). Students must have transportation to leave campus immediately after their last class period. Students who do not have transportation and are on campus during the scheduled off times will be assigned classes during that time. Students do not receive credit for off periods.

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# Business and Industry

Course Title	Credit	Grade	Prerequisite
Principles of Agriculture, Food, and Natural Resources	1	9-12	None
Small Animal Management	.5	10-12	Principles of Agriculture, Food, and Natural Resources
Equine Science	.5	10-12	Principles of Agriculture, Food, and Natural Resources
Livestock Production	1	11-12	Principles of Agriculture, Food, and Natural Resources
Advanced Animal Science	1	12	Biology, Chemistry or IPC, Algebra 1 and Geometry, and Livestock Production
Agricultural Mechanics and Metal Technologies	1	10-12	Principles of Agriculture, Food, and Natural Resources
Agricultural Structures Designs and Fabrications	1	11-12	Agricultural Mechanics and Metal Technologies
Horticulture Science	1	10-12	Principles of Agriculture, Food, and Natural Resources
Floral Design	1	9-12	Horticulture
Advanced Floral Design	1	12	Floral Design
Environmental Plant & Soil Science	1	11-12	Biology and 1 other science
Professional Communications	.5	9-12	None
Veterinary Medical Applications	1	11-12	Equine Science, Small Animal Management, or Livestock Production
Practicum in Agriculture, Food, and Natural Resources	2-3	12	3 credits in Agriculture, Food, and Natural Resources
Practicum in Agriculture, Food, and Natural Resources (Vet Med)	2-3	12	3 credits in Agriculture, Food, and Natural Resources
Principles of Arts, A/V Technology, And Communications	1	9-12	None
Video Game Programming	1	10-12	Principles of Arts, A/V Technology, And Communications
Advanced Video Game Programming	1	11-12	Video Game Programming
Commercial Photography	1	10-12	Principles of Arts, A/V Technology, And Communications
Commercial Photography 2	1	11-12	Commercial Photography
Practicum in Commercial Photography	2	178 12	Commercial Photography 2

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Audio/Video Production</b>	1	10-12	Principles of Arts, A/V Technology, And Communications
<b>Audio/Video Production 2</b>	2	11-12	Audio/Video Production
<b>Practicum in Audio/Video Production</b>	2	12	Audio/Video Production 2
<b>Digital Design &amp; Media Production</b>	1	9-12	None
<b>Graphic Design &amp; Illustration 1</b>	1-2	10-12	Digital Media or Journalism
<b>Graphic Design &amp; Illustration 2</b>	2	11-12	Graphic Design & Illustration 1
<b>Practicum in Graphic Design &amp; illustration</b>	2	12	Graphic Design & Illustration 2
<b>Principles of Business, Finance, and Marketing</b>	1	9-12	None
<b>Sports and Entertainment Marketing</b>	.5	10-12	Principles of Business, Finance, and Marketing
<b>Social Media Marketing</b>	.5	10-12	Principles of Business, Finance, and Marketing
<b>Sports and Entertainment Marketing 2</b>	.5	11-12	Sports and Entertainment Marketing
<b>Advertising</b>	.5	11-12	Social Media Marketing and Sports Entertainment Marketing
<b>Accounting 1</b>	1	10-12	Principles of Business, Finance, and Marketing
<b>Financial Analysis</b>	1	11-12	Accounting 1
<b>Financial Math</b>	1	11-12	Algebra 1, Geometry
<b>Practicum in Entrepreneurship</b>	2	12	Financial Analysis
<b>Career Prep</b>	2-3	12	None
<b>Principles of Applied Engineering</b>	1	9-10	None
<b>Robotics 1</b>	1	10-12	Principles of Applied Engineering
<b>Robotics 2</b>	1	11-12	Robotics 1
<b>Welding 2</b>	2	12	Welding 1
<b>Automotive Basics</b>	1	9-10	None

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Automotive Technology 1</b>	2	10-12	Automotive Basics and Algebra 1
<b>Automotive Technology 2</b>	2	11-12	Automotive Technology 1, Algebra 1, and Geometry
<b>Practicum in Transportation Systems</b>	2	12	Automotive Technology 2

# Business and Industry Course Descriptions

## Principles of Agriculture, Food, and Natural Resources

In Agriculture, Food, and Natural Resources, students will develop knowledge and skills regarding career and educational opportunities, personal development, globalization, industry standards, details, practices, and expectations.

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## Small Animal Management

In Small Animal Management, students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

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## Equine Science

In Equine Science, students will acquire knowledge and skills related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules.

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## Livestock Production

In Livestock Production, students will acquire knowledge and skills related to livestock and the livestock production industry. Livestock Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry.

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## Advanced Animal Science

In Advanced Animal Science, students will examine the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. **This course counts as a 4<sup>th</sup> science.**

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## Agricultural Mechanics and Metal Technologies

Agricultural Mechanics and Metal Technologies is designed to develop an understanding of agricultural mechanics as it relates to safety and skills in tool operation, electrical wiring, plumbing, carpentry, fencing, concrete, and metal working techniques. To prepare for careers in agricultural power, structural, and technical systems, students must attain academic skills and knowledge; acquire technical knowledge and skills related to power, structural, and technical agricultural systems and the industry; and develop knowledge and skills regarding career opportunities, entry requirements, industry certifications, and industry expectations.

### Required Safety Equipment (provided by student)

- Safety glasses (z87 coded)
  - Leather gauntlet style gloves no cloth, rubber or garden gloves of any kind
  - Leather boots
  - Blue jeans (no holes)
  - Long sleeve shirt with no pocket or pockets with flap cover (**cotton or fire retardant only**)
  - Welding hood preferable auto darkening (Available at Harbor Freight)
  - Welding cap
- 

## Agricultural Structures Designs and Fabrications

In Agricultural Structures Design and Fabrication, students will explore career opportunities, entry requirements, and industry expectations. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural structures design and fabrication.

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## Horticulture Science

In Horticultural Science, students will develop an understanding of common horticultural management practices as they relate to food and ornamental plant production.

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## Floral Design

In Floral Design, students will develop the ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations. **This course satisfies the fine arts graduation requirement. Fee: \$80 (Can be paid by student or student can sell a floral arrangement subscription).**

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## Advanced Floral Design

In Advanced Floral Design, students will further develop their ability to identify and demonstrate the principles and techniques related to floral design as well as develop an understanding of the management of floral enterprises. Students will extensively develop skills that focus on leadership, communication, employer-employee relations, and problem solving as they relate to entrepreneurship, marketing, and business practices in the floral and event planning industry.

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## Environmental Plant & Soil Science

Students study a variety of topics that include: the 4 spheres of the earth, biotic and abiotic factors in habitats; ecosystems and biomes; interrelationships among resources and environmental systems; sources and flow of energy through environmental systems; the relationship between carrying capacity and population changes in an ecosystem; environmental changes in ecosystems; and the natural world as it relates to how plant and soil science influences current and future applications for many other fields of science. Students will conduct 40% field and lab investigations, use a variety of scientific methods, and make informed decisions using critical thinking and scientific problem solving.

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## Veterinary Medical Applications

This course provides training in the veterinary assistant field. Students have the opportunity to develop technical skills in health, nutrition, examinations, diseases, sanitation, and regulatory programs of small and large animals through collaboration, innovation and self-direction. The course includes, but is not limited to: animal handling and restraint, health and safety, anatomy, physiology, medical terminology, infectious diseases, instrument and equipment identification, vaccine preparation and injections techniques, and veterinary office procedures. Students in this course will begin preparation for the Veterinary Medical Assistant certification. **Fee: \$20**

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## Practicum in Agriculture, Food, and Natural Resources

In Practicum in Agriculture, Food, and Natural Resources students experience a supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster. This course is on the Honors 5.0 grading scale.

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## **Professional Communications**

In Professional Communications, students will primarily focus on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness.

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## **Principles of Arts, A/V Technology, and Communications**

Careers in the Arts, Audio/Video Technology, and Communications career cluster require, a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

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## **Video Game Programming**

Video Game Programming expands on the foundation created in Video Game Design through programming languages such as: C# programming, XNA game studio, Java, and Android App. In this course, students will investigate the inner workings of a fully functional role-playing game (RPG) by customizing playable characters, items, maps, and chests and eventually applying customizations by altering and enhancing the core game code.

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## **Advanced Video Game Programming**

Advanced Video Game Programming students will be introduced to mobile application design and programming using Java and Eclipse for Android devices. Time will be spent learning basic Java programming and working with Android Studio to develop real working apps. Using Unity as an introduction to 3D game development, students will have exposure to and an understanding of: object-oriented programming concepts; game development skill with programs such as Unity; 3D modeling with programs such as Blender; image manipulation with programs such as GIMP; concepts related to the design process; and the ability to communicate and collaborate on group-based projects.

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## **Commercial Photography**

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students in the Arts, Audio/Video Technology, and Communications career cluster will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

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## **Commercial Photography 2**

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Students in the Arts, Audio/Video Technology, and Communications career cluster will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs. This class will document different programs on campus such as the football, choir and dance, etc.

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## **Practicum in Commercial Photography**

The student develops an increased understanding of commercial photography. Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced technical understanding of the commercial photography industry with a focus on producing, promoting, and presenting professional quality photographs. This course is on the Honors 5.0 grading scale.

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## **Audio/ Video Production**

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production audio and video products.

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## **Audio/ Video Production 2**

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology and Communication Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production in the audio/video industry. Audio/Video Production 2 has an emphasis on live production. This class records the Gator Nation News program as well as various live productions for the school such as the video board at Sam Vitanza Stadium.

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## **Practicum in Audio/ Video Production**

Building upon the concepts taught in Audio/Video Production II and its corequisite Audio/Video Production II Lab, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an increasing understanding of the industry with a focus on applying pre-production, production, and post-production audio and video products in a professional environment. This course may be implemented in an advanced audio/video or audio format. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. This course is on the Honors 5.0 grading scale.

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## **Digital Design & Media Production**

Students will demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

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## **Graphic Design & Illustration 1**

Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

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## **Graphic Design & Illustration 2**

Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

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## **Practicum in Graphic Design & Illustration**

In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster®, students will be expected to develop a technical understanding of the industry with a focus on skill proficiency. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. This course is on the Honors 5.0 grading scale.

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## **Principles of Business, Finance, and Marketing**

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems and settings in business, marketing, and finance.

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## **Sports and Entertainment Marketing**

This course will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and sporting events and entertainment. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports and entertainment marketing plans. This course will also provide students an opportunity to develop promotional plans, sponsorship proposals, endorsement contracts, sports and entertainment marketing plans, and evaluation and management techniques.

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## **Social Media Marketing**

Students will gain the knowledge and skills needed to utilize social media to market a business. Students will learn the principles necessary to begin, operate, and market a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services.

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## **Sports and Entertainment Marketing 2**

Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries.

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## **Advertising**

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

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## **Accounting 1**

In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making.

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## **Financial Math**

Financial Mathematics is a course about personal money management. Students will apply critical-thinking skills to analyze personal financial decisions based on current and projected economic factors.

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## **Financial Analysis**

In Financial Analysis, students will apply knowledge and technical skills in the economic, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students will develop analytical skills by actively evaluating financial results of multiple businesses, interpreting results for stakeholders, and presenting strategic recommendations for performance improvement

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## **Practicum in Entrepreneurship**

In Entrepreneurship, students will gain the knowledge and skills needed to become an entrepreneur. Students will learn the principles necessary to begin and operate a business. The primary focus of the course is to help students understand the process of analyzing a business opportunity, preparing a business plan, determining feasibility of an idea using research, and developing a plan to organize and promote the business and its products and services. In addition, students will understand the capital required, the return on investment desired, and the potential for profit. This course is on the Honors 5.0 grading scale.

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## **Career Prep**

Career Preparation I provides opportunities for students to participate in a work-based learning experience that combines classroom instruction with business and industry employment experiences. The goal is to prepare students with a variety of skills for a changing workplace. Career preparation is relevant and rigorous, supports student attainment of academic standards, and effectively prepares students for college and career success.

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## **Principles of Applied Engineering**

In Principles of Applied Engineering, students will be exposed to various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

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### **Robotics 1**

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs. Additionally, students will explore career opportunities, employer expectations, and educational needs in the robotic and automation industry.

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### **Robotics 2**

In Robotics 2, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs. This course is on the Honors 5.0 grading scale.

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### **Welding 2**

Advanced Welding builds on knowledge and skills developed in Welding 1. Students will develop advanced welding concepts and skills as they relate to personal and career development. This course integrates academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Students are able to acquire AWS certifications using Stick, Tig, and Mig processes. This course is on the Honors 5.0 grading scale. Students must follow College of the Mainland's Registration procedures.

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### **Automotive Basics**

Automotive Basics includes knowledge of the basic automotive systems and the theory and principles of the components that make up each system and how to service these systems. Automotive Basics includes applicable safety and environmental rules and regulations. In Automotive Basics, students will gain knowledge and skills in the repair, maintenance, and servicing of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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## **Automotive Technology 1**

Automotive Technology 1 includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. This course includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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## **Automotive Technology 2**

Automotive Technology 2 includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. The course includes applicable safety and environmental rules and regulations. In this course, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. The students will reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.

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## **Practicum in Transportation Systems**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Transportation, Distribution, and Logistics cluster. The Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. This course is on the Honors 5.0 grading scale.

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# Public Services

Course Title	Credit	Grade	Prerequisite
Principles of Education and Training	1	9-12	None
Child Development	1	10-12	Principles of Education and Training
Instructional Practice in Educational Training (RST1)	2	11-12	Principles of Education and Training or Child Development
Practicum in Education and Training (RST2)	2	12	Instructional Practice in Educational Training (RST1)
Principles of Health Science	1	9-10	None
Introduction to Imaging Technology	1	9	None
Medical Terminology	1	9-12	Principles of Health Science or Intro to Imaging Technology
Imaging Technology 1	1	10	Intro to Imaging Tech and Medical Terminology
Health Science Theory	1	11-12	Medical Terminology and Biology
Imaging Technology 2	1	11	Imaging Technology 1
Pharmacology	1	11-12	Medical Terminology, Biology, Chemistry
Emergency Medical Technician (Basic)	2	11-12	Health Science Theory
Practicum in Health Science (PCT/EKG)	2	12	Health Science Theory
Practicum in Health Science (Pharmacy)	2	12	Pharmacology, Health Science Theory
Practicum in Health Science (Imaging)	2	12	Imaging Technology 2
Practicum in Health Science (Dental)	2	12	Health Science Theory
Anatomy and Physiology (Honors)	1	11-12	Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
Medical Microbiology	1	11-12	Biology and Chemistry
Introduction to Cosmetology	1	10	Attendance, grades, and attend mandatory parent meeting
Principles of Barbering	1	10	Attendance, grades, and attend mandatory parent meeting
Barbering 1 (2 Periods)	3	11-12	Introduction to Cosmetology
Barbering 2	3	12	Barbering 1 with 500 clock hours
Cosmetology 1 (2 Periods)	3	11-12	Introduction to Cosmetology
Cosmetology 2	3	12	Cosmetology 1 with 500 clock hours
Principles of Law, Public Safety, Corrections, and Security	1	9-12	None
Law Enforcement 1	1	191 10-12	Principles of Law, Public Safety, Corrections, and Security

<b>Law Enforcement 2</b>	1	11-12	Law Enforcement 1
<b>Counseling and Mental Health</b>	1	11-12	Law Enforcement 1 or 2
<b>Forensic Science</b>	1	11-12	Biology and Chemistry
<b>Junior Reserve Officer Training Corps (JROTC) 1-4</b>	1	9-12	Permission of Senior Aerospace Science Instructor; Taken in sequence

# Public Services Course Descriptions

## Principles of Education and Training

Principles of Education and Training is designed to introduce learners to the various careers available within the education and training career cluster. Students use self-knowledge and educational and career information to analyze various careers within the education and training career cluster. Students will also gain an understanding of the basic knowledge and skills essential to careers within the education and training career cluster.

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## Child Development

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

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## Instructional Practices in Education and Training (RST1)

Instructional Practices in Education and Training is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary, middle school, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students will participate in extended learning experiences such as service learning opportunities and other leadership or extracurricular activities.

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## Practicum in Education and Training (RST2)

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel. Students will participate in extended learning experiences such as service learning opportunities and other leadership or extracurricular activities. This course is on the Honors 5.0 grading scale.

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## **Introduction to Imaging Technology**

The Introduction to Imaging Technology course provides students an introduction to the basic principles, guidelines, and knowledge needed for members of the medical imaging field.

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## **Principles of Health Science**

The Principles of Health Science provides an overview of health organizations, various health careers, medical terminology, and systems of the health care industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively.

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## **Medical Terminology**

This course is designed to introduce students to the structure of medical terms, including prefixes, suffixes, word roots, and combining forms in their singular and plural forms, in addition to medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology.

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## **Imaging Technology 1**

The Imaging Technology I course provides students with the opportunity to learn about standard radiographic positioning and related medical terminology of the chest, abdomen, and upper and lower extremities. The course introduces students to the operation of X-ray equipment, analyzing X-rays, and maintaining diagnostic results.

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## **Health Science Theory**

The Health Science course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will participate in hands-on experiences for continued knowledge and skill development for career preparation.

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## **Pharmacology**

The Pharmacology course is designed to study how natural and synthetic chemical agents such as drugs affect biological systems. Knowledge of the properties of therapeutic agents is vital in providing quality health care. It is an ever-changing, growing body of information that continually demands greater amounts of time and education from health care workers.

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## Emergency Medical Technology (Basic) Dual Credit

Emergency Medical Technicians provide out of hospital emergency medical care and transportation for critical and emergent patients who access the emergency medical services (EMS) system. EMTs have the basic knowledge and skills necessary to stabilize and safely transport patients ranging from non-emergency and routine medical transports to life threatening emergencies. Emergency Medical Technicians function as part of a comprehensive EMS response system, under medical oversight. Emergency Medical Technicians perform interventions with the basic equipment typically found on an ambulance. Emergency Medical Technicians are a critical link between the scene of an emergency and the health care system. This course is on the Honors 5.0 grading scale. Students must follow College of the Mainland's application and registration process. Additional fees may be assessed by College of the Mainland. Students must follow College of the Mainland's application and registration process.

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## Practicum in Health Science

The Practicum in Patient Care Technician/EKG, Pharmacy Technician, Medical Assistant, or Dental Assistant is designed to give students practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. Industry certifications are required in these courses at the student's expense. This course is on the Honors 5.0 grading scale. **Students will be required to purchase uniforms through the program, show proof of a negative TB test within the last year, and show proof of a negative urine drug screen test.**

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## Anatomy and Physiology Honors

Students in Anatomy and Physiology will study the human body to understand how anatomical structure affects physiological function. Several types of dissections accompany this course as well as independent work in the form of anatomy and physiology coloring workbooks and research. As a college prep course, students will utilize Cornell notes and journaling to improve study skills. Studies will include discussions, observations and research on cooperation between specific organ systems and any possible results of homeostatic imbalance.

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## Medical Microbiology Honors

The Medical Microbiology course is designed to explore the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. This course provides an introduction to bacteriology, virology, mycology, and parasitology. Students must meet the 40% laboratory and fieldwork requirement which includes working with bacteria and parasites. This course satisfies a high school science graduation requirement.

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## Introduction to Cosmetology

Students explore areas such as bacteriology, sterilization and sanitation, hair styling, manicuring, shampooing and the principles of hair cutting, hair styling, hair coloring, skin care, and facial makeup. To prepare for success, students must have skills relative to this industry, as well as academic knowledge and skills. Students may begin to earn clock hours toward state licensing requirements. **Optional: There is a \$25 Registration fee for a student permit issued by TDLR toward their certification. The \$25 must be in the form of a money order payable to: The Texas Department of Licensing and Regulations.**

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## Principles of Barbering

In Principles of Barbering, students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology/barbering careers. Students will attain academic skills and knowledge as well as technical knowledge and skills related to design and color theory. Students will develop knowledge and skills regarding various cosmetology design elements such as form, lines, texture, structure and illusion or depth as they relate to the art of cosmetology. Instruction includes sterilization and sanitation procedures, hair care, nail care, and skin care and meets the TDLR requirements for licensure upon passing the state examination. Analysis of career opportunities, license requirements, knowledge and skills expectations, and development of workplace skills are included. **Optional: There is a \$25 Registration fee for a student permit issued by TDLR toward their certification. The \$25 must be in the form of a money order payable to: The Texas Department of Licensing and Regulations.**

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## Barbering 1/ Lab

Barbering 1 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. Course may require time outside of school to earn required clock hours. Students must wear barbering uniform. **Fee: approx. \$592 for barbering smock, supply kit, and permit. Fees are subject to change based on the supplier's costs. Fees are due to DHS in the front office prior to the last day of school year prior to starting course. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

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## Barbering 2/ Lab

Barbering 2 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. This course is on the Honors 5.0 grading scale. **Fee: \$200 to take the State Board Test for Licensure. Students are responsible for registering and paying for each exam fee and operator's licensing fee. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

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## Cosmetology 1/ Lab

Students coordinate integration of academic, career, and technical knowledge and skills in this laboratory instructional sequence course designed to provide job-specific training for employment in cosmetology careers. Instruction includes sterilization and sanitation procedures, haircare, nail care and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Course may require time outside of school to earn required clock hours. Students must wear Cosmetology uniform. **Fee: approx. \$547 for supply kit, \$50 for smock, and \$25 for permit if not previously purchased. Fees are subject to change based on the supplier's costs. Fees are due to DHS in the front office prior to the last day of school year prior to starting course. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

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## Cosmetology 2/ Lab

Students review academic knowledge and skills related to cosmetology. This course is designed to provide advanced training for employment in cosmetology careers. Instruction includes advanced training in sterilization and sanitation processes, haircare, nail care, and skin care and meets the Texas Department of Licensing and Regulation requirements for licensure upon passing the state examination. Students apply, combine, and justify knowledge and skills to a variety of settings and problems. Students must wear Cosmetology uniform. This course is on the Honors 5.0 grading scale. **Fee: \$200 to take the State Board Test for Licensure and \$40 for examination kit supplies. Students are responsible for registering and paying for each exam fee and operator's licensing fee. Attendance is required at the mandatory parent meeting in the spring semester prior to starting the course.**

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## Principles of Law, Public Safety, Corrections, and Security

Principles of LPSCS is the beginning course of the Criminal Justice program. This course is the **Prerequisite** for all other courses offered. Students will gain information about the different career opportunities available in the law, public safety, corrections and security fields. This course provides an overview of the responsibilities and duties of police, corrections, private security, legal and fire services.

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## Law Enforcement 1

Law Enforcement I is an overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, the classification and elements of crime, restraint and defensive tactics, arrest procedures and other various law enforcement related topics. This class is the introduction of law enforcement for those interested in a career in policing. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

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## Law Enforcement 2

Law Enforcement II expands the previous first course in preparing a student for a career in law enforcement. This course includes additional education in law enforcement topics and special assignments to include: crime scene investigation, trial and courtroom, crime classifications and punishment. This course is on the Honors 5.0 grading scale. **Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.**

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## Counseling and Mental health

In Counseling and Mental Health, students model the knowledge and skills necessary to pursue a counseling and mental health career through simulated environments. Students are expected to apply knowledge of ethical and legal responsibilities, limitations, and the implications of their actions. Professional integrity in counseling and mental health care is dependent on acceptance of ethical and legal responsibilities.

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## Forensic Science

Forensic Science utilizes a psychological, sociological and scientific approach to the investigation of crimes. Students will learn the field's terminology and basic procedures for the different divisions of forensic science career paths. Students will discover topics such as fingerprinting, ballistics, hair and fiber analysis, profiling, blood spatter, document reconstruction, anthropology, and impression evidence. Emphasis will be placed on the correct application of forensic discovery, evidence handling, innovations, and investigative techniques used in labs and in the field. Students will have the opportunity to utilize their skills through a mock crime scene investigation. Students will explore and apply forensic investigation as it relates to the law enforcement and legal systems.

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# **AEROSPACE SCIENCE**

## **Air Force Junior Reserve Officer Training Corps (AFJROTC)**

AFJROTC is a leadership and citizenship program that helps students develop leadership skills that will carry them through any post-high school career. It is a cadet-run organization, which means that students (cadets) may advance in rank, therefore putting them in leadership positions and eventually running the Corps. The Aerospace Science Instructors teach the academic portions of the program, while guiding and teaching the cadet leaders to manage the Corps effectively.

A mandatory requirement for successful completion of AFJROTC is to wear the AFJROTC uniform on designated days and abide by all AFJROTC grooming standards, including hair length, usually once a week. Failure to do so will result in dismissal from AFJROTC.

AFJROTC has a very active extracurricular program consisting of competitive and performance teams such as Armed and Unarmed Drill Teams, Color Guard, Saber Team, Orienteering Team, Academic Team, Rocketry Team, Physical Training Team, Scale Model Aircraft Team, and Music Corps. Participation in these teams is not mandatory, but is highly desirable.

### **Aerospace Science 1: Introductory Aerospace Science**

Aerospace Science 1 focuses on wear and care of the uniform, customs and courtesies, drill and ceremonies, history, mission, purpose, goals, objectives, and organization of AFJROTC. The Aerospace Science component will cover the *Science of Flight*. The Leadership Education component will cover *Traditions, Wellness, and Foundations of Citizenship*. The Wellness/Physical Fitness portion will incorporate the Cadet Health and Wellness Program. This is an exercise program focused on individual baseline improvements with the goal of achieving a Presidential Physical Fitness standard calculated with age and gender.

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### **Aerospace Science 2: Basic Aerospace Science**

Aerospace Science 2 expands on lessons and skills taught during Aerospace Science 1 by giving limited leadership opportunities to rising cadets. These leadership positions will prepare these cadets for more demanding leadership positions offered during Aerospace 3 and 4. The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

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### **Aerospace Science 3: Intermediate Aerospace Science**

Aerospace Science 3 builds on lessons and skills taught during Aerospace Science 2 by giving expanded leadership opportunities to rising cadets. These leadership positions will “test” their leadership skills and prepare these cadets for the most demanding leadership positions available during Aerospace 4. The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

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## **Aerospace Science 4: Advanced Aerospace Science**

Aerospace Science 4 is the capstone AFJROTC course. It puts cadets into demanding leadership positions where they will be in charge of, and responsible for, the entire Dickinson High School AFJROTC. These leadership positions will “test” their leadership skills and prepare these cadets for the rigors of post-high school pursuits such as college or the beginning of a chosen career.

The Aerospace Science, Leadership Education, and Health/Wellness portions of the course will be the same as those offered in Aerospace Science 1 above.

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# STEM

<b>Course Title</b>	<b>Credit</b>	<b>Grade</b>	<b>Prerequisite</b>
<b>Introduction to Engineering Design (PLTW)</b>	1	9-11	Algebra 1 or Concurrent enrollment
<b>Engineering Science</b>	1	10-12	Introduction to Engineering Design (PLTW) and Algebra 1
<b>Engineering Design and Presentation 1</b>	1	11-12	Engineering Science
<b>Engineering Design and Presentation 2</b>	2	12	Engineering Design and Presentation 1
<b>Aerospace Engineering (PLTW)</b>	1	11-12	Engineering Science
<b>Practicum in STEM</b>	2	11-12	Aerospace Engineering
<b>Fundamentals of Computer Science</b>	1	9-12	None
<b>Computer Science 1</b>	1	10-12	Fundamentals of Computer Science and Algebra 1
<b>Computer Science 2</b>	1	11-12	Computer Science 1

# STEM Course Descriptions

## Introduction to Engineering Design (PLTW)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their work.

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## Engineering Science

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

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## Engineering Design and Presentation 1

Engineering Design and Presentation 1 is a continuation of the knowledge and skills learned in PLTW: IED and POE. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. This course is on the Honors 5.0 grading scale.

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## Engineering Design and Presentation 2

Engineering Design and Presentation 2 is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping. This course is on the Honors 5.0 grading scale.

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## **Aerospace Engineering (PLTW)**

In this specialized course for Project Lead the Way (PLTW), students are taught about aerodynamics, astronautics, space-life sciences, and systems engineering through hands-on engineering problems and projects. This course is on the Honors 5.0 grading scale.

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## **Practicum in STEM**

Extended practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Science, Technology, Engineering, and Mathematics (STEM) Career Cluster. Extended Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. This course must be taken concurrently with Practicum in Science, Technology, Engineering, and Mathematics and may not be taken as a stand-alone course. This course is on the Honors 5.0 grading scale.

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## **Fundamentals of Computer Science**

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science. Students will learn about the computing tools that are used every day. Students will foster their creativity and innovation through opportunities to design, implement, and present solutions to real-world problems. Students will collaborate and use computer science concepts to access, analyze, and evaluate information needed to solve problems. Students will learn the problem-solving and reasoning skills that are the foundation of computer science. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations and concepts.

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## **Computer Science 1**

Computer Science I will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of the principles of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts.

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## **Computer Science 2**

Computer Science II will foster students' creativity and innovation by presenting opportunities to design, implement, and present meaningful programs through a variety of media. Students will collaborate with one another, their instructor, and various electronic communities to solve the problems presented throughout the course. Through data analysis, students will identify task requirements, plan search strategies, and use computer science concepts to access, analyze, and evaluate information needed to solve problems. By using computer science knowledge and skills that support the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create solutions, and evaluate the results. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will gain an understanding of computer science through the study of technology operations, systems, and concepts. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts. This course is on the Honors 5.0 grading scale.

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## SECTION FOUR

# PROGRAM GUIDELINES

# Honors and Advanced Placement Program

## Equity and Access to Honors and AP Courses

Dickinson ISD has a genuine commitment to preparing ALL students for challenging high school coursework and post high school success in college, in the workplace, and/or in the military. Opportunities for enrollment in Advanced Placement (AP) and Honors courses are open and made available to ALL Dickinson High School students. Since Honors and AP courses are designed as college preparation and/or college level courses, students must have demonstrated their academic preparedness and their willingness to invest the time and effort required for success in rigorous courses. College Board research clearly shows that students who participate in challenging coursework, including Honors and AP courses, have considerably higher success in college.

## Benefits of Honors Courses

*A Different Kind of Class:*

- Through increased rigor, Honors courses help students acquire the skills and academic habits needed for success in high school and beyond. Students will improve critical reading, writing, and problem-solving skills as a result of successful completion of these courses. In addition, students' time management, note-taking, and study skills will be greatly enhanced.
- An Honors classroom is different from an academic class. Instruction in the Honors classroom focuses on intense discussions, rigorous real-world applications, analytical thinking, critical reading, and persuasive/expository writing. Students are held to a high standard of academic engagement.
- Honors courses provide preparation for success in the subsequent AP course and toward earning a qualifying score on the corresponding College Board AP Exam.

## Advanced Placement (AP) Courses

*A Different Kind of Class:*

- AP courses are highly rigorous courses for which college credit may be earned.
- The course syllabus is approved by College Board.
- Teachers are highly trained through College Board workshops and institutes.
- AP courses conclude with a final examination written and scored by College Board.
- AP courses require a high level of student commitment and academic engagement.

## Considerations for Entry into Honors and AP Courses

*Student's willingness and ability to:*

- Prioritize time and interests
- Commit a minimum of three hours of out-of-class time per week for each course
- Approach challenging coursework with a positive attitude
- Complete summer and outside reading and writing assignments
- Maintain a strong work ethic
- Maximize independent study habits
- Critically question and discuss complex concepts
- Monitor and evaluate progress
- Meet expectations on state assessments
- Adhere to the district's class exit procedures and timelines

## Honors/ AP Admission Criteria

In an effort to place students in appropriate level classes, admission criteria have been established for Honors and AP courses. The academic records for all students who register for an Honors and/or AP course will be evaluated against the following criteria when students complete their course selections for the following school year:

1. **Previous Academic Performance.** Yearly average of current school year course immediately preceding requested course.

Grade	Current course	Requested course
80	Academic	Honors or AP
75	Honors	Honors or AP
75	AP	AP

2. **STAAR, End of Course (EOC) Assessment, and PSAT.** It is highly recommended that students score “Meets” or “Masters” level on the relevant STAAR/EOC or meet the college readiness benchmarks on PSAT for entry into Honors or AP courses. Demonstrated academic achievement on these assessments indicate that the student has the knowledge and skills necessary for success in the rigorous college preparatory and college level (AP) courses. The chart on the following page identifies the relevant STAAR/EOC and PSAT score recommended for entry into Honors/AP courses. Students who do not pass respective STAAR/EOC are not eligible for Honors/ AP classes.

**Appeal of Criteria.** Students and parents may appeal to the campus review committee which may consist of the course teacher, the department chairperson, the AVID teacher, the student's counselor, and/or campus administrator. Appeal forms are available in the counselor’s office and will be due by the first Friday of the first week of school. Appeals will not be accepted if student did not pass STAAR/EOC.

## Expectations

**Mandatory Parent Meeting in Spring.** All parents are required to participate in the parent meeting held during the Spring semester.

**Commitment Statement.** A contract signed by both student and parent will be due the first week of school or upon enrollment for new students.

**AP Exams.** The purpose of AP courses is to earn college credit. Students enrolled in AP courses are expected to register and take the respective AP Exam(s) in May. Registration will be in October/November. Cost per exam ranges from \$40 to \$89 depending on state approved reductions. Students eligible for the free/reduced meal program will receive the reduced rate. Payment is due upon registration.

State assessments or PSAT scores may be used in determining eligibility. Students are expected to achieve “Meets” or “Masters” level on STAAR/EOC or meeting College Readiness Benchmark requirements set by CollegeBoard. The following scores and previous academic performance will be used to determine eligibility.

Assessment Score				Entry Into Course
STAAR	Score	PSAT	Score	
Grade 8 Reading	Meets	Reading + Writing	390	Honors English I Honors W. Geography Honors Biology Honors Spanish/ French AP Human Geography
Grade 8 Math	Meets	Math	430	Honors Algebra I
Grade 8 Science	Meets	Reading + Writing	390	Honors Biology
Grade 8 Social Studies	Meets	Reading + Writing	390	Honors W. Geography AP Human Geography
English I EOC	Meets	Reading + Writing	410	Honors English II Honors Physics Honors Spanish/French Honors World History AP World History AP Psychology AP Seminar
Algebra I EOC	Meets	Math	450	Honors Geometry Honors Algebra II Honors Pre-Calculus AP Calculus AP Statistics
Algebra 1 EOC	Meets	Reading	410	Honors / AP Chemistry Honors/AP Physics AP Biology Honors / AP Chemistry Honors Anatomy and Physiology AP Environmental Systems Honors Aquatic Science
		Math	450	
Biology EOC	Meets	Reading	410	
		Math	450	
English II EOC	Meets	Reading + Writing	430	AP English III Language AP English IV Literature AP Spanish/French AP US History AP Government AP Psychology AP Art History
English II EOC	Meets	Reading	430	Honors/AP Physics AP Economics
		Math	480	

## Exit from an Honors/AP Class

College and university admissions officers have repeatedly indicated that high school students who successfully complete an Honors/AP course are given greater consideration when all other college admissions indicators are equal. A transcript that indicates that a student has earned a "C" in an Honors/AP course is given higher consideration than one who earns an "A" in an academic course. For this reason, DHS counselors, administrators, and teachers strongly advise Honors/AP students to stay in the course working through difficulties by attending tutorials, doing extra reading/work at home, joining a student study group, and taking copious notes in class. If a student indicates that he/she wants out of the class and scheduled into the corresponding academic class, the following timeline and procedure(s) must be followed. Exit points are built into our registration and master scheduling process.

- **Exit Point #1.** Students are registered for courses during the spring of the previous school year. It is important that students carefully select their coursework making wise decisions based on their time commitments, their interests, and their demonstrated academic achievement. Parents are given a course selection sheet in early March in order to provide parents with an opportunity for parental input in the course selections. Parents may make changes and return the course verification sheet to the counselor by mid-April. The first exit point after initial registration will be made available to all students prior to the last day of school. Students may request a course request change during this time. A parent/primary caregiver signature is required for the change. Students who do not meet criteria for grades or EOC will be removed in June.
- **Exit Point #2 End of the First Semester.** Any student who fails an Honors/AP course with a grade below 70 for the first semester will be removed from the course at the end of the first semester. The student's parent or primary caregiver will be notified by the Honors/AP teacher of the failing grade which will result in a schedule change. Parents may also request to remove the student from the course for the second semester. Parent or primary caregiver must notify the counselor before the first business day in December.

Additionally- Honors/AP students who are failing the Honors/AP course the end of the first 9 weeks are in danger of failing for the semester. Serious consideration must be given to the students' willingness to complete the rigorous coursework and to his/her time commitments in order for him/her to be successful and earn the .5 credit for the first semester. Honors/AP students who are failing an Honors/AP course at the end of the first 9 weeks will be moved to the respective academic course as long as space and availability permits. Students with a 65-69 may remain in the course as long as the student, parent, and teacher agree the student has the ability to pass for the semester. The student's parent or primary caregiver will be notified by the Honors/AP teacher about failing grade and course of action at the end of the 9 weeks.

# Career and Technical Education (CTE) Courses

Dickinson Independent School District's Career and Technical Education Department strives to equip their students with the tools that will help them to be successful in today's business world and in post-secondary education. We offer a wide variety of career clusters for our students to choose from for their career paths. We emphasize rigor and relevance through problem solving and hands-on experience on real life projects. We also provide the opportunity for our students to receive industry certifications. The courses in this department are designed to move students through a set or sequence of courses that will lead toward a foundation in a specific career; toward an industry certification OR both! Students who have taken courses in a specific cluster should contact their current/former teacher to determine which course is the next in the sequence. Our students have received state and national recognition in our vocational clubs and UIL contests. Students can also take a Tech Prep class that merits college credit while they are in a CTE course at DHS. The courses are designed to move students from an introductory course in 9<sup>th</sup>/10<sup>th</sup> grade and have them working along with professionals in the final course through an internship or practicum by 12<sup>th</sup> grade. Some of the CTE courses have class size restrictions for safety and/or state law. If class size is restricted and more students request a course than we have spaces; the counselors will work together to determine which students are closest to filling graduation requirements and potential course certification requirements. We would look at seniors first then juniors, sophomores third and freshmen fourth. Some of the courses may offer credit in Science, Math, or English. Courses are organized in the Career Clusters created by the state also known as Achieve Texas. We are using their icons so you may easily research careers and potential workforce trends as you, the student, set your future goals. Some CTE courses have fees however, need based fee waivers are available.

## **Nondiscrimination Clause**

The Dickinson Independent School District (DISD) offers career and technical education programs in Agriculture, Food and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Mechanics; as well as Transportation, Distribution and Logistics. Admission to these programs is based on student interest, student needs and grade level requirements set by the Texas Education Agency. It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex or handicap for services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. DISD works to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Robert Cobb, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000, and/or the Section 504 Coordinator, Laurie Rodriguez, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000.

## **Notificación Publica de No Discriminación en Programas Vocacionales**

El Distrito Escolar Independiente de Dickinson ofrece programas de carrera y educación técnica en Agricultura; Alimentos y Recursos Naturales; Arquitectura y Construcción; Artes; Tecnología y Comunicaciones de Audio/Video; Gerencia y Administración de Empresas; Educación y Entrenamiento; Finanzas; Administración Pública y Gubernamental; Ciencia Médica; Servicios Humanos; Informática; Derecho; Seguridad Pública; Correcciones y Seguridad; Manufactura; Mercadeo; Ciencia, Tecnología, Ingeniería y Mecánica; así como también Transportación, Distribución y Logística. La admisión para estos programas toma en cuenta el interés del estudiante, necesidades del estudiante y requerimientos de nivel académico impuestos por la Agencia de Educación de Texas.

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo o discapacidad, por servicios o actividades como es requerido en el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada. Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo, discapacidad, o edad en las prácticas de empleo como es requerido por el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972; el Acto de la Discriminación de Edades de 1975, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada. El Distrito Escolar Independiente de Dickinson trabaja para garantizar que la falta de habilidades en el idioma Inglés no sea una barrera para la admisión y participación en todos los programas educacionales. Para información sobre sus derechos o procedimientos de quejas, contacte el Coordinador del Título IX, Robert Cobb, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000, y/o el Coordinador de la Sección 504, Laurie Rodríguez, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000.

## Collegiate High School

Collegiate High School (CHS) helps students earn an associate degree while simultaneously completing a high school diploma. Students save time and money on higher education. College of the Mainland (COM) waives 40 percent of tuition and fees for CHS students.

CHS is an exciting place for responsible, mature teens who are ready for the academic challenge of college-level courses. Students entering this program are considered college students. High school procedures will not be followed in the college classes and college professors follow their own grading and attendance procedures. Professors do not send progress reports and other parental notifications home. Students must be mature and self-motivated to be successful. Dickinson High School will require a student determined to be unsuccessful in the Collegiate High School Program to return to Dickinson High School in order to ensure high school graduation.

**Review Requirements**

- o DHS students must meet the requirements below to have application considered. Students may apply for junior or senior year.

Requirements	
<b>GPA</b>	<b>Must be higher than a 3.0</b>
<b>Grades</b>	<b>Must PASS All Semester Current Courses</b>
<b>Teacher rec.</b>	<b>Must have 2 Positive teacher recommendations</b>
<b>TSI</b>	<b>Have TSI Exemption/Waiver or meet required TSI scores outlined in chart below</b>
<b>Attendance</b>	<b>Must meet 90% attendance for semester 1</b>
<b>STAAR EOC</b>	<b>Must have passed ALL STAAR EOCs and Pass future EOCs to remain</b>

- o Participants in the CHS program are ineligible for valedictorian or salutatorian recognition.
- o Discuss whether you are prepared for this academically advanced program.
- o For additional details, visit <https://www.com.edu/collegiate-high-school>.

**Complete CHS and and COM Applications**

- o COM online application- [www.applytexas.org](http://www.applytexas.org).
- o CHS Google form application
  - Available after Spring Open House in eligible student’s DISD email and posted to Skyward
  - Detailed instructions available in the College and Career Center, D101

**Essay- 200-300 words (Typed)**

- o Include why you believe you would be a good candidate and why you should be selected for the CHS program.
- o Career goals and personal aspirations should be an integral part of this essay.

**Required Test Scores- must meet one of the test requirements below for English and Math**

Required Test Scores		
	English	Math
<b>TSI Scores</b>	CRC score $\geq$ 945 and Essay $\geq$ 5 <u>OR</u> CRC < 945 and Diagnostic level of 5 or 6 and Essay $\geq$ 5	CRC score $\geq$ 950 <u>OR</u> CRC score < 950 and Diagnostic level $\geq$ 6
Possible TSI Exemptions		
<b>SAT Scores</b>	EBRW $\geq$ 480	Math $\geq$ 530
<b>ACT Scores</b>	Composite $\geq$ 23 & English $\geq$ 19	Composite $\geq$ 23 & English $\geq$ 19
Possible TSI Waiver (TSI will be waived until successful completion of Dual Credit coursework)		
<b>PSAT Scores</b>	EBRW $\geq$ 460	Math $\geq$ 510
<b>STAAR Scores</b>	English 2 $\geq$ 4000	Algebra 1 $\geq$ 4000 with passing grade in full Algebra 2 credit

\*Due to possible governing board amendments, the chart above is subject to change.

**Application Deadline:**

- o Deadline to submit a complete application including qualifying test scores is May 1 (or next school day if on weekend) by 3:00pm.
- o **Application that do not meet the deadline, do not meet the requirements above, or are incomplete will not be considered.**

Complete Application Checklist	
<input type="checkbox"/> COM ApplyTexas Application submitted <input type="checkbox"/> COM ID received to start Google Form Application	CHS Google Form Application <input type="checkbox"/> Typed Essay PDF <input type="checkbox"/> TSI scores (or exemption scores) PDF <input type="checkbox"/> Latest State Assessment (STAAR) Score Report PDF <input type="checkbox"/> High School Transcript PDF <input type="checkbox"/> Recommendation Email addresses entered <input type="checkbox"/> Vaccination Record with current Meningitis Shot (Last 5 years) PDF <input type="checkbox"/> Free Lunch letter from Food and Nutrition Department if qualified PDF

**Interview:**

- o Expect an email or call for an interview once your application is verified and submitted to CHS.
- o Once your application is submitted, all communication regarding interviews and final acceptance will be with the CHS office at COM- 409-933-8169.

# Dual Credit

## What is Dual Credit?

Dual Credit is a program that allows high school students to enroll in college classes for credit prior to high school graduation that can be applied towards high school and college graduation. The college credits can be transferred to other colleges or universities. Check prospective colleges transfer policy prior to registering for dual credit.

## Steps to Enroll in Dual Credit

**High School GPA- 3.0 or higher as of January 2023 Required**

**Apply to COM** via: [www.applytexas.org](http://www.applytexas.org).

- First-time users, click on "Get Started."
- After creating your profile,
  1. Click on "Start/Edit Applications" tab.
  2. Click on "Start a New Application."
  3. Select "Two-Year Community College."
  4. Select "College of the Mainland (Texas City)."
  5. Select "Dual Credit."
  6. Select "Fall 2023"
  7. Select "Arts & Humanities."
  8. Select "General Studies- Associate of Arts."
  9. Select "Regular Deadline."
  10. Click on "Select choices and start application."



- Scroll to the application box and complete the "+" hyperlinked items.
- Submit Your Application.
- Emails from COM regarding status are sent to the email used on ApplyTexas application.
- If you need assistance, attend an application workshop or visit the College and Career Center in D101

**Refer to the chart on the back** to see if you are exempt or waived from taking the TSI.

- **If exempt or waived, upload** exempting or waived PDF PSAT, SAT, (collegeboard.org) or ACT (act.org) score report to <https://www.com.edu/admissions/academic-records.html> (see "Upload Documents for Admissions").
- **If NOT exempt or waived,**
  - Sign up for a free account to complete the MANDATORY Pre-Assessment Activity (PAA) at: <https://practice.accuplacer.org/login>. Select "Texas Success initiative 2.0 Pre-Assessment Activity."
  - Sign up to test at COM's Testing Center: <https://comtsiapp.youcanbook.me>. Select "Dual Credit First TSIA Attempt."
  - Three TSI failed attempts in one academic year will result in disqualification for that registration period.
  - For students with an IEP that requires testing accommodations, please contact the Office of Disability Services at COM before scheduling your TSIA 2 test: <https://www.com.edu/counseling/disability-services/index.html>
  - Free study materials - <https://practice.accuplacer.org/login>

**Register**

- Qualified students will receive a Dual Credit Permission Form in and must be returned as soon as possible.
- Return form to D101 or email to [dualcredit@com.edu](mailto:dualcredit@com.edu). Dual Credit Permission Forms will be processed for registration.
- **Deadline to return permission form: Last day of school**

**Payment**

- Payments accepted online via COM Web Advisor account (<https://webadvisor.com.edu/>) or at COM's Cashier's Office.
- Emails regarding payment will go to student's COM email.
- In District Tuition and Fees 2023-2024
  1. \$200 for 1-2 classes per semester
  2. \$75 for each additional class
  3. Online Fee \$35, hybrid fee \$25
  4. Books are NOT included
  5. Additional fees for classes may be required.

**6. PAYMENT DEADLINE: COM's Fall 2023 published on Academic Calendar**

Log In	Main Menu	com.edu
User ID:	<input type="text" value="Find in email or look up"/>	
Password:	<input type="text" value="COM ID #"/>	
Show Hint:	<input type="checkbox"/>	

### Dual Credit Course Offerings and Qualifying Test Scores

Grade Level	10 <sup>th</sup>		11 <sup>th</sup> Grader		12 <sup>th</sup> Graders			
	Fall	Spring	Fall	Spring	Fall (1 <sup>st</sup> Period)		Spring (1 <sup>st</sup> Period)	
Offered Courses	PSYC 1300	PSYC 2301	ENGL 1301	ENGL 1302	ENGL 1301	MUSI 1310,	ENGL 1302	MUSI 1310,
			HIST 1301	HIST 1302	OR	PHYS 1403	OR ENGL	PHYS 1403,
			PSYC 1300 (additional class)	PSYC 2301 (additional class)	ENGL 2328	OR	GOVT 2305	2323
					Fall (Elective in schedule)		Spring (Elective in schedule)	
					PSYC 1300 MATH 1314 (SAT MATH ≥ 530; TSI MATH ≥ 950 or <950 and Diagnostic Level ≥ 6)		PSYC 2301	
<b>Possible TSI 2 Exemptions</b>								
SAT Score	EBRW ≥ 480							
ACT Score	English ≥ 19 with ≥ 23 composite							
<b>Possible TSI 2 Waiver (TSI 2 will be waived until successful completion of Dual Credit coursework)</b>								
PSAT Score	EBRW ≥ 460							
STAAR	English 2 ≥ 4000							
<b>TSI 2 Score Requirement if exemption and waiver not met</b>								
ELAR	CRC ≥ 945 and Essay ≥ 5							
TSI Score	OR CRC < 945 and Diagnostic level ≥ 5 and Essay ≥ 5							

\*Due to class/instructor availability and possible governing board amendments, the chart above is subject to change.

#### Dual Credit Guidelines

##### Student Eligibility

High School Counselor's signature on Dual Credit Enrollment Form indicates the following guidelines have been met.

1. Student must have a 3.0 GPA to enroll in academic (core curriculum) courses.
2. Student cannot have excessive absences during the current school year.
3. Student cannot have any severe behavior incidents during the current school year.
4. Senior students must have their own transportation to school due to the earlier start time for senior level dual credit courses.

##### Student Enrollment Process

College of the Mainland's signature on the Dual Credit Enrollment Form indicates the following guidelines have been met.

1. Student has attended a Dual Credit Advising Session or completed an individual advising session with a COM Enrollment course. Signed DC Advising Matrix on file.
2. Only the first three attempts on the TSI assessment will be used for student placement during a specific registration period (fall, spring, summer). Any score received after the first three attempts will not be reviewed for that specific registration period. Students may retest on TSI again for future registration periods.

##### Student Registration

1. The deadline to register for dual credit for Fall semester will be the last day of school at Dickinson High School. Registration includes processed ApplyTexas application, qualifying TSI or exempting PSAT/SAT/ACT score submitted to COM, and signed enrollment form turn in for processing. Payment deadline will be published on COM's academic calendar. Registration is subject to space in the offered courses.
2. All new dual credit students must attend a Dual Credit Orientation Session. "CR" will be posted on the student's record once completed.

##### Dual Credit Probation

1. If a dual credit student receives a grade of "D" or below in a college class or drop a college course, the student will not be eligible for additional college courses the following semester.
2. The student may only register for the course in which they were unsuccessful with the next opportunity for the course possibly failing in a summer session. Once the student successfully completes the course, they will be eligible to register for additional college courses.



# COLLEGIATE HIGH SCHOOL DUAL CREDIT CROSSWALK



COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Principles of Financial Accounting	ACCT 2301	3	64	Accounting II	13016700	ACCOUNT2	1.0
Introduction to Accounting I	ACNT 1303	3	48	Accounting I	13016600	ACCOUNT1	1.0
Design Communication II	ARTC 2347	3	96	Art II, Art & Media Comm II	3500230	ART2MCOM2	1.0
				Graphic Design & Illustration II	13008900	GRAPHDI2	1.0
Art Appreciation	ARTS 1301	3	48	Art I, Art Appreciation	03500110	ART1APP	1.0
Art History I	ARTS 1303	3	48	Art I, Art Appreciation	03500110	ART1APP	1.0
				Art II	03500200	ART2	1.0
				Art III	03500300	ART3	1.0
Art History II	ARTS 1304	3	48	Art I, Art Appreciation	03500110	ART1APP	1.0
				Art II	03500200	ART2	1.0
				Art III	03500300	ART3	1.0
Design I	ARTS 1311	3	96	Art I	03500100	ART1	1.0
Drawing I	ARTS 1316	3	96	Art II Drawing	03500500	ART2DRAW	1.0
Drawing II	ARTS 1317	3	96	Art III Drawing	03501300	ART3DRAW	1.0
Design Communications I	ARTS 2313	3	96	Art I, Art & Media Comm. I	03500120	ART1MCOM	1.0
				Graphic Design & Illustration I	13008800	GRAPHDI1	1.0
Painting I	ARTS 2316	3	96	Art II Painting	03500600	ART2PATG	1.0
Painting II	ARTS 2317	3	96	Art III Painting	03501400	ART3PATG	1.0
Sculpture I	ARTS 2326	3	96	Art II Sculpture	03501000	ART2SCLP	1.0
Ceramics I	ARTS 2346	3	96	Art II Ceramics	03500900	ART2CRMCM	1.0
Ceramics II	ARTS 2347	3	96	Art III Ceramics	03501800	ART3CRMCM	1.0
Photography I	ARTS 2356	3	96	Art II Photography	03501200	ART2PHTO	1.0
Photography II	ARTS 2357	3	96	Art III Photography	03502200	ART3PHTO	1.0
Business Computer Applications	BCIS-1305	3	64	Business Information Mgt I	13011400	BUSIM1	1.0
				Bus Info Mgmt I/Bus Lab	13011410	BUSMLAB1	2.0
Nutrition & Diet Therapy	BIOL 1322	3	48	Lifetime and Wellness	13024500	LNURTWEL	0.5
Biology for Sci Majors I	BIOL 1406	4	96	Biology A or B	03010200	BIO	0.5
				Scientific Research & Design	13037200	SCRIRD	1.0
Biology for Sci Majors II	BIOL 1407	4	96	Biology A or B	03010200	BIO	0.5
				Scientific Research & Design	13037200	SCRIRD	1.0
Biology for Non Science Majors I	BIOL 1408	4	96	Scientific Research & Design	13037200	SCRID	1.0
				Biology A or B	03010200	BIO	0.5
Biology for Non Science Majors II	BIOL 1409	4	96	Scientific Research and Design	13037200	SCRID	1.0
				Biology A or B	03010200	BIO	0.5
Anatomy & Physiology I	BIOL 2401	4	96	Anatomy & Physiology	13020600	ANAT&PHY	1.0
				Scientific Research & Design	13037200	SCRID	1.0
Anatomy & Physiology II	BIOL 2402	4	96	Anatomy & Physiology	13020600	ANAT&PHY	1.0
				Scientific Research & Design	13037200	SCRID	1.0
Microbiology	BIOL 2420	4	96	Medical Microbiology	13020700	MICRO	0.5
Principles of Management	BMGT 1327	3	48	Business Management	13012100	BUSMGMT	1.0
Business Principles	BUSI 1301	3	48	Principles of Business, Marketing, & Finance	13011200	PRINBMF	1.0
				Business Law	13011700	BUSLAW	1.0
Business Report Writing & Correspondence	BUSI 2304	3	48	Business English	13011600	BUSENGL	1.0
				English III	03220300	ENG 3	1.0
				English IV	03220400	ENG 4	1.0
Introductory Chemistry I (PTAC)	CHEM 1405	4	96	Scientific Research and Design	13037200	SCRID	1.0
Introductory Chemistry I	CHEM 1406	4	96	Chemistry	03040000	CHEM	1.0
				Scientific Research and Design	13037200	SCRIRD	1.0
General Chemistry I	CHEM 1411	4	96	Chemistry	03040000	CHEM	1.0
				Scientific Research and Design	13037200	SCRID	1.0
General Chemistry II	CHEM 1412	4	96	Chemistry	03040000	CHEM	1.0
				Scientific Research and Design	13037220	SCRID	1.0
Introduction to Computing	COSC 1301	3	64	Principles of Information Tech	13027200	PRINIT	1.0
Programming Fundamentals I	COSC 1436	4	64	Computer Science I	03580200	TACS1	1.0
Programming Fundamentals II	COSC 1437	4	64	Computer Science II	03580300	TACS2	1.0
Introduction to Criminal Justice	CRIJ 1301	3	48	Law Enforcement I	13029300	LAWENF1	1.0
Court Systems & Practices	CRIJ 1306	3	48	Courts Systems and Practices	13029600	COURTSP	1.0
Fundamentals of Criminal Law	CRIJ 1310	3	48	Legal Research & Writing	N1303014	LEGRW	1.0
Correctional Systems & Practices	CRIJ 2313	3	48	Correctional Services	13029700	CORRSRVS	1.0
Police Systems and Practices	CRIJ 2328	3	48	Law Enforcement II	13029400	LAWENF2	1.0
Principles of Skin Care	CSME 1348	3	96	Esthetics	N1302533	ESTHE	2.0
Orientation to Cosmetology	CSME 1401	4	128	Intro to Cosmetology	13025100	INTRCOSM	1.0
Fundamentals of Cosmetology	CSME 1405	4	160	Cosmetology II	13025300	COSMET2	1.0

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Introduction to Haircutting & Related Theory	CSME 1410	4	160	Cosmetology I	13025200	COSMET1	2.0
Manicuring and Related Theory	CSME 1443	4	128	Nail Care, Enhancements & Spa Services	N1302531	NCESS	2.0
Artistry of Hair, Theory & Practice	CSME 1451	4	160	Principles of Cosmetology Design & Color Theory	13025050	PRICOSMO	1.0
Chemical Reformation & Related Theory	CSME 1453	4	160	Practicum in Human Services/ Extended Practicum	13025015	EXPRHUS2	3.0
Salon Development	CSME 2343	3	96	Cosmetology II C	13025300	COSMET2	0.5
Principles of Hair Coloring & Related Theory	CSME 2401	4	160	Practicum in Human Services/ Extended Practicum	13025005	EXPRHUS1	3.0
Preparation for the State Licensing Examination	CSME 2441	4	160	Cosmetology II B	13025300	COSMET2	0.5
Unit Operations	CTEC 2445	4	144	Manufacturing and Engineering	13032900	MANUENG	2.0
Technical Drafting	DFTG 1305	3	96	Engineering Design and Presentation	13036500	ENGDSR	1.0
Rehearsal & Performance I	DRAM 1120	1	48	Theatre Production I	03250700	TH1PROD	0.5
Rehearsal & Performance II	DRAM 1121	1	48	Theatre Production I	03250700	TH1PROD	0.5
Introduction to Theater	DRAM 1310	3	48	Theater Arts I	03250100	TH1	1.0
Stagecraft I	DRAM 1330	3	96	Technical Theater I	03250500	TH1TECH	1.0
Acting I	DRAM 1351	3	96	Theatre Arts I	03250100	TH1	1.0
Acting II	DRAM 1352	3	96	Theatre Arts II	03250200	TH2	1.0
Rehearsal & Performance III	DRAM 2120	1	48	Theatre Production II A	03250800	TH2PROD	0.5
Rehearsal & Performance IV	DRAM 2121	1	48	Theatre Production II B	03250800	TH2PROD	0.5
Acting III	DRAM 2351	3	96	Theatre Arts III	03250300	TH3	1.0
Principles of Macroeconomics	ECON 2301	3	48	Economics	03310300	ECO-FE	0.5
				Economics	03310301	ECO-ADV	0.5
				Economics	03310321	ECO-ADV2	0.5
Principles of Microeconomics	ECON 2302	3	48	Economics	03310300	ECO-FE	0.5
				Economics	03310301	ECO-ADV	0.5
				Economics	03310321	ECO-ADV2	0.5
Clinical Emergency Medical Technology/Tech	EMSP 1260	2	64	Practicum in Health Science	13020500	PRACHLSC	1.0
Emergency Medical Technician-Basic	EMSP 1501	5	176	Practicum in Health Science	13020500	PRACHLSC	1.0
Composition I	ENGL 1301	3	48	English III A	03220300	ENG 3	0.5
				English IV A	03220400	ENG 4	0.5
Composition II	ENGL 1302	3	48	English III B	03220300	ENG 3	0.5
				English IV B	03220400	ENG 4	0.5
Creative Writing	ENGL 2307	3	48	Creative/Imaginative Writing	03221200	CREAT WR	0.5
				English III A	03220300	ENG 3	0.5
				English IV A	03220400	ENG 4	0.5
				English III B	03220300	ENG 3	0.5
				English IV B	03220400	ENG 4	0.5
Technical Writing	ENGL 2311	3	48	Research/Technical Writing	03221100	TECH WR	0.5
				English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
British Literature I	ENGL 2322	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
British Literature II	ENGL 2323	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
American Literature I	ENGL 2327	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
American Literature II	ENGL 2328	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
World Literature I	ENGL 2332	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
World Literature II	ENGL 2333	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Forms of Literature	ENGL 2341	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Mexican American Literature	ENGL 2351	3	48	English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Physical Geology	GEOL 1403	4	96	Earth and Space Science	03060200	ESS	1.0
				Scientific Research & Design	13037200	SCRID	1.0
Historical Geology	GEOL 1404	4	96	Earth and Space Science	03060200	ESS	1.0
				Scientific Research & Design	13037200	SCRID	1.0

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Environmental Science	GEOL 1405	4	96	Earth and Space Science	03060200	ESS	1.0
				Scientific Research & Design	13037200	SCRID	1.0
Meteorology	GEOL 1447	4	96	Earth and Space Science	03060200	ESS	1.0
				Scientific Research & Design	13037200	SCRID	1.0
Federal Government Constitution & Topics	GOVT 2305	3	48	United States Govt	03330100	GOVT	0.5
Texas Government	GOVT 2306	3	48	Social Studies Advanced Studies	03380001	SS ADV	0.5
United States History I	HIST 1301	3	48	U.S History A	03340100	US HIST	0.5
				Social Studies Advanced Studies	03380001	SS ADV	0.5
United States History II	HIST 1302	3	48	U.S History B	03340100	US HIST	0.5
				Social Studies Advanced Studies	03380001	SS ADV	0.5
Medical Terminology I	HITT 1305	3	48	Medical Terminology	13020300	MEDTERM	1.0
Intro to the Humanities I	HUMA 1301	3	48	Humanities	03221600	HUMANIT	0.5
Intro to the Humanities II	HUMA 1302	3	48	Humanities	03221600	HUMANIT	0.5
Integrated Software Applications I	ITSC 1309	3	64	Business Information Mgt. II	13011500	BUSIM2	1.0
College Algebra	MATH 1314	3	64	Algebra II	03100600	ALG 2	1.0
				Pre-Cal	03101100	PRE CALC	1.0
				Independent Study in Math: X Time Taken	0310250X	INSTMTH (2)	1.0
Math for Business and Social Science	MATH 1324	3	64	Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
				Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
Business Calculus	MATH 1325	3	64	Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
				Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
Contemporary Mathematics (Quantitative Reasoning)	MATH 1332	3	64	Independent Studies in Math: X time taken	0310250X	INSTUMTH 2	1.0
				Advanced Quantitative Reasoning	03102510	ADQUANR	1.0
Elementary Statistical Methods	MATH 1342	3	64	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Math for Teachers I	MATH 1350	3	48	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	0.5
				Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	0.5
Math for Teachers II	MATH 1351	3	48	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	0.5
				Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	0.5
Linear Algebra	MATH 2318	3	64	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Differential Equations	MATH 2320	3	64	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Pre-Calculus	MATH 2412	4	64	Pre-Calculus	03101100	PRECALC	1.0
				Independent Studies in Math: X Time Taken	0310250X	INSTUMT 2	1.0
Calculus I	MATH 2413	4	80	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Pre-Calculus	03101100	PRE CALC	1.0
Calculus II	MATH 2414	4	72	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Pre Cal	03101100	PRE CALC	1.0
Calculus III	MATH 2415	4	72	Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
				Independent Studies in Math: X Time Taken	0310250X	INSTUMTH 2	1.0
Human Disease/Pathophysiology	MDCA 1302	3	96	Pathophysiology	13020800	PATHO	1.0
Medical Law & Ethics	MDCA 1305	3	80	World Health Research	13020900	WORLDHR	1.0
A & P for Medical Assistants	MDCA 1309	3	96	Anatomy & Physiology	13020600	ANAT&PHY	1.0
Administrative Procedures	MDCA 1321	3	96	Business Information Management I	13011400	BUSIM1	1.0
Procedures in a Clinical Setting	MDCA 1417	4	128	Health Science Theory/Clinical	13020410	HLSCCLIN	2.0
Medical Insurance	MDCA 1443	4	112	Health Informatics	13020960	HLTHINF	1.0
Pharmacology & Administration of Medications	MDCA 1448	4	96	Pharmacology	13020950	PHARMC	1.0
Medical Assistant Lab Procedures	MDCA 1452	4	96	Principles in Health Science	13020200	PRINHLSC	1.0
Principles of Marketing	MRKG 1311	3	48	Principles of Business, Marketing and Finance	13011200	PRINNBMF	0.5
				Applied Music I	03152500	MUS1APL	0.5
Private Lessons	MUAP 11XX	1	16	Applied Music I	03152500	MUS1APL	0.5
Private Lessons II	MUAP 12XX	2	32	Applied Music I	03152500	MUS1APL	0.5
Private Lessons III	MUAP 21XX	1	16	Applied Music II	03152600	MUS2APL	0.5
Private Lessons IV	MUAP 22XX	2	32	Applied Music II	03152600	MUS2APL	0.5
Concert Band	MUEN 1121, 1122,			217			

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Jazz Ensemble	2121,2122	1	48	Music, Band, Levels IA, IIA, IIIA or IVA	03150X00	MUSXBAND	0.5
Mixed Chamber Ensemble	MUEN 1125,1126, 2125, 2126	1	64	Music, Jazz Band A Levels I, II, III or IV	03151X00	MUSXJZBN	0.5
Woodwind Ensemble	MUEN 1131,1132, 2131, 2132	1	48	Music Instrumental Ensemble, Levels I, II, III or IV	03151X00	MUSXINEN	0.5
Jazz Combo	MUEN 1133, 2133	1	48	Music Instrumental Ensemble, Levels I, II, III, or IV	03151X00	MUSXINEN	0.5
Guitar Ensemble	MUEN 1135, 1136, 2135, 2136	1	48	Music Instrumental Ensemble, Levels I, II, III, or IV	03151X00	MUSXINEN	0.5
Mainland Chorale	MUEN 1139,1140, 2139, 2140	1	48	Music Instrumental Ensemble, Levels I, II, III, or IV	03151X00	MUSXINEN	0.5
Duck & Cover A Capella	MUEN 1141,1142, 2141, 2142	1	48	Music, Choir Levels I, II, III, or IV	0315XX00	MUSXCHR	0.5
Men's Vocal Ensemble	MUEN 1153, 1154, 2153, 2154	1	48	Music, Vocal Ensemble Levels I, II, III, or IV	03132X00	MUSXVOEN	0.5
Sight Singing and Ear Training I	MUEN 1155, 1156, 2155, 2156	1	48	Music, Vocal Ensemble Levels, I, II, III IV	03132X00	MUSXVOEN	0.5
Sight Singing and Ear Training II	MUSI 1116	1	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Opera Workshop I	MUSI 1117	1	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Class Piano I	MUSI 1157	1	48	Applied Music I	03152500	MUST1APL	0.5
Class Piano II	MUSI 1181	1	48	Music I, Piano I	03154200	MUST1PIA	1.0
Class Voice	MUSI 1182	1	48	Music II, Piano II	03154300	MUS2PIA	1.0
Fundamentals of Music	MUSI 1183	1	48	Music I, Applied Music I	03152500	MUST1APL	1.0
Music Appreciation	MUSI 1192	1	48	Music I, Guitar I	03154600	MUST1GTR	1.0
Music Literature	MUSI 1303	3	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
American Music	MUSI 1306	3	48	Music Studies, Music Appr'n I	03155600	MUSSMA1	1.0
Music Theory I	MUSI 1307	3	80	Music Studies, Music and Media Communications I	03156400	MUSSMP1	1.0
Music Theory II	MUSI 1310	3	48	Music Studies, Music Appr'n II	03155700	MUSSMA2	1.0
Sight Singing and Ear Training III	MUSI 1311	3	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Sight Singing and Ear Training IV	MUSI 1312	3	48	Music Studies, Music Theory II	03155500	MUSSMT2	1.0
Class Piano III	MUSI 2116	1	48	Music Theory II	03152800	MUS2THY	0.5
Class Piano IV	MUSI 2117	1	48	Music Theory II	03152800	MUS2THY	0.5
Music Theory III	MUSI 2181	1	48	Music III, Piano III	03154400	MUS3PIA	1.0
Music Theory IV	MUSI 2182	1	48	Music IV, Piano IV	03154500	MUS4PIA	1.0
Aerobic Dance	MUSI 2311	3	48	Music Theory IIA	03152800	MUS2THY	0.5
Weight Training	MUSI 2312	2	48	Music Theory IIA	03152800	MUS2THY	0.5
Hatha Yoga	PHED 1109	1	48	Aerobic Activities	PES00054	PEAA	0.5
Weight Control	PHED 1110	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Basketball	PHED 1111	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Volleyball I	PHED 1112	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Soccer	PHED 1121	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Intro to Recreational Sports	PHED 1122	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Aerobic Run/Walk	PHED 1126	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Aerobic Cross Training	PHED 1130	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Aerobic Kickboxing	PHED 1133	1	48	Individual or Team Sports	PES00055	PEITS	0.5
Introduction to Physical Fitness & Wellness	PHED 1143	1	48	Aerobic Activities	PES00054	PEAA	0.5
Personal & Community Health	PHED 1145	1	48	Aerobic Activities	PES00054	PEAA	0.5
Pharmacy Technician Certification Review	PHED 1146	1	48	Aerobic Activities	PES00054	PEAA	0.5
Compounding Sterile Preparations	PHED 1164	1	48	Foundations of Personal Fitness	PES00052	PEFOUND	0.5
Clinical: Pharmacy Technician/Assistant	PHRA 1304	3	48	Health Education	03810100	HLTH ED	0.5
Introduction to Pharmacy	PHRA 1243	2	32	Practicum in Health Science/ Extended Practicum in Health Science	13020515	EXPRHLS2	3.0
Pharmaceutical Mathematics I	PHRA 1445	4	80				
Pharmaceutical Mathematics II	PHRA 2360	3	180				
Pharmacotherapy & Disease Process	PHRA 1301	3	48	Principles in Health Science 13020500		PRINHLS2	1.0
	PHRA 1309	3	48	Mathematics for Medical Professional 13020970		MTHMEDPR	1.0
	PHRA 1347	3	48	Practicum in Health Science 13020500		PRACHLS1	2.0
	PHRA 1404	4	96	218 Pathophysiology	13020800	PATHO	1.0

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Pharmacy Drug Therapy & Treatment	PHRA 1441	4	80	Pharmacology	13020950	PHARMC	1.0
Compounding Sterile Preparations	PHRA 1445	4	80	Practicum in Health Science If class is taken alone	13020510	PRACHLS2	2.0
Institutional Pharmacy Practice	PHRA 1449	4	64	Health Science Theory/Health Science Clinical	13020410	HLSClin	2.0
College Physics I	PHYS 1401	4	96	Physics A	03050000	PHYSICS	1.0
College Physics II	PHYS 1402	4	96	Scientific Research and Design	03037200	SCRID	1.0
				Physics B	03050000	PHYSICS	1.0
Stars & Galaxies	PHYS 1403	4	96	Scientific Research and Design	13037200	SCRID	1.0
				Astronomy	03060100	ASTRMY	1.0
Solar System	PHYS 1404	4	96	Earth and Space Science	03060200	ESS	1.0
				Astronomy	03060100	ASTRMY	1.0
Applied Physics	PHYS 1410	4	96	Earth and Space Science	03060200	ESS	1.0
				Principles of Technology	13037100	PRINTECH	1.0
University Physics I	PHYS 2425	4	96	Scientific Research and Design	13037200	SCRID	1.0
				Scientific Research and Design	13037200	SCRID	1.0
University Physics II	PHYS 2426	4	96	Scientific Research and Design	13037200	SCRID	1.0
Career Exploration & Planning	POFT 1300	3	48	Career Preparation I	12701300	CAREERP1	2.0
Psychology for Success	PSYC 1300/ EDUC 1300	3	48	Special Topic in Social Studies	03380022	SPTSS	0.5
				College Readiness and Study Skills	3270100	CRSS	0.5
General Psychology	PSYC 2301	3	48	Psychology	03350100	PSYCH	0.5
Lifespan Growth and Development	PSYC 2314	3	48	Human Growth and Development	13014300	HUGRDEV	1.0
Statistical Methods in Psychology	PSYC 2317	3	48	Psychology	003350100	PSYCH	0.5
				Independent Studies in Math	0310250X	INSTUMATH	0.5
				Statistics	03102530	STATS	1.0
Introduction to Process Technology	PTAC 1302	3	48	Introduction to Process Technology	N1300262	INTRPT	1.0
Safety, Health, & Environment I	PTAC 1308	3	64	Petrochemical Safety, Health, Environment	N1300264	SHAE	1.0
				Practicum in Manufacturing	13033000	PRACMAN1	2.0
Process Tech I - Equipment	PTAC 1310	3	80	AC/DC Electronics	13036800	ACDCELEC	1.0
Process Tech. Instrumentation I	PTAC 1332	3	64	Manufacturing and Engineering	13032900	MANUENG	1.0
Industrial Economics (PTAC students only)	PTAC 1350	3	48	Economics	03310300	ECO-FE	0.5
				Economics	03310301	ECO-ADV	0.5
				Economics	03310321	ECO-ADV2	0.5
Quality	PTAC 2314	3	48	Manufacturing and Engineering Technology I	13032900	MANENGT1	1.0
				Practicum in Manufacturing II	1033310	PRACMAN2	2.0
Process Troubleshooting	PTAC 2346	3	96	Practicum in Manufacturing	13033000	PRACMANU1	2.0
Process Technology II-Systems	PTAC 2420	4	96	Practicum in Manufacturing II	13033010	PRACMAN2	2.0
Process Technology III – Operations	PTAC 2438	4	96	Practicum in Manufacturing II	13033010	PRACMAN2	2.0
Introduction to Sociology	SOCI 1301	3	48	Sociology	03370100	SOC	0.5
Beginning Spanish I	SPAN 1411	4	64	Spanish II	03440200	SPAN2	1.0
				Spanish I (if no prior Spanish taken)	03440100	SPAN1	1.0
Beginning Spanish II	SPAN 1412	4	64	Spanish III	03440300	SPAN3	1.0
				Spanish II (if no prior Spanish taken)	03440200	SPAN2	1.0
Intermediate Spanish I	SPAN 2311	3	48	Spanish III (if no prior Spanish taken)	03440300	SPAN3	1.0
				Spanish IV	03440400	SPAN4	1.0
Intermediate Spanish II	SPAN 2312	3	48	Spanish V	03440500	SPAN5	1.0
				Spanish IV (if no prior Spanish taken)	03440400	SPAN4	1.0
Public Speaking	SPCH 1315	3	48	Public Speaking	03240900	PUBSPKG1	0.5-1.0
				Prof. Communications	13009900	PROFCOMM	0.5
				English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Interpersonal Communication	SPCH 1318	3	48	Professional Communications	13009900	PROFCOMM	0.5
				Independent Study in Speech	03241200	INDSPCH	0.5-1.0
				English III A or B	03220300	ENG 3	0.5
				English IV A or B	03220400	ENG 4	0.5
Child Growth and Development	TECA 1354	3	48	Child Development	13024700	CHILDDEV	0.5
Technical Algebra & Geometry	TECM 1343	4	96	Engineering Mathematics	13036700	ENGMATH	1.0
Introduction to Welding Fundamentals	WLDG 1421	4	112	Welding I	13032300	WELD1	1.0
Introduction to Oxy-Fuel Welding and Cutting	WLDG 1425	4	112	Welding I	13032300	WELD1	1.0

COURSE TITLE	COURSE Number	CREDIT HOURS	CONTACT HOURS	HIGH SCHOOL COURSE	PEIMS #	ABBR.	UNIT
Introduction to Gas Tungsten Arc (TIG) Welding	WLDG 1434	4	112	Welding II	13032400	WELD2	1.0
Intermediate Shielded Metal Arc Welding	WLDG 1457	4	112	Welding II	13032400	WELD2	1.0

### HIGH SCHOOL COURSES OFFERED BY CHS

#### High School Graduation

Required Courses	PEIMS #	High School Credits
Pre-AP Algebra I A & B/Algebra I A & B	03100500	1.0
Pre-AP Algebra II A & B	03100600	1.0
Advanced Algebra I A & B (Independent Studies in Mathematics 1st Time)	03102500	1.0
Advanced Algebra II A & B (Independent Studies in Mathematics 2nd Time)	03102501	1.0
College Prep Math Course (0308)	0310250X	1.0
College Prep Math Course A (0310)	0310250X	1.0
	CP110200	0.5
College Prep Math Course B (0320)	0310250X	1.0
	CP110200	0.5
Pre-AP Geometry A & B /Geometry A & B	03100700	1.0
Pre-Calculus A & B	03101100	1.0
Pre-AP Chemistry A & B	03040000	1.0
Pre-AP Physics A & B	03050000	1.0
English IV A & B	03220400	1.0
Independent Study in Journalism (1st time taken)	03231000	0.5
Independent Study in Journalism (2nd time taken)	03231011	0.5
Pre-AP English I A & B/English I A & B	03220100	1.0
Pre-AP English II A & B/English II A & B	03220200	1.0
Pre-AP English III A & B/ English III A & B	03220300	1.0
Economics with emphasis the Free Enterprise System	03310300	0.5
Pre-AP World Geography Studies A & B/ World Geography Studies A & B	03320100	1.0
Pre-AP World History Studies A & B/ World History Studies A & B	03340400	1.0
CHS Transitions I A & B (College Transition-CLGTRN)	N1290050	1.0
CHS Transitions II A & B (Path College Career I- PATHCCI)	N1290051	.05-1.0
CHS Transitions III A & B (Special Topics in Social Studies 3rd Time Taken)	03380022	1.0
CHS Transitions IV A & B (Special Topics in Social Studies 4th Time Taken)	03380022	1.0
Money Matters 13016200 MOMEYM 0.5	13016200	0.5

### Dual Credit Workforce Programs

Students may participate in dual credit workforce programs offered at College of the Mainland. Students may earn a certificate and/ or work on requirements towards a degree. Students must meet admission criteria for College of the Mainland. The courses outlined below are taken at College of the Mainland. Students must have transportation. The courses are based on the COM schedule below. The course descriptions and application can be accessed at [www.com.edu](http://www.com.edu). Dual credit workforce courses are on the regular 4.0 grade scale. The following dual credit workforce programs offered at College of the Mainland:

- Cosmetology
- Welding

<b>Cosmetology High School Operator</b>					
The High School Operator Certificate is designed to provide current high school students with a quality education in the Cosmetology field and prepare the student to pass the Texas Department of Licensing and Regulation Examination for licensing. The Operator Certificate covers all areas of cosmetology including hair, nails, and skin. High school students must complete requirements before graduation from high school, and must pass all academic classes at the high school.					
Semester	Course	Credit	Days	Times	Tuition (In/Out District)
<b>Year 1 - Fall (two 8 week classes)</b>	CSME 1401 CSME 1451	4 / 4/	M-F	1:00-5:00	\$200 / \$250
<b>Year 1 – Spring (two 8 week classes)</b>	CSME 2401 CSME 1410	4 / 4/	M-F	1:00-5:00	\$200 / \$250
<b>Year 2 – Fall (two 8-week classes)</b>	CSME 1405 CSME 1443	4/ 4/	M-F	1:00-5:00	\$200 / \$250
<b>Year 2 – Spring (two 8-week classes)</b>	CSME 1348 CSME 1453	3/ 4/	M-F	1:00-5:00	\$200 / \$250
<b>Textbook Bundle: (\$416.35) must be purchased to start program, used through entire program. Kit: (\$900-1,000) must be purchased to start program, used through entire program.</b>					
<b>Credential: Certificate – Cosmetology: High School Operator Eligible to take Texas Department of Licensing and Regulation Examination for Cosmetology Operator License.</b>					
<b>COM additional programs</b>					
<ul style="list-style-type: none"> <li>• Esthetic Specialty Certificate</li> <li>• Associate of Applied Science Degree – Cosmetology Instructor</li> </ul>					

### Welding

After completing the Entry Level Welding Certificate, students will take a certification test on QC10. Upon passing the exam, students will receive a Certified Entry Level Welder certification from the American Welding Society (AWS). The AWS certificate is verification of workplace competencies in the area of Entry Level Welding.

Semester	Course	Credit Hours Contact Hours	Days	Times	Tuition (In/Out District)
Year 1 - Fall	WLDG 1421	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee
Year 1 - Spring	WLDG 1425	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee
Year 2 – Fall	WLDG 1457	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee
Year 2 - Spring	WLDG 1434	4 / 160	M-F	1:30-3:30	\$200/\$250 + \$200 supply fee

**Equipment, textbook and workbook used through entire program.**

**Equipment: (\$150) must be purchased through AirGas to start program.**

**Textbook: Welding Principles and Applications (\$167.75) must be purchased to start program.**

**Lab Manual: Welding Principles and Applications (\$97.25) must be purchased to start program.**

**Credential:**

**Employable, but two courses (8 hours) shy of Entry Level Welding certificate.**

**COM Next Steps – Stackable Credentials:**

- **Complete WLDG 1430 & WLDG 1435 to obtain Entry Level Welding Certificate**
- **Complete WLDG 1412, WLDG 2451, WLDG 2406 & WLDG 2413 to obtain Advanced Level Welding Certificate**

**After completing the Advanced Level Welding Certificate, student will take a certification test on QC11. Upon passing the exam, student will receive an Advanced Certification from the American Welding Society (AWS). The AWS certificate is verification of workplace competencies in the area of Advance Level Welding.**



Most students who graduate from high school never complete a college degree. This problematic national trend can be reversed for students who engage in high-quality college-level learning experiences early in their academic career.

OnRamps offers distance education courses through a dual enrollment model. Using best-in-class resources, materials, and instructional strategies OnRamps also provides intensive, yearlong professional development and support that improves instructional quality in hundreds of classrooms throughout the state for a widespread benefit to Texas high school students.

Key outcomes of early exposure to postsecondary education include:

- aligning high school students to the academic and social expectations of college;
- accelerating student matriculation, retention and time to degree; and
- increasing the number and diversity of students who are fully prepared to follow a path to college and career success.

UT OnRamps courses are dual-enrollment courses. This means that a student has the opportunity to earn both high school and college credit by taking a college level course. OnRamps courses are taught by Dickinson High School teachers who have been trained by a UT professor in specific course curriculum. Students learn the same rigorous content that is being taught by the UT professor. OnRamps college credit is accepted at all public colleges and universities in Texas, and beyond.

Student criteria to participate in OnRamps courses:

- Meet same eligibility requirements as Pre-Advanced Placement and Advanced Placement courses as outlined in this section
- Completed prerequisites for course
- Recommendation from current teacher of respective On Ramps subject area
- Technology device and internet available at home

Eligible students will be invited to an informational meeting about the OnRamps courses in the Spring. Course tuition for UT will apply based on available funding.

Courses offered at Dickinson High School:

<b>Subject</b>	<b>OnRamps College Course Title</b>	<b>Prerequisites</b>	<b>High School Credit</b>	<b>Texas Common Core College Course Equivalent</b>
Math	College Algebra	Geometry	Algebra 2	MATH 1314
Math	Discovery Precalculus	Algebra 2	Precalculus	MATH 2312
Science	Earth, Wind, & Fire	Biology and Chemistry	Earth & Space Science	N/A

# Dickinson Continuation Center (DCC)

The **Dickinson Continuation Center** is a non-disciplinary Alternative Education Campus of Choice and is evaluated using Alternative Education Accountability standards. DCC is a public 8-12<sup>th</sup> grade high school for students “at risk” of dropping out of school and is located within the Dickinson Independent School District.

Students interested in DCC begin an application process which includes a personal interview. Before a student is enrolled in DCC, the application process must be completed, and academic and discipline records are reviewed to determine if DCC is the best educational setting for the applicant. If it is determined that DCC is not the best educational environment, the student may attend the traditional high school campus or other alternatives may be discussed.

The Continuation Center offers flexible scheduling; this type of scheduling allows students with various occupational, personal or academic needs to remain in school and pursue a high school diploma. Students are not included in the DHS ranking and are not eligible to be recognized as Valedictorian or Salutatorian. Curriculum is delivered through a multitude of methods, including computer-based and direct instruction, credit-by-exams, credit recovery, community-based learning projects as well as cross-curricular projects, to satisfy state graduation requirements. Any student requiring/requesting additional support, to meet state assessment standards or course completion, is served according to their individual needs. Graduating seniors are assisted in filling out financial aid and post-secondary education applications. College of the Mainland advisors and Military recruiters will be on campus to help students plot a path after graduation. Students desiring to enter the workforce directly upon graduation, as well as while attending high school, are assisted in filling out job applications and online profiles. All students are provided with a wealth of information pertaining to financial aid, scholarships, colleges, trade programs and current job opportunities and trends.

DCC students have the opportunity to address personal issues with an on-site licensed counselor and referrals to outside agencies are made when deemed necessary.

Students who are interested applying to DCC may pick up an application from their counselor.

# SPECIAL PROGRAMS

Dickinson High School offers a variety of specially designed instruction for students with individual needs. These programs include screening for special programs, dyslexia, English for Speakers of Other Languages (ESOL), 504/Americans with Disabilities Act (ADA) and federal programs mandated by the Individuals with Disabilities Act (IDEA). Each program includes specific guidelines for qualification.

## ESL Program

### Program Design

Dickinson ISD will promote a consistent district-wide educational program that focuses on meeting the individual needs of students through a challenging cognitive and linguistic curriculum. Classroom instruction will focus on transitioning student to the English language as quickly as possible. Education services support will focus on the content and delivery of an effective program.

### Program Goals

The DISD Bilingual/ESL program will:

- Provide challenging instruction at an appropriate level of difficulty for each student;
- Promote bi-literacy with an ultimate goal that each student will become a confident learner in the English language curriculum;
- Ensure mastery of the Texas Essential Knowledge and Skills (TEKS);
- Ensure proficiency in the areas of:
  1. Listening;
  2. Speaking (including aligned vocabulary development);
  3. Reading
  4. Writing
- Encourage parental support and involvement;
- Help students understand and appreciate culture and heritage while accepting the importance of collaboration of different cultures,
- Foster self-esteem;
- Provide opportunities for social interaction in bilingual and monolingual English language settings;
- Transition student as quickly as possible from bilingual classes to Emergent Bilingual instructional classes.

### Dickinson High School ESL Program: (TEA definitions)

**Content-Based (EB Sections)**- The vast majority of the classes at DHS focus on the content area TEKS with ESL students acquiring English as they learn the TEKS. ESL students receive accommodations in all classes. Most classes are a mix of ELs and Non-ELs. Emergent Bilingual (EB) cohort classes typically have more ESL students and may have a paraprofessional translator.

**Pull-Out** - ESOL I & II, EB Practical Writing, and EB Reading classes only have ESL students and are designed for rapid English language acquisition.

# Gifted and Talented

At the high school, students' gifts and talents are served within our advanced academic courses (Honors, AP, On Ramps or dual credit) or within the accelerated pathway at Collegiate High School beginning in grade 11. Courses in the Honors or AP curriculum offer challenging learning experiences and maintain national standards set by the College Board. Students who meet specific criteria set by each college or university on an AP Exam receive credit for specific college courses. Dual Credit and On Ramps courses or acceleration through Collegiate High School offer students an opportunity to also earn transferrable college credits for their advanced coursework in high school in partnership with the University of Texas and College of the Mainland, respectively.

Students who are identified as gifted and talented must continue to receive services through high school, and must enroll in courses designated as Honors, AP, On Ramps or dual credit. Students may also apply to attend Collegiate High School in grade 11. Any GT student who elects to not receive GT services through advanced coursework in grades 9-12 will be recommended for furlough or exit from the GT Program. Additional information about GT services can be found on the DISD website under Educational Services.

## Section 504

Section 504 is a part of the Rehabilitation Act of 1973 that prohibits discrimination based upon disability. The Rehabilitation Act of 1973 is a non-discrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and it applies to all programs and entities that receive federal funding. However, school districts do not receive federal money specifically for this Act. This Act was amended in 1990 to substitute "individual with disabilities" for "handicapped." Thus, Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met. Specifically, § 504 of this act applies to students in public schools to ensure that students with disabilities have educational opportunities and benefits equal to students without disabilities. Section 504 states that: "No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...." [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)]. Students needing testing accommodations for Collegeboard or ACT exams must make a request through the testing organization. See counselor for details.

# Special Education

In accordance with federal and state laws, DISD provides special education to students who are evaluated with a full, individual evaluation (FIE) and determined by an Admissions, Review and Dismissal (ARD) committee to meet the Texas Education Agency (TEA) eligibility criteria as having a disability condition and to need specialized instruction to receive a free and appropriate education (FAPE) in the student's least restrictive environment (LRE).

Entry into special education:

There are three primary ways a student is determined eligible for special education

1. Child Find Process

- a. [ECI](#) transition (also known as Project Launch)
- b. Monthly [child find](#) screenings conducted by DISD Child Find Assessment Team

2. Campus RtI Referral Team

- a. A campus [RtI](#) may refer a student for a full, individual evaluation (FIE) which is conducted by a multi-disciplinary team led by either a speech language pathologist (SLP), an LSSP (licensed professional in school psychology) or an educational diagnostician. Upon completion of the FIE, the student's ARD committee will meet to review the evaluation, determine eligibility for services, and, if eligible, plan the student's individualized education plan (IEP).

3. Transfer from another district

- a. Students who are eligible for special education in another Texas district or from another state are entitled to immediate special education services upon enrollment in DISD. The parent should bring a copy of the most recent ARD or IEP paperwork to the campus ARDC facilitator. If the parent is able to provide sufficient information, or the facilitator is able to obtain enough information from the sending district, then the "verification of IEP" form is completed and DISD attempts to match services as closely as possible. Otherwise, a "transfer" (or temporary) ARD is held and services are implemented pending receipt of full records. Within 30 school days of the initial verification or transfer ARD, the student's ARD committee will meet to do a full ARD to finalize evaluation, goals, objectives, services and placement.

Students needing testing accommodations for Collegeboard or ACT exams must make a request through the testing organization. See counselor for details.

# Special Education Courses

## **WAVE (Woven Academics and Vocational Education)**

Students in the WAVE program will earn the academic credits required for state graduation, and they will focus on developing skills in the areas of socialization, employment, and daily living. Students will also learn how to use community resources to prepare them for successful independent and/or assisted adult living in our community.

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## **TIDES (Teaching Independence, Developmental Experiences, and Skills)**

TIDES is designed for students with significant intellectual disabilities which may or may not be accompanied by significant health needs. It is a self-contained, highly supported class where students receive their instruction, personal health and restroom assistance, and other self-care assistance.

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## **DEAR (Dickinson Education, Acceleration, Recovery)**

DEAR is designed for students who must meet credit graduation requirements where tailored instruction is provided to students. It is a self-contained environment taught by a special education teacher who is also a vocational adjustment coordinator. Students work on individualized plans designed to address any transcript deficiencies and are expected to be actively engaged in the vocational / work process.

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## **RISE (Modified) (Restructured Individualized Special Education)**

RISE instructional support focuses primarily on reading, writing and mathematics instruction while focusing on specific learning techniques for students who have below grade level academic skills in one or more core subjects. The ARD committee determines which RISE subjects the student should participate (math, English, science and/ or social studies).

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## **ABCD (Adaptive Behavior Class in Dickinson)**

ABCD is a self-contained class designed for students with intense behavioral needs who have not achieved success in the PASS setting. Student interaction is restricted from the rest of the school population during the initial phase of the program who progress on a highly structured acquisition system as the student demonstrates success. ABCD focuses on intense behavior remediation including (but not limited to) anger management strategies, social skills and coping strategies.

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## **BLP (Behavior Learning Program)**

BLP focuses on teaching/coaching students to behave appropriately in general education or resource classrooms with the help of a specially trained teacher(s) and paraprofessionals. BLP is a comprehensive, campus-based approach consistent with NCLB and IDEA, for positive behavior supports and student placement back into mainstream classrooms.

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## **WAVE 18+ (Woven Academics and Vocational Education)**

Students in the WAVE 18+ program will focus on individualized academic and community based instruction that will enable the student to reach their maximum level of independence in self-help and advocacy, accessing public services and transportation, and employability skills with the primary goal of competitive paid employment. Students will receive the majority of their instruction in a community setting.

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# DISD Family Guide to Response to Intervention (RtI)

DISD schools are committed to helping all children succeed. Campuses have many ways to help children who are struggling to learn and need additional supports to be successful. Response to Intervention (RtI) is one form of support.

This guide reviews the basic components of any RtI process and includes questions you might ask to learn more about their RtI process. Also included are ways you can get involved in the process and what to do and where to go if you have questions or concerns.

## What is RtI?

Response to Intervention is “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.” (National Association of State Directors of Special Education, 2006).

## What are the benefits of RtI?

RtI provides structure; it holds the promise of ensuring that all children have access to high quality instruction and that struggling learners, including those with learning disabilities are identified, supported and served early and effectively. An essential assumption of RtI is that all students can learn, and will, given the right opportunities.

## What does RtI look like?

**The Tiered Delivery Model is central to RtI.** It is a model of support designed to improve the delivery of instruction to all students. It is more than a campus intervention team ... it is a problem-solving system which empowers educators to identify and provide intervention and support to students who are experiencing educational difficulties. Each level represents a grouping of students whose differing needs are met with more intensive (sometimes different) instructional approaches. Parents are involved in all Tiers of the RtI process.

- In **Tier 1**, the base or largest level, represents the majority of students, largely served by the core instructional program (general education classroom), which is monitored for effectiveness.
- In **Tier 2** represents a smaller grouping of students who may require additional help—*interventions*—in addition to (though not replacing) core instruction, to achieve the learning rate necessary to meet grade level expectations.
- In **Tier 3** represents a still smaller group who need even more assistance—*intensive* interventions—to achieve the same goals.

## Who do I contact about how RtI works in my child’s school?

For more information about RtI at your child’s campus please contact the grade level assistant principal.

# University Interscholastic League (UIL) Eligibility and Extracurricular Activity

The University Interscholastic League (UIL) uses the following guidelines at the beginning of each school year to determine participation in any school-sponsored activity. Credit requirement for eligibility during first six weeks:

- Grade 9: Students **must be promoted** to the 9<sup>th</sup> grade for UIL participation
- Grade 10: 5 accumulated credits
- Grade 11: 10 accumulated credits, or student must have earned at least 5 credits within the last 12 months
- Grade 12: 15 accumulated credits, or student must have earned at least 5 credits within the last 12 months

Students must maintain a minimum of 70 in every course at the beginning of each nine-week period to remain eligible for participation in UIL and extracurricular activities. If a student fails a course, he/she is ineligible for the following three-week period. Ineligibility becomes effective seven days after the end of the nine-week period. The student will regain eligibility for competition seven days after the three-week period if the student has passing grades of a 70 or above in all courses at that time. Dickinson High School publishes a UIL calendar showing all relevant dates for participation. **The UIL Calendar can be found on [www.dickinsonisd.org](http://www.dickinsonisd.org) under the Calendars tab.**

Students who participate in an advanced course (Advanced, AP, Dual Credit, or Honors) may apply for a waiver if they fail an advanced course with a 60 or higher for each UIL grading period. In order to apply for a waiver for UIL participation, this form needs to be filled out completely. The waiver is available from the coach/sponsor. The form will be turned in within the 7-day grace period to the UIL administrator. The following rules must be noted:

- An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
- Only AP, Dual Credit, and Honor classes are eligible for a waiver.
- On-level courses do not qualify for a waiver.
- The grade under consideration must be a **60** or higher.
- In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. For example, if there are 30 days in the grading period, a student must be present 28.8 days. Consideration will be given to extenuating circumstances.

If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three- week grade check immediately following the nine-week grading period in ALL classes in order to maintain eligibility.



**SECTION FIVE**

**COLLEGE  
PLANNING**

# College Planning Year by Year

## Grade 8

### SPRING

DONE	TASK
	Consult 8th grade counselor and teachers for appropriate high school course selections.
	Choose an endorsement for your graduation plan.
	Attend student/parent evening programs for high school/college planning.
	Learn about opportunities to earn college credit through an advanced placement course.

## Grade 9 – Freshman Year

### THROUGHOUT THE YEAR

DONE	TASK
	Maintain good grades.
	Begin researching your career choices and the educational requirements of each.
	Search for information from colleges with degree programs that interest you and plan your high school program of studies accordingly.
	Develop good study habits.
	Participate in a variety of extracurricular activities.
	Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
	Attend a College Fair
	Meet with college representatives as they visit your school.
	Attend a military academy presentation in your regional area.
	Create your Résumé: list awards, extracurricular activities, work experience, and other pertinent information.
	Refer to <i>Helpful Internet Resources</i> for additional information.

### SPRING

DONE	TASK
	Check your 1 <sup>st</sup> semester cumulative GPA
	Plan your high school program of studies with your parents.
	Choose your 10th grade year courses wisely!

## Grade 10 – Sophomore Year

### THROUGHOUT THE YEAR

DONE	TASK
	Continue taking appropriate courses.
	Maintain good grades.
	Continue to review career choices.
	Gather and review information about colleges.
	Investigate costs of various college programs.
	Meet with college representatives as they visit your school.
	Participate in community activities and add your hours served to your Résumé.
	Seek ways to develop your leadership skills.
	Update your Résumé: list awards, extracurricular activities, work experience
	Refer to <i>Helpful Internet Resources</i> for additional information.

### SUMMER

DONE	TASK
	Check your 2 <sup>nd</sup> semester cumulative GPA
	Check credits to make sure you are on schedule for graduation requirements.
	Check to make sure your course choices meet college entrance requirements.

### AUGUST/SEPTEMBER

DONE	TASK
	Study for the PSAT/NMSQT. Use Khan Academy official practice and study guide. Review additional materials at <a href="http://www.collegeboard.com">www.collegeboard.com</a> .

### OCTOBER/NOVEMBER

DONE	TASK
	Take the PSAT for practice for the SAT. On the test form, check the box which will put you on the mailing list for college information. *Students with disabilities—please contact your counselor at least 8 weeks prior to registration for any entrance exam to discuss any accommodations for testing based on ARD or 504 committee recommendations.
	Attend a College Fair
	Attend Financial Aid Night with parents.

### DECEMBER/JANUARY

DONE	TASK
	Check your 3 <sup>rd</sup> semester cumulative GPA
	Study your PSAT/NMSQT score report and create a College Board account to get additional information about missed items for taking the SAT.
	Attend programs about Dual Credit options at your high school campus.

### FEBRUARY/MARCH

DONE	TASK
	Plan a program of study for your junior year with your counselor. Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
	Consider taking an SAT course to prepare for upcoming SATs.
	Choose courses that satisfy high school graduation and future college plans.
	Study your PSAT/NMSQT score report and create a College Board account to get additional information about missed items for taking the SAT.
	Attend District Financial Aid Night with your parents.
	Attend programs about Dual Credit options at your high school campus.
	Choose 11 <sup>th</sup> grade year courses wisely! <span style="float: right;">233</span>

## Grade 11 – Junior Year

### THROUGHOUT THE YEAR

DONE	TASK
	Look for volunteer opportunities.
	Request information about college application requirements, financial aid information, and specific information about your proposed major area of study.
	Check college websites for SAT, SAT Subject Tests or ACT requirements.
	Refer to <i>Helpful Internet Resources</i> for additional information.

### SUMMER

DONE	TASK
	Check your 4th semester cumulative GPA
	Review high school coursework and activity plans. Remember, colleges are looking for the following: Challenging coursework, Strong GPA, Involvement in extracurricular activities

### AUGUST/SEPTEMBER

DONE	TASK
	Put together a list of 10 colleges you are interested in. Add them to “Colleges Your Thinking About” in Naviance
	Talk to your parents and high school counselor about where you want to go to school.
	Study for the PSAT/NMSQT. Check out additional practice materials at <a href="http://www.collegeboard.com">www.collegeboard.com</a> .

### OCTOBER

DONE	TASK
	Take the PSAT/NMSQT. (Remember to take your calculator.)  *Students with disabilities—please contact your counselor at least 8 weeks prior to registration for any entrance exam to discuss any accommodations for testing based on ARD or 504 committee recommendations.

### NOVEMBER/DECEMBER

DONE	TASK
	Attend a College Fair.

### JANUARY

DONE	TASK
	Check your 5 <sup>th</sup> semester cumulative GPA.
	Review your PSAT/NMSQT score report. Use the College Board website to interpret and understand your score.
	Plan to take the SAT, SAT Subject Tests, or ACT exams if necessary. Visit the College and Career Center to register.
	Visit the web sites of the 3-5 colleges that interest you most. Plan college visits.

### FEBRUARY

DONE	TASK
	Register and study for the SAT and/or ACT exams.
	Register for AP tests as appropriate

**MARCH/APRIL**

<b>DONE</b>	<b>TASK</b>
	Plan a college visit during Spring Break.
	Begin investigating outside funding resources such as financial aid and scholarships.
	Check credits to make sure you are on schedule for graduation.
	Plan a program of study for your senior year with your counselor. Learn about opportunities to earn college or advanced placement credit (College Board Advanced Placement Testing).
	Choose courses that satisfy high school graduation and future college plans.
	Register for college entrance tests (SAT, ACT, SAT Subject Tests).

**MAY**

<b>DONE</b>	<b>TASK</b>
	Take both the SAT and ACT tests to determine which style of test is best for you. It is critical to take a college admissions test before your senior year for University applications.
	Take SAT Subject test if needed for college applications.
	Take any registered AP exams
	Consider scheduling college visits for summer months.

**SUMMER**

<b>DONE</b>	<b>TASK</b>
	Check your 6 <sup>th</sup> semester cumulative GPA.
	Obtain a summer job that might be related to your career interests.
	Save money, if possible, to help pay for college costs.
	Visit colleges you will apply to in the Fall of senior year
	Keep a record of the advantages and disadvantages of each college.
	Create a list of persons who you will ask to write a letter of recommendation for you.
	Identify if the colleges you will apply to in the Fall require an essay. Get started writing.
	Apply for a congressional nomination if wanting to attend a military academy.
	Update your Résumé: list awards, extracurricular activities, work experience, and other information

## Grade 12 – Senior Year

### THROUGHOUT THE YEAR

DONE	TASK
	Apply for scholarships posted in Naviance.
	Maintain good grades.
	Refer to <i>Helpful Internet Resources</i> for additional resources.

### AUGUST/SEPTEMBER

DONE	TASK
	Meet with counselor for your graduation agreement meeting.
	Check college websites for application deadlines for admissions, housing, financial aid, and SAT or ACT score submissions.
	Register with NCAA Clearinghouse if planning to play college sports. <a href="http://www.eligibilitycenter.org">www.eligibilitycenter.org</a>
	Register for SAT, SAT Subject tests, or ACT if necessary. (Missing the first Fall test date may make sending scores by your college application deadlines not possible.)
	Narrow college choices to a few schools and begin their online applications. Your selection should include at least one that you feel will definitely accept you.
	If you are a candidate for early decision, complete your application in time to meet that deadline.
	Use the post-secondary check lists on the following pages to complete the process for your after high school plans.
	Choose an English teacher to review your college essay before submitting it.
	Review your Résumé one more time before using it in a college application or giving it to your recommenders.
	Talk with teachers and other individuals who know you well regarding recommendations.
	Continue preparation for SAT or ACT tests.
	Schedule college tours. Check the colleges calendar for open house or preview dates. Use your two college visit absences if needed.
	Meet with college representatives when they visit your high school.

### OCTOBER

DONE	TASK
	FAFSA, TASFA and CSS Profile open October 1. Complete the appropriate application for your residency status and college choices. Ask your parents to begin gathering their financial information.
	Continue applying to colleges and submitting any additional documents to complete your applications. Teachers and counselors are asked to write numerous recommendations – always allow at least two weeks for them to complete recommendations.
	Request initial transcripts in Naviance and arrange for recommendations to be sent to colleges. Provide a stamped, self-addressed envelope, if needed.
	Meet application deadlines for early decision or early action (as early as November 1). Early applications can lead to more scholarship and housing options.
	Take/retake the SAT or ACT, if necessary.
	Find out the SAT Subject Tests requirements of your college choices. If required, register to take SAT subject tests on a date when you will NOT be taking the SAT. You are not permitted to take the SAT and SAT Subject Tests on the same date.

**NOVEMBER**

<b>DONE</b>	<b>TASK</b>
	Continue to study hard because your first semester senior year grades are very important. Some colleges request a copy of your 1st semester senior grades for admission consideration.
	Continue to complete college applications for admissions. Follow up on letters of recommendation.
	Request transcripts on Naviance as needed.
	Take/retake ACT, SAT or SAT Subject Tests if necessary.
	All recommendations that have deadlines through January 15 must be requested from the counselor by December 1.

**DECEMBER**

<b>DONE</b>	<b>TASK</b>
	Look back over your post-secondary checklist to be sure you have completed each step in the college admissions process.
	Most application(s) should be completed before January 1st.
	Request that SAT or ACT scores be sent to all colleges to which you have applied. If you did not list them when you registered for the tests, send them from your College Board or ACT account.

**JANUARY**

<b>DONE</b>	<b>TASK</b>
	Begin verifying your financial aid with your college.
	Email or upload any supplemental financial forms required by the colleges of your choice.
	Research scholarships and loans.
	Check with your guidance counselor to make sure that any mid-year reports are completed and returned to colleges which request them.

**FEBRUARY**

<b>DONE</b>	<b>TASK</b>
	Keep your grades up, remember that you will be accepted to college “Pending the successful completion of your 12th grade course work.”
	Check deadline dates for financial aid/scholarship grants

**MARCH**

<b>DONE</b>	<b>TASK</b>
	Register for AP tests as appropriate.

**APRIL**

<b>DONE</b>	<b>TASK</b>
	Look for college acceptance notices. They may come to your email or posted to your colleges portal.
	Carefully choose your college, verify your acceptance of their admissions. College should be notified before May 1.
	Notify College Career Center of your final college choice and whether you have been awarded any scholarships (academic, athletic, artistic, dramatic, or musical— NOT LOANS.)
	Decline acceptances to colleges you will not be attending (also before May 1).
	If you are wait-listed and wish to be kept in consideration, be sure to advise the college.
	If all colleges send rejections, don't panic! There are several alternatives. See your counselor immediately to explore other possibilities.
	Finalize plans for housing, financial aid, and/or scholarships.
	Make any deposit required by the institution you plan to attend. May 1st is the generally accepted nationwide deadline for deposits for Fall term. Be sure to check with your college for their exact requirements.

**MAY**

<b>DONE</b>	<b>TASK</b>
	Make your final choice of college or university, if you have not already done so. Decision Day- May 1
	Complete all details concerning registering for college classes.
	Complete SENIOR EXIT SURVEY on Naviance indicating colleges applied to, scholarships and grants awarded, and where you want your final transcript to be sent.
	Take AP test(s) as previously decided.

**JUNE**

<b>DONE</b>	<b>TASK</b>
	Attend graduation ceremonies and celebrate. HAVE A HAPPY GRADUATION!
	When you receive your Advanced Placement Test grades, if you have not already requested that the scores be sent to the college that you will be attending, request the College Entrance Examination Board to do so.
	Participate in the orientation program of the college you will attend. This may have occurred in the spring, during the summer or just prior to the fall term.
	Consider taking College Level Examination Program (CLEP) exams when you get to college.

# Helpful Internet Resources

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ACT On-line Registration	X															
ACT Sample Question/Test	X															
ACT National Test Date	X															
AP Exam Information, Practice, and Test Dates				X												
Career Search		X		X		X				X						X
College Admission Requirements					X	X				X				X		
College Applications			X			X										
College Planning	X	X		X	X	X			X	X	X	X	X	X		
College Search				X	X	X				X				X		
Cost of Education						X	X	X	X				X	X		
CSS Financial Aid Profile				X												
Degrees Offered										X				X		
FAFSA Help						X	X									
Financial Aid		X		X	X	X	X	X				X	X			
NCAA Guidelines and Information											X					
SAT Registration				X												
SAT Sample Question/Test				X												
SAT National Test Dates				X												
SAT (Sending Test Scores)				X												
Scholarships				X		X		X	X	X			X			
Scholarships for Undocumented Students													X			
TSIA 2 (Accuplacer)				X										X		

1	American College Testing	<a href="http://www.act.org">www.act.org</a>
2	Adventures in Education	<a href="http://www.aie.org">www.aie.org</a>
3	College Applications	<a href="http://www.applytexas.org">www.applytexas.org</a> ; <a href="http://www.commonapp.org">www.commonapp.org</a> ; <a href="http://www.coalitionforcollegeaccess.org">www.coalitionforcollegeaccess.org</a>
4	College Board	<a href="http://www.collegeboard.com">www.collegeboard.com</a>
5	College For All Texans	<a href="http://www.collegeforalltexans.com">www.collegeforalltexans.com</a>
6	DHS College and Center	Scan the QR Code →
7	FAFSA	<a href="http://www.fafsa.gov">www.fafsa.gov</a>
8	FASTWEB	<a href="http://www.fastweb.com">www.fastweb.com</a>
9	Financial Aid	<a href="http://www.finaid.org">www.finaid.org</a>
10	NAVIANCE	<a href="http://student.naviance.com/dickinsonhs">http://student.naviance.com/dickinsonhs</a>
11	NCAA	<a href="http://www.ncaa.org">www.ncaa.org</a> ; <a href="http://www.eligibilitycenter.org">www.eligibilitycenter.org</a>
12	Sallie Mae	<a href="http://www.salliemae.com">www.salliemae.com</a>
13	Scholarships for Undocumented Students	<a href="http://www.theanheloproject.org">www.theanheloproject.org</a> ; <a href="http://www.goldendoorscholars.org">www.goldendoorscholars.org</a> ; <a href="http://www.thedream.us">www.thedream.us</a>
14	Texas Higher Education Coordinator Board	<a href="http://www.thecb.state.tx.us">www.thecb.state.tx.us</a>
15	Khan Academy	<a href="http://www.khanacademy.org">www.khanacademy.org</a>
16	O*Net	<a href="http://www.onetonline.org">www.onetonline.org</a>



SCAN ME

# Fast Track Your Path to Texas Universities

## Texas First Diploma

We're excited to introduce the **TEXAS FIRST DIPLOMA**. This prestigious opportunity enables you to graduate early with the Distinguished Level of Achievement AND receive a scholarship for college.

**As one of Texas' top students, you may be eligible to accelerate your path to college and receive a scholarship for one or two semesters at one of these Texas universities:**

- Texas A&M University
- Texas State University
- Texas Tech University
- The University of Texas at Arlington
- The University of Texas at Austin
- The University of Texas at Dallas
- The University of Texas at El Paso
- University of Houston
- University of North Texas
- The University of Texas at San Antonio

*For more information, scan the QR code below!*



**Talk to your counselor today to see if this exciting new opportunity is the right path for you!**

### THE FINE PRINT

Here are the eligibility requirements:

- Texas residency
- FAFSA completion
- At least 22 high school credits and a final GPA equivalent to 3.0 or higher
- Additional academic requirements, including college readiness test scores, STAAR exam participation, and demonstration of mastery in various subjects

Scan the QR code above for a detailed list of eligibility requirements.

If you graduate two or more semesters early, you'll receive a two-semester scholarship, worth several thousand dollars, to a participating university.

If you graduate one semester early, you'll receive a one-semester scholarship to a participating university.

You may also be eligible for additional financial aid at most of these institutions!

The Texas First Diploma does not guarantee automatic admission for students. Consult your counselor for guidance on whether your grade point average at graduation qualifies you for automatic admission under the state's top 10 percent law.

You can apply to any college or university you choose. However, the scholarship will only apply toward participating universities, listed above.

**Use it or lose it!** The scholarship offer will expire at the end of the first academic year following your graduation, so we encourage you to attend college directly after high school.

Don't forget to talk to your counselor to see if this is the right path for you!

# University, Community College, Trade School Checklist

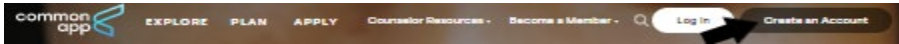
## Decide

- University- (Bachelor's degree)
  - In Texas or out of state?
  - Which universities offer my degree?
- Community College (Associate's degree or basics to transfer)
  - Local? Out of town?
  - What am I looking for?
    - work force training, certification, licensure, or an associate degree
- Technical or Trade School (Associate's degree, certificate, or license)
  - In Texas or out of state?
  - Which school offers training in my career area?

Check the university, community college, or trade school website for important information such as admission requirements and application deadlines. You can also use Naviance.



## Apply

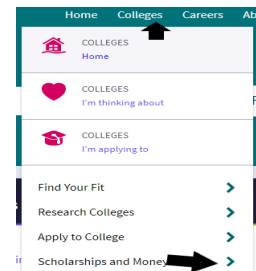
- University, Community College, and Trade Schools
    - Complete the institution's application.
    - All public colleges and universities in Texas utilize the same application at [www.applytexas.org](http://www.applytexas.org).
    - Some private colleges and universities utilize [www.commonapp.org](http://www.commonapp.org) or [www.mycoalition.org](http://www.mycoalition.org)
- 
- The image shows a navigation bar for the Common App website. It includes the "common app" logo, followed by the words "EXPLORE", "PLAN", and "APPLY". To the right, there are links for "Counselor Resources", "Become a Member", "Log In", and "Create an Account".
- Go to the institution's website. They will have a link to their application.
  - An application is not complete and will not be considered until the college receives all parts: application, essays, testing, official transcript(s), recommendation letters, vaccination records, fee payment, etc.
  - If you qualify for free or reduced lunch, you can get a fee waiver from your College Board account or D101.
- Does the application require a Counselor Recommendation Letter? **If No-skip to the next item.**
  - Communicate with assigned counselor through email to request a recommendation
  - Complete your Brag Sheet and Résumé on Naviance. Submit your typed résumé in person or through email to your counselor if not in Naviance.
  - Turn in to counselor at least 2 weeks prior to recommendation due date.
- Request an initial transcript on Naviance. You will need to have your transcript sent directly to the university. You will also need to request your final transcript to be sent at the end of the year.
  - If you took Dual Credit courses, you need a transcript sent from the college too (i.e. College of the Mainland).
  - Some college may require a SRAR (Self-Report of Academic Record) which will require an unofficial transcript obtained in student's Skyward under the portfolio tab to complete.
- If you are applying to colleges in the state of Texas, you must submit a shot record.
  - The shot record must include meningitis shot within the last 5 years. Get this done now.

## Entrance and Placement Tests

- University
  - Take the SAT and/ or ACT
    - SAT- register at [www.sat.org](http://www.sat.org)
    - ACT- register at [www.act.org](http://www.act.org)
    - Make sure you designate where you want your scores sent during registration. After the test it will cost \$12 per school to have your scores sent.
    - Although Community colleges do not require an SAT or ACT score, some scholarships do require that information.
- University and Community College
  - Take the TSI 2 Assessment if not exempt based on SAT or ACT
    - TSI 2 used to determine if you need to take a remedial Math or English classes.
    - The test is offered at Universities and community colleges.
    - Check College of the Mainland website for testing information: [www.com.edu/testing-center](http://www.com.edu/testing-center)
- Technical or Trade School
  - If getting an associate's degree, Take the TSI 2 Assessment if not exempt based on SAT or ACT
    - See TSI 2 assessment information above

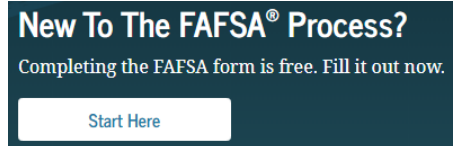
## Scholarships

- Complete scholarship applications (check Naviance).
- Check the college's website for scholarships.
- Complete DHS Local Scholarship Application for seniors (available January senior year).



## Financial Aid

- Start the FAFSA or TASFA- available **October 1<sup>st</sup>** senior year
- Go to [www.fafsa.gov](http://www.fafsa.gov) or pick up a TASFA application in D101
- For FAFSA, create an FSA ID for you and parent (username and password you use on federal student aid website)
- Get help filling out FAFSA or TASFA in College and Career Center (D101)
  - Priority Deadline – varies depending on which college student will attend
  - Check colleges for specific deadline
  - Check your Student Aid Report for the FAFSA to see if you were selected for verification
    - Follow up with each college to submit additional documents for financial aid.



## Athletes

- Do you plan to participate in a sport in college? **If No- Skip**
  - Register with the National Collegiate Athletic Association Clearinghouse at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

### List of local Universities

University	Website	Tuition & Fees per Year *	Cost to Attend per Year **
Baylor University	<a href="http://www.baylor.edu">www.baylor.edu</a>	\$50,432	\$68,782
Prairie View A & M University	<a href="http://www.pvamu.edu">www.pvamu.edu</a>	\$11,299	\$26,011
Rice University	<a href="http://www.rice.edu">www.rice.edu</a>	\$52,895	\$71,745
Sam Houston State University	<a href="http://www.shsu.edu">www.shsu.edu</a>	\$11,034	\$26,686
Stephen F. Austin University	<a href="http://www.sfasu.edu">www.sfasu.edu</a>	\$10,600	\$25,268
Texas A&M University	<a href="http://www.tamu.edu">www.tamu.edu</a>	\$12,744	\$31,428
Texas A&M University-Galveston	<a href="http://www.tamug.edu">www.tamug.edu</a>	\$12,382	\$32,946
Texas State University	<a href="http://www.txstate.edu">www.txstate.edu</a>	\$11,860	\$27,000
University of Houston	<a href="http://www.uh.edu">www.uh.edu</a>	\$12,086	\$29,650
University of Houston-Clear Lake	<a href="http://www.uhcl.edu">www.uhcl.edu</a>	\$9,227	\$30,530
University of Texas at Austin	<a href="http://www.utexas.edu">www.utexas.edu</a>	\$13,576	\$31,612

### List of local community colleges

Community College	Website	Cost per 15 credit hours
Alvin Community College	<a href="http://www.alvincollege.edu">www.alvincollege.edu</a>	\$3,440 – out of district
College of the Mainland	<a href="http://www.com.edu">www.com.edu</a>	\$1,773 – in district
Galveston College	<a href="http://www.gc.edu">www.gc.edu</a>	\$2,950 – out of district
San Jacinto Community College	<a href="http://www.sanjac.edu">www.sanjac.edu</a>	\$2,025 – out of district

\* Includes Tuition and Fees according to the Minnie Piper Stevens Compendium of Texas Colleges and Financial Aid Calendar.

\*\*The estimated cost to attend per year includes tuition, fees, housing, food and living expenses.

### List of area schools with technical and trade programs

Technical/ Trade School	Website
Alvin Community College*	<a href="http://www.alvincollege.edu">www.alvincollege.edu</a>
College of the Mainland*	<a href="http://www.com.edu">www.com.edu</a>
Galveston College*	<a href="http://www.gc.edu">www.gc.edu</a>
Houston Community College	<a href="http://www.hccs.edu">www.hccs.edu</a>
MediaTech Institute	<a href="http://www.mediatech.edu">www.mediatech.edu</a>
Remington College	<a href="http://www.remingtoncollege.edu">www.remingtoncollege.edu</a>
San Jacinto College*	<a href="http://www.sanjac.edu">www.sanjac.edu</a>
Texas State Technical College	<a href="http://www.tstc.edu">www.tstc.edu</a>
The Art Institute	<a href="http://www.artinstitutes.edu">www.artinstitutes.edu</a>
Universal Technical Institute	<a href="http://www.uti.edu">www.uti.edu</a>
Vet Tech Institute	<a href="http://www.houston.vettechinstitute.edu">www.houston.vettechinstitute.edu</a>

\*Community colleges also offer technical and trade certifications.

These websites have information for additional colleges in Texas:

Minnie Stevens Piper Compendium

[www.collegeforalltexas.com](http://www.collegeforalltexas.com)



# Military Checklist



- Investigate the different branches and what they have to offer.
- Decide which branch of the military you are interested in.
- Talk to a recruiter from the branch. Get contact information in D101.
- Ask about careers and training available through that branch.
- Take the ASVAB test.
  - The ASVAB test may be scheduled through the recruiter.
  - On campus ASVAB offered by registration (check DISD email)

## Financial Aid and Scholarships

- Armed Services provide financial aid benefits for soldiers that want to pursue a college education.

Military Branch	Website
Air Force	<a href="http://www.airforce.com">www.airforce.com</a>
Army	<a href="http://www.goarmy.com">www.goarmy.com</a>
Army National Guard	<a href="http://www.nationalguard.com">www.nationalguard.com</a>
Coast Guard	<a href="http://www.gocoastguard.com">www.gocoastguard.com</a>
Marines	<a href="http://www.marines.com">www.marines.com</a>
Navy	<a href="http://www.navy.com">www.navy.com</a>

Military academies are universities and have a rigorous, multi-step application process that takes several months and may require a congressional nomination.

Military Academy	Website
United States Air Force Academy	<a href="http://www.usafa.af.mil">www.usafa.af.mil</a>
United States Coast Guard Academy	<a href="http://www.uscga.edu">www.uscga.edu</a>
United States Merchant Marine Academy	<a href="http://www.usmma.edu">www.usmma.edu</a>
United States Military Academy at West Point (Army)	<a href="http://www.usma.edu">www.usma.edu</a>
United States Naval Academy	<a href="http://www.usna.edu">www.usna.edu</a>



## What are the differences?

**Air Force:** The Air Force defends the United States through control and exploration of air and space. The Air Force flies and maintains aircraft, such as long-range bombers, supersonic fighters, Airborne Warning and Control System (AWACS) aircraft and many others to protect the interests of America and American allies.

**Army:** The Army's mission is to protect the security of the United States and its vital resources. The Army is constantly ready to defend American interests and the interests of our allies through land-based operations anywhere in the world.

**Army National Guard:** The federal mission of the Army National Guard is to be prepared to be called to active duty as a reserve of the Army.

**Coast Guard:** The Coast Guard mission is to protect America's coastlines and inland waterways by enforcing customs and fishing laws, combating drug smuggling, conducting search and rescue missions, maintaining light houses and promoting boat safety.

**Marines:** The Marine Corps has grown to become one of the most elite fighting forces in the world. Approximately 174,000 officers and enlisted Marines fly planes and helicopters, operate radar equipment, drive armored vehicles, and gather intelligence along with hundreds of other jobs.

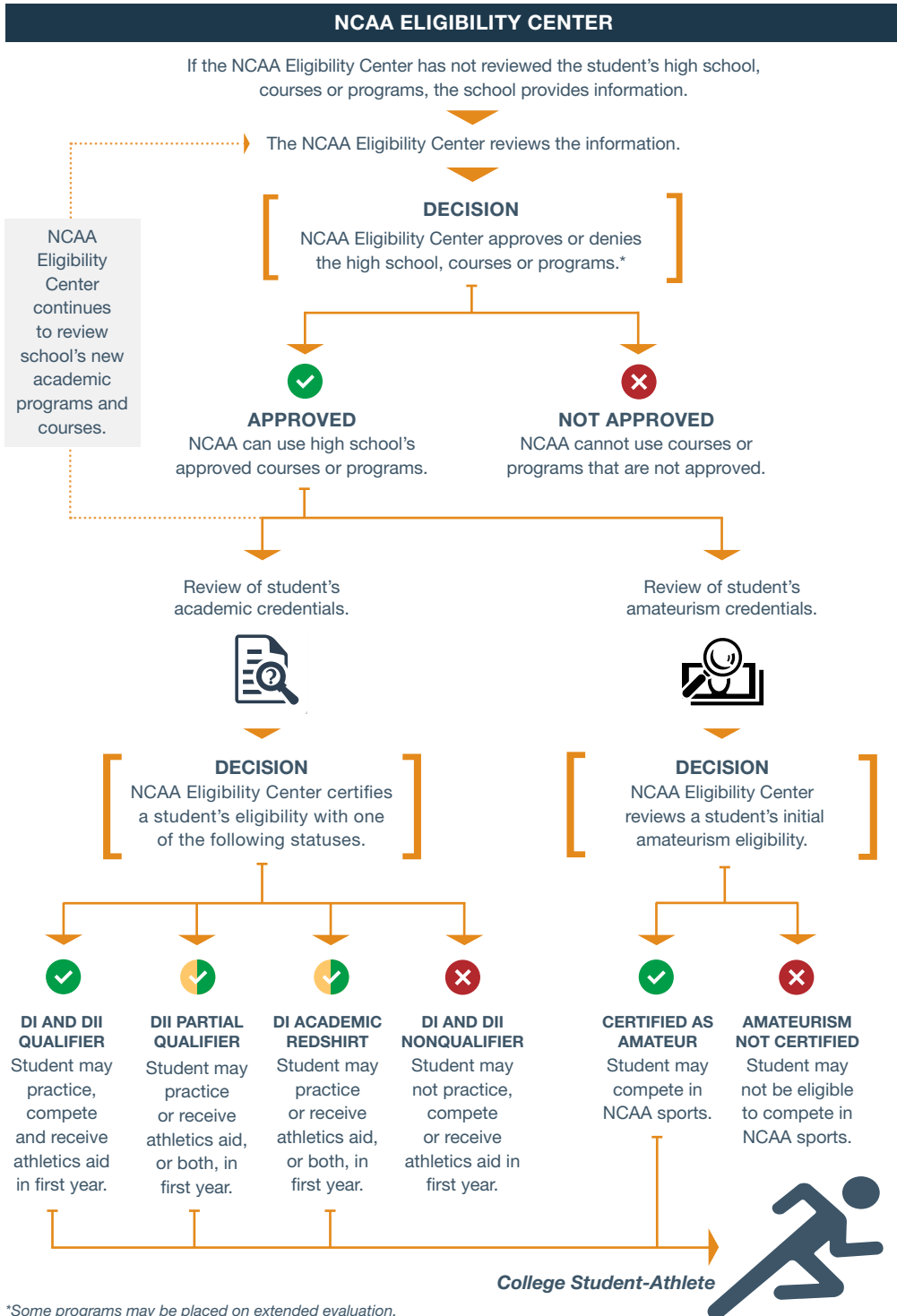
**Merchant Marines:** Merchant mariners move cargo and passengers between nations and within the United States, operate and maintain deep-sea [merchant ships](#) and other waterborne craft on the oceans, the [Great Lakes](#), [rivers](#), [canals](#), [harbors](#), and other waterways. In time of war, the Merchant Marine is capable of being an auxiliary to the [Navy](#), and can be called upon to deliver troops and supplies for the military.

**Navy:** Navy plays an important role in helping to maintain the freedom of the United States. The Navy defends the right to travel and trade freely on the world's oceans and protects our country and national interests overseas during times of international conflict.

# NCAA INITIAL-ELIGIBILITY PROCESS

This chart presents a general overview to help you, students and parents to better understand the components of the initial-eligibility process. Please see detailed information throughout the rest of the guide to supplement this overview.

**NCAA institution recruits students by placing him/her on their institutional request list, which begins a request for certification from the NCAA Eligibility Center.**



## GRADE 9

- Student asks counselor for a list of high school's core courses to ensure he or she takes the right classes.

## GRADE 10

- Student registers with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
- At the end of the year, counselor provides student's official transcript to the NCAA Eligibility Center.

## GRADE 11

- Students checks with counselor to make sure he or she will graduate on time with all required NCAA core courses.
- Student takes the ACT or SAT, submitting his or her scores to the NCAA using code **9999**.
- At the end of the year, counselor provides student's official transcript to the NCAA Eligibility Center.

## GRADE 12

- Student finishes last NCAA core courses.
- Student takes the ACT or SAT again, if necessary, submitting his or her scores to the NCAA using code **9999**.
- After April 1, student requests final amateurism certification decision from the NCAA Eligibility Center.
- After graduation, counselor provides student's final official transcript with proof of graduation to the NCAA Eligibility Center.

## ELIGIBILITY CENTER REGISTRATION ESSENTIALS

Below are some items you should have with you as you create an account at [eligibilitycenter.org](http://eligibilitycenter.org):

### VALID EMAIL FOR STUDENT

To register, you need a valid email address that you check regularly and will have access to *after* high school. The NCAA Eligibility Center uses email to update you about your account throughout the process.

**Please note:** If you have a sibling who has previously registered, you will need to use a different email address than the one in your sibling's account.

### BASIC STUDENT PERSONAL INFORMATION

This includes information such as your name, gender, date of birth, primary and secondary contact information, address and mobile number for texting.

### BASIC STUDENT EDUCATION HISTORY

We will ask you to provide details about all secondary and high schools and additional programs you have attended in the United States and internationally. Be sure to include all schools, regardless of whether you received grades or credits. If you attended ninth grade at a junior high school located in the same school system in which you later attended high school, do not list the ninth-grade school.

### STUDENT SPORTS PARTICIPATION HISTORY

Select the sport(s) you plan to participate in at an NCAA

school. For Certification accounts, we will ask you to provide details for any expenses or awards you received, any teams you have practiced or played with or certain events in which you participated. We also ask about any individuals who have advised you or marketed your skills in a particular sport. This information helps the **Eligibility Center** certify your amateur status when requested by you or an NCAA school.

### PAYMENT (CERTIFICATION ACCOUNTS ONLY)

Your Certification account registration is complete only after your registration fee is paid (or upon submission of a fee waiver, if you are eligible). You may pay online by debit, credit card or e-check. The registration fee for students in the United States, U.S. territories (includes American Samoa, Guam, Northern Mariana Islands, Puerto Rico and U.S. Virgin Islands) and Canada is \$90. The fee for all other international students is \$150. Profile Page accounts do not have a fee.

*All fees are nonrefundable once you have successfully registered. If you completed a duplicate registration and paid your registration fee twice, you may be eligible for a refund of the duplicate registration fee. To receive a refund, you will need to complete and submit an **NCAA refund form**.*

## Fee Waiver

If you qualified for a waiver of the SAT/ACT fee (*not* the same as a U.S. state voucher), you are eligible for a waiver of the Certification account registration fee. After you complete your registration, ask an authorized official from your current high school to submit your fee waiver documentation online.

**Please note:** You must be a U.S. citizen or a foreign national taking the SAT/ACT in the United States or its territories. Students from countries other than the United States or its **territories** are not eligible for a fee waiver.

### SAT

In order to be eligible for an SAT fee waiver, you must meet one of these indicators of economic need:

- » You are enrolled in a program for the economically disadvantaged such as **AVID** or **TRIO**.
- » Your family's annual income falls within the levels listed by the **U.S. Department of Agriculture (USDA)** for free or reduced-price lunches.
- » Your family receives public assistance.
- » Your family lives in federally subsidized public housing.
- » You live in a foster home.

### ACT

In order to be eligible for an ACT fee waiver, you must meet one of these indicators of economic need:

- » Your family receives low-income public assistance.
- » Your family income is at or below the Bureau of Labor Statistics Low Standards Budget.
- » You are a ward of the state.
- » You live in a foster home.
- » You are homeless.
- » You participate in free or reduced-price lunch program at school.
- » You participate in a federally funded **TRIO Program** such as Upward Bound.

### Home School Students

If you are a **home school student** in the United States or U.S. territories who cannot afford to pay the test fees, you must provide proof of eligibility to your local high school or agency administrator. Only a school or agency administrator can provide you with the fee waiver card for the appropriate test.

# ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page account at [eligibilitycenter.org](http://eligibilitycenter.org).

## ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an SAT or ACT score that matches your core-course GPA.

## CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist) for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ENGLISH</b></p> </div> <p>4 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>MATH</b> (Algebra I or higher)</p> </div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ADDITIONAL</b> (English, math or natural/physical science)</p> </div> <p>1 year</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>SOCIAL SCIENCE</b></p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)</p> </div> <p>4 years</p>
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### DIVISION II

<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ENGLISH</b></p> </div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>MATH</b> (Algebra I or higher)</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)</p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ADDITIONAL</b> (English, math or natural/physical science)</p> </div> <p>3 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>SOCIAL SCIENCE</b></p> </div> <p>2 years</p>	<div style="background-color: #1a3d4d; color: white; padding: 10px; border-radius: 10px 10px 0 0;"> <p><b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)</p> </div> <p>4 years</p>
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## GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your [grade-point average](#) based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

## SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about sliding scales at [ncaa.org/test-scores](http://ncaa.org/test-scores).

## TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code **9999** to send your scores directly to us from the testing agency. We accept official scores only from the SAT or ACT, and cannot use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score. More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Fall\\_B](http://on.ncaa.com/COVID19_Fall_B).



# HIGH SCHOOL TIMELINE

## 9<sup>TH</sup> GRADE



- *Start planning now!* Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist).
- Sign up for a free Profile Page account at [eligibilitycenter.org](http://eligibilitycenter.org) for information on NCAA requirements.

## 10<sup>TH</sup> GRADE

REGISTER



- If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your Eligibility Center account.

## 11<sup>TH</sup> GRADE



- Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the SAT/ACT and submit your scores to the NCAA Eligibility Center using code **9999**.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your Eligibility Center account.

## 12<sup>TH</sup> GRADE



- Complete your final NCAA-approved core courses as you prepare for graduation.
- Take the SAT/ACT again, if necessary, and submit your scores to the NCAA Eligibility Center using code **9999**.

- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org).
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

### 9<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

### 10<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

### 11<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

### 12<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

Search Frequently Asked Questions: [ncaa.org/studentfaq](http://ncaa.org/studentfaq)

Follow us: @ncaaec

@playcollegesports

<sup>249</sup> @ncaaec

# HIGH SCHOOL TIMELINE

## 9<sup>th</sup> GRADE REGISTER



- » *Start planning now!* Take the right courses and earn the best grades possible.
- » Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](https://eligibilitycenter.org/courselist).
- » Register for a free Profile Page account at [eligibilitycenter.org](https://eligibilitycenter.org) for information on NCAA initial-eligibility requirements.

## 10<sup>th</sup> GRADE PLAN



- » If you fall behind academically, ask your counselor for help finding approved courses you can take.
- » If you are being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to a [Certification account](#).
- » Monitor the task list in your Eligibility Center account for next steps.
- » At the end of the school year, ask your counselor from each high school you have attended to upload an official transcript to your Eligibility Center account.

## 11<sup>th</sup> GRADE STUDY



- » Check with your counselor to make sure you are on track to complete the required number of NCAA-approved [core courses](#) and graduate on time with your class.
- » Take the [SAT/ACT](#) and submit your scores to the Eligibility Center using code 9999.\*
- » Ensure your sports participation information is correct in your Eligibility Center account.
- » At the end of the school year, ask your counselor from each high school you have attended to upload an official transcript to your Eligibility Center account.

## 12<sup>th</sup> GRADE GRADUATE



- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » Take the [SAT/ACT](#) again, if necessary, and submit your scores to the Eligibility Center using code 9999.\*
- » Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at [eligibilitycenter.org](https://eligibilitycenter.org).
- » After you graduate, ask your counselor to upload your final official graduate transcript with proof of graduation to your Eligibility Center account.
- » **Reminder:** Only students on an NCAA Division I or II school's [institutional request list](#) will receive a certification.

\* More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Fall2022](https://on.ncaa.com/COVID19_Fall2022).

## Courses Taken After High School

For Division I, only courses completed in your first eight semesters will qualify as core courses. If you graduate from high school on time (in eight semesters) with your incoming ninth-grade class, you may use one core-course unit completed in the year after graduation (summer or academic year) before full-time collegiate enrollment. You may complete the core course at a location other than the high school from which you graduated as long as the course is taken prior to full-time enrollment at any college or university.

A college course taken after high school graduation may be used toward your initial eligibility and awarded 0.5 units

from your college transcript (unless awarded one full unit on your home high school transcript). It must appear on your home high school transcript with grade and credit.

An additional core-course unit taken after on-time high school graduation cannot replace a course used to meet the core-course progression (10/7) requirement, but an additional core course after on-time graduation may replace one of the remaining six core-course units necessary to meet core-course requirements. For more information on the impact of COVID-19 and initial-eligibility requirements, visit [on.ncaa.com/COVID19\\_FALL2022](https://on.ncaa.com/COVID19_FALL2022).

## Sliding Scale for Division I

Division I uses a sliding scale to match your test score(s) and core-course GPA to determine eligibility. The sliding scale balances your test score with your core-course GPA. Find more information about test scores on [page 15](#) or visit [ncaa.org/test-scores](https://ncaa.org/test-scores). More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Fall2022](https://on.ncaa.com/COVID19_Fall2022).

DIVISION I FULL QUALIFIER SLIDING SCALE					
Core GPA	SAT*	ACT Sum*	Core GPA	SAT*	ACT Sum*
3.550	400	37	2.750	810	59
3.525	410	38	2.725	820	60
3.500	430	39	2.700	830	61
3.475	440	40	2.675	840	61
3.450	460	41	2.650	850	62
3.425	470	41	2.625	860	63
3.400	490	42	2.600	860	64
3.375	500	42	2.575	870	65
3.350	520	43	2.550	880	66
3.325	530	44	2.525	890	67
3.300	550	44	2.500	900	68
3.275	560	45	2.475	910	69
3.250	580	46	2.450	920	70
3.225	590	46	2.425	930	70
3.200	600	47	2.400	940	71
3.175	620	47	2.375	950	72
3.150	630	48	2.350	960	73
3.125	650	49	2.325	970	74
3.100	660	49	2.300	980	75
3.075	680	50	2.299	990	76
3.050	690	50	2.275	990	76
3.025	710	51	2.250	1000	77
3.000	720	52	2.225	1010	78
2.975	730	52	2.200	1020	79
2.950	740	53	2.175	1030	80
2.925	750	53	2.150	1040	81
2.900	750	54	2.125	1050	82
2.875	760	55	2.100	1060	83
2.850	770	56	2.075	1070	84
2.825	780	56	2.050	1080	85
2.800	790	57	2.025	1090	86
2.775	800	58	2.000	1100	86

ACADEMIC REDSHIRT

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\*Full sliding scale research between the new SAT and ACT is ongoing.

## Sliding Scale for Division II

Division II uses a sliding scale to match your test score(s) and core-course GPA to determine eligibility. The sliding scale balances your test score with your core-course GPA. Find more information about test scores on [page 15](#) or visit [ncaa.org/test-scores](https://ncaa.org/test-scores). More information regarding the impact of COVID-19 and test scores can be found at [on.ncaa.com/COVID19\\_Fall2022](https://on.ncaa.com/COVID19_Fall2022).



## DIVISION II FULL QUALIFIER SLIDING SCALE

Core GPA	SAT*	ACT Sum*
3.300 & above	400	37
3.275	410	38
3.250	430	39
3.225	440	40
3.200	460	41
3.175	470	41
3.150	490	42
3.125	500	42
3.100	520	43
3.075	530	44
3.050	550	44
3.025	560	45
3.000	580	46
2.975	590	46
2.950	600	47
2.925	620	47
2.900	630	48
2.875	650	49
2.850	660	49
2.825	680	50
2.800	690	50
2.775	710	51
2.750	720	52
2.725	730	52
2.700	740	53
2.675	750	53
2.650	750	54
2.625	760	55
2.600	770	56
2.575	780	56
2.550	790	57
2.525	800	58
2.500	810	59
2.475	820	60
2.450	830	61
2.425	840	61
2.400	850	62
2.375	860	63
2.350	860	64
2.325	870	65
2.300	880	66
2.275	890	67
2.250	900	68
2.225	910	69
2.200	920	70 & above

\*Full sliding scale research between the new SAT and ACT is ongoing.



### **Dickinson High School Alma Mater**

It's all for Dickinson's honor  
And for Dickinson's fame  
For our dear old high school  
We'll fight to win this game  
And when the day is done  
We'll still go marching onward  
For the blue and white  
We'll ever be loyal to our  
Gator Team  
Fight-Fight

### **Gator Fight Song**

Lyrics by John Anthony Carona

Fight, fight Gators  
Fight'em through  
We're all in back of you  
We're here again  
To win again  
So fight, until the end  
Loyal and true, we'll ever be  
To dear old DHS  
We're here again  
To win a again for  
Dickinson's blue and white

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** Resolution of Board to Convene the District’s School Health Advisory Council (SHAC) to Recommend Curriculum Materials for Instruction Relating to the Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

Senate Bill 9, Acts 2021, 87<sup>th</sup> Legislature, 2<sup>nd</sup> Called Session, modified Texas Education Code §28.004 to require schools to educate students about child abuse, family violence, dating violence, and sex trafficking. The law requires the district Board of Trustees to adopt curriculum materials for this instruction based on a recommendation from the district’s School Health Advisory Council (SHAC). The attached resolution convenes the DISD SHAC in accordance with Board Policy EHAA(LOCAL).

**Recommendation:**

The Superintendent and Deputy Superintendent of Educational Services recommend approval of the Resolution of Board to Convene the District’s School Health Advisory Council (SHAC) to Recommend Curriculum Materials for Instruction Relating to the Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.

**Action Item:**  Yes  No

**Motion** \_\_\_\_\_ **Seconded** \_\_\_\_\_ **vote** \_\_\_\_\_

**Exhibit C—Resolution of Board to Convene the District’s School Health Advisory Council (SHAC) to Recommend Curriculum Materials for Instruction Relating to the Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**

WHEREAS, Section 28.004(q-1) of the Texas Education Code requires the Board of Trustees to adopt a resolution convening the local school health advisory council (SHAC) for the purpose of making recommendations regarding curriculum materials for the District’s instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Dickinson Independent School District hereby calls for the convening of the District SHAC to:

1. Hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
2. Recommend curriculum materials that comply with the instructional content requirements in law, are suitable for the subject and grade level for which the materials are intended, and are reviewed by academic experts in the subject and grade level for which the materials are intended.
3. Present the SHAC’s recommendations to the Board at a public meeting.

Adopted this 5th day of December, 2022, by the Board of Trustees.

Presiding officer’s signature: \_\_\_\_\_

Secretary’s signature: \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** Approval of Agenda Item A

**Agenda Item:** Carla Voelkel

**Background Information:**

Agenda Items:

A. Consent Agenda Items

**Recommendation:**

The Superintendent recommends approval of Agenda Item A.

**Action Item:**     Yes                       No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** December 5, 2022

**Item Title:** Consent Agenda Items

**Agenda Item:** Carla Voelkel, Superintendent

**Background Information:**

The following items have been approved by review of the Board:

- Budget Amendments/Adjustments for November 10, 17, and December 1, 2022
- Donation to DHS FFA-Prestige Charitable and Educational Corp.
- Donation to DHS Robotics-Ike Coffman, Marine Technology Society Inc.
- Campus Fundraising Request-KJHS Theatre Arts, DHS Swim
- Donation to KJHS FCA-FCA parents
- MOU Between DISD and American Heart Association
- Campus Fundraising Request-KJHS Theatre Arts, DHS Swim,

**Recommendation:**

The Superintendent recommends the Board's ratification of the above consent items.

**Action Item:**     Yes         No