

Agenda of Regular Action Meeting

The Board of Trustees Dickinson Independent School District

A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held December 5, 2023, 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
Sophia Mercado & Michael Flores, DHS
3. Recognitions
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 - B. Texas Energy Summit Award 6
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 - A. Section 551.074 - Resignations, Retirements, New Hires

B.	Section 551.071 and 551.074 - Deliberate regarding the employment of classroom teacher Robin Holk and consult with legal counsel regarding same	
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	EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS	
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	FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE	
	FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT	
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•	October 26, 2023 Minutes	
•	Donation to DHS Lit Crew-Higgins Photography	
•	Campus Fundraising Requests-DMS Chess Club	

18. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, December 1, 2023 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.



*Carla Voelkel
Superintendent of Schools*

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: December 5, 2023

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

Deputy Daniel Blackford, MJHS, Student Resource Officers

- Deputy Blackford currently serves as the Student Resource Officer at MJHS, but he does much more than just work with the students on the campus. On September 8th, 2023, Deputy Daniel Blackford was assigned to work a motor vehicle theft, a 2021 Kubota utility vehicle valued at approximately \$13,000. The Kubota was stolen from the Operations and Facilities building around 5:00 am. An unidentified male who wore a face covering was able to make entry into the secured facility and start the Kubota. The offender then drove the Kubota through a chain-linked fence to make his getaway. A second suspect driving a silver pickup truck believed to be the getaway driver, was also located on video surveillance footage. After a BOLO (Be on the Lookout) was sent to the neighboring police jurisdictions, the Kubota was in the back of MTX Motorsports on FM 646 by the Texas City Police Department. The Kubota was returned to DISD the same day with minimal damage.

Amy Breazeale, McAdams Junior High School, Instructional Interventionist

- Ms. Breazeale always puts students first and her whole heart into her role. She is passionate about student learning and relationships. We would be lost without her!

- Mrs. Breazeale serves as the MJHS RLA interventionist. She supports and coaches a team of teachers while making a difference in the lives of almost everyone on campus. She sponsors student council and inspires her students to take their ideas and put them into action. So far, STUCO has recognized a teacher each week who exemplifies G.R.I.T. She is also one of the driving forces behind the SMILE Committee on campus and works to ensure that the teachers at MJHS feel valued and appreciated daily. From the teachers to the students, Mrs. Breazeale is making a difference and contributing to the positive culture at MJHS.
- Amy Breazeale is our campus RLA Interventionist. You could give her a title more like Amy Breazeale - KNOWS EVERYTHING. She is a bucket of knowledge and spills it over to whoever needs it. She drops everything to help anyone with ANY question they have and shares all the resources she has. She is in it 110% for the students and her fellow teachers. Amy builds amazing relationships with teachers and students when she pushes into classrooms, in the hallway, and even at dismissal! She has so much Gator Pride AND McAdams pride. She makes me so proud to be a McAdams gator.
- Ms. Breazeale goes above and beyond what is asked of her for the staff and students of MJHS. While in the classroom, she made learning fun while holding her students accountable. She strengthened her skills and showed herself as an instructional leader. This year, she has transitioned roles and is now the RLA interventionist. She has taken this role and run with it. She is a great mentor to her teachers and helps bring innovative ideas to their classrooms. While working in the classroom, she builds relationships with the students and encourages them academically and personally. She participates in multiple committees for staff and students and is willing to do anything asked of the students and staff of MJHS. Ms. Breazeale truly embodies what it means to have GATOR GRIT.

Spencer Langseth, DHS, Instructional Paraprofessional

- Spencer has proven to be an integral member of the DHS special education team and health services as a CNA and classroom assistant. Spencer provides unique expertise and support in assisting students with medical and fragile needs and achieving emotional and physical goals. Spencer works tirelessly to assist the teachers in monitoring students' behavior, helping with academic accommodations and modifications, and facilitating social interaction. Spencer arrives daily with a smile and a kind word to share; he is a true asset to DISD!
- Spencer works very hard to help each student achieve their personal goals. Additionally, he volunteers with Higher Up Texas as a mentor. He regularly organizes events for his coworkers to come together in team-building events.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: December 5, 2023

Item Title: Texas Energy Summit Outstanding School District Award

Agenda Item: Tammy Dowdy

Background Information:

Organized by the Energy Systems Laboratory, a division of the Texas A&M University System, this year's Texas Energy Summit was hosted in November at the Texas Capitol in Austin. The focus of the Texas Energy Summit is the intersection of air quality and energy systems, all energy systems: the grid, transportation, oil, and gas, and industrial. The Summit sessions are designed to lead to actionable next steps to improve air quality in Texas. Summit participants hear from and work with experts in the technologies, policies, and programs that accelerate emissions reductions, and collaborate to accelerate needed changes to clean the air.

Each year, the Texas Energy Summit recognizes individuals, organizations, and companies that have demonstrated outstanding and/or unique contributions to clean air through energy efficiency and renewable energy actions or programs. Nominations are invited from the public for recognition of leading efforts that contributed to improving the impact of buildings and development on cleaner air and environmental quality for Texas and especially its urban regions.

This year, Dickinson ISD was honored with the organization's Outstanding School District Award for 2023. Dickinson ISD began a focused effort to reduce energy consumption and cost in 2011. Over the past 12 years, Dickinson ISD has seen a consistent reduction in cost and use each year. Total program savings since inception include \$11,000,000 saved, 30.5% reduction in cost and 33.7% reduction in overall use. Additionally, all campuses are eligible for Energy Star certification with the average building score equaling 88 out of 100.

Representing Dickinson ISD at the Texas Energy Summit awards presentation were Director of Energy Management **Jeff Pulkinen** and Assistant Director of Energy Management **Aaron Whitener**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: December 5, 2023

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 **Ayla Gonzales**, a fifth-grade student at Barber Middle School. Her artwork depicts a festive gator reindeer with ornaments and stockings representing all Dickinson ISD school names hanging from the antlers. She is taught by Barber Middle School art teacher **Kimi White**.

Thank you to Ayla 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, 2023

Item Title: Volleyball All-District Honorees

Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Varsity Volleyball Team advanced to the playoffs for the first time since 2008. While they were not successful against Pearland in the first round of playoffs, the girls met their goal of breaking the team's 15-year long absence from advancing to the playoffs. They finished the season as second place in district with a 26-16 overall record and an 8-4 district record. 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.

Rebecca Ajong	Second Team All-District
Daryeon Allen	Second Team All-District and Academic All-District
Keely Anderson	First Team All-District and Academic All-District
Aaliyah Barnett	Second Team All-District, Academic All-District Texas High School Coaches Association 2 nd team Academic All-State, and American Volleyball Coaches Association Best and Brightest First Team
Caroline Boone	First Team All-District and Academic All-District
Sinclair Coleman	Academic All-District
Azelia Lara	Academic All-District
Maddison Lewis	Academic All-District
Samantha Loyd	First Team All-District and Academic All-District
Caryss Magliolo	Second Team All-District and Academic All-District
Natalia Moreno	Academic All-District
Kobie Rodriguez	Academic All-District
Gabriela Solis	Academic All-District
Addison Stanley	District Defensive Player of the Year, Academic All-District, Texas High School Coaches Association Honorable Mention Academic All-State, and American Volleyball Coaches Association Best and Brightest Second Team

The DHS Varsity Volleyball Team is led by Head Coach **Kati Farias** and Assistant Coaches **Kaylee Hawkins, Hannah Westerlage, Denise Salinas⁸, and Jessieka Palmer.**

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: December 5, 2023
Item Title: McAdams Junior High Region Band
Agenda Item: Tammy Dowdy

Background Information:

Dickinson ISD junior high band students recently had the chance to audition for District and Region Band through the Texas Music Educators Association. Earning a place in the All-Region Band is the highest honor a junior high band student can achieve.

Honorees from McAdams Junior High include:

Haedy Cervantes	Flute	District Band - 30 th Chair
Gabriel Duran	Bass Clarinet	District Band - 6 th Chair
Shelby Hanson	Flute	Region Band - 23 rd Chair
Itzel Jaramillo	Clarinet	Region Band - 24 th Chair
Angel Martinez	Flute	Region Band - 24 th Chair
Diego Martinez	Percussion	Region Band - 18 th Chair
Abrianna Ortiz	French Horn	Symphonic Band - 9 th Chair
Daysi Ortiz	Clarinet	District Band - 32 nd Chair
Agustin Perez	Euphonium	Symphonic Band - 3 rd Chair
Danielle Williams	Flute	District Band - 31 st Chair
Jesse Williams	Contra-Bass Clarinet	Symphonic Band - 1 st Chair

The McAdams Junior High Bands are led by **John Hinojosa, Robert Baker, and Rebekah Delgado.**

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: December 5, 2023

Item Title: McAdams Region Choir Honorees

Agenda Item: Tammy Dowdy

Background Information:

McAdams 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:

Ethan Hernandez Mixed Choir

Kharington Hubert Treble Choir

Leonard Bourgeois Mixed Choir

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: December 5, 2023
Item Title: Kranz Junior High Region Band
Agenda Item: Tammy Dowdy

Background Information:

Dickinson ISD junior high band students recently had the chance to audition for District and Region Band through the Texas Music Educators Association. Earning a place in the All-Region Band is the highest honor a junior high band student can achieve. With 40 students earning a place in the Region Band, this is the fourth consecutive year for the Kranz Band to have the most students earn a place in the Region Band, out of any of the 18 junior high schools participating.

Honorees from Kranz Junior High include:

Derrick Adams	Bassoon	Region Band and Orchestra – 1 st Chair
Temiwumi Adelakin	Clarinet	Region Band – 6 th Chair
Blake Akins	Bari Saxophone	Region Band – 2 nd Chair
Brady Akins	French Horn	Region Band and Orchestra – 4 th Chair
Yamilette Bello	Trumpet	Region Band – 18 th Chair
Ayden Bowles	Tuba	Region Band – 7 th Chair
Emmett Brandon, IV	Clarinet	Region Band – 7 th Chair
Jordyn Broussard	Oboe	Region Band – 6 th Chair
Alyssa Brown	Trumpet	Region Band – 8 th Chair
Melanie Coro	Flute	Region Band and Orchestra – 3 rd Chair
Abesira Daniel	Flute	Region Band and Orchestra – 1 st Chair
Edgar Douglas, III	Trombone	District Band – 24 th Chair
Brendan Dunn	Tuba	Region Band and Orchestra – 1 st Chair
Saiya Farrar	Euphonium	Region Band – 1 st Chair
Thomas Fertitta	Percussion	District Band – 27 th Chair
Isamar Galaviz	Clarinet	Region Band – 5 th Chair
David Gallegos	Percussion	District Band – 30 th Chair
Edwin Garcia	Clarinet	Region Band – 20 th Chair
Syd Gray	Percussion	Region Band – 5 th Chair
Clara Grice	Saxophone	Region Band – 6 th Chair

Syed Haider	French Horn	Region Band and Orchestra – 1 st Chair
Gabriel Harper	Clarinet	District Band – 34 th Chair
Corbin Hebert	Trumpet	Region Band – 7 th Chair
Joshua Huerta	Percussion	Region Band – 15 th Chair
Jeremiah Keys	Saxophone	Region Band – 2 nd Chair
Noelle Kimbrough	Flute	Region Band – 8 th Chair
Max Magliolo	Trumpet	Region Band – 19 th Chair
Matthew Maloney	Trombone	Region Band and Orchestra – 1 st Chair
Maria Martinez	Flute	Region Band – 6 th Chair
Robert Morales	Trumpet	Region Band – 22 nd Chair
Damaris Moran	Saxophone	Region Band – 4 th Chair
Jackson Morris	Trumpet	Region Band – 15 th Chair
Isabella Morrow	Bassoon	Region Band – 5 th Chair
Cailyn Nguyen	Oboe	Region Band – 2 nd Chair
Eric Osornio	Euphonium	District Band – 13 th Chair
Rebecca Pliske	Clarinet	Region Band – 13 th Chair
Arnulfo Ramirez	Percussion	District Band – 32 nd Chair
Julian Romero	Tenor Saxophone	Region Band – 1 st Chair
Ayden Sanchez	Trumpet	Region Band and Orchestra – 2 nd Chair
Alex Smith	Clarinet	Region Band and Orchestra – 3 rd Chair
Samantha Sosa	Flute	District Band – 27 th Chair
Daniel Soto Vale	Clarinet	Region Band – 12 th Chair
Alejandro Soto Vale	Trombone	Region Band – 15 th Chair
Carly Swartz	Bass Clarinet	Region Band and Orchestra – 1 st Chair
Grace Tews	Trombone	Region Band – 16 th Chair
Aiden Trahan	Bassoon	Region Band – 4 th Chair
Abigail Walton	Trumpet	Region Band – 25 th Chair
Jaelynn Zelaya	Bass Clarinet	Region Band – 4 th Chair

The Kranz Junior High Bands are led by **Kelby Koch**, **Juan Castillo**, and **Britleigh Nettuno**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: December 5, 2023

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:

Derick Adams	Mixed Choir
Caden Belland	Mixed Choir
Jaelyn Burnett	Treble Choir
Elijah Camacho	Mixed Choir
Draiden Engle	Mixed Choir
Emelia Freeman	Mixed Choir
Skylar Gilbert	Treble Choir
Jacob Jaimez	Mixed Choir
Jordyn Lara	Treble Choir
Logan Martinez	Mixed Choir
Carli Mott	Mixed Choir
Chloie Serona	Mixed Choir
Pyper Trancucci	Mixed Choir

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: December 5, 2023

Item Title: Dickinson Junior High Region Band

Agenda Item: Tammy Dowdy

Background Information:

Dickinson ISD junior high band students recently had the chance to audition for District and Region Band through the Texas Music Educators Association. Earning a place in the All-Region Band is the highest honor a junior high band student can achieve.

Honorees from Dickinson Junior High include:

Taylor Alcalá	Bassoon	District Band
Wesley Arce	Trombone	Symphonic Region Band - 7 th Chair
David Barahona-Salazar	Trumpet	Region Orchestra and Symphonic Band – 1 st Chair
Mikaela Bell	Flute	District Band
Jack Hooper	Tenor Saxophone	Concert Region Band – 4 th Chair
Jacob Lopez	Euphonium	District Band
Robert McElwee	Trumpet	District Band
Peyton Reynolds	Trumpet	District Band
Evan Ritz	Percussion	Symphonic Region Band – 7 th Chair
Jack Strawder	Trombone	Concert Region Band – 17 th Chair

The Dickinson Junior High Bands are led by **Rumaldo Saenz** and **Justin Garcia**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: December 5, 2023

Item Title: DJHS Region Choir Honorees

Agenda Item: Tammy Dowdy

Background Information:

Dickinson 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:

Emory Guajardo	Mixed Choir
Kingston Harrelson	Mixed Choir
George Hines	Mixed Choir
Logan Shaw	Mixed Choir
Liam Windham	Mixed Choir

The Dickinson Junior High Choir is led by **Mark Patterson**.

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, 2023

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, 2023

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have zero (0) new hires
- We have two (2) resignations: two (2) Teachers at Dickinson Junior High School.
- We have one (1) retirements: one (1) Teacher at Dickinson High School.

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** _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: December 5, 2023
Item Title: Possible Contract Abandonment
Agenda Item: Carla Voelkel

Discuss, consider and possible action concerning possible abandonment of contract by Robin Holk, teacher at McAdams Junior High School.

Recommendation:

The Superintendent, Assistant Superintendent for Administration, and Executive Director for Human Resources recommend adopting the Resolution Concerning Contract Abandonment by Robin Holk as presented by the Administration and to direct the Superintendent to file a complaint regarding contract abandonment with the Texas Education Agency.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
DICKINSON INDEPNEDENT SCHOOL DISTRICT**

WHEREAS, the Dickinson Independent School District (the “District”) is an independent school district located in Galveston County, Texas;

WHEREAS, Robin Holk (“Holk”) has an employment contract with the District for the 2023-2024 school year (*see Exhibit A*);

WHEREAS, Holk was assigned to teach computer classes at McAdams Junior High School for the 2023-2024 school year;

WHEREAS, on May 12, 2023, Holk was injured after a student flipped a chair that hit Holk in the leg/knee area (*see Exhibit B*);

WHEREAS, Holk pursued Workers’ Compensation benefits for her injury (*See Exhibit C*);

WHEREAS, on October 25, 2023, Dickinson ISD learned that Holk’s Workers’ Compensation physician had released her to return to work with light restrictions (*See Exhibit C*);

WHEREAS, on November 2 2023, Dickinson ISD notified Holk that her physician’s restrictions could be accommodated and directed her to return to work on November 6, 2023 (*See Exhibit D*);

WHEREAS, Holk did not return to work as directed on November 6, 2023, and instead submitted a request for continued assault leave despite her recuperation from the physical injuries sustained on May 12, 2023 (*See Exhibit E*);

WHEREAS, Holk has exhausted all available paid and unpaid leave and has been absent without leave since November 6, 2023, when she was directed to return to work; and

WHEREAS, the Board finds that Holk has abandoned her contract without good cause.

NOW THEREFORE, BE IT RESOLVED THAT:

1. Good cause under the Texas Education Code does not exist for Holk’s failure to continue to report to work;
2. Good cause under the Texas Education Code does not exist for Holk’s abandonment of contract;
3. Holk did not attempt to lessen the impact of her job abandonment as she did not offer or attempt to continue to report to work with accommodations for her light restrictions;
4. A complaint to the Texas Education Agency regarding Holk’s abandonment of contract shall be made by the Superintendent or designee.

PASSED BY VOTE AND APPROVED this 5th day of December, 2023.

President, Board of Trustees, Dickinson Independent School District

Secretary, Board of Trustees, Dickinson Independent School District

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: December 5, 2023
Item Title: Terminate Probationary Contract
Agenda Item: Carla Voelkel

Discuss, consider and possible action to terminate the probationary contract of Robin Holk, teacher, at McAdams Junior High School.

Recommendation:

The Superintendent, Assistant Superintendent for Administration, and Executive Director for Human Resources recommend to terminate the probationary contract of classroom teacher Robin Holk at the end of its term in the best interest of Dickinson ISD and to authorize the Superintendent or her designee to notify Ms. Holk of the same.

Action Item: Yes _____ No

Motion made by _____ **seconded by** _____ **vote** _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: December 5, 2023
Item Title: Propose Mid-Contract Suspension without Pay
Agenda Item: Carla Voelkel

Discuss, consider and possible action to propose the mid-contract suspension without pay and termination for cause of Robin Holk, teacher, at McAdams Junior High School.

Recommendation:

The Superintendent, Assistant Superintendent for Administration, and Executive Director for Human Resources recommend to propose the mid-contract suspension without pay and termination of the probationary contract of classroom teacher Robin Holk for good cause as presented and to authorize the Superintendent or her designee to notify Ms. Holk of the same.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: December 5, 2023

Item Title: Demographics Update

Agenda Item: Robert Cobb

Background Information:

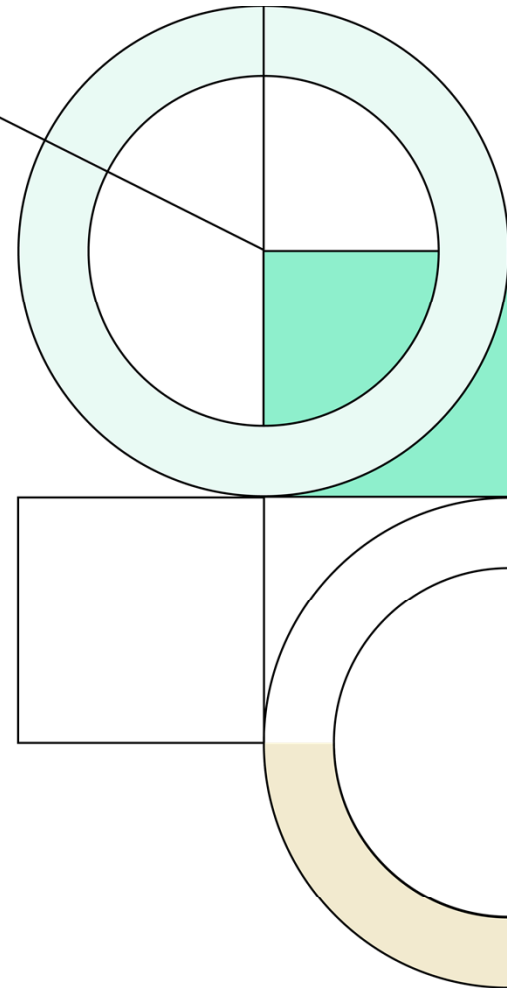
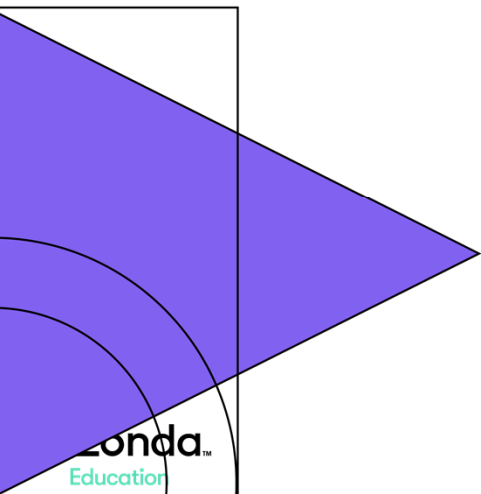
Rocky Gardiner with Zonda Education will present a report of both current conditions and a growth forecast for the district.

Action Item: _____ Yes √ No



Fall 2023

Demographic Report





Annual Enrollment Change

Year (Oct.)	EE	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10 th	11th	12th	Total	Growth	% Growth
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	86	358	857	888	891	898	908	919	885	977	972	1,146	1,043	801	731	12,360	428	3.6%
2023/24	95	427	816	869	908	924	891	922	935	928	1,015	1,087	1,047	922	809	12,595	235	1.9%

*Yellow Box = largest grade per year
Green Box = second largest grade per year

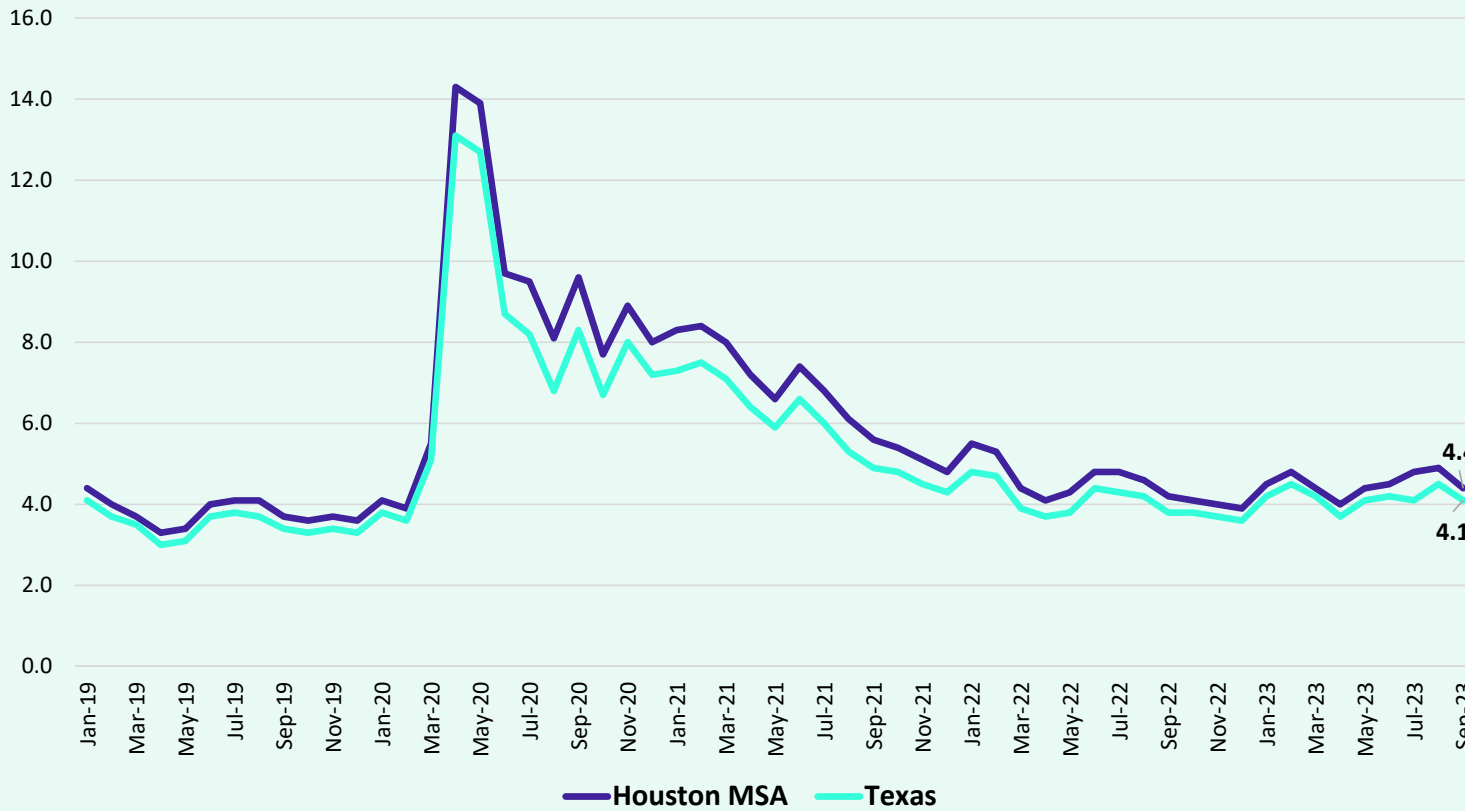
2023/24 proj.	86	357	886	919	915	919	922	937	951	935	1,008	1,071	1,085	958	807	12,756	-1.3%
	9	70	-70	-50	-7	5	-31	-15	-16	-7	7	16	-38	-36	2	-161	

	EE	PK	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Elem Avg.	MS Avg.	JH Avg	HS avg.
3-Year Avg.	1.103	1.162	1.004	1.053	1.028	1.031	1.044	1.017	1.021	1.044	1.041	1.164	0.927	0.867	0.988	1.029	1.031	1.035	0.986
2020/21	1.029	0.726	0.926	0.963	0.993	1.009	1.007	1.028	0.997	1.036	0.996	1.047	0.955	0.913	1.000	0.973	1.017	1.009	0.979
2021/22	1.042	1.194	1.014	1.063	1.025	1.014	1.072	1.004	1.004	1.030	1.039	1.182	0.950	0.862	0.953	1.029	1.038	1.024	0.987
2022/23	1.162	1.098	1.045	1.083	1.036	1.041	1.068	1.033	1.041	1.053	1.045	1.191	0.918	0.855	1.000	1.051	1.050	1.046	0.991
2023/24	1.105	1.193	0.952	1.014	1.023	1.037	0.992	1.015	1.017	1.049	1.039	1.118	0.914	0.884	1.010	1.006	1.004	1.035	0.981

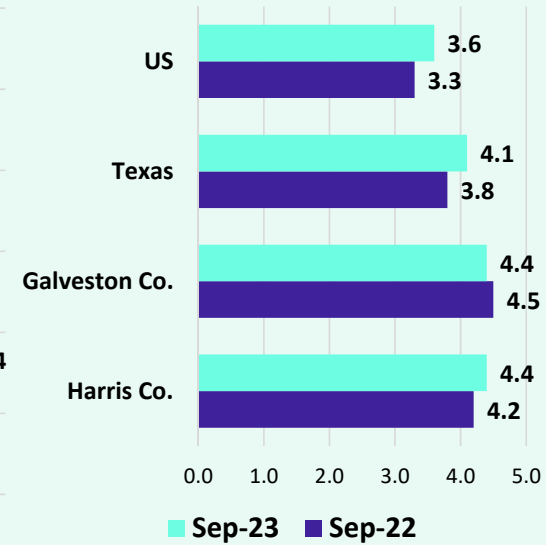


Local Economic Conditions

Unemployment Rates, Jan. 2019 - September 2023



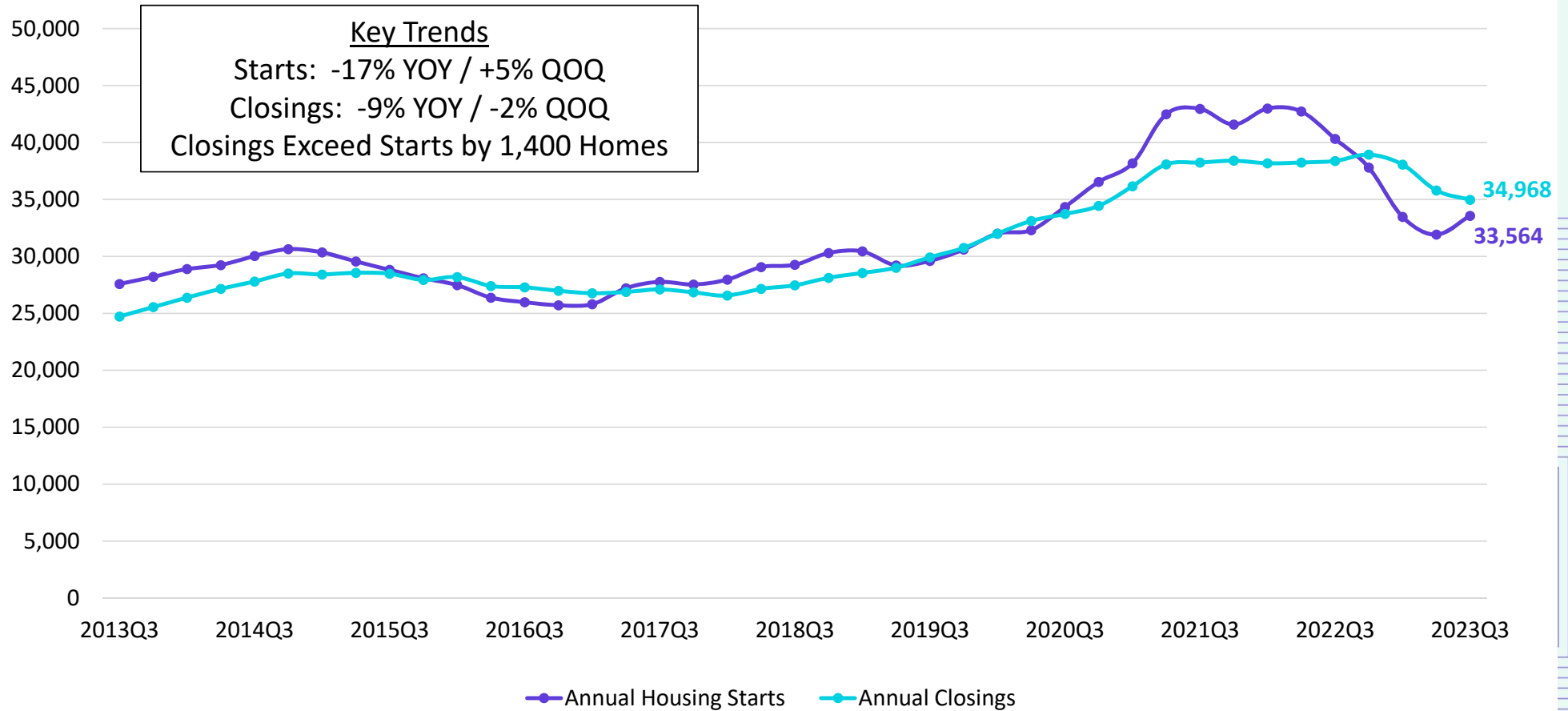
Unemployment Rate, Year Over Year



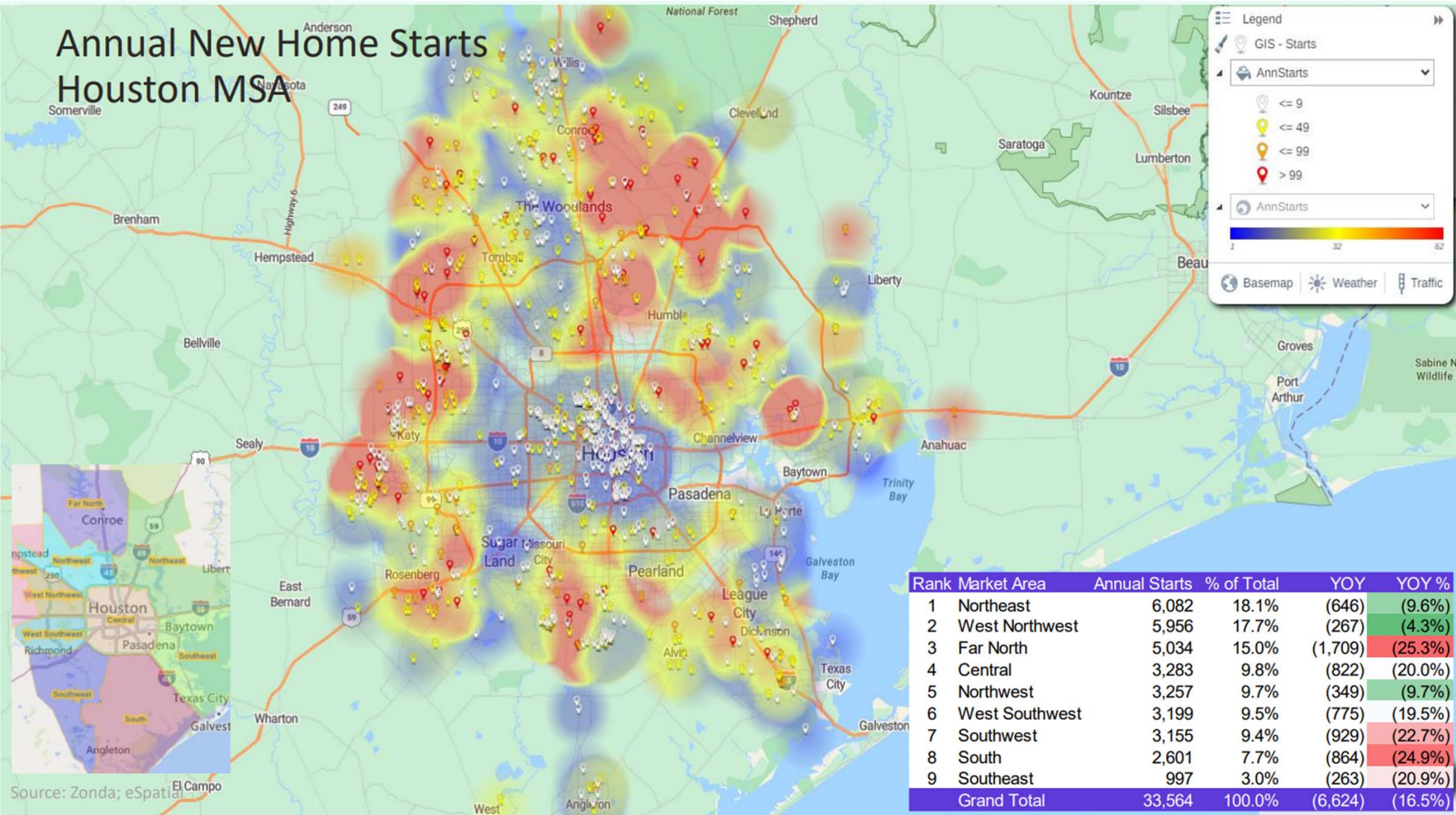


Houston New Home Starts & Closings

Annual Housing Starts vs. Annual Closings



Annual New Home Starts Houston MSA



Legend

- GIS - Starts
- AnnStarts
 - Pin: ≤ 9
 - Pin: ≤ 49
 - Pin: ≤ 99
 - Pin: > 99
- AnnStarts
 - Color scale: 1 to 62

Basemap | Weather | Traffic

Rank	Market Area	Annual Starts	% of Total	YOY	YOY %
1	Northeast	6,082	18.1%	(646)	(9.6%)
2	West Northwest	5,956	17.7%	(267)	(4.3%)
3	Far North	5,034	15.0%	(1,709)	(25.3%)
4	Central	3,283	9.8%	(822)	(20.0%)
5	Northwest	3,257	9.7%	(349)	(9.7%)
6	West Southwest	3,199	9.5%	(775)	(19.5%)
7	Southwest	3,155	9.4%	(929)	(22.7%)
8	South	2,601	7.7%	(864)	(24.9%)
9	Southeast	997	3.0%	(263)	(20.9%)
Grand Total		33,564	100.0%	(6,624)	(16.5%)



Houston New Home Ranking Report

ISD Ranked by Annual Closings – 3Q23

Rank	District Name	Annual Starts	Annual Closings	Inventory	VDL	Future
1	LAMAR CISD	3,818	4,110	2,434	5,010	37,268
2	CONROE ISD	3,288	3,757	2,388	5,640	25,294
3	KATY ISD	3,025	2,847	2,029	3,376	15,389
4	FORT BEND ISD	2,276	2,756	1,288	1,805	10,928
5	HOUSTON ISD	2,530	2,620	2,346	4,123	14,258
6	CYPRESS-FAIRBANKS ISD	2,487	2,451	1,755	2,375	12,587
7	ALVIN ISD	1,373	1,810	1,056	2,506	16,946
8	MAGNOLIA ISD	1,547	1,565	1,124	3,389	36,612
9	NEW CANEY ISD	1,109	1,337	733	958	9,122
10	SPRING ISD	1,161	1,281	474	838	6,550
11	WALLER ISD	1,524	1,264	944	1,731	40,340
12	TOMBALL ISD	1,021	1,215	649	1,654	3,021
13	HUMBLE ISD	811	766	503	736	2,456
14	WILLIS ISD	976	762	879	2,791	9,577
15	GOOSE CREEK CISD	790	639	462	530	2,921
16	MONTGOMERY ISD	395	611	343	1,335	6,676
17	DICKINSON ISD	692	608	568	2,474	8,167
18	SPLENDORA ISD	825	603	730	1,922	11,492
19	SPRING BRANCH ISD	432	541	457	637	1,222
20	BARBERS HILL ISD	375	488	224	476	5,330

* Based on additional housing research by Zonda Education



District New Home Starts and Closings






Starts	2017	2018	2019	2020	2021	2022	2023
1Q	104	103	118	160	169	192	145
2Q	172	219	154	158	215	171	172
3Q	161	169	134	245	354	155	262
4Q	119	205	171	238	137	112	
Total	556	696	577	801	875	630	579

Closings	2017	2018	2019	2020	2021	2022	2023
1Q	70	120	137	121	212	252	146
2Q	66	146	160	169	325	219	172
3Q	152	196	171	182	158	178	162
4Q	111	135	129	125	124	128	
Total	399	597	597	597	819	777	480



District Housing Overview by Elementary Zone

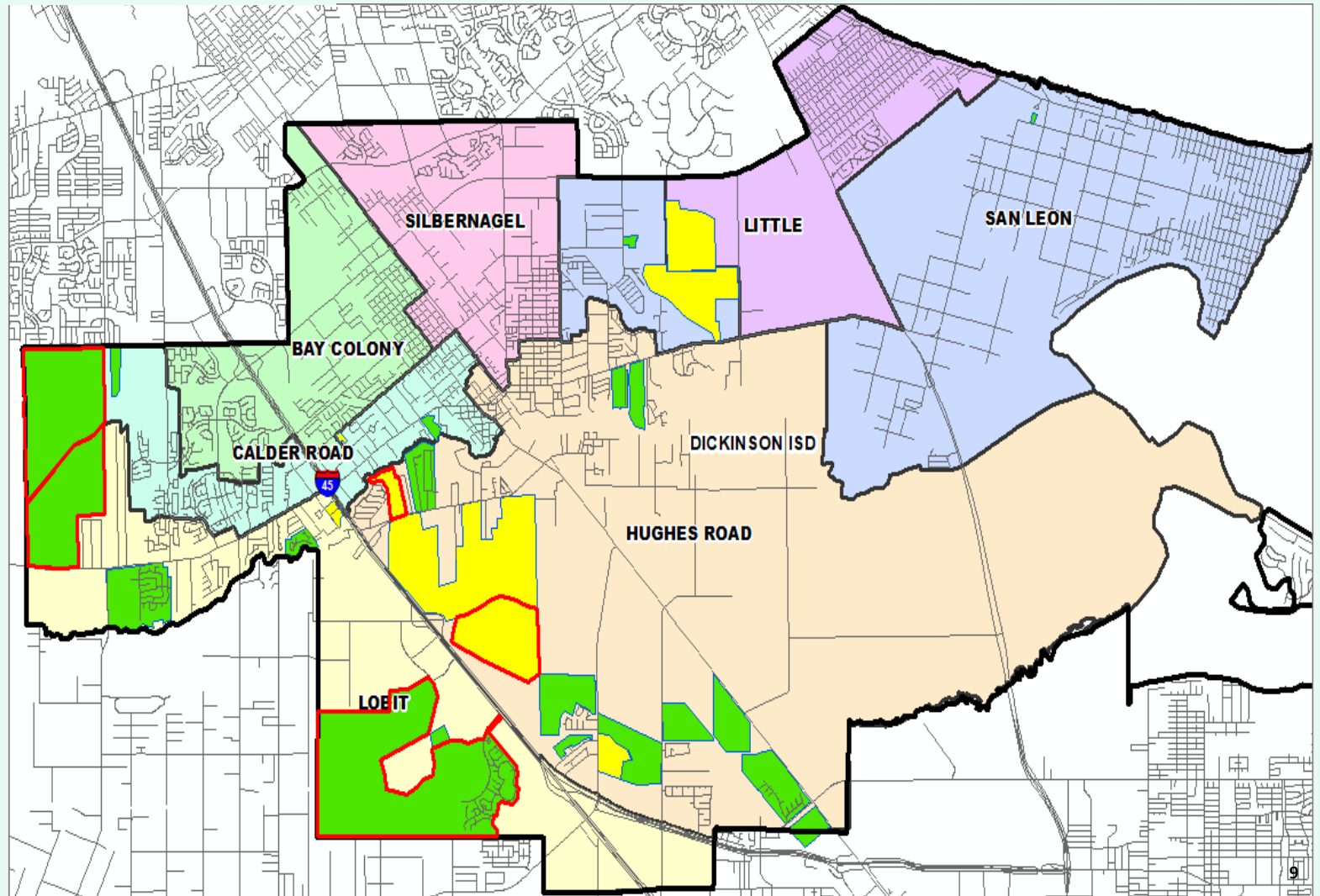
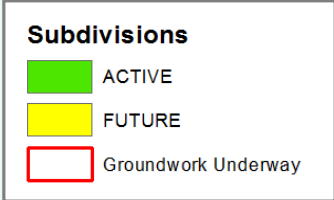
Elementary	Annual Starts	Quarter Starts	Annual Closings	Quarter Closings	Under Const.	Inventory	Vacant Dev. Lots	Future
BAY COLONY	0	0	0	0	0	0	0	0
CALDER ROAD	8	0	3	1	6	8	126	15
HUGHES ROAD	192	49	177	47	99	163	562	5,224
LITTLE	0	0	0	0	0	0	0	553
LOBIT	491	213	428	114	273	396	1,783	1,975
SAN LEON	1	0	0	0	1	1	3	400
SILBERNAGEL	0	0	0	0	0	0	0	0
Grand Total	692	262	608	162	379	568	2,474	8,167

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



District Housing Overview

- The District has 20 actively building subdivisions
- Within Dickinson ISD, there are 10 future subdivisions planned
- Ground-work is currently underway on approx. 1,040 lots in 5 separate subdivisions
- 519 lots were delivered in the 3rd quarter





Residential Activity

Pedregal

- 760 total lots
- 83 vacant developed lots; 307 futures
- 83 UC; 14 inventory
- 273 occupied homes
- Cervelle Homes community priced from \$343K to \$470K
- 121 DISD students currently reside in Pedregal; student yield ~ 0.44



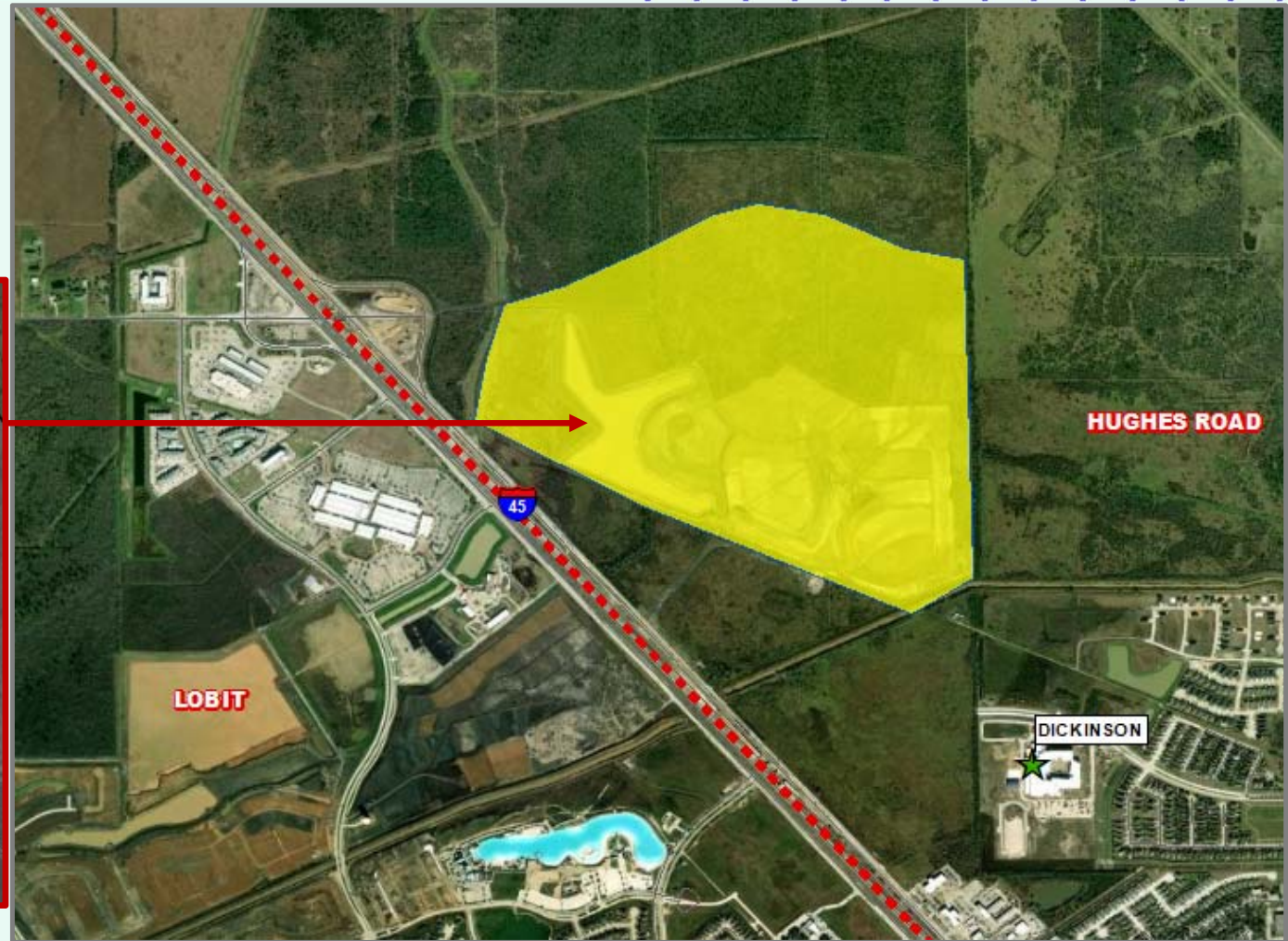


Residential Activity

Beacon Point at Lago Mar

- 756 total lots
- 756 future/vacant developed lots
- Ground work underway
- Chesmar Homes community to feature 40' and 60' wide lots; pricing to be determined

24 Aug 2023 17:09:54

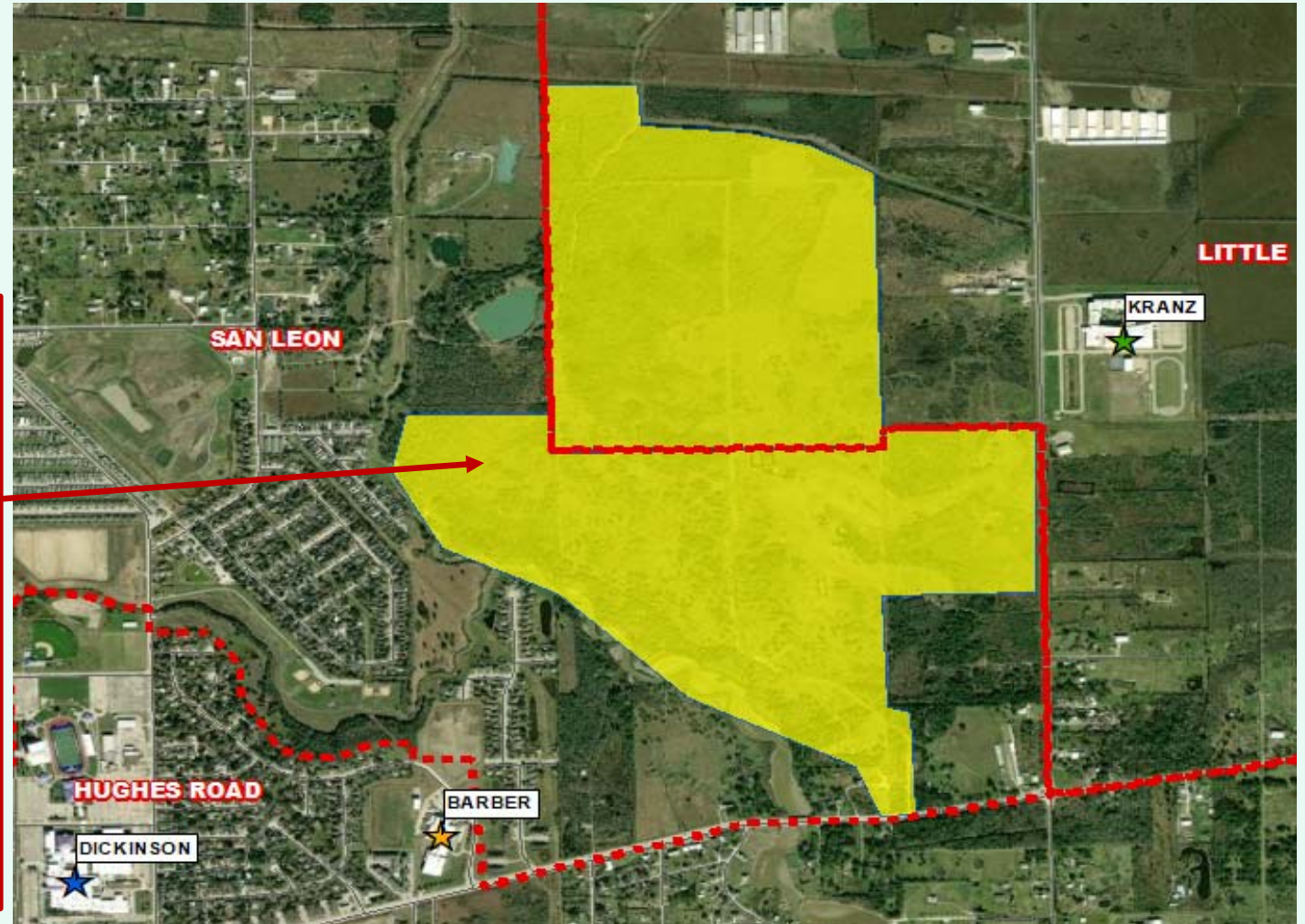




Residential Activity

Lakeside Bayou

- 945 total future lots
- Development would straddle Little and San Leon Elementary zones with home count approximately 60/40 respectively
- Developer still seeking final approvals to begin construction



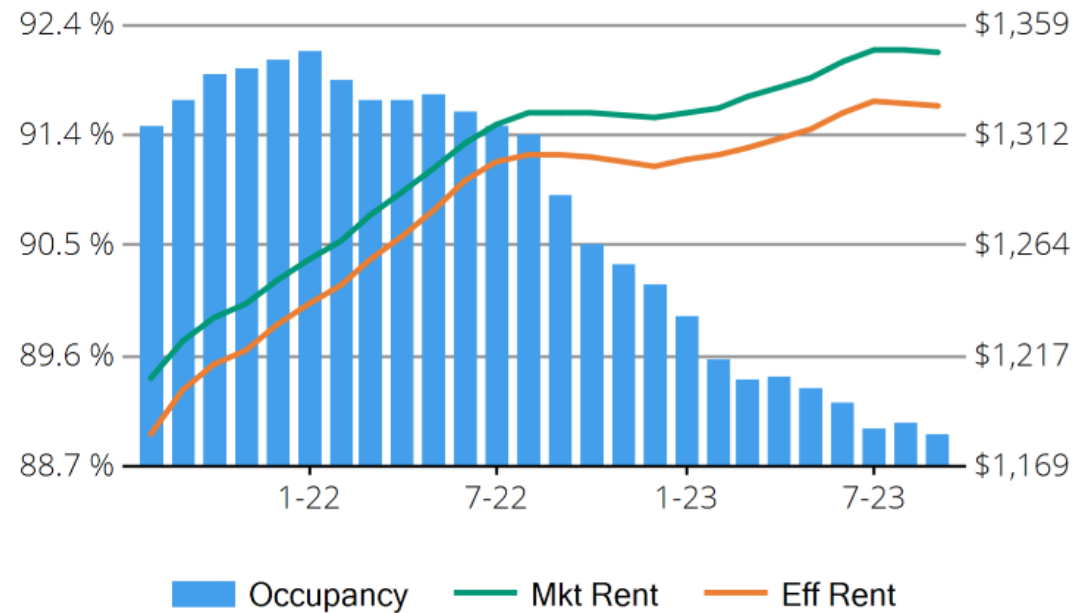


Housing Market Trends: Multi-family Market- Sept. 2023

Stabilized and Lease-up Properties*

Conventional Properties	Sep 2023	Annual Change
Occupancy	88.9	-2.2%
Unit Change	21,314	
Units Absorbed (Annual)	5,928	
Average Size (SF)	890	+0.3%
Asking Rent	\$1,347	+2.0%
Asking Rent per SF	\$1.51	+1.7%
Effective Rent	\$1,324	+1.7%
Effective Rent per SF	\$1.49	+1.4%
% Offering Concessions	28%	+30.8%
Avg. Concession Package	5.6%	+0.6%

Houston, TX





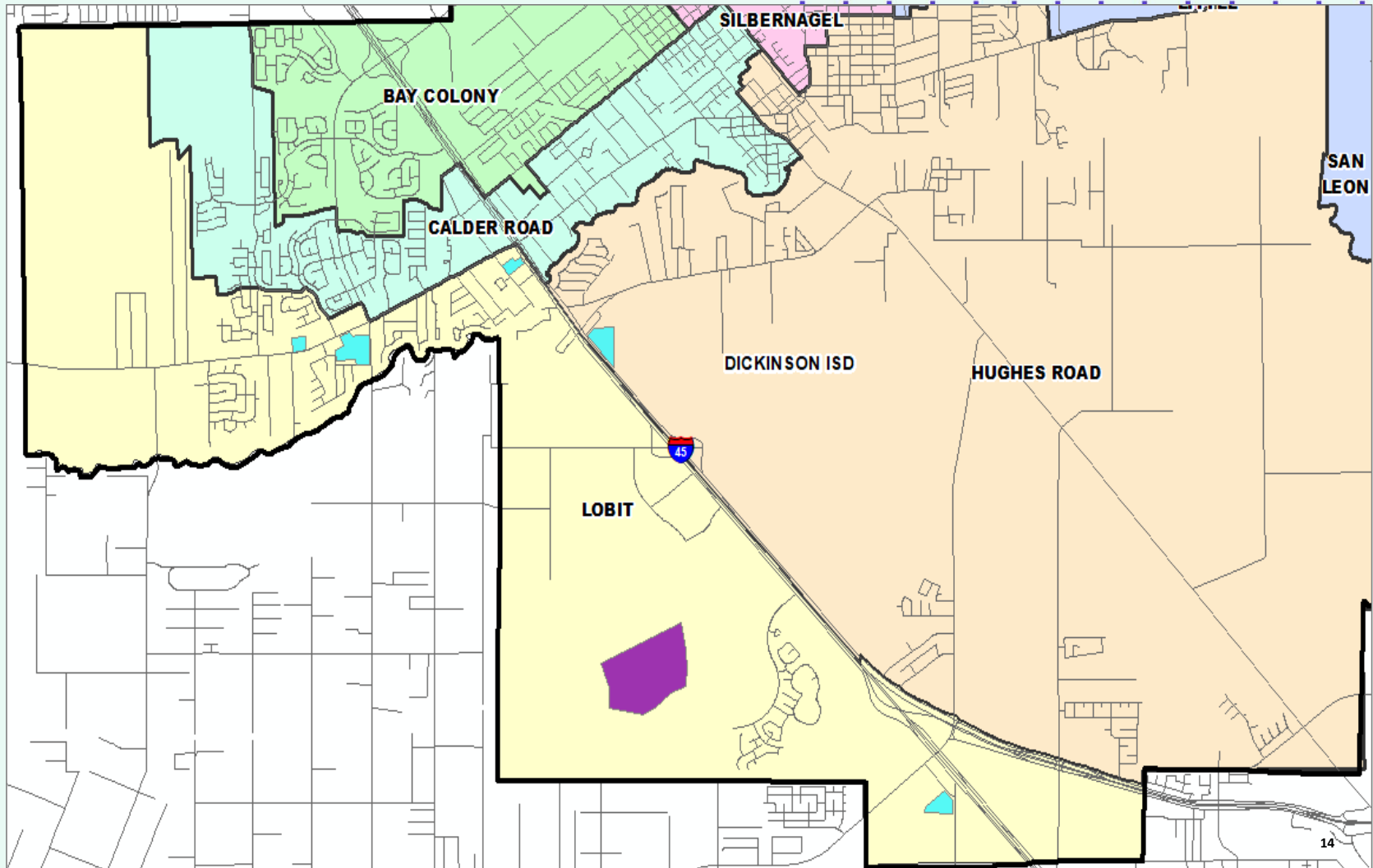


District Multi-Family Overview

- Within DISD, there are five multi-family projects in the planning stages that contain approx. 1,200 future units.
- Of these, 470 are in build-to-rent communities projects including 200 currently under construction in Wan Bridge's Crystal View at Lago Mar

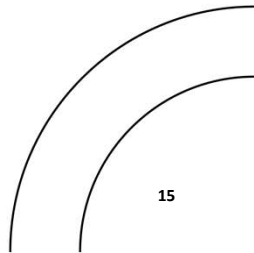
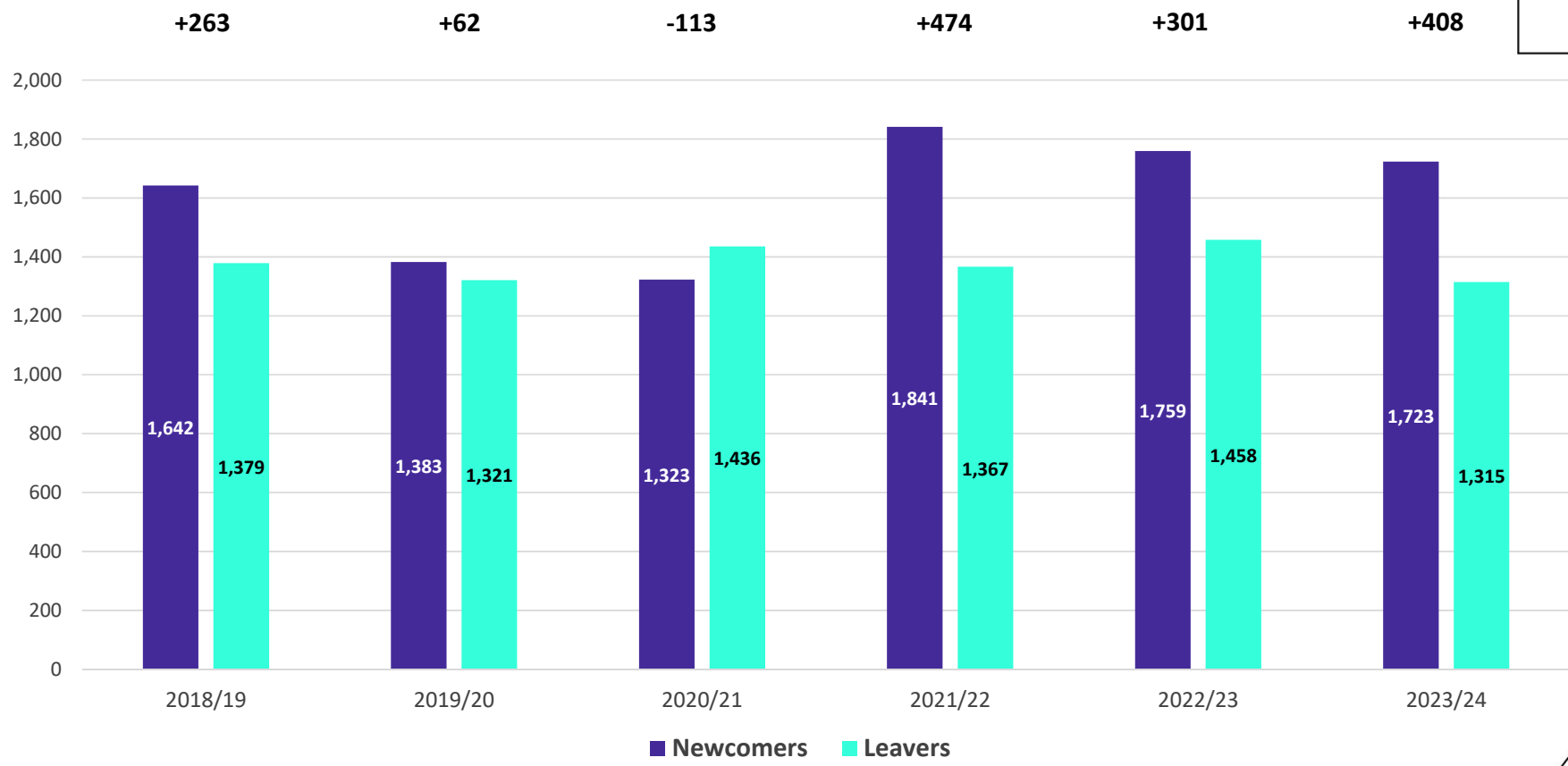
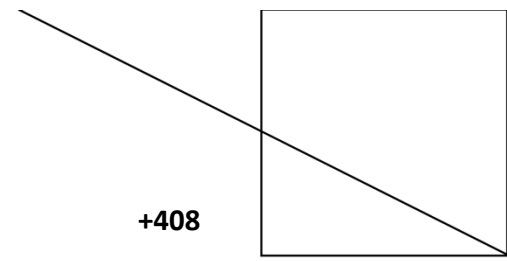
Multi-Family Developments

-  MF Under construction
-  Future Multi-Family



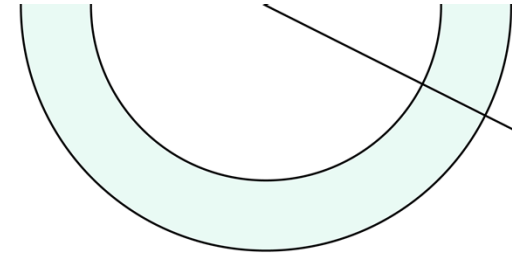


Newcomers and Leavers

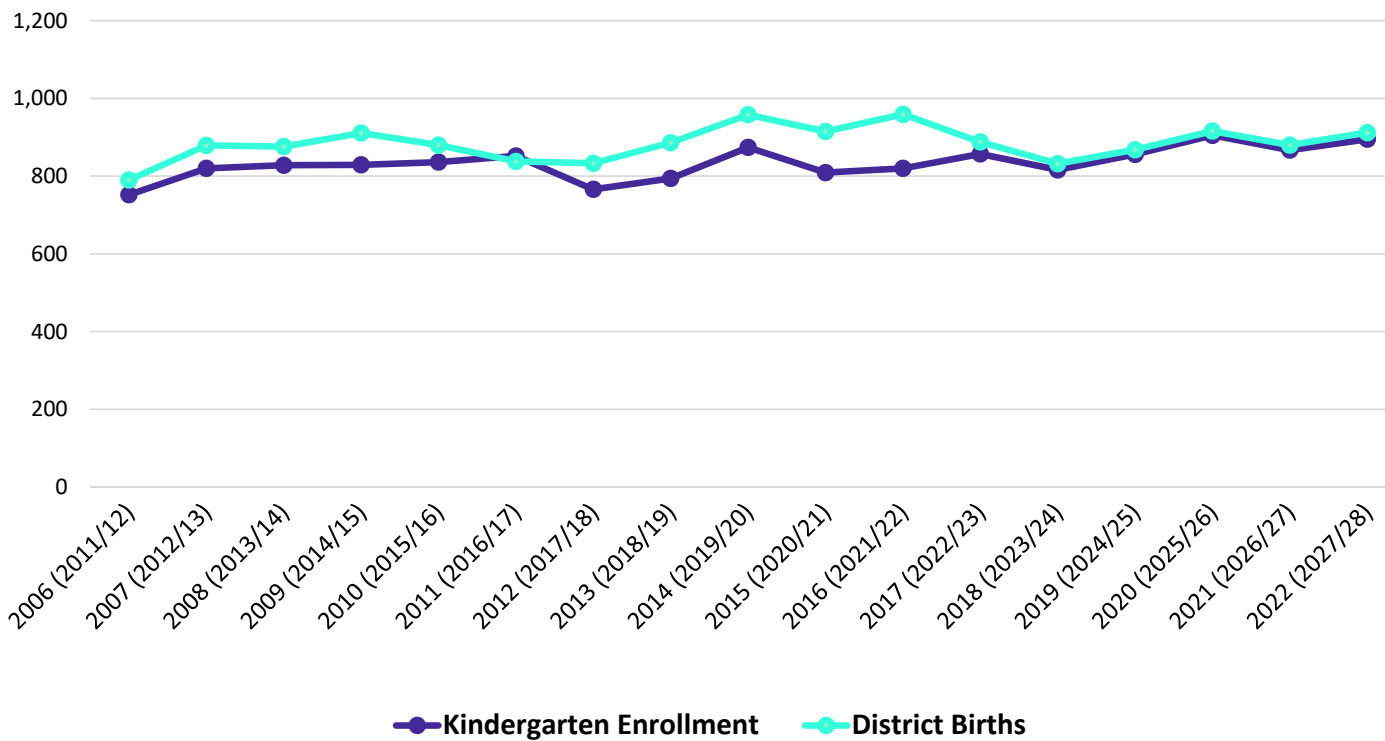




Birth Rate Analysis



Dickinson KG Enroll vs. District Births



	Kindergarten Enrollment	District Births	Ratio
2006 (2011/12)	752	790	0.952
2007 (2012/13)	820	879	0.933
2008 (2013/14)	828	876	0.945
2009 (2014/15)	829	911	0.910
2010 (2015/16)	836	880	0.950
2011 (2016/17)	852	838	1.017
2012 (2017/18)	766	833	0.920
2013 (2018/19)	794	886	0.896
2014 (2019/20)	874	958	0.912
2015 (2020/21)	809	915	0.884
2016 (2021/22)	820	959	0.855
2017 (2022/23)	857	888	0.965
2018 (2023/24)	816	832	0.981
2019 (2024/25)	856	868	0.986
2020 (2025/26)	905	916	0.988
2021 (2026/27)	867	880	0.985
2022 (2027/28)	895	912	0.981



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
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	86	358	857	888	891	898	908	919	885	977	972	1,146	1,043	801	731	12,360	428	3.6%
2023/24	95	427	816	869	908	924	891	922	935	928	1,015	1,087	1,047	922	809	12,595	235	1.9%
2024/25	95	425	856	852	884	931	949	921	937	1,012	952	1,177	1,013	909	900	12,813	218	1.7%
2025/26	95	451	905	893	863	912	957	981	937	963	1,041	1,100	1,088	880	894	12,960	146	1.1%
2026/27	95	430	867	941	909	885	935	984	999	961	984	1,190	1,017	949	869	13,015	55	0.4%
2027/28	95	441	895	902	960	931	914	966	1,002	1,054	985	1,135	1,103	885	931	13,199	184	1.4%
2028/29	95	450	913	933	921	1,000	963	943	987	1,029	1,085	1,133	1,050	959	871	13,332	133	1.0%
2029/30	95	463	944	945	956	950	1,029	991	963	1,011	1,055	1,245	1,049	914	943	13,553	221	1.7%
2030/31	95	472	963	974	962	990	981	1,060	1,014	988	1,038	1,213	1,153	913	899	13,715	162	1.2%
2031/32	95	484	985	994	998	995	1,021	1,011	1,086	1,040	1,016	1,193	1,123	1,002	898	13,941	226	1.6%
2032/33	95	497	1,010	1,018	1,012	1,038	1,027	1,052	1,038	1,114	1,067	1,168	1,104	976	985	14,201	260	1.9%
2033/34	95	507	1,028	1,045	1,039	1,054	1,071	1,060	1,082	1,063	1,144	1,226	1,081	960	959	14,414	213	1.5%

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



Ten Year Forecast Campus

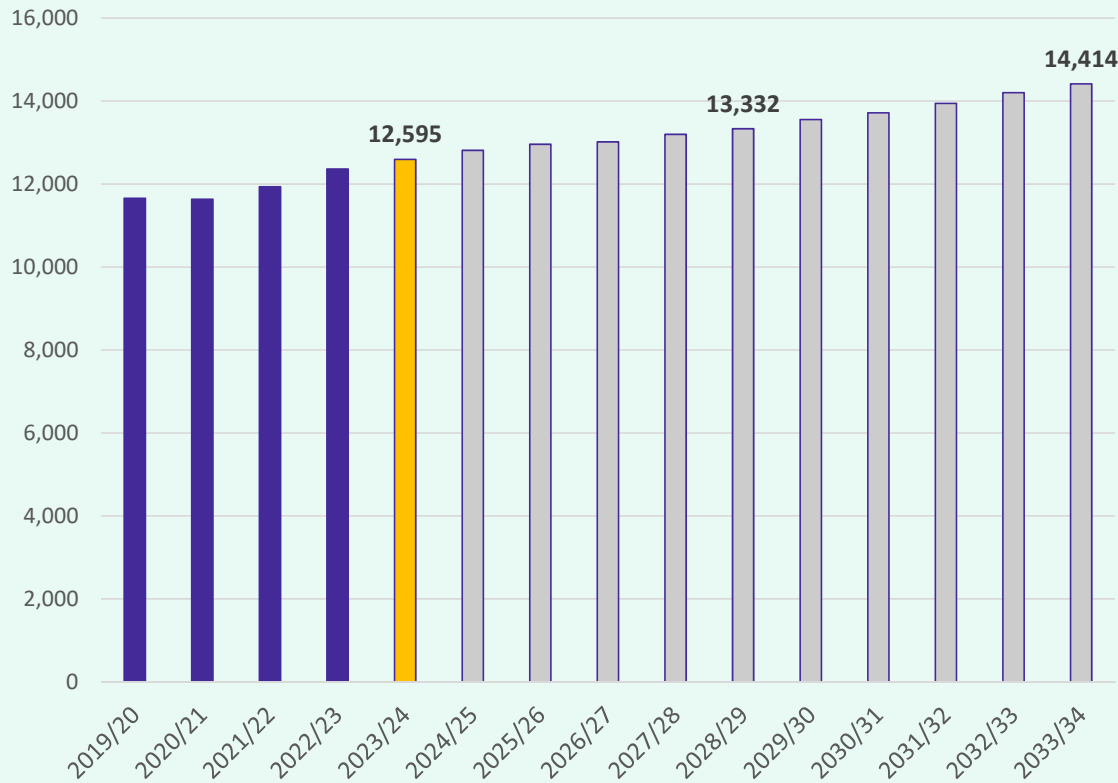
Campus	Capacity	History				Fall	ENROLLMENT PROJECTIONS									
		2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34
Bay Colony Elementary	750	695	674	667	653	530	497	487	482	482	482	475	477	476	480	474
Calder Road Elementary	700	648	652	707	722	568	553	571	561	552	547	541	544	547	551	553
Hughes Road Elementary	730	678	663	687	706	611	622	640	630	658	692	721	754	810	869	928
Jake Silbernagel Elementary	750	673	614	618	640	526	527	510	507	491	479	471	470	471	474	474
Kenneth E Little Elementary	750	691	586	600	649	514	529	537	523	514	509	508	519	529	540	551
Lobit Elementary	750	633	623	761	858	763	809	868	938	1,042	1,114	1,146	1,190	1,205	1,228	1,247
San Leon Elementary	750	708	698	643	658	527	506	505	485	485	488	492	503	513	528	541
ELEMENTARY SCHOOL TOTAL	5,180	4,726	4,510	4,683	4,886	4,039	4,043	4,119	4,127	4,224	4,312	4,353	4,456	4,551	4,670	4,768
Elementary Absolute Growth		151	-216	173	203	-847	4	75	8	97	88	41	103	95	119	98
Elementary Percent Growth		3.30%	-4.57%	3.84%	4.33%	-17.34%	0.11%	1.86%	0.20%	2.36%	2.07%	0.96%	2.36%	2.12%	2.62%	2.10%
Dunbar Middle School	650	617	638	665	654	576	591	617	570	552	568	579	567	551	561	571
Lobit Middle School	650	460	474	526	582	618	680	716	726	729	759	840	865	872	882	887
Barber Middle School	650	721	713	587	568	619	599	605	623	599	579	601	609	609	636	673
MIDDLE SCHOOL TOTAL	1,950	1,798	1,825	1,778	1,804	1,813	1,870	1,938	1,919	1,880	1,906	2,020	2,041	2,032	2,079	2,131
Middle School Absolute Growth		0	27	-47	26	9	57	68	-19	-39	26	114	21	-9	47	52
Middle School Percent Growth		0.00%	1.50%	-2.58%	1.46%	0.50%	3.14%	3.64%	-0.98%	-2.03%	1.38%	5.98%	1.04%	-0.44%	2.31%	2.50%
McAdams Junior High School	1,400	884	892	909	950	854	921	925	916	927	922	881	868	886	894	908
Kranz Junior High School	1,400	1,006	979	965	980	993	933	926	916	935	942	915	898	914	913	920
Dickinson Junior High School	1,400	0	0	0	0	1,017	1,033	1,076	1,098	1,165	1,223	1,219	1,260	1,328	1,398	1,447
JUNIOR HIGH TOTAL	4,200	1,890	1,871	1,874	1,930	2,864	2,887	2,927	2,930	3,027	3,087	3,015	3,026	3,128	3,205	3,275
Junior High Absolute Growth		206	-19	3	56	934	23	40	3	97	60	-72	11	102	77	70
Junior High Percent Growth		12.23%	-1.01%	0.16%	2.99%	48.39%	0.80%	1.39%	0.10%	3.31%	1.98%	-2.33%	0.36%	3.37%	2.46%	2.18%
Dickinson High School	3,600	3,139	3,337	3,497	3,619	3,762	3,896	3,859	3,922	3,951	3,910	4,048	4,075	4,113	4,130	4,123
Alternative Campuses		104	89	100	121	117	117	117	117	117	117	117	117	117	117	117
HIGH SCHOOL TOTAL	3,600	3,243	3,426	3,597	3,740	3,879	4,013	3,976	4,039	4,068	4,027	4,165	4,192	4,230	4,247	4,240
High School Absolute Growth		138	183	171	143	139	134	-37	63	29	-41	138	27	38	17	-7
High School Percent Growth		4.44%	5.64%	4.99%	3.98%	3.72%	3.45%	-0.92%	1.58%	0.72%	-1.01%	3.43%	0.65%	0.91%	0.40%	-0.16%
DISTRICT TOTALS	14,930	11,657	11,632	11,932	12,360	12,595	12,813	12,960	13,015	13,199	13,332	13,553	13,715	13,941	14,201	14,414
District Absolute Growth		495	-25	300	428	235	218	146	55	184	133	221	162	226	260	213
District Percent Growth		4.4%	-0.2%	2.6%	3.6%	1.9%	1.7%	1.1%	0.4%	1.4%	1.0%	1.7%	1.2%	1.6%	1.9%	1.5%

Yellow box = over capacity
Green box = within 10% of capacity



Key Takeaways

Enrollment Forecast



- Dickinson ISD added 235 students this fall despite higher interest rates negatively impacting the housing market and increasing charter/private/home schooling impacts
- Groundwork is currently underway on roughly 1,040 lots across the district
- The district is forecast to add 700 - 800 new homes annually for the next 2-3 years
- The district is forecast to enroll approx. 13,330 students in 2028/29, and more than 14,400 students in 2033/34

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Meeting Date: December 5, 2023

Item Title: Acceptance of DISD Education Foundation Teaching Grants

Agenda Item: Carla Voelkel, Tamara Sherrod

Background Information:

- “Break That Chain of Infection” - \$4,500 awarded to Kristin Stewart (Dickinson High School)
- “Broken Crayons Still Color” - \$3,150 awarded to Sherry Wilson (Dickinson High School)
- “CPR: Keep the Beat Going” - \$1,150 awarded Katy Alvarez, John Harmon, Yazmin Lara (Dickinson High School)
- “DHS Competitive BBQ Team” - \$3,550 awarded to Dickinson HS FFA (Dickinson High School)
- “Empowering Chemistry Classrooms Through Hands-On Learning” - \$2,575 awarded to Mahsa Esmaeili (Dickinson High School)
- “Gator Fabricators Rejuvenation” - \$10,000 awarded to Lucas Edenfield (Dickinson High School)
- “SMART Seating is the SMART Choice” - \$4,000 awarded to Sandi Bicknell (Dickinson High School)
- “Read to Succeed” - \$3,000 awarded to Kristi Hanks (Esmond Center)
- “DSLR Cameras for Yearbook Staff” - \$4,275 awarded to Andrea Warren (Dickinson Junior High)
- “From Abstraction to Action: The Power of Math Manipulatives” - \$8,530 awarded to Lisa Ivy (Dickinson Junior High)
- “Rhythm and Movement” - \$3,000 awarded to Karina Alvarado (Dickinson Junior High)
- “Caution: Language Barriers Demolition in Progress” - \$4,200 awarded to Kylee Windham (Kranz Junior High)
- “Dickinson ISD Chess Club” - \$3,500 awarded to Aislinn Clinch, Crystal Pilcher, Travis Smith (Kranz Junior High)
- “M.A.P.S. Measuring American Progress Successfully” - \$3,600 awarded to Alan Alcala (Kranz Junior High)
- “Tokens for Literacy: Book Vending Machine” - \$7,040 awarded to Kaitlyn Breese, Dawn Marcantel, Erika Peugeot, Kim Kelley (Kranz Junior High)
- “Gator CLASS” - \$6,335 awarded to Amy Cmaidalka, Melissa Carpenter, Darlisha Smith, Marcella Chambers (McAdams Junior High)
- “Mobile Magic: A Grant for Traveling LED Theatrical Lights” - \$6,500 awarded to Tara Jones (McAdams Junior High)

- “Simple Machines Make and Take Workshop” - \$500 awarded to Danielle Deen (McAdams Junior High)
- “Spanish Readers” - \$1,000 awarded to Mayra Torres-Jimenez (McAdams Junior High)
- “¡Arriba el bilingüismo!” - \$4,025 awarded to Maria Pedraza, Sandra Cavazos (Barber Middle School)
- “Page Turners Innovation Fund” - \$4,500 awarded to Sheri Strickland (Barber Middle School)
- “Mirrors and Windows” - \$3,300 awarded to Sheri Howard (Lobit Middle School)
- “Bay Colony’s Innovative Lab” - \$7,500 awarded to Brook Morgan, Fran Heilker (Bay Colony Elementary)
- “Just Look Closely” - \$2,500 awarded to Amy Smith (Bay Colony Elementary)
- “Steering Toward Student Math Growth on the Bay” - \$4,000 awarded to Lauren Markiewicz (Bay Colony Elementary)
- “The LEGO Robotics Education Grant” - \$12,306 awarded to Heather Petway (Bay Colony Elementary)
- “CRES Science Matters Initiative” - \$1,500 awarded to Vonda Johnson (Calder Road Elementary)
- “Journey Through Literature with StoryWalk®” - \$1,275 awarded to Maddie Gleeson, Ana Betancourt (Calder Road Elementary)
- “Makerspace Educational Stations” - \$625 awarded to Jeanette Henry (Calder Road Elementary)
- “Career Cafe” - \$1,375 awarded to Jennefer Bell (Hughes Road Elementary)
- “Preschool Interactive Adventures” - \$6,000 awarded to Brian Hopkins (Hughes Road Elementary)
- “Kodaly Kits” - \$6,275 awarded to Kelsey Helton (Silbernagel Elementary)
- “Learning With LEGOS” - \$1,175 awarded to K.E. Little Pre-K Team (K.E. Little Elementary)
- “The Ultimate Book Protector” - \$3,500 awarded to Emily Kelsey (K.E. Little Elementary)
- “Gator Con!” - \$2,000 awarded to Sheri Howard (Lobit Elementary)
- “Science on the Move!” - \$2,700 awarded to Adrienne Dunham (Lobit Elementary)
- “Do Not Count Us Out!” - \$5,000 awarded to Erin Chapman (San Leon Elementary)

Grand total = \$156,211

Recommendation:

The Superintendent and DEF Director recommend accepting the 2023-2024 Teaching Grants.

Action Item: Yes No

Motion made by _____ seconded by _____ vote _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 5, 2023

Item Title: MOU Between DISD Education Foundation and DISD

Agenda Item: Carla Voelkel

Background Information:

This Memorandum of Understanding ("Agreement") is entered into by and between the Board of Trustees ("School Board") of the Dickinson Independent School District (the "District") and the Board of Directors of the Dickinson ISD Education Foundation (the "Foundation"), desiring to memorialize the nature of their relationship, ratify and approve past activities and mutually acknowledge, for the future, the respective obligations and rights of the parties.

Recommendation:

The Superintendent recommends the MOU Between DISD Education Foundation and DISD be approved.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

MEMORANDUM OF UNDERSTANDING
BETWEEN THE DICKINSON ISD EDUCATION FOUNDATION
AND DICKINSON INDEPENDENT SCHOOL DISTRICT

This Memorandum of Understanding ("Agreement") is entered into by and between the Board of Trustees ("School Board") of the Dickinson Independent School District (the "District") and the Board of Directors of the Dickinson ISD Education Foundation (the "Foundation"), desiring to memorialize the nature of their relationship, ratify and approve past activities and mutually acknowledge, for the future, the respective obligations and rights of the parties.

Recitals

Whereas, the District is a public school system located in Texas; and

Whereas, the Foundation is an independent nonprofit corporation organized under the Texas Business Organizations Code (hereinafter called the "Act"), and exempt from taxation pursuant to the Internal Revenue Code 501(c)(3); and

Whereas, the District has the authority to enter into contracts as are necessary for the efficient management of the District, and

Whereas, the Foundation is organized and operated exclusively for educational purposes and to receive and disburse funds, property and gifts of any kind exclusively for the benefit of the District, and

Whereas, the parties desire to formalize their relationship to achieve an efficient coordination between them to advance the District's public purposes and to foster the educational and cultural programs and services of the District;

Now therefore, in consideration of the mutual covenants, promises and conditions herein contained, the District and the Foundation agree as follows:

- A. Public Purposes: The School Board has identified the following educational public purposes for district's support of the Foundation:
1. Because of the uncertainty and restrictions inherent to the public school finance system, the District must seek alternative sources of revenue in order to continue and/or enhance its quality education programs.
 2. Strong community support to assist the District in maximizing alternative revenue sources requires reciprocal commitment and support from the District.
 3. Continuation of the momentum achieved in maximizing alternative revenue sources through the Foundation requires a continual commitment from the District.
 4. Community involvement in raising money for educational programs achieves a concurrent psychological and philosophical investment in the District.
 5. The Foundation is a nonprofit education corporation organized in Galveston County for educational and charitable purposes. The Foundation invests time and resources to generate and improve community support for creating alternative revenue sources that benefit the District and its students.

6. The community's legitimate expectation is that the District supports the Foundation through the Foundation's limited use of facilities, equipment and personnel. The community realizes a convenience in having the District allow use of its facilities by the Foundation.
7. Solicitations of additional revenue by Foundation directors and personnel relieves the fundraising burden of the Superintendent, administrators, teachers and staff, leaving them free to focus on the District's educational mission.
8. Revenues obtained by the Foundation will be provided for the betterment of the District's educational programs.
9. The District has realized gains from its assistance to the Foundation.

B. Commitment: The School Board agrees to provide the following to the Foundation, provided that the public purposes continue to be met and the controls continue to be implemented, and subject to the School Board's continuing right to refuse to appropriate the necessary funds in any budget year. Any and all devotion of District funds or resources under this Agreement shall be within the sole discretion of the School Board.

1. The District shall share annually with the Foundation its strategic plan, institutional priorities and projects, and resource requirements, so that the Foundation may represent the direction and needs of the District to donor prospects and align its programs and campaigns consistent with the strategic objectives of the District.
2. The District shall promptly alert the Foundation to prospective gifts, so that each opportunity for enhancing gift potential and donor relations is fully utilized.
3. The District shall provide:
 - (i) Office space facilities and utilities for the employees of the District serving the Foundation.
 - (ii) All or a portion of the equipment used by the employees of the District serving the Foundation.
 - (iii) All or a portion of the salary and benefits for the employees of the District assigned to assist the Foundation, with the specific contribution to be determined by the Superintendent in consultation with the Foundation.
4. The District shall assign at least one employee to assist the Foundation. Any District employees so assigned under this Agreement shall be under the direct supervision and control of the District, and shall be subject to all rights and responsibilities of other District employees.

C. Responsibilities of Foundation:

1. The Foundation agrees that, during the term of this Agreement, the Foundation will use its best efforts to solicit, collect, invest and administer funds for the Foundation, which shall be used to enrich the educational environment of the District.

2. The Foundation agrees that, in each of the Foundation's fiscal years, the Foundation shall contribute more to the District than the value of the District's contribution to the Foundation or funding may, in the School Board's discretion, either cease or be decreased for the coming fiscal year. For purposes of this Agreement, amounts contributed to the District in any fiscal year shall include all grants to teachers, educational programs, and all payments to an endowment fund made in that fiscal year, but shall not include monies deposited into retained earnings until those retained earnings are spent for the benefit of the District through a teacher grant, educational program or endowment payment.
 3. The Foundation agrees that it will require its personnel and the District personnel providing services to the Foundation to follow all policies and procedures of the District when representing the District or the Foundation in any capacity.
 4. The Foundation agrees that it will continue to recognize the District as the sole beneficiary of its solicitation program.
 5. The Foundation has fiduciary responsibility for the operation of the Foundation and the authorization of the expenditures of funds. The Foundation is responsible for providing to the assisting District employee any necessary training, guidance, or other information regarding the business, operations, or any special needs of the Foundation.
 6. The Foundation shall collect and authorize such funds to be used for educational projects in alignment with the District's strategic plan and institutional priorities.
 7. The Foundation shall conduct its activities in such a manner to maintain its status as a tax exempt, charitable organization under state and federal laws.
 8. The Foundation shall consult with the District before accepting any gift for the benefit of the District that contains restrictive terms or conditions. The Foundation understands that the School Board has the final authority to accept or reject any donation.
 9. The Foundation shall be solely responsible for obtaining financial and legal advice independent of the District.
- D. Controls: The School Board and the Foundation Board agree on the following controls, to ensure that a proper public educational purpose is served by this arrangement:
1. The Foundation shall provide the School Board with an annual report, which shall be presented to the School Board at a public School Board meeting. The Foundation shall provide a cost-benefit evaluation to the District regarding the District's investment in the Foundation and the Foundation's use of this investment for educational or public purposes.
 2. The Foundation shall provide an IRS Form 990 annually to the School Board, which shall reflect the District's contributions to the Foundation and which shall be reviewed against the District's accounting records to ensure accuracy.
 3. The Foundation shall abide by all policies and procedures of the District related to facility and equipment use, personnel, public information, and all other applicable policies.
 4. The District shall determine each year, at the time of development of the District's budget, whether adequate consideration has been received from the Foundation in the previous fiscal year and will likely be received in the following fiscal year, to assist the Foundation Board in determining funding for the coming fiscal year.

5. Any District employees assigned to assist the Foundation shall be at-will employees of the District, under the direct supervision and control of the District. The Foundation may consult with the Superintendent regarding the job performance of assigned employees.
6. The Foundation understands that, as a result of the District's investment in the Foundation, the documents of the Foundation may be subject to the Texas Public Information Act, absent any specific exemption for nondisclosure. The Foundation agrees that the District shall handle all Public Information Act requests and agrees to cooperate fully with the District in fulfilling its obligations under the law.

E. Term and Termination:

1. This Agreement shall have an initial term of three years beginning on the effective date and may be renewed upon approval of the District for additional terms, each of the three-year duration, by written agreement signed by each party.
2. This Agreement is a commitment of the District's current revenues only. The District retains the continuing right to terminate this Agreement at the expiration of each budget period during the term of this Agreement.
3. This Agreement may be terminated by either party by giving sixty days written notice to the other party.
4. The parties shall review the terms of this Agreement on an annual basis.

AGREED TO this ____ day of _____, 2023.

SCHOOL BOARD

President

ATTEST:

Secretary

EDUCATION FOUNDATION

Kathy Rosacci

President

ATTEST:

[Signature]

Secretary

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 5, 2023

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 2nd Six Weeks-Dr. Jeff Pack

Recommendation:

Information only

Action Item: _____ Yes √ _____ No

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: December 5, 2023

Item Title: Student Attendance Report for Second Six Weeks

Agenda Item: Dr. Jeff Pack

Background Information:

Attached is data from the second six-week reporting period for 2023-2024 and comparison data from the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years.

Recommendation:

Information only

Action Item: _____ Yes √ _____ No

ADA Percentages by Campus

Campus	2019-20		2020-21		2021-22		2022-23		2023-2024	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Little Elementary School										
First six weeks	620.70	95.10%	474.76	91.83%	503.20	90.00%	553.03	93.40%	446.98	94.3%
Second six weeks	619.10	94.30%	515.66	92.82%	524.83	92.71%	542.76	89.71%	445.22	93.3%
Third six weeks	588.00	90.70%	520.70	92.30%	527.46	93.59%	561.30	92.18%		
Fourth six weeks	581.07	94.76%	519.30	91.70%	496.74	88.69%	560.39	93.75%		
Fifth six weeks	COVID-19	COVID-19	530.04	93.50%	527.22	93.20%	550.93	92.83%		
Sixth six weeks	COVID-19	COVID-19	522.00	91.30%	533.21	93.30%	556.99	93.30%		
Yearly Average	609.12	93.90%	513.74	92.24%	518.78	91.92%	554.23	92.53%	446.10	93.8%
Lobit Elementary School										
First six weeks	595.40	97.10%	593.36	97.55%	667.31	92.40%	777.56	94.78%	684.91	95.6%
Second six weeks	592.90	95.70%	585.68	95.49%	690.84	93.95%	749.23	90.64%	685.94	94.8%
Third six weeks	593.60	95.10%	583.40	94.50%	701.01	94.40%	775.30	92.65%		
Fourth six weeks	589.89	96.01%	596.10	94.80%	670.96	90.79%	807.93	94.69%		
Fifth six weeks	COVID-19	COVID-19	612.69	95.40%	705.00	94.72%	814.20	94.85%		
Sixth six weeks	COVID-19	COVID-19	618.00	95.20%	706.79	94.03%	819.29	94.41%		
Yearly Average	593.86	95.98%	598.21	95.49%	690.32	93.38%	790.58	93.67%	685.42	95.2%
Silbernagel Elementary School										
First six weeks	593.90	96.50%	533.74	94.13%	532.47	92.90%	569.11	95.33%	450.17	95.2%
Second six weeks	604.10	95.80%	551.45	94.29%	547.92	93.86%	548.63	91.40%	452.33	93.3%
Third six weeks	595.30	94.20%	556.50	94.90%	541.35	93.32%	561.06	93.13%		
Fourth six weeks	560.90	94.60%	557.40	94.30%	539.35	91.89%	575.54	94.19%		
Fifth six weeks	COVID-19	COVID-19	571.22	94.70%	559.73	94.54%	581.36	94.52%		
Sixth six weeks	COVID-19	COVID-19	571.06	94.10%	559.12	93.61%	579.73	93.85%		
Yearly Average	594.61	95.21%	556.90	94.40%	546.66	93.35%	569.24	93.74%	451.25	94.3%
Hughes Road Elementary School										
First six weeks	612.90	95.50%	599.80	94.42%	593.52	91.80%	640.11	94.75%	539.80	95.2%
Second six weeks	617.00	94.80%	601.40	93.44%	610.14	93.00%	629.59	92.54%	534.89	93.8%
Third six weeks	611.40	93.00%	609.60	94.90%	620.29	94.53%	629.90	92.94%		
Fourth six weeks	630.40	94.86%	606.40	94.60%	608.26	91.49%	645.06	94.16%		
Fifth six weeks	COVID-19	COVID-19	607.25	94.20%	631.25	93.48%	662.61	94.27%		
Sixth six weeks	COVID-19	COVID-19	609.22	93.60%	640.60	93.21%	657.15	93.04%		
Yearly Average	616.69	94.59%	605.61	94.19%	617.34	92.92%	644.07	93.62%	537.35	94.5%

ADA Percentages by Campus

Bay Colony Elementary School										
First six weeks	633.10	96.50%	599.05	95.61%	601.27	93.30%	581.18	94.68%	475.02	95.4%
Second six weeks	625.00	95.10%	605.87	94.63%	604.02	92.97%	574.71	92.03%	469.85	93.5%
Third six weeks	615.00	93.50%	609.00	94.70%	605.35	93.71%	581.36	93.35%		
Fourth six weeks	626.55	95.27%	607.30	94.00%	588.93	90.56%	590.65	94.94%		
Fifth six weeks	COVID-19	COVID-19	609.01	94.00%	610.31	93.80%	596.46	95.28%		
Sixth six weeks	COVID-19	COVID-19	603.47	93.60%	600.96	92.73%	597.96	94.91%		
Yearly Average	623.67	95.14%	605.62	94.42%	601.81	92.85%	587.05	94.20%	472.43	94.5%
San Leon Elementary School										
First six weeks	639.70	96.20%	591.73	93.16%	539.37	91.30%	580.10	94.50%	428.02	94.6%
Second six weeks	629.80	94.60%	616.07	93.67%	563.28	92.07%	561.59	90.36%	442.70	92.0%
Third six weeks	624.30	93.20%	617.40	94.30%	574.43	92.98%	579.88	92.92%		
Fourth six weeks	610.07	94.96%	601.80	92.70%	552.76	88.78%	580.91	92.49%		
Fifth six weeks	COVID-19	COVID-19	594.98	93.20%	575.36	92.92%	594.25	93.69%		
Sixth six weeks	COVID-19	COVID-19	593.11	93.70%	579.29	92.67%	592.32	93.93%		
Yearly Average	633.74	94.77%	602.52	93.46%	564.08	91.79%	581.51	92.98%	435.36	93.3%
Calder Road Elementary										
First six weeks	581.50	96.30%	558.97	95.42%	606.63	92.40%	642.85	95.00%	474.24	95.1%
Second six weeks	582.30	94.90%	589.30	95.21%	628.28	93.88%	632.91	92.36%	498.85	94.6%
Third six weeks	576.00	94.40%	599.70	95.40%	624.81	94.08%	620.46	91.45%		
Fourth six weeks	564.01	94.61%	607.70	94.70%	610.73	90.86%	618.63	93.84%		
Fifth six weeks	COVID-19	COVID-19	609.21	94.60%	644.00	94.59%	620.71	94.41%		
Sixth six weeks	COVID-19	COVID-19	611.05	94.20%	636.21	92.88%	605.86	93.74%		
Yearly Average	578.80	94.95%	595.99	94.92%	625.11	93.12%	623.57	93.47%	486.54	94.9%
Dunbar Middle School										
First six weeks	592.50	96.00%	608.58	95.96%	582.59	91.60%	619.10	95.03%	543.78	95.3%
Second six weeks	585.50	94.90%	599.80	94.53%	602.60	93.41%	604.00	92.40%	545.91	94.8%
Third six weeks	581.50	93.50%	603.20	94.70%	618.95	93.16%	614.68	93.96%		
Fourth six weeks	580.41	94.33%	588.00	93.10%	593.85	88.91%	611.44	94.25%		
Fifth six weeks	COVID-19	COVID-19	588.57	92.80%	619.38	93.42%	609.29	94.21%		
Sixth six weeks	COVID-19	COVID-19	591.94	92.90%	622.71	93.52%	612.46	93.88%		
Yearly Average	583.79	94.68%	596.68	94.00%	606.68	92.34%	611.83	93.96%	544.85	95.1%

ADA Percentages by Campus

Barber Middle School										
First six weeks	697.90	97.10%	685.08	98.52%	544.27	93.20%	535.87	95.83%	579.70	95.3%
Second six weeks	696.30	96.50%	685.00	96.88%	558.34	95.33%	527.38	92.83%	576.87	93.6%
Third six weeks	691.60	95.80%	683.40	96.70%	555.10	94.71%	533.40	93.66%		
Fourth six weeks	695.27	95.97%	665.40	95.60%	539.67	91.83%	537.30	94.15%		
Fifth six weeks	COVID-19	COVID-19	664.86	95.40%	564.15	94.96%	544.68	94.41%		
Sixth six weeks	COVID-19	COVID-19	657.94	94.80%	563.03	94.57%	543.58	94.01%		
Yearly Average	693.86	96.34%	673.61	96.32%	554.09	94.10%	537.03	94.15%	578.29	94.5%
Lobit Middle School										
First six weeks	436.80	96.50%	461.04	98.62%	472.62	91.70%	558.87	95.96%	596.22	96.4%
Second six weeks	440.70	96.20%	451.77	95.60%	494.79	94.70%	544.83	93.57%	588.35	95.6%
Third six weeks	435.90	94.90%	455.00	96.60%	496.75	93.85%	541.96	92.92%		
Fourth six weeks	442.12	95.55%	459.20	96.10%	476.96	90.63%	557.89	95.00%		
Fifth six weeks	COVID-19	COVID-19	454.75	95.30%	497.24	94.82%	549.71	94.57%		
Sixth six weeks	COVID-19	COVID-19	450.62	95.10%	492.64	94.00%	544.24	94.31%		
Yearly Average	437.31	95.78%	455.40	96.22%	488.50	93.28%	549.58	94.39%	592.29	96.0%
McAdams Junior High School										
First six weeks	843.60	96.50%	872.75	98.64%	825.62	92.20%	893.40	95.42%	800.93	94.9%
Second six weeks	844.10	95.40%	846.83	95.45%	850.04	93.52%	872.92	92.12%	801.91	94.3%
Third six weeks	827.40	93.80%	843.80	94.30%	835.45	91.67%	874.04	92.47%		
Fourth six weeks	829.29	94.48%	833.00	93.10%	808.78	88.73%	874.19	93.25%		
Fifth six weeks	COVID-19	COVID-19	828.96	93.10%	847.83	92.94%	880.11	93.13%		
Sixth six weeks	COVID-19	COVID-19	805.53	90.60%	843.22	92.14%	882.69	92.57%		
Yearly Average	834.43	95.03%	838.48	94.20%	835.16	91.87%	879.56	93.16%	801.42	94.6%
Kranz Junior High School										
First six weeks	964.90	96.40%	916.58	96.66%	873.11	92.10%	919.93	95.33%	942.48	95.4%
Second six weeks	964.60	95.70%	926.54	94.91%	905.56	94.04%	906.04	92.64%	937.39	94.6%
Third six weeks	949.20	94.20%	922.30	94.20%	895.55	92.58%	914.80	93.34%		
Fourth six weeks	950.41	95.15%	891.70	92.00%	864.89	89.51%	925.33	93.68%		
Fifth six weeks	COVID-19	COVID-19	883.72	92.00%	904.80	93.49%	928.34	93.90%		
Sixth six weeks	COVID-19	COVID-19	877.56	91.20%	898.30	93.18%	917.42	92.90%		
Yearly Average	954.71	95.42%	903.07	93.50%	890.37	92.48%	918.64	93.63%	939.94	95.0%

ADA Percentages by Campus

Dickinson Junior High School											
First six weeks										960.63	95.6%
Second six weeks										954.78	94.2%
Third six weeks											
Fourth six weeks											
Fifth six weeks											
Sixth six weeks											
Yearly Average										957.71	94.9%
Dickinson High School											
First six weeks	2997.60	95.70%	3190.34	96.05%	3158.21	91.70%	3403.82	93.78%	3534.48	94.4%	
Second six weeks	2977.30	94.80%	3108.13	93.23%	3215.14	92.04%	3320.80	91.32%	3498.83	93.4%	
Third six weeks	2950.20	94.10%	3017.80	90.90%	3202.00	92.19%	3328.97	93.25%			
Fourth six weeks	2907.38	93.91%	2680.20	84.60%	3019.70	88.55%	3246.65	92.93%			
Fifth six weeks	COVID-19	COVID-19	2736.94	87.80%	3118.68	92.49%	3227.29	93.21%			
Sixth six weeks	COVID-19	COVID-19	2781.00	89.70%	3051.13	91.41%	3215.91	93.32%			
Yearly Average	2951.39	94.57%	2919.07	90.38%	3127.48	91.40%	3290.57	92.97%	3516.66	93.9%	
Dickinson Continuation Center											
First six weeks	60.30	92.70%	65.08	95.13%	68.85	88.90%	78.10	94.32%	81.56	95.2%	
Second six weeks	56.20	90.40%	61.97	86.59%	59.38	85.67%	72.88	92.30%	78.83	93.3%	
Third six weeks	48.60	90.90%	54.60	84.40%	45.95	87.94%	58.00	93.79%			
Fourth six weeks	57.54	89.02%	137.00	87.00%	66.52	85.00%	71.48	90.95%			
Fifth six weeks	COVID-19	COVID-19	115.93	80.30%	59.39	87.86%	54.86	90.62%			
Sixth six weeks	COVID-19	COVID-19	92.44	80.30%	45.52	89.99%	37.67	87.11%			
Yearly Average	55.66	90.79%	87.84	85.62%	57.60	87.56%	62.16	91.52%	80.20	94.3%	
Transforming Lives Cooperative											
First six weeks	8.80	97.60%	6.08	96.69%	8.00	100.00%	6.43	99.48%	7.93	100.0%	
Second six weeks	8.90	100.00%	7.27	100.00%	8.66	99.60%	8.00	100.00%	8.83	100.0%	
Third six weeks	9.70	98.80%	8.00	100.00%	8.30	100.00%	7.24	100.00%			
Fourth six weeks	8.46	90.13%	5.60	100.00%	6.92	99.45%	7.74	100.00%			
Fifth six weeks	COVID-19	COVID-19	5.93	100.00%	6.21	97.24%	9.54	98.52%			
Sixth six weeks	COVID-19	COVID-19	6.62	99.10%	6.73	100.00%	6.97	100.00%			
Yearly Average	8.86	95.01%	6.58	99.30%	7.47	99.38%	7.65	99.67%	8.38	100.0%	

ADA Percentages by Campus

Galveston County Detention Facility										
First six weeks	23.10	99.40%	7.42	99.44%	13.81	98.20%	17.53	99.81%	15.11	100.0%
Second six weeks	21.40	96.20%	12.43	100.00%	17.13	99.81%	19.08	100.00%	17.96	100.0%
Third six weeks	21.00	92.10%	7.40	100.00%	15.96	100.00%	17.64	100.00%		
Fourth six weeks	23.85	93.05%	7.30	100.00%	19.22	100.00%	17.22	99.79%		
Fifth six weeks	COVID-19	COVID-19	9.11	100.00%	22.59	100.00%	15.21	100.00%		
Sixth six weeks	COVID-19	COVID-19	12.15	100.00%	16.52	100.00%	19.36	100.00%		
Yearly Average	21.90	92.65%	9.30	99.91%	17.54	99.67%	17.67	99.93%	16.54	100.0%
Coastal Alternative Program										
First six weeks	2.30	64.30%	0.00	0.00%	1.00	92.90%	1.40	95.45%	2.73	79.8%
Second six weeks	3.10	73.00%	0.00	0.00%	1.58	78.85%	2.52	66.25%	3.07	80.6%
Third six weeks	3.10	63.40%	0.50	72.20%	3.00	86.96%	11.08	72.48%		
Fourth six weeks	3.65	62.66%	0.50	52.00%	4.23	94.62%	11.12	66.90%		
Fifth six weeks	COVID-19	COVID-19	1.24	63.20%	5.53	83.19%	9.41	63.50%		
Sixth six weeks	COVID-19	COVID-19	2.36	84.80%	4.97	82.81%	6.38	73.33%		
Yearly Average	3.03	67.21%	1.15	68.05%	3.39	86.56%	6.99	72.99%	5.80	80.2%
DISTRICT TOTAL										
First six weeks	10905.10	96.10%	10758.31	96.01%	10592.08	92.00%	11378.39	94.65%	11564.69	94.9%
Second six weeks	10868.20	95.20%	10766.57	94.27%	10882.53	93.11%	11111.87	91.72%	11542.49	93.9%
Third six weeks	10721.70	93.90%	10694.00	93.60%	10871.84	93.07%	11211.07	93.00%	0.00	0.0%
Fourth six weeks	10783.56	94.58%	10357.50	91.10%	10468.47	89.66%	11239.45	93.64%	0.00	0.0%
Fifth six weeks	COVID-19	COVID-19	10424.41	92.00%	10898.67	93.43%	11248.94	93.83%	0.00	0.0%
Sixth six weeks	COVID-19	COVID-19	10404.11	92.20%	10800.95	92.73%	11195.98	93.54%	0.00	0.0%
Actual ADA for School Year	10795.43	94.95%	10567.48	93.20%	10752.42	92.33%	11230.95	93.40%	23107.18	94.4%
Projected ADA for School Year	*10800		*11000		*11400		*11200		*11800	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: December 5, 2023

Item Title: November DIP Update

Agenda Item: Dr. Jeff Pack

Background Information:

An update of the progress of the strategies in the 23-24 District Improvement Plan is attached for review.

Recommendation:

Information only

Action Item: _____ Yes No

Dickinson Independent School District

District Improvement Plan

2023-2024 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!**

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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>Strategy 1: Use Solution Tree resources and attend professional development</p> <p>Strategy's Expected Result/Impact: Improved instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Deputy Superintendent of Ed. Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>District staff have attended Solution Tree Assessment at Work training (2 of 6 sessions). Campus teams continue to use reproducibles provided by Solution Tree for unpacking standards, student work analysis protocols, data analysis, and more.</p> </div> <p>Jan January Evidence of Progress 63</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	



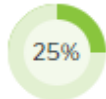
Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success







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>Strategy 1: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Fundations, Heggerty, etc.</p> <p>Strategy's Expected Result/Impact: Improve reading instruction and student achievement in reading</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p>  <p>Teachers continue to use district purchased phonics resources to provide Tier 1, 2, and 3 phonics instruction to students. Additional resources are being purchased as needed for new teachers, etc.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">64</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Math: Build foundational fluency skills through the use of Building Fact Fluency. Campuses will be provided additional support by Region 4 consultants. All teachers will be trained on best instructional practices through targeted GLC (Gator Learning Community) sessions.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, improved students achievement in math</p> <p>Staff Responsible for Monitoring: Director of Curriculum Math Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p>  <p>Teachers continue to implement Building Fact Fluency kits to build strong foundational number sense skills for students K-4. Classroom observations provide evidence of implementation.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






Strategy 3 Details	Reviews
<p>Strategy 3: RLA/Social Studies: Teachers will be trained on how to implement differentiated texts/tasks in small group instruction.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum ELAR/Social Studies Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Teachers are provided ongoing training on differentiation and grade appropriate RLA/Social Studies tasks. We have purchased iReady resource to support teachers with differentiated texts.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Improved classroom instruction, increase in student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Coaches have attend 2 of 4 sessions with Alissa Crabtree. The first session was focused on BOY goal setting and data analysis protocols for teacher teams. The second session provided coaches with a "Coaching Lab" to practice coaching teachers and providing feedback.</p> <p>Jan January Evidence of Progress 65</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Science: Curriculum specialists will help build our teachers' understanding of the engineering design process in preparation for curricular changes due to the recently adopted science TEKS. Curriculum specialists will provide 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>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Science Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Curriculum specialists have provided teachers training focused around the new Science TEKS to be implemented in the 2024-25 school year. Curriculum specialists have provided this learning themselves and using Lead4ward and Region 4 consultants.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>




Strategy 6 Details	Reviews
<p>Strategy 6: 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>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance Campus principals / Assistant principals</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  Paperless student google information folders, quarterly audit, PEIMS check</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: 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>Strategy's Expected Result/Impact: Meet Initial FIE timelines</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  Met all timelines to date; assessment log; skyward PEIMS data</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 66</p> <p>June June Evidence of Progress</p>
Strategy 8 Details	Reviews
<p>Strategy 8: Special Programs: 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>Strategy's Expected Result/Impact: increased knowledge and accurate identification of students</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  Dyslexia training, Dr. Gomez for ID/Adaptive Behavior, TASP training, Dr. Cheramie for LD training</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 9 Details	Reviews
<p>Strategy 9: Special Programs: 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>Strategy's Expected Result/Impact: Improve SSP 9 and 11 (LRE) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction Coordinator of Special Programs Compliance Campus principals / Assistant principals</p> <p>Results Driven Accountability - Equity Plan</p>	<p>Nov November Evidence of Progress  We offer a continuum of services as evidenced in the A-Z guidelines</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 10 Details	Reviews
<p>Strategy 10: 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>Strategy's Expected Result/Impact: Improved SSP 18 (Sped Total Disciplinary Removals Rate) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Campus Administrators Coordinator of Evaluation and Related Services Behavior Coaches</p>	<p>Nov November Evidence of Progress  Administrators are completing the Monthly discipline data review, we are conducting job alike with secondary behavior teams; 2 campuses and the behavior coaches have received training from a behavior consultant; several administrators are attending Capturing Kids Hearts</p> <p>Jan January Evidence of Progress 67</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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 3: Develop and implement well-rounded programs of instruction to meet the unique needs of all students

Strategy 1 Details	Reviews
<p>Strategy 1: Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, Gator Scholars, STEAM Academy, Gator Travelers, dual credit, dual enrollment</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Nov  November Evidence of Progress All programs listed are fully implemented for the 23-24 school year to allow for enrichment opportunities for all students with a focus on advanced academic students.</p> <p>Jan  January Evidence of Progress</p> <p>Mar  March Evidence of Progress</p> <p>June  June Evidence of Progress 68 All programs listed were fully implemented for the 23-24 school year to allow for enrichment opportunities for all students with a focus on advanced academic students.</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Provide students access to Career & Technical Education (CTE) programs which provide opportunities for career ready certifications and work-based learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in career readiness for students and an increase in the number of certifications earned by students</p> <p>Staff Responsible for Monitoring: Director of Career and Technology Education</p>	<p>Nov  November Evidence of Progress Certifications for POS have been identified. Students test in April and May.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Math Use programs such as ST Math, IXL, and Desmos to build conceptual understanding of abstract mathematical concepts. Provide a consultant who will build the capacity of instructional coaches to improve instructional practices. Strategy's Expected Result/Impact: Improved classroom instruction and student achievement Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress  Classroom visits and professional learning agendas provide evidence that implementation for these 3 resources (STMath, IXL, Desmos) is ongoing for this school year. The programs are among the most accessed district apps by students.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Provide ongoing cross-curricular training through Texas A&M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in grades 5-8 science classroom. Strategy's Expected Result/Impact: Improved classroom instruction and student achievement Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress  We are continuing to work with Texas A&M to implement We Write across the district. In addition, some teachers are participating with Texas A&M and Dr. Kay on the PRISM grant. This grant trains teachers to incorporate Reading and Writing strategies specific to Science instruction. 69</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ. Strategy's Expected Result/Impact: Improved classroom instruction and student achievement Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress  We continue to train and coach teachers on SRSD strategies within KAT, We Write, and DBQ. SRSD is evident as we complete classroom observations.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



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 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>Strategy 1: Provide student resources for dual language classrooms: Imagine Learning, Rosetta Stone, Summit K-12</p> <p>Strategy's Expected Result/Impact: Improved</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk</p>	<p>Nov November Evidence of Progress</p> <p> All programs listed are fully implemented for the 23-24 school year to support language and literacy development.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p></p> <p>June June Evidence of Progress</p> <p style="text-align: right;">71</p>
Strategy 2 Details	Reviews
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk Director of Advanced Academics</p>	<p>Nov November Evidence of Progress</p> <p> Avid has been implemented for the 23-24 school year. Planning for Summer Bridge has started.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 3 Details	Reviews
<p>Strategy 3: 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>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> Planning for the Summer New Comer classes has begun, 7 Steps to a Language-Rich Interactive Classroom was provided to new hires in August, review of the 7 Steps to a Language-Rich Interactive Classroom has been provided to returning teachers, and Avid Excel has been fully implemented for the 23-24 school year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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 2023 and make sure they score Masters in 2024.</p> <p>Provide extra instructional support for students who need an intentional differentiated plan/ training. STEAM curricular support to maintain masters and raise on level students.</p> <p>Strategy's Expected Result/Impact: Increased student growth district-wide</p> <p>Staff Responsible for Monitoring: Director of Curriculum Director of Assessment Campus Principals</p>	<p>Nov November Evidence of Progress</p> <p> Director of Assessment has been to campuses to provide training as well as provided training videos to administration. 72</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Train stakeholders (principals, instructional coaches, and teacher teams) through Solution Tree's "Assessment Coaching Academy" to high-quality, TEKS-aligned student assessments throughout the 23-24 school year.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Director of Curriculum and Instruction Director of Assessment, Accountability, and Compliance</p>	<p>Nov November Evidence of Progress</p> <p> Staff have completed 2 of 6 Solution Tree's Assessment at Work sessions with Cassie Erkens.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






Strategy 6 Details	Reviews
<p>Strategy 6: Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as ITSS/Amplify/Imagine Learning/Pacific Learning/Rosetta Stone/Read 180/System 44</p> <p>Strategy's Expected Result/Impact: Improved student growth in reading</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists Campus Leaders Teachers</p>	<p>Nov November Evidence of Progress</p> <p> Program Implementation initiated and links provided in Curriculum Playbook</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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>Strategy 1: Hire armed security officers throughout the district Strategy's Expected Result/Impact: Safe school environment Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Nov November Evidence of Progress  Security guards in place at various schools</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews 74
<p>Strategy 2: Provide a safe way for students to report unsafe situations Strategy's Expected Result/Impact: Safe school environment Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Nov November Evidence of Progress  P3 Implemented</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews	
<p>Strategy 3: Implement safety protocols from the Texas School Safety Center and TEA: required safety updates, 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>Strategy's Expected Result/Impact: Improve school safety,</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration Campus Principals</p>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</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>Strategy 1: Provide students the opportunity to outside agency supports (e.g., Communities in Schools, Family Service Center).</p> <p>Strategy's Expected Result/Impact: Decrease student drop out, increase emotional stability</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress</p>  <p>Current total referrals to outside agencies: Communities in Schools: 661 students Family Service Center: 175 students UTMB TCHAT: 85 students GCC Substance Screener & Support: 5 students GCC Crisis Hotline: 22 students Community Health Network: 6 students</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">76</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Provide teacher training and student lessons through programs such as Restorative Practices, Second Steps, Character Strong</p> <p>Strategy's Expected Result/Impact: Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress</p>  <p>Campus Counselors are implementing training in their faculty and PD days.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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>Strategy 1: Special Programs: Provide Anti-victimization/ Child Abuse Prevention training and curriculum. Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  Training was provided by Eduhero to new staff. Counselors are utilizing Second Step curriculum for PK-5th grade. Counselors are providing refresher trainings at staff meetings.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Special Programs: Provide Substance Abuse Prevention Program (BACODA) Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress 77  BACODA is currently in the process of implementing their Substance Use Prevention presentations. Due to our district growing and BACODA not having enough staff, we have partnered with Crime Stoppers to provide prevention presentations to several campuses. We have a meeting on 11/16 with Crime Stoppers to plan implementation.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Special Programs: Implement Human/Sex Trafficking Prevention Program</p> <ul style="list-style-type: none"> - Training for staff - Curriculum for students <p>Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress</p> <div style="display: flex; align-items: center;">  <p>Counselors are currently working on a plan for implementation.</p> </div> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>	

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

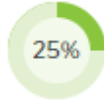




Performance Objective 4: Support the emotional health of students and staff through coordinated/streamlined services.

Strategy 1 Details	Reviews
<p>Strategy 1: Special Programs: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk.</p> <p>Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  The GWC clerk has processed 289 referrals this school year.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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 5: Provide extra support for students identified as homeless






Evaluation Data Sources: Registration forms

Strategy 1 Details	Reviews	
<p>Strategy 1: Provide needed school supplies, clothing and snacks Strategy's Expected Result/Impact: Improved social, emotional and academic performance Staff Responsible for Monitoring: Director of Federal and State Programs</p>	<p>Nov  Jan Mar June</p>	<p>November Evidence of Progress Provisions ongoing as needed; transportation provided January Evidence of Progress March Evidence of Progress June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> <p style="text-align: right;">80</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>Strategy 1: Ensure parent communication is translated to Spanish Strategy's Expected Result/Impact: Improve parent communication Staff Responsible for Monitoring: Director of Federal Programs</p>	<p>Nov November Evidence of Progress  Translation is provided throughout the school year on campuses and at the district level.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	
<p>81</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>Strategy 1: Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs</p> <p>Strategy's Expected Result/Impact: Increase college and career readiness for students and families</p> <p>Staff Responsible for Monitoring: Director of At-Risk</p>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress FAFSA and college parent night is being planned.</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
Strategy 2 Details	Reviews	
<p>Strategy 2: Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs</p> <p>Strategy's Expected Result/Impact: Improve parent and family communication</p> <p>Staff Responsible for Monitoring: Director of At-Risk, Bilingual/ ESL</p>	<p>Nov</p>  <p>Jan</p> <p>Mar</p> <p>June</p>	<p>November Evidence of Progress Session 1 adult ESL classes at McAdams Junior High School and Silbernagel Elementary started on August 29 and ended on October 24th. Session 2 began October 24th and will end on December 14th.</p> <p>January Evidence of Progress</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress</p>
<p>  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.

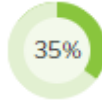





Evaluation Data Sources: Director of Federal Programs
Director of At-Risk

Strategy 1 Details	Reviews
<p>Strategy 1: Provide training to parents in ways to support their children at home in reading, math homework, understanding STAAR testing and results</p> <p>Strategy's Expected Result/Impact: Improve parent and family engagement to support learning</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p>	<p>Nov November Evidence of Progress Ongoing on campuses as part of their PFE activities</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews 83
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Increase awareness for students and parents of various educational opportunities available for all students</p> <p>Staff Responsible for Monitoring: Director of Federal Programs Director of At-Risk</p>	<p>Nov November Evidence of Progress Transition day held prior to the school year for all students transitioning to the new school</p>  <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Foster parent and school partnerships and improve parent and family engagement.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs Principal Parent and Family Engagement Coordinator</p>	<p>Nov November Evidence of Progress PFE Coordinators trained on each campus.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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 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>Strategy 1: Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.</p> <p>Strategy's Expected Result/Impact: Increase overall district retention rate.</p> <p>Staff Responsible for Monitoring: Executive Director for Human Resources</p>	<p>Nov November Evidence of Progress  HR staff attends university-based job fairs, HR staff actively recruits candidates from substitute training.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Research best-practices for a grow your own program for students in the Teaching & Learning CTE Program of Study (POS).</p> <p>Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students</p> <p>Staff Responsible for Monitoring: Director of Career & Technical Education</p>	<p>Nov November Evidence of Progress 85  Teachers are using the state's GYO curriculum. We have plans to offer DC opportunities in the 2024-2025 school year. Students actively compete at the local, state, and national level in TAFE CTSO. We will hold our 3rd annual signing day in May with DISD's HR Dept. Students will apply for their Educational Aide I certification in the spring. HR visits with graduating seniors to talk about substitute and para professional positions post high school graduation in the spring.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</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>Strategy 1: 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, Kelly Tummy, Region IV ESC, Restorative Practices, Seidlitz, AVID, etc.</p> <p>Strategy's Expected Result/Impact: Improved teacher instruction and retention resulting higher student academic achievement</p> <p>Staff Responsible for Monitoring: Director of Leadership Development & Professional Learning Director of ESL/Bilingual and At-Risk Director of Curriculum and Instruction</p>	<p>Nov November Evidence of Progress</p>  <p>Campus leadership teams are participating in an assessment training series by Cassandra Erkens of Solution Tree, as well as a culture building series by Dr. Anthony Muhammed of Solution Tree. Lead4ward presented to teachers in October.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Enhance the two-year teacher induction and mentoring program to all teachers new to the profession.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention rate of beginning teachers (0-2 years).</p> <p>Staff Responsible for Monitoring: Director of Leadership Development & Professional Learning</p>	<p>Nov November Evidence of Progress</p>  <p>First Year Teachers have met for three sessions using Lead4ward resources; 2nd Year Teachers have met three times for after-school training sessions using the Teach Like a Champion resource. All of these trainings allow time for teachers to practice new strategies.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Increase the number of effective principals and other school leaders</p> <p>Staff Responsible for Monitoring: Director of Leadership Development & Professional Learning</p>	<p>Nov November Evidence of Progress</p> <p> The following academies have been created: Aspiring Assistant Principals, Aspiring Principals, 1st Year Assistant Principals, and Current Assistant Principals. All academies develop timely and relevant leadership skills.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: 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>Strategy's Expected Result/Impact: Increased knowledge base for educators.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> We have provided training in all areas through in-district offerings, consultants, and a dyslexia grant.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">87</p>
Strategy 5 Details	Reviews
<p>Strategy 5: 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>Strategy's Expected Result/Impact: Increased knowledge base for educators</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinator of Instruction/Curriculum Special Programs Coordinator of Evaluation and Related Services</p>	<p>Nov November Evidence of Progress</p> <p> We have provided dyslexia training through the grant, all staff did a back to school dyslexia 101 training through Eduhero, all campuses did a dyslexia update through faculty meetings, we have offered RBD training, and UFLI and KAT strategies trainings.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 6 Details	Reviews
<p>Strategy 6: 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>Strategy's Expected Result/Impact: Increase inclusive learning opportunities for students with disabilities</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  We have provided Solution Tree Training, Michelle Whatley, and in-district training.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices</p> <p>Strategy's Expected Result/Impact: Increased staff knowledge Student progress on STAAR / STAAR-Alt & EOC</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  We did training at the beginning of the year, targeting specific age groups to address key issues, with a focus on reading across the district</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress 88</p> <p>June June Evidence of Progress</p>
Strategy 8 Details	Reviews
<p>Strategy 8: 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>Strategy's Expected Result/Impact: Increased opportunities for students in special education to generalize skills</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p>	<p>Nov November Evidence of Progress  We are doing CBVIs, we utilize the community and have a partnership with Moody Gardens, we are working with Gulf Coast Center (mounting horizons) and Texas Workforce commission.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  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 3: Provide all staff with a package of benefits and services that addresses personal and professional needs.

Strategy 1 Details	Reviews
<p>Strategy 1: Implement Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program to stakeholders</p> <p>Strategy's Expected Result/Impact: Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	<p>Nov November Evidence of Progress</p> <p> The Director of Assessment, Accountability, and Compliance submitted the data file (33 teachers).</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Implement DISD Wellness Program (SWAMP).</p> <p>Strategy's Expected Result/Impact: Support overall well-being of all staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	<p>Nov November Evidence of Progress</p> <p> Continuing to provide health and wellness information through monthly newsletters (Gator Pulse and SWAMP). Continue to collaborate with the SEL coordinator and other entities to bring preventative supports to the employees (Rose Mobile Mammogram, Flu/COVID shots, etc.).</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  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>Strategy 1: Provide resources for students which facilitates the effective use of technology in the classroom such as typing programs, technology application software and other needed resources</p> <p>Strategy's Expected Result/Impact: Increased productivity for students</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p>	<p>Nov November Evidence of Progress</p> <p> Typing program was purchased and has been implemented at the campus level.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	
<p>90</p>	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: December 5, 2023

Item Title: STEAM Dual Language Update

Agenda Item: Dr. Leone Clark and Lisa Herrera

Background Information:

An update on changes to the STEAM program to include Dual Language students in 2024-2025 will be provided.

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: December 5, 2023

Item Title: 24-25 DHS Academic Handbook

Agenda Item: Dr. Jeff Pack, Courtney Ramirez, and Kendra Berg

Background Information:

The 24-25 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 24-25 DHS Academic Handbook.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

ACADEMIC HANDBOOK

DICKINSON
HIGH SCHOOL



2024-2025

DICKINSON HIGH SCHOOL
3800 BAKER DRIVE
DICKINSON, TX 77539
281-229-6400

WWW.DICKINSONISD.ORG

Dickinson High School

Promoting Excellence and Equity

Academic Handbook 2024-25

This guide has been designed to provide curriculum information for the 2024-25 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 workplace or a university program.

All students are expected to complete the Foundation Plan with an endorsement and be considered College, Career, or Military ready 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 the 2024-2025 edition of the Dickinson High School Academic Handbook and Course Selection Guide. At Dickinson High, we are committed to fostering a diverse range of opportunities and pathways to empower our students to reach their fullest potential, ensuring they are well-equipped academically, socially, and emotionally for success beyond high school.

We believe in the power of collaboration between our educators, parents, community members, and industry partners to support and guide every student toward their goals. This Academic Handbook and Course Selection Guide is designed to assist you and your student in making informed choices that align with their aspirations, considering the dynamic shifts in our economic, technological, and social environment.

The handbook offers an extensive overview of our course offerings, diverse programs of study, and career-ready endorsement plans intricately linked to the College, Career, and Military Readiness standards. The decisions made during high school profoundly influence one's options in college and the workforce. Therefore, we encourage our students to embrace the most challenging courses available, paving the way for their future accomplishments.

This Academic Handbook is not merely a resource; it is your student's personalized four-year roadmap. We encourage its use as a tool for planning, recording achievements, and reflecting on the valuable lessons learned throughout their journey. Our team of administrators, counselors, and teachers stands ready to offer personalized guidance, aiding students as they progress along their chosen pathways and endorsement plans.

With your parental support and the exceptional professional guidance provided by our staff, there are no boundaries to what your student can achieve at Dickinson High School. We eagerly await collaborating and learning together with your student on this educational journey.

Sincerely,

Courtney Ramirez
Principal





MISSION STATEMENT & DISTRICT OBJECTIVES

WHO WE ARE, WHAT WE DO

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.

DICKINSON ISD OBJECTIVES:

OBJECTIVE 1: All students will learn and apply life skills to meaningfully engage and impact their community.

OBJECTIVE 2: All students will graduate college, career, and/or military ready.

OBJECTIVE 3: All students will develop the communication skills necessary to work in a collaborative environment.

OBJECTIVE 4: All students will learn to self-advocate by developing confidence in their ability to determine their own path for success.

OBJECTIVE 5: All students will develop innovative technological skills and interact responsibly in a constantly evolving global society.

OBJECTIVE 6: All students will demonstrate the ability to face adversity with perseverance, integrity, and leadership.

OBJECTIVE 7: All students will demonstrate social and emotional skills and model positive character traits.

Dickinson High School Academic Handbook

2024-2025

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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 of service



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 DICKINSON ISD HIGH QUALITY INSTRUCTION

OUR INSTRUCTION ENSURES THE DEVELOPMENT OF THE PROFILE OF A LEARNER BY BEING...



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.

College, Career, and Military Readiness Standards

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

TEA has defined this set of indicators for college, career, or military readiness. Students who meet one of these CCMR indicators are considered “CCMR-met”. **Only students who are “CCMR – met” will be eligible for off periods or Gator Aide periods.** Readiness indicators are achieved by:

- Meet criteria of a 3 or higher on at least 1 AP exam
- Complete a dual credit course (9 hours of any subject or 3 hours of English/ Math)
- Earn an associate degree
- Be eligible for college credit in an OnRamps course
- Successful completion of the Texas College Bridge course
- Earn a Level I or Level II certificate
- Complete a program of study in CTE and earn an industry-based certification (IBC – listed in CTE course descriptions)
- Graduate with a completed IEP and workforce readiness
- Enlist in one of the Armed Forces including the Texas National Guard
- Meet TSI-A 2 criteria via SAT, ACT, TSI-A, or College Prep Course in English and/ or Math.
 - **SAT** – 1010 score total with at least a 480 in EBRW and 530 in Math
 - **ACT** – Composite score of 23 with at least a 19 in Math and Reading
 - **TSI-A 2** – See Table below

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND	Score ≥ 5 on the essay		
		OR				
	TSIA2	Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay		
		OR				
Combination	Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay	
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
TSIA2	Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic			

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.*
- **Summer School:** See counselor for information on approved 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%) = 1st Semester Grade
Third 9 Weeks (45%) + Fourth 9 Weeks (45%) + Semester Exam (10%) = 2nd 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 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 7th semester of high school. Honor graduates, including Valedictorian and Salutatorian, will be named after the 7th 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 9th 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 st 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

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

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 7th 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 7th semester calculation only shall be recognized as the valedictorian.
- The eligible student with the second highest GPA resulting from the 7th 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 7th 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.**

Tarleton Distinguished High School Partnership Program

Tarleton State University shall grant automatic acceptance to all DISD students who graduate within the top 50% of their respective classes from DISD and shall waive the requirement that such students submit scores from the ACT or SAT to be considered for admission. See your counselor for more information on application fee waivers and scholarship opportunities through Tarleton State University.

*Note: Not taking the ACT or SAT may affect your consideration for scholarships.

TRANSCRIPTS and REQUESTS

Students have access to the most recent transcript on their Skyward account beginning with the second semester of 9th 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 are processed within 5-10 business days. **Student fees must be cleared in order to fulfill transcript requests.** 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.

August: Schedules will be made available in skyward approximately 1 week before the start of school. Concerns over schedule issues from the list of reasons for a schedule change (below) can be emailed to your counselor at that time.

Schedule Changes

Once school starts, schedule changes will be made for the following reasons by using the Schedule Change Request Form.

- 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.

Final Exam Exemptions

Students can be eligible for final exam exemptions in all courses for the spring semester based upon the following guidelines. There will be no final exam exemptions for the fall semester.

Criteria/ Guidelines for Exemption Qualification:

1. Unpaid fees/fines (and no current payment plan) = exemption denied for all exams
2. Course Semester Average & Attendance Requirements per course:
 1. 90-100 Semester average and no more than 4 absences for the spring semester
 2. 80-89 Semester average and no more than 3 absences for the spring semester
 3. 75-79 Semester average and no more than 2 absences for the spring semester
 4. Passing AP Course, registered for the AP exam, and no more than 4 absences for the spring semester

ALL absences count against exemption qualifications except for school related business (field trips, competitions, performances, ect). 5 tardies is equivalent to 1 absence.
1. Discipline Requirements:
 - a. ISS/OSS the semester of the exam = exemption denied for all exams that semester
 - b. DAEP placement or continuation of prior placement during the semester of the exam = exemption denied for all exams that semester
 - c. Discipline referral in a class = exemption denied for that class the semester of the referral

Any student who is eligible for a final exam exemption may elect to take their final exam to improve their grade. If the exempt student elects to take the semester exam the semester exam can only improve the student's grade. The exempt final cannot lower the student's semester grade.

The student who is eligible for final exam exemption is not excused from attendance on the day of the exam. The student must arrive to class on the day of the exam.

GATORS



SECTION TWO GRADUATION PLANS

State Graduation Plans

Foundation Plan* 22 Credits	Foundation Plan* + Endorsement 26 Credits
English — 4 credits English 1, 2, 3 and one advanced English credit	English — 4 credits English 1, 2, 3, and one advanced English credit
Math — 3 credits Algebra I, Geometry, and one advanced Math credit	Math — 4 credits Algebra I, Geometry, and two advanced Math credits**
Science — 3 credits Biology and two advanced Science credits	Science — 4 credits Biology and three advanced Science credits
Social Studies — 3 credits World Geography or World History, U.S. History, Government, and Economics	Social Studies — 3 credits World Geography or World History, U.S. History, Government, and Economics
Languages other than English — 2 credits	Languages other than English — 2 credits
Fine Arts — 1 credit	Fine Arts — 1 credit
Physical Education — 1 credit	Physical Education — 1 credit
Electives — 5 credits	Electives — 7 credits See Endorsement 4-year plan
	Distinguished Level of Achievement-Student must take Algebra 2 as an advanced math**

Endorsements

Please refer to the course plans for specific course requirements necessary to earn each endorsement.

Arts & Humanities	Business & Industry	Public Services	STEM (Science, Technology, Engineering, & Math)	Multidisciplinary Studies
<ul style="list-style-type: none"> • Fine Arts • Foreign Languages & Cultural Studies • Social Sciences 	<ul style="list-style-type: none"> • Agriculture, Food & Natural Resources • Arts, Audio Video Technology & Communications • Business, Marketing, and Finance • Information Technology (COM) • Manufacturing • Transportation, Distribution, & Logistics 	<ul style="list-style-type: none"> • AFJROTC • Education & Training • Health Science • Human Services • Law and Public Service 	<ul style="list-style-type: none"> • Engineering • Advanced Math • Advanced Science 	<p>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</p>

State Assessments Required for Graduation (EOC)	Performance Acknowledgements
English I English 2 Algebra I US History Biology	Outstanding Performance: Dual Credit coursework, bilingualism/biliteracy, AP Exam, PSAT, ACT- Plan, SAT or ACT Certification: 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>English — 4 credits</p> <input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> English 3 <input type="checkbox"/> Advanced English <p>Math — 3 credits</p> <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> Advanced Math <p>Science — 3 credits</p> <input type="checkbox"/> Biology <input type="checkbox"/> Advanced Science <input type="checkbox"/> Advanced Science <p>Social Studies — 3 credits</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>LOTE — 2 credits</p> <input type="checkbox"/> LOTE 1 <input type="checkbox"/> LOTE 2 <p>Fine Arts- 1 credit</p> <input type="checkbox"/> _____ <p>Physical Education — 1 credit</p> <input type="checkbox"/> _____ <p>Electives — 5 credits</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>Arts & Humanities</p> <input type="checkbox"/> 4 th Math <input type="checkbox"/> 4 th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>Business & Industry</p> <input type="checkbox"/> 4 th Math <input type="checkbox"/> 4 th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>Public Services</p> <input type="checkbox"/> 4 th Math <input type="checkbox"/> 4 th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>STEM</p> <input type="checkbox"/> 4 th Math <input type="checkbox"/> 4 th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>Multidisciplinary</p> <input type="checkbox"/> 4 th Math <input type="checkbox"/> 4 th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2	<p>Testing</p> <input type="checkbox"/> TSI <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ACT <p>College Readiness Standards</p> <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Writing <p>Post- Secondary Applications</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>Financial Aid</p> <input type="checkbox"/> FAFSA/ TAFSA <input type="checkbox"/> Local Scholarship Application <input type="checkbox"/> Naviance <input type="checkbox"/> Financial Aid Night
	Distinguished- Eligible for Top 10% Automatic Admission	STAAR EOC Checklist
	<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)

Program of Study	Certifications/Licenses offered at DHS that meet CCMR
Agriculture, Food & Natural Resources	
Veterinary Medical Applications	Elanco Veterinary Medical Applications
Practicum of Veterinary Medicine	Texas Veterinary Medical Association (TVMA) Certified Veterinary Assistant, Level 1
Agriculture Mechanics and Metal Technologies	American Welding Society (AWS) D9.1
Advanced Plant and Soil Science	BASF Plant Science Certification
Floral Design	Principles of Floral Design Certification
Arts, Audio/Video Technology & Communications	
Audio/Video Production I	Adobe Premier Pro, Adobe Photoshop Adobe After Effects
Practicum in Audio/Video Production	Adobe Premier Pro, Adobe Photoshop Adobe After Effects
Advanced Video Game Programming	Adobe Illustrator, Adobe Aftereffects, Autodesk Associate 3ds Max
Practicum of Animation	Adobe Illustrator, Adobe Aftereffects, Autodesk Associate 3ds Max
Commercial Photography II	Adobe Photoshop
Practicum in Commercial Photography	Adobe Photoshop
Graphic Design & Illustration II	Adobe Photoshop, Adobe InDesign
Practicum in Graphic Design & Illustration	Adobe Photoshop, Adobe InDesign
Business, Marketing, & Finance	
Accounting I	Accounting - Basic
Practicum in Entrepreneurship	Intuit QuickBooks Certified User
Social Media Marketing I	Stukent Social Media Marketing Certification
Sports & Entertainment Marketing II	Stukent Social Media Marketing Certification
Fundamentals of Real Estate	Real Estate Sales Agent License
Education & Training	
Practicum in Education and Training (RST2)	Educational Aide I
STEM	
Engineering (other certs for courses)	Certified SolidWorks Associate
Computer Science I	Certified Entry-Level Python Programmer (PCEP)
Computer Science II	Certified Entry-Level Python Programmer (PCEP)

Health Science	
Practicum in Health Science: PCT/EKG	Certified EKG Technician, Patient Care Technician (PCT)
Practicum in Health Science: Pharmacy Technician	Certified Pharmacy Technician
Practicum in Health Science: Dental Assistant	Registered Dental Assistant (RDA) X-Ray
Practicum in Health Science: Imaging	Limited Medical Radiologic Technologist (LMRT)
Practicum in Health Science (Emergency Medical Technician - Dual Credit/COM)	Emergency Medical Technician (EMT) - Basic
Human Services	
Barbering II/ Lab	Class A Barber License (Barber Operator License)
Cosmetology II/ Lab	Cosmetology Operator License
Law, Public Safety, Corrections & Security	
Law Enforcement II	International Academy of Emergency Dispatch (IAED) Emergency Telecommunicator
Transportation, Distribution & Logistics	
Automotive Technology I	ASE Entry-Level Automobile Maintenance and Light Repair (MR)
Automotive Technology II	ASE Entry-Level Automobile Brakes (BR)

Arts and Humanities Endorsement

Endorsement Pathways	9th Year	10th Year	11th Year	12th Year
Fine Arts	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
Languages Other Than English (LOTE)	Spanish 1	Spanish 2	Spanish 3	Spanish 4
	French 1	French 2	French 3	French 4
Social Studies	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 th Grade	10 th Grade
English 1	English 2
Algebra I	Geometry
World Geography or Human Geography	World History* or Elective
Biology	IPC or Chemistry
Foreign Language 1	Foreign Language 2
PE	Elective
Fine Art 1	Fine Art 2
11 th Grade	12 th Grade
English 3	English 4
Advanced Math*	Advanced Math
US History	Government/ Economics
Advanced Science	Advanced Science
Fine Art 3	Fine Art 4
Elective	Elective
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 th Grade	10 th 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 th Grade	12 th 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 th Grade	10 th 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 th Grade	12 th 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 (CTE)

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

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year
Business, Marketing, and Finance	Marketing and Sales	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
	Accounting and Financial Services	Principles of Business, Marketing, & Finance	Accounting 1 and Financial Mathematics (Math credit)	Financial Analysis	Practicum in Entrepreneurship
Manufacturing	Advanced Manufacturing and Machinery Mechanics	Principles of Applied Engineering	Robotics 1	Robotics 2	Engineering Design & Presentation
Transportation, Distribution, and Logistics	Automotive	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 th Grade	10 th 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 th Grade	12 th 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 (CTE)

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 th Grade	10 th 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 I <u>or</u> A/V Production <u>or</u> Graphic Design & Illustration I
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Elective Advanced Video Game Programming <u>or</u> Commercial Photography II <u>or</u> A/V Production II <u>or</u> Graphic Design & Illustration II 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 (CTE)

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 th Grade	10 th 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 I
11 th Grade	12 th Grade
English 3 Advanced Math* or Financial Math US History Advanced Science Sports Entertainment Marketing II/ 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 (CTE)

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 th Grade	10 th 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 Fine Art
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Robotics II Elective Elective (if in Robotics II)	English 4 Advanced Math Government/ Economics Advanced Science Elective Career Preparation

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

Business & Industry Endorsement (CTE)

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 th Grade	10 th 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 I
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Automotive Technology II 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 (CTE)

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 I	Imaging Technology II	Practicum Health Science (Imaging)
Human Services	Barbering		Principles of Barbering	Barbering I/ Lab	Barbering II/ Lab
	Cosmetology		Introduction to Cosmetology	Cosmetology I/ Lab	Cosmetology II/ Lab
Law, Public Safety, Corrections, and Security	Law Enforcement	Principles of Law, Public Safety, Corrections, and Security	Law Enforcement I	Law Enforcement II	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 (CTE)

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 th Grade	10 th 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 th Grade	12 th 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 (CTE)

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 th Grade	10 th 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 th Grade	12 th 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 II 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 (CTE)

Career Pathways for Human Services

26 credits

Job Opportunities in this Career Pathway:

Skincare Specialist, Cosmetologist, Barber, Manicurist, Pedicurist

Sample Graduation Plan

9 th Grade	10 th 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 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Elective Cosmetology I or Barbering I	English 4 Advanced Math Government/ Economics Advanced Science Elective Cosmetology II or Barbering II

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

Public Services Endorsement (CTE)

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 th Grade	10 th 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 I
11 th Grade	12 th Grade
English 3 Advanced Math* US History Advanced Science Law Enforcement II 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 th Grade\	10 th 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 th Grade	12 th 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(CTE)	Engineering	Introduction to Engineering Design (PLTW)	Engineering Science	Engineering Design and Presentation I	Engineering Design and Presentation II
	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 I	Computer Science II	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 8th grade

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

*World History is 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 th Grade	10 th 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 th Grade	12 th 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 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology or Chemistry Foreign Language 1 PE Fine Art	English 2 Geometry World History* or Elective Chemistry or Physics Foreign Language 2 Elective Elective
11 th Grade	12 th Grade
English 3 Algebra 2 US History Physics or Advanced Science Elective Elective Elective	English 4 Advanced Math Advanced Science Advanced Science or Elective Government/ Economics 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 th Grade	10 th 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 th Grade	12 th 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 ID	Course Title	Credit	Grade	Prerequisite
0101	English 1	1	9	None
0105	English 2	1	10	None, Taken in sequential order
0109	English 3	1	11	None, Taken in sequential order
0115	English 4	1	12	None, Taken in sequential order
01039	English 1 Honors	1	9	See Advanced Courses Entrance Criteria in Section 4.
0105H	English 2 Honors	1	10	Taken in sequence. See Advanced Courses Entrance Criteria in Section 4.
0157	English 1 for Speakers of Other Languages (ESOL 1)	1	9	None, counselor approval
0160	English 2 for Speakers of Other Languages (ESOL 2)	1	10	None, Taken in sequential order, counselor approval
0138	English 3 Sheltered for EB students	1	11	Taken in sequence, counselor approval
0120	English 4 Sheltered for EB students	1	12	Taken in sequence, counselor approval
0113	AP English 3	1	11	Taken in sequence. See advanced courses Entrance Criteria in Section 4.
0119	AP English 4	1	12	Taken in sequence. See advanced courses Entrance Criteria in Section 4.
0117	College Prep English	1	12	English 3, Counselor approval
7109	English 1301/1302 (Dual Credit)	1	11	Must meet COM requirements. See Dual Credit information in Section 4.
7111	English 2322/2323 (Dual Credit)	1	12	Must meet COM requirements. See Dual Credit information in Section 4.
0199	AP Seminar	1	10-12	English 1 and/or 2 PAP/Honors
0180	AP Research	1	11-12	AP Seminar
0271	Academic Decathlon 1-3 Honors	1	9-12	Instructor approval
0129	Analysis Visual Media	0.5	9-12	None
0122	Creative Writing EB	1	9	Taken concurrently with ESOL 1 and Reading 1 EB
0125	Practical Writing EB	1	10-12	Taken concurrently with ESOL 2 or Reading EB
0196	Reading 1	1	9	Coordinator approval
0162	Reading 1 EB	1	9	Taken concurrently with ESOL 1-2
0163	Reading 2 EB	1	10	Taken concurrently with ESOL 1-2
0164	Reading 3 EB	1	11	Taken concurrently with E3 Sheltered
0127	Creative Writing	0.5	9-12	None
0176	Debate 1	1	9-12	None

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.

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.

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.

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 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.

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.

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.

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***

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. ***AP Seminar is a prerequisite to AP Research.***

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.**

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.

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.**

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.**

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.

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.

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.

English 3 and 4 Sheltered for EB students

These courses are for students whose primary language is a language other than English. This course will meet the instructional needs of EB 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. The course will count as English 3 or English 4 credit toward graduation.

Debate 1

This class is designed to prepare students for competitive speaking and debating. Its goal is to improve students' skills in speaking, listening, composing, and reasoning through practical experiences and applications, especially during scheduled competitions. Students will develop skills in argumentation and debate; they will become interested in current issues, develop sound critical thinking, and sharpen communication skills. They will acquire life-long skills for intelligently approaching controversial issues and clashes of opinion. The course includes a concentration in parliamentary procedure, the techniques of persuasion, means of detecting propaganda and fallacies, and the refinement of voice and diction. It will feature an emphasis on forensics which will necessitate extensive practice and rehearsal in Cross-Examination Public Forum, and Lincoln-Douglas debating as well as oral performances such as extemporaneous speaking, congressional debating and speaking, and original oratories.

Math

Course ID	Course Title	Credit	Grade	Prerequisite
0301	Algebra 1	1	9	None
0303	Geometry	1	9-10	Algebra 1
0307	Geometry Honors	1	9-10	Algebra 1, See Advanced Courses Entrance Criteria in Section 4.
0315	Algebraic Reasoning	1	11-12	Algebra 1, Geometry Preferred
0305	Algebraic Reasoning EOC	1	10	Coordinator approval
CTBU02	Financial Math	1	11-12	Algebra 1, Geometry recommended
0309	Algebra 2	1	10-12	Algebra 1, Geometry Preferred
0311	Algebra 2 Honors	1	10-12	Algebra 1 and Geometry. See Advanced Courses Entrance Criteria in Section 4.
0339	Algebra 2 OnRamps (.5 Dual Credit)	1	10-12	Algebra 1 and Geometry; See OnRamps info in Section 4.
0350	College Prep Math	1	12	Algebra 1, Geometry, and an Advanced Math. Counselor approval.
0343	Precalculus	1	11-12	Algebra 1, Geometry, Algebra 2
0340	Precalculus OnRamps (.5 Dual Credit)	1	11-12	Algebra 2. See OnRamps info in Section 4
0341	Precalculus Honors	1	11-12	Algebra 2. See Advanced Courses Entrance Criteria in Section 4.
0317	AP Calculus AB	1	11-12	Algebra 2 and Advanced Precalculus. See Advanced Courses Entrance Criteria in Section 4.
0318	AP Calculus BC	1	12	Algebra 2 and Advanced Precalculus. See Advanced Courses Entrance Criteria in Section 4.
0360	Statistics	1	11-12	Algebra 1 and Geometry
0361	AP Statistics	1	11-12	Algebra 2 and Geometry See Advanced Courses Entrance Criteria in Section 4.
7301	Dual Credit Math 1314/1324	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.

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.

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.

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.**

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.**

Prerequisite: Algebra 1 Grade: 11-12 Credit: 1

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.

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

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.

Science

Course ID	Course Title	Credit	Grade	Prerequisite
04019	Biology	1	9	None
04039	Biology Honors	1	9	See Advanced Courses Entrance Criteria in Section 4.
04APB	AP Biology	1	10-12	Honors Biology; Honors Chemistry (or concurrent) and Anatomy & Physiology recommended See Advanced Courses Entrance Criteria in Section 4.
0407	IPC	1	10	None
0411	Chemistry	1	10-12	Algebra 1 and Biology. Pass Algebra I EOC.
0413	Chemistry Honors	1	10-12	Algebra 1 and Biology; Honors Biology Recommended. See Advanced Courses Entrance Criteria in Section 4.
0415	AP Chemistry	1	11-12	Honors Chemistry and Honors Algebra 2 (or concurrent) recommended; See Advanced Courses Entrance Criteria in Section 4.
0417	Physics	1	11-12	Algebra 1, Preferred Algebra 2
0419	Physics Honors	1	10-12	Algebra 1, Algebra 2 Honors or Precalculus recommended; See Advanced Courses Entrance Criteria in Section 4.
0421	AP Physics C- Algebra Based	1	11-12	Honors Physics or AP Physics 1. See Advanced Courses Entrance Criteria in Section 4.
0422	AP Physics 2- Algebra Based	1	11-12	Honors Physics or AP Physics 1. See Advanced Courses Entrance Criteria in Section 4.
0442	Forensic Science	1	11-12	Biology and Chemistry, IPC, or Physics
0440	Aquatic Science	1	10-12	Biology required, Chemistry or IPC recommended
0441	Aquatic Science Honors	1	11-12	Biology and Chemistry, Physics recommended; See Advanced Courses Entrance Criteria in Section 4.
0437	Astronomy	1	11-12	Algebra 1 and IPC or Chemistry
0431	Anatomy and Physiology Honors	1	10-12	Biology and Chemistry, IPC, or Physics; See Advanced Courses Entrance Criteria in Section 4.
CTHS10	Medical Microbiology Honors	1	10-12	Biology, Chemistry and 1 credit from the health science cluster
0434	Environmental Plant & Soil Science	1	10-12	Biology and 1 other science
0433	AP Environmental Science	1	11-12	Algebra 1, Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
7434	PHYS 1403 Stars & Galaxies (Dual Credit)	1	12	Biology, Chemistry and Physics; Must meet COM 150 requirements; See Dual Credit information: 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.

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 2nd and 3rd nine weeks. A substantial amount of out-of-class time will be required for study and the individual projects.

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. Students can take this course concurrently with honors chemistry.

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.

Chemistry

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. Algebra I is a prerequisite for this course.

Chemistry Honors

Chemistry will be taught in more depth and at a faster pace with high expectations. A substantial amount of class time and out of class time will be required for study and practice in order to succeed. Students will 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. Algebra I is a prerequisite for this course. Algebra 1 Honors is recommended.

AP Chemistry

Chemistry AP is a fast-paced 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.

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.

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.

AP Physics C- Algebra Based

In the first semester, students will explore and investigate kinematics, Newton's laws of motion, work, energy, power, systems of particles and linear momentum, rotation, oscillations, and gravitation. During the 2nd semester, students will explore and investigate concepts involving electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism.

During both semesters, hands-on Laboratory work along with class activities will be used to investigate phenomena. Calculus will be used to solve problems mathematically. This course will prepare students for Engineering Physics in college and is recommended for anyone considering majoring in Engineering at the college level.

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.

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.

Prerequisite: Biology & Chemistry Grade: 11-12 Credit: 1

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.**

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.**

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.

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.

Prerequisite: Biology & Chemistry Grade: 11-12 Credit: 1

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.

Prerequisite: Biology & Chemistry Grade: 11-12 Credit: 1

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.

Prerequisite: Biology & 1 other science Grade: 11-12 Credit: 1 Certification: BASF Plant Science

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 College Board AP Examination.

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.

Social Studies

Course ID	Course Title	Credit	Grade	Prerequisite
02099	World Geography	1	9	None
02109	World Geography Honors	1	9	See Advanced Courses Entrance Criteria in Section 4.
02119	AP Human Geography	1	9	See Advanced Courses Entrance Criteria in Section 4.
0205	World History	1	10	None
0207	AP World History	1	10	Honors World Geo or AP Human Geo recommended; See Advanced Courses Criteria in Section 4.
0201	United States History	1	11	None
0204	AP United States History	1	11	Honors World History or AP World History recommended; See Advanced Courses Entrance Criteria in Section 4.
7201/7202	HIST 1301/1302 Dual Credit	1	11	Must meet COM requirements. See Dual Credit information in Section 4.
0213	United States Government	0.5	12	None
0221	AP United States Government	0.5	12	See Advanced Courses Entrance Criteria in Section 4.
7213	GOVT 2305 Dual Credit	0.5	12	Must meet COM requirements. See Dual Credit information in Section 4.
0215	Economics	0.5	12	None
0225	Personal Financial Literacy and Economics	0.5	12	None (Cannot have credit for Personal Financial Literacy)
0223	AP Macroeconomics	0.5	12	See Advanced Courses Entrance Criteria in Section 4.
0226	African American Studies	1	11-12	None
0227	Mexican American Studies	1	10-12	None
0239	Sociology	0.5	11-12	None
0233	Psychology	0.5	11-12	None
0234	AP Psychology	0.5	10-12	See Advanced Courses Entrance Criteria in Section 4.
7233/7234	PSYCH 1300/2301 Dual Credit	1	10-12	Must meet COM requirements. See Dual Credit information in Section 4.
0280	History of Sports in the United States	0.5	9-12	None
	Personal Financial Literacy	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.

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.

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.**

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.

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 (3rd ed.)* by R. Strayer (Purchased by student.)

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.

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 (5th ed.) (Purchased by student.)

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.

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

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.

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.

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.

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.

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.)

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.

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.

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.

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

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.

Mexican American Studies

Mexican American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of Mexican 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 Mexican Americans. This course develops an understanding of the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

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.

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.

Languages Other Than English (LOTE)

Course ID	Course Title	Credit	Grade	Prerequisite
0513	French 1-4	1	9-12	Taken in sequence
0514	French 1-3 Honors	1	9-12	Taken in sequence; See Advanced Courses Entrance Criteria in Section 4.
0518	AP French Language and Culture	1	11-12	Honors French 3; See Advanced Courses Entrance Criteria in Section 4.
0531	Spanish for Native Speakers	2	9-10	Fluent verbal and writing skills in Spanish Language; Counselor approval
0503	Spanish 1-4	1	9-12	Taken in sequence
0504	Spanish 1-3 Honors	1	9-12	Taken in Sequence; See Advanced Courses Entrance Criteria in Section 4.
0509	AP Spanish Language and Culture	1	10-12	Honors 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 3rd year of credit but does not want to follow the AP Spanish plan.

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.

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.

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.

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.

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.

Fine Arts

Course ID	Course Title	Credit	Grade	Prerequisite
0601	Art 1	1	9-12	None
0602	Art Mentor 1-4	1	9-12	Application and Interview; Instructor approval
06081	Rodeo Art 1-3	1	9-12	Instructor approval
0603F	Fibers 1-3	1	9-12	Art 1 and Instructor approval, Taken in sequence
0603	Drawing 1-3	1	9-12	Art 1 and Instructor approval; Taken in sequence
0610D	AP 2-D Design	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
0603P	Painting 1-3	1	9-12	Art 1 and Instructor approval; Taken in sequence
0603C	Sculpture 1-3	1	9-12	Art 1 and Instructor approval; Taken in sequence
0610	AP 3-D Design	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
2CTAG8	Floral Design	1	9-12	None
0612	AP Art History	1	10-12	honors W Geography or W History
06DES	Art 5 (Local Credit)	1	12	Art 1-4
0681	Color Guard Band 1-4	1	9-12	Band; Audition; Taken in sequence
0633	Concert Band (A) 1-4	1	9-12	Director approval based on audition; Taken in sequence
0634	Concert Band (B)1-4	1	9-12	Director approval based on audition; Taken in sequence
0637	Instrumental Ensemble 1-4	1	9-12	Enrolled in band; Director approval based on audition
0635B	Symphonic Band 1-4	1	9-12	Director approval based on audition; Taken in sequence
0628H	Band 3-4 Honors	1	11-12	Band; Director approval based on audition
0627	AP Music Theory	1	9-12	Enrolled in choir or band; Director approval based on audition;
0642	Freshman Girls' Choir	1	9	None
0643	Concert Singers Choir 1-4	1	9-12	168 Taken in sequence

Course ID	Course Title	Credit	Grade	Prerequisite
0644	Advanced Women's Choir 1-4	1	9-12	Audition; Taken in sequence
0647	Men's Choir 1-4	1	9-12	Audition; Taken in sequence
0651	Varsity Mixed Choir 1-4	1	9-12	Audition; Taken in sequence
06523H	Choir 3-4 Honors	1	11-12	Application and exam
1019	Dance 1	1	9-12	None
1022	Dance 2-4	1	10-12	Dance 1; Taken in sequence
1020	Dance Mentor 1-4	1	9-12	Instructor approval; Taken in sequence
1016	Diamonds Dance Team 1-4	1	9-12	Audition; Taken in sequence
1032	Diamonds Dance Officer	1	10-12	Audition
1018H	Dance Team 3-4 Honors	1	11-12	Application and Dance terminology exam
0588	Musical Theater 1	1	9-12	None
0589	Musical Theater 2-4	1	9-12	Musical Theater 1; Taken in sequence
0611	Technical Theater 1	1	9-12	None
0613	Technical Theater 2	1	9-12	Tech Theater 1; Interview
0614	Advanced Technical Theater 3-4	1	11-12	Tech Theater 1; Interview; Taken in sequence
0617	Theater Arts 1	1	9-12	None
0619	Theater Arts 2-4	1	9-12	Theater 1 or 2 with a 75+; Theater 3 with an 85+; Audition; Taken in sequence
0620	Advanced Theater Arts 1-2	1	9-10	Audition in May
0581	Theater Production 1-4	1	10-12	Audition
0582	Theater Production Mentor 1-4	1	9-12	Instructor approval; Taken in sequence
0621H	Theater 3-4 Honors	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).

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.

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**

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**

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**

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.

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**

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**

AP 3-D Design

The Advanced Placement Program in 3-dimensional art enables highly motivated students to do college-level artwork 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.

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: \$100 (Can be paid by student or student can sell a floral arrangement subscription).

Grade: 9-10 Credit: 1 Certification: Principles of Floral Design (CCMR ready indicator)

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.

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**

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. Band is a full year course and students may not sign-up for only one semester.

Fee: Varies

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. Band is a full year course and students may not sign-up for only one semester. **Fee: Varies**

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. Band is a full year course and students may not sign-up for only one semester.

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. Band is a full year course and students may not sign-up for only one semester.

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.

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. Band is a full year course and students may not sign-up for only one semester. Participation and uniform fees vary.

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 pre-requisites for admission into the advanced courses. The Honors level coursework expectations are outlined in the course syllabus. Band is a full year course and students may not sign-up for only one semester.

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. **Fee: Varies**

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.

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.

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.

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.

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.

Technical Theater 1-2 / Advanced Technical Theater 3-4

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 3rd 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.

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.

Advanced Theater Arts 1-2

Advanced Theater Arts is offered to those students who took a theater course during their 8th 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.

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.

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

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.

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.

Health and Physical Education

Course ID	Course Title	Credit	Grade	Prerequisite
5909	Health	.5	9-12	None
09111	Athletics	1	9-12	Tryout
1011	Cheerleading	1	9-12	Tryout
1016	Diamonds Dance Team	1	9-12	Audition
1000	Lifetime Fitness and Wellness Pursuits	1	9-12	None
1001	Physical Education	.5-1	9-12	None
0972	Sports Medicine 1	1	10-12	Interest in Health-related profession/Sports Medicine
0973	Sports Medicine 2	1	11-12	Sports Medicine 1; Concurrent enrollment Student Trainer
0971	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.

Athletics

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

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

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.

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.

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

Sports Medicine 1-2

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

Student Trainer

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

Electives

Course ID	Course Title	Credit	Grade	Prerequisite
0080	Advanced Via Individual Determination (AVID) 1-4	1	9-12	Application; Taken in sequence
0735	Gator Aide (local)	.5-1	12	Counselor approval
0720	Peer Coaching for AVID Students Honors	1	11-12	Application and Interview
0371	Off Period	0	12	Counselor approval; Must have transportation.
03TCB6	TCB Lab	1	12	Students who have not met CCMR indicator before 12 th grade yr
0090	P.A.L.S. (Peer Assistance and Leadership)	1	11-12	Application and Interview

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.

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.

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.

Off Period

Seniors who have room in their schedule may have up to two off periods at the end of the day (7th only or 6th and 7th 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.

P.A.L.S (Peer Assistance and Leadership)

The Peer Assistance and Leadership® (PAL) program focuses on working with elementary, middle, and high school age youth. Participants receive effective training in resiliency strategies. Course content and interactive activities combat issues like school violence, drug use/abuse, teen pregnancy, gang participation, school dropouts, and/or behavior problems. PAL® applies these basic prevention strategies by implementing the program as informal, extracurricular activities, or as structured, evidence/curriculum-based programs. The outcomes identified through implementation of the PAL® program in a school setting are a reduction in substance use/abuse, an increase in academic performance, a reduction of absences/truancy, a reduction of discipline referrals to the school office, and an increase in positive decision-making skills and risk resiliency. Parents and school administrators note a favorable perception of the program effectiveness.

Career & Technical Education (CTE)

Business & Industry Course Descriptions

Course ID	Course Title	Credit	Grade	Prerequisite
CTAG01	Principles of Agriculture, Food, and Natural Resources	1	9-10	None
CTAG03	Small Animal Management	.5	10-12	Principles of Agriculture, Food, and Natural Resources
CTAG11	Equine Science	.5	10-12	Principles of Agriculture, Food, and Natural Resources
CTAG02	Livestock Production	1	11-12	Principles of Agriculture, Food, and Natural Resources
CTAG06	Advanced Animal Science	1	12	Biology, Chemistry or IPC, Algebra 1 and Geometry, and Livestock Production
CTAG10	Agricultural Mechanics and Metal Technologies	1	10-12	Principles of Agriculture, Food, and Natural Resources
CTAG05	Agricultural Structures Designs and Fabrications	1	11-12	Agricultural Mechanics and Metal Technologies
CTAG17	Agriculture Equipment Design & Fabrication	1	11-12	Agricultural Structures Designs and Fabrications
2CTAG8	Floral Design	1	9-12	None
CTAG13	Advanced Floral Design	1	12	Floral Design
0434	Environmental Plant & Soil Science	1	11-12	Biology and 1 other science
CTAG16	Veterinary Medical Applications	1	11-12	Equine Science, Small Animal Management, or Livestock Production
CTAG15	Practicum in Agriculture, Food, and Natural Resources	2	12	3 credits in Agriculture, Food, and Natural Resources
CTAG18	Practicum in Agriculture, Food, and Natural Resources (Vet Med)	2	12	3 credits in Agriculture, Food, and Natural Resources
CTAG19	Practicum in Agriculture, Food, and Natural Resources (Applied Agricultural Engineering)	2	12	Agricultural Structures Design & Fabrications
CTAV01	Principles of Arts, A/V Technology, And Communications	1	9-12	None
CTAV06	Video Game Programming	1	10-12	Principles of Arts, A/V Technology, And Communications

Course ID	Course Title	Credit	Grade	Prerequisite
CTAV05	Advanced Video Game Programming	1	11-12	Video Game Programming
CTAV21	Practicum in Animation	2	12	Advanced Video Game Programming
CTAV17	Commercial Photography I	1	10-12	Principles of Arts, A/V Technology, And Communications
CTAV3A	Commercial Photography II	1	11-12	Commercial Photography I
CTAV19	Practicum in Commercial Photography	2	12	Commercial Photography II
CTAV07	Audio/Video Production I	1	10-12	Principles of Arts, A/V Technology, And Communications
CTAV08	Audio/Video Production II	2	11-12	Audio/Video Production I
CTAV09	Practicum in Audio/Video Production	2	12	Audio/Video Production II
CTAV03	Graphic Design & Illustration I	1-2	10-12	Principles of Arts, A/V Technology, And Communications
CTAV04	Graphic Design & Illustration II	2	11-12	Graphic Design & Illustration I
CTAV10	Practicum in Graphic Design & illustration	2	12	Graphic Design & Illustration II
CTBU01	Principles of Business, Finance, and Marketing	1	9-10	None
CTBU04	Sports and Entertainment Marketing	.5	10-12	Principles of Business, Finance, and Marketing
CTBU03	Social Media Marketing	.5	10-12	Principles of Business, Finance, and Marketing
CTBU05	Sports and Entertainment Marketing 2	.5	11-12	Sports and Entertainment Marketing
CTBU06	Advertising	.5	11-12	Social Media Marketing and Sports Entertainment Marketing
CTBU13	Accounting 1	1	10-12	Principles of Business, Finance, and Marketing I
CTB13D	Accounting II	1	11-12	Accounting I
	Financial Analysis	1	11-12	Accounting 1
CTBU02	Financial Math	1	11-12	Algebra 1, Geometry
	Fundamentals of Real Estate	2	12	Permission of Instructor, taken in sequence
CTBU11	Practicum in Entrepreneurship	2	12	Financial Analysis

Course ID	Course Title	Credit	Grade	Prerequisite
CTBU07	Career Prep	2-3	11-12	None
CTST06	Principles of Applied Engineering	1	9-10	None
CTST05	Robotics I	1	10-12	Principles of Applied Engineering
CTST07	Robotics II	1	11-12	Robotics I
CTTR01	Automotive Basics	1	9-10	None
CTTR02	Automotive Technology 1	2	10-12	Automotive Basics and Algebra 1
CTTR03	Automotive Technology 2	2	11-12	Automotive Technology I
CTTR04	Practicum in Transportation Systems	2	12	Automotive Technology II

Career & Technical Education (CTE)

Business & 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.

Grade: 9-10 Credit: 1

Small Animal Management

This class is intended to prepare students for a career in the field of small animal management. It will provide students with knowledge and skills pertaining to animal ownership, industry hazards, current topics associated with animal rights/welfare, management, and career opportunities. Small animals which may be included during study are dogs, cats, and other small mammals, amphibians, reptiles, and birds.

Prerequisite: Principles of Agriculture, Food, and Natural Resources Grade: 10-12 Credit: 0.5 Fee: \$10

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. The course provides students with the knowledge of equine history, coat colors, breeds, sports, care and maintenance, equipment, and barn operations.

Prerequisite: Principles of Agriculture, Food, and Natural Resources Grade: 10-12 Credit: 0.5

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.

Prerequisite: Principles of Agriculture, Food, and Natural Resources Grade: 11-12 Credit: 1

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 4th science.

Prerequisite: Biology, Chemistry, IPC, Algebra I, Geometry, & Small Animal Management, Equine Science, or Livestock Production **Grade: 12** **Credit: 1**

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

Prerequisite: Principles of Agriculture, Food, and Natural Resources

Grade: 10-12 **Credit: 1** **Certification: AWS D9.1** **Course Fee: \$100**

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.

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

Prerequisite: Agricultural Mechanics and Metal Technologies

Grade: 11-12 Credit: 1 Certification: AWS D9.1 Course Fee: \$100

Agricultural Equipment Design & Fabrication

In Agricultural Equipment Design and Fabrication with Lab, 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 fabrication of agricultural equipment. Students will also be involved in operating student enterprises to learn fabrication and construction business operation techniques.

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

Prerequisite: Agricultural Structures Design & Fabrication

Grade: 11-12 Credit: 1 Certification: AWS D9.1 Course Fee: \$100

Practicum in Agriculture, Food, and Natural Resources

• Practicum Applied Agricultural Engineering

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. Students will also be involved in operating student enterprises to learn fabrication and construction business operation techniques. This practicum program will culminate a student's Applied Agricultural Engineering program of study.

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

This course is on the Honors 5.0 grading scale.

Prerequisite: Ag Mech & Metal Tech and Ag Structures

Grade: 12 Credit: 2 Certification: AWS D9.1 Course Fee: \$100

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.**

Grade: 9-12 Credit: 1 Certification: Principles of Floral Design

Fee: \$100 (Can be paid by student or student can sell a floral arrangement subscription).

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.

Prerequisite: Floral Design **Grade:** 12 **Credit:** 1

Fee: \$100 (Can be paid by student or student can sell a floral arrangement subscription).

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.

This course satisfies the science graduation requirement.

Prerequisite: Biology and 1 other science **Grade:** 11-12 **Credit:** 1 **Certification:** BASF Plant Science

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.

Prerequisite: Small Animal Management (preferred prerequisite), Equine Science, or Livestock Production

*Small Animal Management is the

Grade: 11-12 **Credit:** 1 **Certification:** Elanco Veterinary Medical Applications **Fee:** \$20

Practicum in Agriculture, Food, and Natural Resources

- **Practicum in Veterinary Medicine**

This practicum course provides internship experiences for students interested in pursuing the field of veterinary medicine. The internship is designed to give students supervised practical application of knowledge and skills. In a Veterinary clinic setting, students will learn small animal nursing, radiology and ultrasound imaging, laboratory procedures, animal restraint, examination room procedures, pharmacy, and pharmacology, and surgical preparation/assisting. Hours accrued will go toward the Veterinary Medical Assistant certification.

This course is on the Honors 5.0 grading scale.

Prerequisite: Veterinary Medical Applications Grade: 11-12 Credit: 2

Certification: Texas Veterinary Medical Association (TVMA) Certified Veterinary Assistant, Level 1

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.

Prerequisite: 3 credits in Agriculture, Food, and Natural Resources Grade: 11-12 Credit: 2

Principles of Arts, A/V Technology, and Communications

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, and a proficiency in oral and written communication. Within this context, students will develop an understanding of design principles, digital citizenship, and mass communication. Students will gain introductory knowledge in industry standard digital tools including Photoshop, Premiere Pro, InDesign, and After Effects. This course is the prerequisite for: Audio Video Production, Commercial Photography, Graphic Design, and Video Game Programming.

Grade: 9-10 Credit: 1

Video Game Programming

Video game programming expands on the foundation of the principle of arts audiovisual technology by designing 2d and 3d assets, exploring the elements in a game and programming with the language C#. In this course students will be investigating various aspects of the video game industry.

Prerequisite: Principles of Arts, A/V Technology, and Communications Grade: 10-12 Credit: 1

Advanced Video Game Programming

Advanced Video Game Programming students will be introduced to mobile application design and programming using C#. Using Unity as the main platform for 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 photoshop and illustrator; concepts related to the design process; and the ability to communicate and collaborate on group-based projects.

Prerequisite: Video Game Programming

Grade: 11-12 **Credit:** 1 **Certification:** Adobe Illustrator, Adobe Aftereffects, Autodesk Associate 3ds Max

Practicum of Animation

The practicum of animation is an opportunity to apply their artistic and technical skills in the world of digital storytelling. During this hands-on experience, students work industry standard techniques honing animation techniques and gaining insights into the field. From character design to 2D or 3D animation, you will have the chance to create compelling visuals and bring stories to life.

This course is on the Honors 5.0 grading scale.

Prerequisite: Advanced Video Game Programming **Grade:** 12 **Credit:** 2

Certification: Adobe Illustrator, Adobe After Effects, Autodesk Associate 3ds Max

Commercial Photography I

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.

Prerequisite: Principles of Arts, A/V Technology, and Communications **Grade:** 10-12 **Credit:** 1

Commercial Photography II

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.

Prerequisite: Commercial Photography I **Grade:** 11-12 **Credit:** 1 **Certification:** Adobe Photoshop

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.**

Prerequisite: Commercial Photography II Grade: 12 Credit: 2 Certification: Adobe Photoshop

Audio/ Video Production

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Within this context, students will be expected to develop an understanding of the industry with a focus on pre-production, production, and post-production of video products. Students will use industry-based workflows to create video projects using professional audio/video equipment and software.

Prerequisite: Principles of Arts, A/V Technology, and Communications Grade: 10-12 Credit: 1

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, Audio/Video Production 2 has an emphasis on live production roles and procedures. Students will participate in a live production crew to setup, troubleshoot, produce and strike live broadcasts. 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 as well as music and theatrical performances.

Prerequisite: Audio/Video Production I

Grade: 11-12 Credit: 2 Certification: Adobe Premier Pro, Adobe Photoshop Adobe After Effects

Practicum in Audio/ Video Production

Building upon the concepts taught in Audio/Video Production II 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 works directly with clients and produces content for contests and film festivals to develop a professional reel for students to show potential clients or employers after graduation. Instruction may be delivered through lab-based classroom experiences or career preparation opportunities. **This course is on the Honors 5.0 grading scale.**

Prerequisite: Audio/Visual Production II

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Grade: 12 Credit: 2 Certification: Adobe Premier Pro, Adobe Photoshop Adobe After Effects

Graphic Design & Illustration I

Building on the basic concepts taught in the Principles of Audio Visual and maintaining the skills needed to have a career in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to collaborate with team members, further develop design knowledge, and create images to apply to a full and comprehensive media production. These students participate with the team that produces the annual yearbook.

Prerequisite: Principles of Arts, A/V Technology, and Communications **Grade:** 10-12 **Credit:** 1

Graphic Design & Illustration II

Building on the basic concepts taught in the Principles of Audio Visual and maintaining the skills needed to have a career in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to collaborate with team members, further develop design knowledge, and create images to apply to a full and comprehensive media production. These students participate with the team that produces the annual yearbook. In this course, students will use their previous knowledges, skills and leadership to mentor first-year Graphic Design students. They will contribute as leaders, to the yearbook publication while working collaboratively and professionally to demonstrate the advanced concepts of media production. As well, Graphic Design 2 students will obtain certification in the media-based software.

Prerequisite: Graphic Design & Illustration I **Grade:** 11-12 **Credit:** 2 **Certification:** Adobe Photoshop, Adobe InDesign

Practicum in Graphic Design & Illustration

Building on the basic concepts taught in the Principles of Audio Visual and maintaining the skills needed to have a career in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to collaborate with team members, further develop design knowledge, and create images to apply to a full and comprehensive media production. These students participate with the team that produces the annual yearbook. In this course, students will use their previous knowledges, skills and leadership to mentor first-year Graphic Design students. They will contribute as senior staff leaders to the yearbook publication while working collaboratively and professionally to demonstrate the advanced concepts of media production - including leading team meetings, assigning projects, roles and coverage for the yearbook. As well, practicum students will obtain certification in the media-based software. **This course is on the Honors 5.0 grading scale.**

Prerequisite: Graphic Design and Illustration II **Grade:** 12 **Credit:** 2 **Certification:** Adobe Photoshop, Adobe InDesign

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.

Grade: 9-10 Credit: 1

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.

Prerequisite: Principles of Business, Finance, and Marketing Grade: 10-12 Credit: 0.5

Social Media Marketing I

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.

Prerequisite: Principles of Business, Finance, and Marketing

Grade: 10-12 Credit: 0.5 Certification: Student Social Media Marketing

Sports and Entertainment Marketing II

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.

Prerequisite: Sports and Entertainment Marketing I Grade: 11-12 Credit: 0.5

Certification: Student Social Media Marketing

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.

Prerequisite: Social Media Marketing & Sports and Entertainment Marketing I

Grade: 11-12 **Credit:** 0.5

Fundamentals of Real Estate

This course contains the curriculum necessary to complete the pre-licensure education requirements of the Texas Real Estate Commission (TREC) to obtain a real estate salesperson license. Includes the following TREC course materials: Principles of Real Estate I and II, Law of Contracts, Law of Agency, Real Estate Finance, and Promulgated Contract Forms.

Prerequisite: Permission of Instructor; Taken in sequence after prior CTE business courses

Grade: 12– Must be 18 before July 15th of your senior year **Credit:** 2

Certification: Real Estate Sales Agent License **Course Fee-** \$200 (covers portion of Real Estate Licensure)

Accounting I

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.

Prerequisite: Principles of Business, Finance, and Marketing

Grade: 10-12 **Credit:** 1 **Certification:** Accounting - Basic

Accounting II

Students will continue the investigation of 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 various managerial, financial, and operational accounting activities. Students will formulate, interpret, and communicate financial information for use in management decision making. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.

Prerequisite: Accounting I **Grade:** 11-12 **Credit:** 1

*****Counselors Notes:** This class will be school store class for students not able to double block the practicum class

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 satisfies the math graduation requirement

Prerequisite: Algebra I and Geometry Grade: 10-12 Credit: 1

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.

Prerequisite: Accounting 1 Grade: 11-12 Credit: 1 Certification offered Accounting Basic

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.

Prerequisite: Financial Analysis or Accounting II preferred Grade: 12 Credit: 2

Certification offered QuickBooks

*****Counselors Notes: This class will be school store class (double blocked)**

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.

Prerequisite: Must be employed Grade: 11-12 Credit: 2-3

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.

Grade: 9-10

Credit: 1

Robotics I

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.

Prerequisite: Principles of Applied Engineering

Grade: 10-12

Credit: 1

Robotics II

In Robotics II, 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.

Prerequisite: Robotics I

Grade: 11-12

Credit: 1

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.

Grade: 9-10

Credit: 1

Automotive Technology I

Automotive Technology I 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.

Prerequisite: Automotive Basics and Algebra I

Grade: 10-11

Credit: 2

Certification: ASE Entry-Level Automobile Maintenance and Light Repair (MR)

Automotive Technology II

Automotive Technology II 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.

Prerequisite: Automotive Technology I

Grade: 11-12

Credit: 2

Certification: ASE Entry-Level Automobile Brakes (BR)

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.

Prerequisite: Automotive Technology II

Grade: 12

Credit: 2

Career & Technical Education (CTE) Public Service Course Descriptions

COURSE ID	Course Title	Credit	Grade	Prerequisite
CTED01	Principles of Education and Training	1	9-12	None
CTED05	Child Development	1	10-12	Principles of Education and Training
CTED03	Instructional Practice in Educational Training (RST1)	2	11-12	Principles of Education and Training or Child Development
75386	Dual Credit Practicum in Education and Training (RST2)	2	12	Instructional Practice in Educational Training (RST1)
CTHS01	Principles of Health Science	1	9-10	None
CTHS11	Introduction to Imaging Technology	1	9	None
CTHS02	Medical Terminology	1	9-12	Principles of Health Science or Intro to Imaging Technology
CTHS12	Imaging Technology 1	1	10	Intro to Imaging Tech and Medical Terminology
CTHS03	Health Science Theory	1	11-12	Medical Terminology and Biology
CTHS13	Imaging Technology 2	1	11	Imaging Technology 1
CTHS08	Pharmacology	1	11-12	Medical Terminology, Biology, Chemistry
CTHS09	Practicum in Health Science (Emergency Medical Technician -Basic/Dual Credit with COM)	2	12	Health Science Theory
CTHS04	Practicum in Health Science (PCT/EKG)	2	12	Health Science Theory
CTHS06	Practicum in Health Science (Pharmacy)	2-3	12	Pharmacology, Health Science Theory
CTHS14	Practicum in Health Science (Imaging) 198	2	12	Imaging Technology 2

CTHS07	Practicum in Health Science (Dental)	2	12	Health Science Theory
0431	Anatomy and Physiology (Honors)	1	11-12	Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4.
CTHS10	Medical Microbiology	1	11-12	Biology and Chemistry
CTHU07	Introduction to Cosmetology	1	10	Attendance, grades, and attend mandatory parent meeting
CTHU3	Principles of Barbering	1	10	Attendance, grades, and attend mandatory parent meeting
CTHU10	Barbering 1 (2 Periods)	3	11-12	Introduction to Cosmetology
CTHU11	Barbering 2	3	12	Barbering 1 with 500 clock hours
CTHU08	Cosmetology 1 (2 Periods)	3	11-12	Introduction to Cosmetology
CTHU09	Cosmetology 2	3	12	Cosmetology 1 with 500 clock hours
CTLA01	Principles of Law, Public Safety, Corrections, and Security	1	9-12	None
CTLA02	Law Enforcement 1	1	10-12	Principles of Law, Public Safety, Corrections, and Security
CTLA03	Law Enforcement 2	1	11-12	Law Enforcement 1
CTLA04	Counseling and Mental Health	1	11-12	Law Enforcement 1 or 2
0442	Forensic Science	1	11-12	Biology and Chemistry
0901	Junior Reserve Officer Training Corps (JROTC) 1-4	1	9-12	Permission of Senior Aerospace Science Instructor; Taken in sequence

Career & Technical Education (CTE) Public Service 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.

Grade: 9-10 Credit: 1

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.

Prerequisite: Principles of Education and Training Grade: 10-12 Credit: 1

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.

Prerequisite: Principles of Education and Training or Child Development Grade: 11-12 Credit:2
Course Fee: \$55 (includes uniform and membership to compete)

Practicum in Education and Training (RST2) Dual Credit

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. This course is designed for the student who demonstrated success in Instructional Practices I. Students will be more intensely immersed in the educational process by job-shadowing their mentoring teacher in all aspects of the teaching profession or have the opportunity to work with elementary schools in DISD. All careers in education will be explored in depth. **This course is on the Honors 5.0 grading scale.**

This is a Dual Credit course; students must follow College of the Mainland's application and registration process. Additional fees may be assessed by College of the Mainland.

Prerequisite: Instructional Practices in Education & Training (RST I) Grade: 12 Credit: 2
Certification offered – Educational Aide I Course Fee: \$55 (uniform and membership to compete)

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.

Grade: 9-10

Credit: 1 (Taken 1st semester with Medical Terminology 2nd semester - specific to Imaging pathway)

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.

Grade: 9-10 Credit: 1

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.

Prerequisite: Principles of Health Science or Introduction to Imaging Technology (Imaging pathway only)

Grade: 9-12 Credit: 1

Imaging Technology II

The Imaging Technology II Clinical course provides students with the opportunity to build upon the knowledge learned in Introduction to Imaging Technology and Imaging Technology I. The course prepares students to take the Limited Medical Radiologic Technician Licensing Exam (LMRT) by increasing their depth of knowledge in anatomy, radiology-based physics, positioning, radiation protection, radiation biology, patient care, ethics, imaging techniques, correcting imaging errors, image storage, and equipment while participating in clinical rotations. Additionally, students will identify errors within the radiographic image and describe how to correct the errors. Imaging Technology II Clinical incorporates a clinical component that allows students to gain hands-on experience.

Prerequisite: Imaging Technology I

Grade: 11

Credit: 1

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.

Prerequisite: Medical Terminology and Biology

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.

Prerequisite: Medical Terminology, Biology and Chemistry

Grade: 11-12

Credit: 1

Practicum in Health Science (Emergency Medical Technician - Dual Credit/COM)

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 and awarded dual credit.

Prerequisite: Health Science Theory Grade: 12 Credit: 2

Certification: Emergency Medical Technician – Basic

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.

Students will be required to purchase uniforms through the program, show proof of a negative TB test within the last year, show proof of a negative urine drug screen test, and pay for a background check to enter clinical rotation sites.

Practicum in Health Science: Imaging

The Practicum in Imaging 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.

Prerequisite: Imaging Technology II Grade: 12 Credit: 2

Certification: Limited Medical Radiologic Technician Licensing Exam (LMRT)

Students will be required to provide proof of health insurance, purchase uniforms through the program, show proof of a negative TB test within the last year, show proof of a negative urine drug screen test, and pay for a background check to enter clinical rotation sites.

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.

Practicum in Health Science: Dental Assistant

Prerequisite: Health Science Theory Grade: 12 Credit: 2

Certification: Registered Dental Assistant (RDA) X-Ray, Monitoring Nitrous Oxide Sedation

Students must purchase uniforms through the program, show proof of a negative TB test within the last year, and have transportation to travel to clinical sites.

Practicum in Health Science: PCT/EKG

Prerequisite: Health Science Theory Grade: 12 Credit: 2

Certification: Certified EKG Technician and Patient Care Technician (PCT)

Students will be required to provide proof of health insurance, purchase uniforms through the program, show proof of a negative TB test within the last year, show proof of a negative urine drug screen test, pay for a background check to enter clinical rotation sites, and MAY need transportation to travel to clinical sites.

Practicum in Health Science: Pharmacy Technician

Prerequisite: Pharmacology, and Health Science Theory Grade: 12 Credit: 2-3

Certification: Pharmacy Technician

Students must purchase uniforms through the program, show proof of a negative TB test within the last year, have updated vaccines, show proof of a negative 10 Panel urine drug screen test, pay for a background check to enter clinical rotation sites, and have transportation to travel to clinical sites.

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.

This course satisfies a high school science graduation requirement.

This course is on the Honors 5.0 grading scale.

Prerequisite: Biology and Chemistry Grade: 12 Credit: 1

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.

This course is on the Honors 5.0 grading scale.

Prerequisite: Biology and Chemistry

Grade: 11-12

Credit: 1

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.

Grade: 10

Credit: 1

Fee: 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. Students will need to acquire 1,000 clock hours in this program of study (10-12 grade) to obtain a Cosmetology Operator License.

*****Students should accumulate 150+ clock hours to advance to next level**

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.

Grade: 10

Credit: 1

Fee: \$45, which covers Razor (\$20) and student permit (\$25) issued by TDLR toward their certification. \$25 must be in the form of a money order payable to: The Texas Department of Licensing and Regulations. Students will need to acquire 1,000 clock hours in this program of study (10-12 grade) to obtain a Class A Barbering License.

*****Students should accumulate 150+ clock hours to advance to next level**

Barbering I/ 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.

Prerequisite: Principles of Barbering and 150+ clock hours **Grade: 11** **Credit: 3**

Fee: approx. \$703 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.

*****Students should accumulate an additional 450+ clock hours to advance to next level**

Barbering II/ 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.

Prerequisite: Barbering 1 with minimum of 550+ clock hours **Grade: 12** **Credit: 3**

Certification: Class A Barber License (Barber Operator License)

Fee: \$175 to take the State Board Test for Licensure (written, practical, and license). 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.

*****Students should accumulate an additional 450+ clock hours to achieve the 1,000 clock hours needed to obtain a Class A Barber License.**

Cosmetology I/ 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.

Prerequisite: Introduction to Cosmetology **Grade: 11-12** **Credit: 3**

Fee: approx. \$550 for supply kit, \$60 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.

*****Students should accumulate 450+ clock hours to advance to next level**

Cosmetology II/ 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.

Prerequisite: Cosmetology 1 with minimum of 550+ clock hours

Grade: 12

Credit: 3

Certification: Cosmetology Operator License

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.

*****Students should accumulate an additional 450+ clock hours to achieve the 1,000 clock hours needed to obtain a Cosmetology Operator License.**

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.

Grade: 9-12

Credit: 1

Law Enforcement I

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.

Prerequisite: Principles of Law, Public Safety, Corrections and Security

Grade: 10-12

Credit: 1

Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.

Law Enforcement II

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.

Prerequisite: Law Enforcement 1

Grade: 11-12

Credit: 1

Certification: International Academy of Emergency Dispatch (IAED) Emergency Telecommunicator

Students will be required to conduct physical activities including physical contact, bending, kneeling, and lifting.

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.

This course is on the Honors 5.0 grading scale.

Prerequisite: Law Enforcement I or Law Enforcement II

Grade: 11-12

Credit: 1

Fee: 25.00 (uniforms)

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.

This course satisfies the science graduation requirement.

Prerequisite: Biology and Chemistry

Grade: 11-12

Credit: 1

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.

Prerequisite: Permission from Senior Aerospace Science Instructor Grade: 9-12 Credit: 1

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.

Prerequisite: Aerospace Science 1, Permission from Senior Aerospace Science Instructor Grade: 10-12
Credit: 1

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.

Prerequisite: Aerospace Science 2, Permission from Senior Aerospace Science Instructor Grade: 11-12
Credit: 1

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.

Prerequisite: Aerospace Science 3, Permission from Senior Aerospace Science Instructor Grade: 12
Credit: 1

STEM

Course ID	Course Title	Credit	Grade	Prerequisite
CTST01	Introduction to Engineering Design (PLTW)	1	9-11	Algebra 1 or Concurrent enrollment
CTST03	Engineering Science	1	10-12	Introduction to Engineering Design (PLTW) and Algebra 1
CTST02	Engineering Design and Presentation I	1	11-12	Engineering Science
CTST04	Engineering Design and Presentation II	2	12	Engineering Design and Presentation I
CTST10	Aerospace Engineering (PLTW)	1	11-12	Engineering Science
CTST09	Practicum in STEM	2	11-12	Aerospace Engineering or Computer Science II
CTST12	Fundamentals of Computer Science	1	9-12	None
CTST13	Computer Science I	1	10-12	Fundamentals of Computer Science and Algebra 1
CTST14	Computer Science II	1	11-12	Computer Science I

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.

Prerequisite: Algebra I, concurrent enrollment **Grade:** 9-11 **Credit:** 1

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.

Prerequisite: Introduction to Engineering Design (PLTW) and Algebra I **Grade:** 10-12 **Credit:** 1

Engineering Design and Presentation I

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.**

Prerequisite: Engineering Science **Grade:** 11-12 **Credit:** 1

Engineering Design and Presentation II

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.**

Prerequisite: Engineering Design and Presentation I **Grade:** 12 **Credit:** 2

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.**

Prerequisite: Engineering Science

Grade: 11-12

Credit: 1

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.

Grade: 9-12

Credit: 1

Computer Science I

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.

Prerequisite: Fundamentals of Computer Science and Algebra I

Grade: 10-12

Credit: 1

Certification: Certified Entry Level Python Programmer (PCEP)

Computer Science II

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.

Prerequisite: Computer Science I

Grade: 10-12

Credit: 1

Certification: Certified Entry Level Python Programmer (PCEP)

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.**

Prerequisite: Aerospace Engineering or Computer Science II

Grade: 12

Credit: 2



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.

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.

Expectations

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 \$21 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.

Attendance. AP and honors are highly rigorous and move at a quick pace. Due to this quick pace and rigor students will need to meet certain attendance standards to remain in AP/honors courses. Students who have missed more than 15 days of school per semester or have been removed from the campus on a DAEP placement for more than 15 days will be removed from their AP/honors courses. Extenuating circumstances may apply in the case of severe illness or injury.

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 are recommended to determine if AP/honors courses are the best placement for the student.

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, and joining a student study group. 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 6-week Progress Report.** Any student who fails an Honors/AP course with a grade below 70 for progress report 2 (1st 6 weeks) will be removed from the course at the end of the first semester at student & parent request. The student's parent or primary caregiver will be notified by the Honors/AP teacher of the failing grade. Parents may also request to remove the student from the course at this time if the student cannot continue to perform in this class due to any extenuating circumstance but is not currently failing. Parent or primary caregiver must notify the counselor before the beginning of the 8th week of school.
- **Exit Point #3 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 9th/10th grade and have them working along with professionals in the final course through an internship or practicum by 12th 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 Pública 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 Rodriguez, 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

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

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

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

Complete CHS and and COM Applications

- COM online application- www.applytexas.org.
- 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)

- Include why you believe you would be a good candidate and why you should be selected for the CHS program.
- 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
TSI Scores	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		
SAT Scores	EBRW \geq 480	Math \geq 530
ACT Scores	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)		
PSAT Scores	EBRW \geq 460	Math \geq 510
STAAR Scores	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:

- Deadline to submit a complete application including qualifying test scores is May 1 (or next school day if on weekend) by 3:00pm.
- **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:

- Expect an email or call for an interview once your application is verified and submitted to CHS.
- 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 2024 Required

Apply to COM via: 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 2024"
 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. 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 2024-25 are still in development by College of the Mainland
- Student may be eligible for **FAST funding – No cost to student dual credit courses**
 - See [Website](#) for more information

1. PAYMENT DEADLINE: COM's Fall 2024 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 th		11 th Grader		12 th Graders			
Term	Fall	Spring	Fall	Spring	Fall (1 st Period)		Spring (1 st Period)	
Offered Courses	PSYC 1300	PSYC 2301	ENGL 1301 HIST 1301	ENGL 1302 HIST 1302	ENGL 1301 OR ENGL 2328	MUSI 1310, PHYS 1403 OR GOVT 2305	ENGL 1302 OR ENGL 2323	MUSI 1310, PHYS 1403, OR GOVT 2305
			PSYC 1300 (additional class)	PSYC 2301 (additional class)	Fall (Elective in schedule) PSYC 1300 MATH 1314 (SAT MATH ≥ 530; TSI MATH ≥ 950 or < 950 and Diagnostic Level ≥ 6)		Spring (Elective in schedule) PSYC 2301	
Possible TSI 2 Exemptions								
SAT Score	EBRW ≥ 480							
ACT Score	English ≥ 19 with ≥ 23 composite							
Possible TSI 2 Waiver (TSI 2 will be waived until successful completion of Dual Credit coursework)								
PSAT Score	EBRW ≥ 460							
STAAR	English 2 ≥ 4000							
TSI 2 Score Requirement if exemption and waiver not met								
ELAR TSI Score	CRC ≥ 945 and Essay ≥ 5 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

UPDATED SEPTEMBER 2023



Course Title	Course Number	Credit Hours	Contact Hours	High School Course	PEIMS	ABBR.	Unit
Principles of Financial Accounting	ACCT 2301	3	64	Accounting II	13016600	ACCOUNT2	1.0
Principal of Managerial Accounting	ACCT 2302	3	64	Accounting I	13016500	ACCOUNT1	1.0
Design Communication II	ARTC 2347	3	96	Art II, Art & Media Comm II Graphic Design & Illustration II	03500230 13008900	ART2M-COM2 13008900	1.0 1.0
Art Appreciation	ARTS 1301	3	48	Art I, Art Appreciation Art II	03500110 03500110	ART1APP ART2	1.0 1.0
Art History I	ARTS 1303	3	48	Art I, Art Appreciation Art II Art III	03500110 03500200 03500300	ART1APP ART2 ART3	1.0 1.0 1.0
Art History II	ARTS 1304	3	48	Art I, Art Appreciation Art II Art III	03500110 03500200 03500300	ART1APP ART2 ART3	1.0 1.0 1.0
Design I	ARTS 1311	3	96	Art I	03500100	ART1	1.0
Design II	ARTS 1312	3	96	Art III	03502210	ARTDES1	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 Graphic Design & Illustration I	03500120 13008800	ART1MCOM GRAPHDI1	1.0 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	ART2CRMC	1.0
Ceramics II	ARTS 2347	3	96	Art III Ceramics	03501800	ART3CRMC	1.0
Digital Media	ARTS 2348	3	96	Digital Media	13027800	DIMEDIA	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
Stars & Galaxies	ASTR 1403	4	96	Astronomy Earth and Space Science	03060100 03060200	ASTRMY ESS	1.0 1.0
Solar System	ASTR 1404	4	96	Astronomy Earth and Space Science	03060100 03060200	ASTRMY ESS	1.0 1.0
Business Computer Applications	BCIS 1305	3	64	Business Information Mgt I 13011400 Bus Info Mgmt I/Bus Lab	13011400 13011410	BUSIM1 BUSMLAB1	1.0 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 Scientific Research & Design	03010200 13037200	BIO SCIRD	0.5 1.0
Biology for Sci Majors II	BIOL 1407	4	96	Biology A or B Scientific Research & Design	03010200 13037200	BIO SCIRD	0.5 1.0
Anatomy & Physiology I	BIOL 2401	4	96	Anatomy & Physiology Scientific Research & Design	13020600 13037200	ANAT&PHY SCRID	1.0 1.0
Anatomy & Physiology II	BIOL 2402	4	96	Anatomy & Physiology Scientific Research & Design	13020600 13037200	ANAT&PHY SCRID	1.0 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	BUSI 2301	3	48	Business Law	13011700	BUSLAW	1.0
Business Report Writing & Correspondence	BUSI 2304	3	48	Business English English III English IV	13011600 03220300 03220400	BUSENGL ENG3 ENG4	1.0 1.0 1.0

Course Title	Course Number	Credit Hours	Contact Hours	High School Course	PEIMS	ABBR.	Unit
Business Statistics	BUSI 2305	3	48	Statistics	03102530	STATS	1.0
Introductory Chemistry I (PTAC)	CHEM 1405	4	96	Scientific Research & Design	13037200	SCRID	1.0
Introductory Chemistry I	CHEM 1406	4	96	Chemistry Scientific Research and Design	03040000 13037200	CHEM SCIRD	1.0 1.0
General Chemistry I	CHEM 1411	4	96	Chemistry Scientific Research and Design	03040000 13037200	CHEM SCIRD	1.0 1.0
General Chemistry II	CHEM 1412	4	96	Chemistry Scientific Research and Design	03040000 13037200	CHEM SCIRD	1.0 1.0
Organic Chemistry I	CHEM 2423	4	96	Engineering Science Specialized Topics in Science	13037500 03060300	ENGSCI STSCI1	1.0 1.0
Organic Chemistry II	CHEM 2324	4	96	Specialized Topics in Science	03060310	STSCI2	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
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	ENGDSPP	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
Introduction to Cinema	DRAM 2366	3	96	Theatre Arts III	03250300	TH3	1.0

Course Title	Course Number	Credit Hours	Contact Hours	High School Course	PEIMS	ABBR.	Unit
Principles of Macroeconomics	ECON 2301	3	48	Economics Economics Economics	03310300 03310301 03310321	ECO-FE ECO-ADV ECO-ADV	0.5 0.5 0.5
Principles of Microeconomics	ECON 2302	3	48	Economics Economics Economics	03310300 03310301 03310321	ECO-FE ECO-ADV ECO-ADV	0.5 0.5 0.5
Intro to Teaching Profession	EDUC 1301	3	48	Principles of Edu & Training	13014200	PRINEDTR	1.0
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 English IV A	03220300 03220400	ENG 3 ENG 4	0.5 0.5
Composition II	ENGL 1302	3	48	English III B English IV B	03220300 03220400	ENG 3 ENG 4	0.5 0.5
Creative Writing	ENGL 2307	3	48	Creative/Imaginative Writing English III A English IV A English III B English IV B	03221200 03220300 03220400 03220300 03220400	CREAT WR ENG 3 ENG 4 ENG 3 ENG 4	0.5 0.5 0.5 0.5 0.5
Technical Writing	ENGL 2311	3	48	Research/Tech Writing English III A or B English IV A or B	03221100 03220300 03220400	TECH WR ENG 3 ENG 4	0.5 0.5 0.5
British Literature I	ENGL 2322	3	48	English III A or B English IV A or B	03220300 03220400	ENG 3 ENG 4	0.5 0.5
British Literature II	ENGL 2323	3	48	English III A or B English IV A or B	03220300 03220400	ENG 3 ENG 4	0.5 0.5
American Literature I	ENGL 2327	3	48	English III A or B English IV A or B	03220300 03220400	ENG 3 ENG 4	0.5 0.5
American Literature II	ENGL 2328	3	48	English III A or B English IV A or B	03220300 03220400	ENG 3 ENG 4	0.5 0.5
World Literature I	ENGL 2332	3	48	English III A or B English IV A or B	03220300 03220400	ENG 3 ENG 4	0.5 0.5
Forms of Literature	ENGL 2341	3	48	English III A or B English IV A or B	03220300 03220400	ENG 3 ENG 4	0.5 0.5
Mexican American Literature	ENGL 2351	3	48	English III A or B English IV A or B	03220300 03220400	ENG 3 ENG 4	0.5 0.5
Intro Engineering	ENGR 1201	4	96	Principles of Applied Engineering	13036200	PRAPPENG	1.0
Engineering Graphics I	ENGR 1304	4	96	Introduction to Computer- Aided Drafting	N1303769	INTRCADD	1.0
Engineering Mechanics – Statics	ENGR 2301	4	96	Engineering Mathematics	13036700	ENGMATH	1.0
Engineering Mechanics – Dynamics	ENGR 2302	4	96	Engin. Design & Problem Solving	13037300	ENGDPRS	1.0
Programming for Engineers	ENGR 2304	4	96	Engineering Applications of Computer Science	N1303772	EACSP	1.0
Electrical Circuits I	ENGR 2305	4	96	AC/DC Electronics		ACDCELEC	1.0
Physical Geology	GEOL 1403	4	96	Earth and Space Science Sci. Research & Design	03060200 13037200	ESS SCRID	1.0 1.0
Historical Geology	GEOL 1404	4	96	Earth and Space Science Sci. Research & Design	03060200 13037200	ESS SCRID	1.0 1.0
Environmental Science	GEOL 1405	4	96	Earth and Space Science Sci. Research & Design	03060200 13037200	ESS SCRID	1.0 1.0
Oceanography	GEOL 1445	4	96	Specialized Topics – Sci	03060300	STSCI1	1.0
Meteorology	GEOL 1447	4	96	Earth and Space Science Sci Research & Design	03060200 13037200	ESS SCRID	1.0 1.0
Federal Government Constitution & Topics	GOVT 2305	3	48	United States Govt	03330100	GOVT	0.5
Texas Government	GOVT 2306	3	48	SS Advanced Studies	03380001	SS ADV	0.5

Course Title	Course Number	Credit Hours	Contact Hours	High School Course	PEIMS	ABBR.	Unit
United States History I	HIST 1301	3	48	U.S History A SS Adv Studies SS Advanced Studies	03340100 03380001 03380021	US HIST SS ADV SS ADV	0.5 0.5 0.5
United States History II	HIST 1302	3	48	U.S History B SS Advanced Studies SS Advanced Studies	03340100 03380001 03380021	US HIST SS ADV SS ADV	0.5 0.5 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 English III A or B English IV A or B	03221600 03220300 03220400	HUMANIT ENG 3 ENG 4	0.5 0.5 0.5
Intro to the Humanities II	HUMA 1302	3	48	Humanities	03221600	HUMANIT	0.5
Integrated Software Applications I	ITSC 1309	3	64	Busi Information Mgt. II	13011500	BUSIM2	1.0
College Algebra	MATH 1314	3	64	Algebra II Pre-Cal Independent Study in Math: X Time Taken	03100600 03101100 0310250X	ALG 2 PRE CALC INSTMTH (2)	1.0 1.0 1.0
Math for Business and Social Science	MATH 1324	3	64	Independent Study in Math: X Time Taken	0310250X	INSTMTH (2)	1.0
Business Calculus	MATH 1325	3	64	Independent Study in Math: X Time Taken	0310250X	INSTMTH (2)	1.0
Contemporary Mathematics (Quantitative Reasoning)	MATH 1332	3	64	Independent Study in Math: X Time Taken Advanced Quantitative Reasoning	0310250X 03102510	INSTMTH (2) ADQUANR	1.0 1.0
Elementary Statistical Methods	MATH 1342	3	64	Independent Study in Math: X Time Taken	0310250X	INSTMTH (2)	1.0
Math for Teachers I	MATH 1350	3	48	Independent Study in Math: X Time Taken	0310250X	INSTMTH (2)	0.5
Math for Teachers II	MATH 1351	3	48	Independent Study in Math: X Time Taken	0310250X	INSTMTH (2)	0.5
Linear Algebra	MATH 2318	3	64	Independent Study in Math: X Time Taken	0310250X	INSTMTH (2)	1.0
Differential Equations	MATH 2320	3	64	Independent Study in Math: X Time Taken	0310250X	INSTMTH (2)	1.0
Pre-Calculus	MATH 2412	4	64	Pre-Calculus Independent Study in Math: X Time Taken	03101100 0310250X	PRECALC INSTMTH (2)	1.0 1.0
Calculus I	MATH 2413	4	80	Independent Study in Math: X Time Taken Pre-Calculus	0310250X 03101100	INSTMTH (2) PRE CALC	1.0 1.0
Calculus II	MATH 2414	4	72	Independent Study in Math: X Time Taken Pre-Calculus	0310250X 03101100	INSTMTH (2) PRE CALC	1.0 1.0
Calculus III	MATH 2415	4	72	Independent Study in Math: X Time Taken	0310250X	INSTMTH (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	HLSCLIN	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
Private Lessons	MUAP 11XX	1	16	Applied Music I	03152500	MUS1APL	0.5

Course Title	Course Number	Credit Hours	Contact Hours	High School Course	PEIMS	ABBR.	Unit
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, 2121, 2122	1	48	Music, Band, Levels IA, IIA, IIIA or IVA	03150X00	MUSXBAND	0.5
Jazz Ensemble	MUEN 1125, 1126, 2125, 2126	1	64	Music, Jazz Band A Levels I, II, III or IV	03151X00	MUSXJZBN	0.5
Mixed Chamber Ensemble	MUEN 1131, 1132, 2131, 2132	1	48	Music Instrumental Ensemble, Levels I, II, III or IV	03151X00	MUSXINEN	0.5
Woodwind Ensemble	MUEN 1133, 2133	1	48	Music Instrumental Ensemble, Levels I, II, III or IV	03151X00	MUSXINEN	0.5
Jazz Combo	MUEN 1135, 1136, 2135, 2136	1	48	Music Instrumental Ensemble, Levels I, II, III or IV	03151X00	MUSXINEN	0.5
Guitar Ensemble	MUEN 1139, 1140, 2139, 2140	1	48	Music Instrumental Ensemble, Levels I, II, III or IV	03151X00	MUSXINEN	0.5
Mainland Chorale	MUEN 1141, 1142, 2141, 2142	1	48	Music, Choir Levels I, II, III, or IV	0315XX00	MUSXCHR	0.5
Duck & Cover A Capella	MUEN 1153, 1154, 2153, 2154	1	48	48 Music, Vocal Ensemble Levels I, II, III, or IV	03132X00	MUSXVOEN	0.5
Men's Vocal Ensemble	MUEN 1155, 1156, 2155, 2156	1	48	48 Music, Vocal Ensemble Levels, I, II, III IV	03132X00	MUSXVOEN	0.5
Sight Singing and Ear Training I	MUSI 1116	1	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Sight Singing and Ear Training II	MUSI 1117	1	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Opera Workshop I	MUSI 1157	1	48	Applied Music I	03152500	MUS1APL	0.5
Class Piano I	MUSI 1181	1	48	Music I, Piano I	03154200	MUS1PIA	1.0
Class Piano II	MUSI 1182	1	48	Music II, Piano II	03154300	MUS2PIA	1.0
Class Voice	MUSI 1183	1	48	Music I, Applied Music I	03152500	MUS1APL	1.0
Class Guitar	MUSI 1192	1	48	Music I, Guitar I	03154600	MUS1GTR	1.0
Fundamentals of Music	MUSI 1303	3	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Music Appreciation	MUSI 1306	3	48	Music Studies, Music Appr'n I	03155600	MUSSMA1	1.0
Music Literature	MUSI 1307	3	80	Music Studies, Music and Media Communications I	03156400	MUSSMP1	1.0
American Music	MUSI 1310	3	48	Music Studies, Music Appr'n II	03155700	MUSSMA2	1.0
Music Theory I	MUSI 1311	3	48	Music Studies, Music Theory I	03155400	MUSSMT1	1.0
Music Theory II	MUSI 1312	3	48	Music Studies, Music Theory II	03155500	MUSSMT2	1.0
Sight Singing and Ear Training III	MUSI 2116	1	48	Music Theory II	03152800	MUS2THY	0.5
Sight Singing and Ear Training IV	MUSI 2117	1	48	Music Theory II	03152800	MUS2THY	0.5
Class Piano III	MUSI 2181	1	48	Music III, Piano III	03154400	MUS3PIA	1.0
Class Piano IV	MUSI 2182	1	48	Music IV, Piano IV	03154500	MUS4PIA	1.0
Music Theory III	MUSI 2311	3	48	Music Theory IIA	03152800	MUS2THY	0.5
Music Theory IV	MUSI 2312	2	48	Music Theory IIA	03152800	MUS2THY	0.5

Course Title	Course Number	Credit Hours	Contact Hours	High School Course	PEIMS	ABBR.	Unit
Aerobic Dance	PHED 1109	1	48	Lifetime Fitness & Wellness Pursuits	PES00051	LIFEFIT	1.0
Weight Training	PHED 1110	1	48	Lifetime Fitness & Wellness Pursuits	PES00051	LIFEFIT	1.0
Hatha Yoga	PHED 1111	1	48	Lifetime Fitness & Wellness Pursuits	PES00051	LIFEFIT	1.0
Weight Control	PHED 1112	1	48	Lifetime Fitness & Wellness Pursuits	PES00051	LIFEFIT	1.0
Basketball	PHED 1121	1	48	Skill Based Lifetime Activities	PES00056	SBLIFE	1.0
Volleyball I	PHED 1126	1	48	Skill Based Lifetime Activities	PES00056	SBLIFE	1.0
Soccer	PHED 1130	1	48	Skill Based Lifetime Activities	PES00056	SBLIFE	1.0
Intro to Recreational Sports	PHED 1133	1	48	Lifetime Recreation & Outdoor Pursuits	PES00053	LIFEPROP	1.0
Aerobic Run/Walk	PHED 1143	1	48	Lifetime Fitness & Wellness Pursuits	PES00051	LIFEFIT	1.0
Aerobic Cross Training	PHED 1145	1	48	Lifetime Fitness & Wellness Pursuits	PES00051	LIFEFIT	1.0
Aerobic Kickboxing	PHED 1146	1	48	Lifetime Fitness & Wellness Pursuits	PES00051	LIFEFIT	1.0
Introduction to Physical Fitness & Wellness	PHED 1164	1	48	Lifetime Fitness & Wellness Pursuits	PES00051	LIFEFIT	1.0
Personal & Community Health	PHED 1304	3	48	Health Education	03810100	HLTH ED	0.5
Introduction to Philosophy	PHIL 1301	3	48	Independent Study in English Independent Study in English Independent Study in English	03221800 03221810 03221820	IND ENGL IND ENGL2 IND ENGL3	0.5 0.5 0.5
Introduction to Ethics	PHIL2306	3	48	Special Topics in Social Studies Special Topics in SS Special Topics in SS	03380002 03380022 03380032	SPTSS SPTSS2 SPTSS3	0.5 0.5 0.5
Pharmacy Technician Certification Review	PHRA 1243	2	32	Practicum in Health Science/Extended Practicum in Health Science 13020515 3.0	13020515	EXPRHLS2	3.0
Compounding Sterile Preparations	PHRA 1445	4	80				
Clinical: Pharmacy Technician/Assistant	PHRA 2360	3	180				
Introduction to Pharmacy	PHRA 1301	3	48	Principles in Health Science	13020500	PRINHLS	1.0
Pharmaceutical Mathematics I	PHRA 1309	3	48	Mathematics for Medical Professional	13020970	MTHMEDPR	1.0
Pharmaceutical Mathematics II	PHRA 1347	3	48	Practicum in Health Science 13020500	13020500	PRACHLS1	2.0
Pharmacotherapy & Disease Process	PHRA 1404	4	96	Pathophysiology	13020800	PATHO	1.0
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 Physics A Scientific Research & Design	03050000 03050000 13037200	PHYSICS PHYSICS SCRID	1.0 0.5 1.0
College Physics II	PHYS 1402	4	96	Physics Physics A Scientific Research & Design	03050000 03050000 13037200	PHYSICS PHYSICS SCRID	1.0 0.5 1.0
Stars & Galaxies	PHYS 1403	4	96	Astronomy Earth and Space Science	03060100 03060200	ASTRMY ESS	1.0 1.0
Solar System	PHYS 1404	4	96	Astronomy Earth and Space Science	03060100 03060200	ASTRMY ESS	1.0 1.0
Applied Physics	PHYS 1410	4	96	Principles of Technology Scientific Research & Design	13037100 13037200	PRINTECH SCRID	1.0 1.0
University Physics I	PHYS 2425	4	96	Scientific Research & Design	13037200	SCRID	1.0
University Physics II	PHYS 2426	4	96	Scientific Research & Design	13037200	SCRID	1.0
Career Exploration & Planning	POFT 1300	3	48	Career Preparation I	12701300	CAREERP1	2.0

Course Title	Course Number	Credit Hours	Contact Hours	High School Course	PEIMS	ABBR.	Unit
Psychology for Success	PSYC 1300/ EDUC 1300	3	48	Special Topic in Social Studies College Readiness and Study Skills	03380022 03270100	SPTSS CRSS	0.5 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 Statistics Independent Studies in Math	03350100 03102530 0310250X	PSYCH STATS INSTU- MATH	0.5 1.0 0.5
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	13040504	PSHAE	1.0
Process Tech I-Equipment	PTAC 1310	3	80	Practicum in Manufacturing	13033000	PRACMAN1	2.0
Process Tech. Instrumentation I	PTAC 1332	3	64	AC/DC Electronics	13036800	ACDCELEC	1.0
Industrial Economics (PTAC students only)	PTAC 1350	3	48	Manufacturing and Engineering Economics Economics Economics	13032900 03310300 03310301 03310321	MANUENG ECO-FE ECO-ADV ECO-ADV2	1.0 0.5 0.5 0.5
Quality	PTAC 2314	3	48	Manufacturing and Engineering Technology I	13032900	MANENG1	1.0
Process Troubleshooting	PTAC 2346	3	96	Practicum in Manufacturing II	13033010	PRACMAN2	2.0
Process Technology II-Systems	PTAC 2420	4	96	Practicum in Manufacturing	13033000	PRACMA- NU1	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 Spanish I (if no prior Spanish taken)	03440200 03440100	SPAN2 SPAN1	1.0 1.0
Beginning Spanish II	SPAN 1412	4	64	Spanish III Spanish II (if no prior Spanish taken)	03440300 03440200	SPAN3 SPAN2	1.0 1.0
Intermediate Spanish I	SPAN 2311	3	48	Spanish III (if no prior Spanish taken) Spanish IV	03440300 03440400	SPAN3 SPAN4	1.0 1.0
Intermediate Spanish II	SPAN 2312	3	48	Spanish V Spanish IV (if no prior Spanish taken)	03440500 03440400	SPAN5 SPAN4	1.0 1.0
Public Speaking	SPCH 1315	3	48	Public Speaking I, II, III Communication Applic Prof. Communications English III A or B English IV A or B	03240900 03241000 03241100 03241400 13009900 03220300 03220400	PUBSPKG1 PUBSPKG2 PUBSPKG3 COMMAPP PROFCOMM ENG 3 ENG 4	0.5-1.0 0.5-1.0 0.5-1.0 0.5 0.5 0.5 0.5
Interpersonal Communication	SPCH 1318	3	48	Professional Communications Communication Applic Independent Study in Speech English III A or B English IV A or B	13009900 03241400 03241200 03220300 03220400	PROFCOMM COMMAPP INDSPCH ENG 3 ENG 4	0.5 0.5 0.5-1.0 0.5 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
Intro to Flux Cored Arc	WLDG	4	112	Prac in Manufacturing	13033000	PRACMAN1	2.0
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
Introduction to Gas Metal Arc	WLDG 1430	4	112	Praci in Manufacturing	13033010	PRACMAN2	2.0
Introduction to Gas Tungsten Arc (TIG) Welding	WLDG 1434	4	112	Welding II 231	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 English Language Arts (CPELA)	CP110100	1.0
College Prep Math (CPMAT)	CP111200	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 College Transition (CLGTRN))	N1290050	1.0
CHS Path College and Career (PATHCC1)	N1290051	1.0
CHS Path College and Career (PATHCC2)	N1290052	1.0
CHS Path College and Career (PATHCC3)	N1290053	1.0
CHS Path College and Career (PATHCC4)	N1290054	1.0
CHS Special Topics in Social Studies (SPTSS3)	03380022	0.5
CHS Special Topics in Social Studies (SPTSS4)	03380042	0.5
Money Matters (MONEYM)	13016200	1.0
Dollars and Sense (DOLLARSE)	13024200	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. 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

Cosmetology High School Operator					
<p>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. All fees listed below are subject to increase. Class days and times are subject to change.</p>					
Semester	Course	Credit	Days	Times	Tuition (In/Out District) *Fees may increase*
Year 1 - Fall (two 8 week classes)	CSME 1401	4 /	M-F	1:00-5:00	\$200 / \$250
	CSME 1451	4/			
Year 1 – Spring (two 8 week classes)	CSME 2401	4 /	M-F	1:00-5:00	\$200 / \$250
	CSME 1410	4/			
Year 2 – Fall (two 8-week classes)	CSME 1405	4/	M-F	1:00-5:00	\$200 / \$250
	CSME 1443	4/			
Year 2 – Spring (two 8-week classes)	CSME 1348	3/	M-F	1:00-5:00	\$200 / \$250
	CSME 1453	4/			
<p>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.</p>					
<p>Credential: Certificate – Cosmetology: High School Operator Eligible to take Texas Department of Licensing and Regulation Examination for Cosmetology Operator License.</p>					
<p>COM additional programs</p> <ul style="list-style-type: none"> • Esthetic Specialty Certificate • Associate of Applied Science Degree – Cosmetology Instructor 					

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. **All fees listed below are subject to increase.**

Class days and times are subject to change.

Semester	Course	Credit Hours Contact Hours	Days	Times	Tuition (In/Out District) *Fees may increase*
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:

Subject	OnRamps College Course Title	Prerequisites	High School Credit	Texas Common Core College Course Equivalent
Math	College Algebra	Geometry	Algebra 2	MATH 1314
Math	Discovery Precalculus	Algebra 2	Precalculus	MATH 2312

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 8-12th 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, EB Reading, and EB Environmental Systems 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 Rtl Referral Team

- a. A campus [Rtl](#) 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

In Class Support-ICS

In Class Support-ICS- is provided for students who receive special education academic support in the general education setting. The support is provided to students by special education staff and may be external in preparation of accommodations/modifications or provided directly in the classroom. The level of support is based on the student's needs, using data with the ARD committee.

Behavior Teaching Continuum-BTC

Behavior Teaching Continuum-BTC- is provided for students who receive special education behavioral support. The behavior team works with students to address behavior intervention through coaching, social skills and/or pull-out support to provide direct/targeted behavioral instruction. A student's behavior intervention plan is addressed by the behavior team to support the students with prosocial skills. The level of support is based on the student's needs, using data with the ARD committee.

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.

Pull Out Support

Pull Out Support-is provided in a variety of ways. Pull out support is any support provided to a student who receives special education that is specific and targeted. This type of support is provided outside of the general education setting and thus pulls them out to receive the service. These supports are outlined in the student's ARD and are based on the student's eligibility and need.

- **Specialized Pull Out** is provided to support academic, behavioral, functional, and/or related services. Examples of specialized support may include speech services, dyslexia services, social/adaptive skills, reading, writing and or math.
 - **Prerequisite Pull Out** is provided to support academic, functional, and/or behavioral and related services. Examples of prerequisite support may include modified alternative academics in core content, life skills and personal care.
 - **Medical/Fragile Pull out** is provided to support the medical and/or fragile students who require medical care and supervision in a special education setting that is equipped to support their needs. This centralized support is located at specific campuses around the district and is staffed with specially trained staff regarding medical needs. The focus is on alternative academics and assisted life skills and self-care.
-

18+ program

This program-focuses on Independent Living Skills & Work Based Learning. This is provided to eligible students who have met credits for graduation but have not yet graduated due to a need to focus on individualized life skills, personal care, and community-based instruction. The goal is to enable the student to reach their maximum level of independence. Various levels of independence are taught through self-help and advocacy, accessing public services and transportation, and employability skills. Students will receive their instruction in a special education setting and transfer the skills in a community setting.

DISD Family Guide to Response to Intervention (Rtl)

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 (Rtl) is one form of support.

This guide reviews the basic components of any Rtl process and includes questions you might ask to learn more about their Rtl 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 Rtl?

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 Rtl?

Rtl 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 Rtl is that all students can learn, and will, given the right opportunities.

What does Rtl look like?

The Tiered Delivery Model is central to Rtl. 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 Rtl 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 Rtl works in my child’s school?

For more information about Rtl 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 9th 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 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 st 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 nd 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 www.collegeboard.com .

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 3rd 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 11th grade year courses wisely!
	Plan which CCMR indicator you will meet and discuss with your counselor.

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.

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 www.collegeboard.com .
	Ensure you are in the courses or programs necessary to earn your CCMR indicator, or have signed up for the necessary tests.

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 th 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

DONE	TASK
	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

DONE	TASK
	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.
	Earn your CCMR indicator or sign up to complete the Texas College Bridge.

SUMMER

DONE	TASK
	Check your 6 th 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. www.eligibilitycenter.org
	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

DONE	TASK
	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

DONE	TASK
	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

DONE	TASK
	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

DONE	TASK
	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

DONE	TASK
	Register for AP tests as appropriate.

APRIL

DONE	TASK
	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

DONE	TASK
	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

DONE	TASK
	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.

Fast Track Your Path to Texas Universities

Texas First Program

We're excited to introduce the **TEXAS FIRST PROGRAM**. 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 any Texas public institution of higher education, including colleges, universities, and technical colleges.



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

For more information, visit [our website](#) or scan the QR code on the left.

Counselors: Complete the [Texas First Diploma Eligibility Confirmation Form](#) and verify your student's eligibility for the **Texas First Diploma**.

The Texas Higher Education Coordinating Board website link above includes a detailed list of eligibility requirements.

THE FINE PRINT:

Here's what you need to be eligible:

- 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

The Texas Higher Education Coordinating Board website link above includes a detailed list of eligibility requirements.

If you graduate two or more semesters before your class, you'll receive a two-semester scholarship, equivalent to the amount of the TEXAS grant, upon admission to any Texas public institution of higher education, including colleges, universities, and technical colleges. 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. Ask your counselor if 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 apply only at the Texas public institution of higher education where you have been admitted.

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.

NOTE: Before September 1, 2023, the Texas First Scholarship was only applicable at 10 Texas public universities. However, effective September 1, 2023, the number of

institutions of higher education eligible to award the Texas First Scholarship to eligible Texas First Diploma graduates expanded from 10 universities to all Texas public institutions of higher education, including colleges, universities, and technical colleges (Senate Bill 2294, 88th Texas Legislature, Regular Session). Please see your high school counselor for information regarding eligibility requirements to graduate early under the Texas First Program and receive a scholarship up to one year upon admission to any eligible Texas public institution of higher education, per Texas Education Code, Section 61.003.

University, Community College, Trade School Checklist


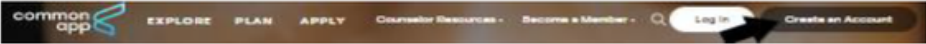
Decide

- 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

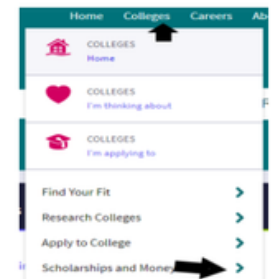
- University, Community College, and Trade Schools
 - Complete the institution's application.
 - All public colleges and universities in Texas utilize the same application at www.applytexas.org.
 - Some private colleges and universities utilize www.commonapp.org or www.mycoalition.org
- 
- 
- Go to the 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 ²⁵⁰shot 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
 - ACT- register at 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
- 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

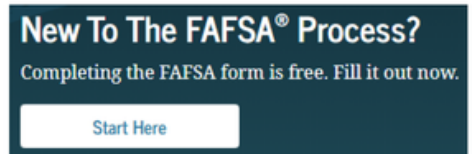
Scholarships

- 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 1st** senior year
- Go to 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

List of local Universities

University	Website	Tuition & Fees per Year *	Cost to Attend per Year **
Baylor University	www.baylor.edu	\$54,482	\$68,782
Prairie View A & M University	www.pvamu.edu	\$11,299	\$28,011

Rice University	www.rice.edu	\$57,210	\$78,278
Sam Houston State University	www.shsu.edu	\$11,034	\$26,686
Stephen F. Austin University	www.sfasu.edu	\$10,600	\$25,268
Texas A&M University	www.tamu.edu	\$12,744	\$31,428
Texas A&M University-Galveston	www.tamug.edu	\$12,382	\$32,946
Texas State University	www.txstate.edu	\$11,860	\$27,000
University of Houston	www.uh.edu	\$12,086	\$29,650
University of Houston-Clear Lake	www.uhcl.edu	\$9,227	\$30,530
University of Texas at Austin	www.utexas.edu	\$13,576	\$31,612

List of local community colleges

Community College	Website	Cost per 15 credit hours
Alvin Community College	www.alvincollege.edu	\$3,440 – out of district
College of the Mainland	www.com.edu	\$1,773 – in district
Galveston College	www.gc.edu	\$2,950 – out of district
San Jacinto Community College	www.sanjac.edu	\$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*	www.alvincollege.edu
College of the Mainland*	www.com.edu
Galveston College*	www.gc.edu
Houston Community College	www.hccs.edu
MediaTech Institute	www.mediatech.edu
Remington College	www.remingtoncollege.edu
San Jacinto College*	www.sanjac.edu
Texas State Technical College	www.tstc.edu
The Art Institute	www.artinstitutes.edu
Universal Technical Institute	www.uti.edu
Vet Tech Institute	www.houston.vettechinstitute.edu

*Community colleges also offer technical and trade certifications.

These websites have information for additional colleges in Texas:

Minnie Stevens Piper Compendium

www.collegeforalltexans.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	www.airforce.com
Army	www.goarmy.com
Army National Guard	www.nationalguard.com
Coast Guard	www.gocoastguard.com
Marines	www.marines.com
Navy	www.navy.com

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	www.usafa.af.mil
United States Coast Guard Academy	www.uscga.edu
United States Merchant Marine Academy	www.usmma.edu
United States Military Academy at West Point (Army)	www.usma.edu
United States Naval Academy	www.usna.edu



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.

Initial-Eligibility Standards

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school. For more information on registration, visit on.ncaa.com/RegChecklist.

Academic Requirements

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

Division I

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 **core-course GPA**.
5. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:

ENGLISH	MATH (Algebra I or higher)	SCIENCE (Including one year of lab, if offered)	EXTRA (English, math or science)	SOCIAL SCIENCE	OTHER Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 **core-course GPA**.
3. Ask your high school counselor to upload your **final official transcript** with proof of graduation to your Eligibility Center account.

Division III

While **Division III schools** set their own admissions and academic requirements, **international student-athletes** (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.

GRADE
9
REGISTER

- » If you haven't yet, [register](https://eligibilitycenter.org) for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements.
- » Use NCAA Research's [interactive map](#) to help locate NCAA schools you're interested in attending.
- » Find your high school's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you're taking the right courses, and earn the best grades possible!

GRADE
10
PLAN

- » If you're being actively recruited by an NCAA school and have a Profile Page account, [transition](#) it to the required [certification account](#).
- » Monitor the [task list](#) in your NCAA Eligibility Center account for next steps.
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.
- » If you fall behind academically, ask your high school counselor for help finding [approved courses](#) you can take.

GRADE
11
STUDY

- » Ensure your [sports participation](#) information is correct in your Eligibility Center account.
- » Check with your high school counselor to make sure you're on track to complete the required number of NCAA-approved [core courses](#) and graduate on time with your class.
- » Share your [NCAA ID](#) with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- » At the end of the school year, ask your high school counselor from each school you attend to upload an official transcript to your Eligibility Center account.

GRADE
12
GRADUATE

- » [Request your final amateurism certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account at eligibilitycenter.org.
- » Apply and be accepted to the NCAA school you plan to attend.
- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » After you graduate, ask your high school counselor to upload your final [official transcript](#) with proof of graduation to your Eligibility Center account.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

9th
GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

4 CORE COURSES

10th
GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

4 CORE COURSES

11th
GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

4 CORE COURSES

12th
GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or other

4 CORE COURSES

CONTACT THE NCAA ELIGIBILITY CENTER

U.S. and Canada (except Quebec):
877-262-1492 (toll free), Monday-Friday
9 a.m. to 5 p.m. Eastern time



[@ncaaec](#) [@ncaaec](#) [@ncaaec](#) [@playcollegesports](#)

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



SCAN ME



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
BOARD AGENDA DOCUMENT**

Meeting Date: December 5, 2023

Item Title: Policy Update 122

Agenda Item: Robert Cobb

Background Information:

Policy Update 122 includes changes to (LEGAL) policies and the following (LOCAL) policies:

CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY

CSA(LOCAL): FACILITY STANDARDS - SAFETY AND SECURITY

DC(LOCAL): EMPLOYMENT PRACTICES

EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS

EHBC(LOCAL): SPECIAL PROGRAMS - COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

EHBCA(LOCAL): COMPENSATORY SERVICES AND INTENSIVE PROGRAMS - ACCELERATED INSTRUCTION

FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE

FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT

FFB(LOCAL): STUDENT WELFARE - CRISIS INTERVENTION

FL(LOCAL): STUDENT RECORDS

Recommendation:

The Superintendent and Assistant Superintendent for Administration recommend the board add, revise, or delete (LOCAL) policies as offered by TASB Policy Service for consideration and according to the Instruction Sheet for TASB Localized Policy Manual Update 122.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

Explanatory Notes

TASB Localized Policy Manual Update 122

Dickinson ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Changes at Update 122 are based almost exclusively on legislation from the 88th Regular Legislative Session.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 88th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

Each regular legislative session, legislation is passed that makes nonsubstantive additions, revisions, or corrections to existing statutes. HB 4595 was passed for this purpose in the 88th Regular Legislative Session. Minor nonsubstantive changes throughout Update 122 result from HB 4595 and are not otherwise mentioned in the explanatory notes.

For more information about the bills mentioned throughout and other changes from the 88th Legislative Session, download the free [2023 Legislative Summary for TASB Members](#) PDF from the TASB store.

The *Local Policy Overview* for Update 122, available with your Update 122 materials under [Local Manual Updates](#) on Policy Online® (TASB login required), provides a general, high-level overview of the changes to the local policies included in the update. **Legal policies provide the legal framework for key areas of district operations and are not adopted by the board.**

Changes to the policy manual based on bills from the special called sessions will be included in Update 123.

AF(LEGAL)

INNOVATION DISTRICTS

New and amended Administrative Code rules, effective June 20, 2023, revise the process and timeline for renewing an innovation plan. (See pages 5-6.)

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

Provisions regarding remote instruction expired on September 1, 2023, and have been removed from this legal policy.

BBB(LEGAL)

BOARD MEMBERS: ELECTIONS

This legal policy has been updated to increase the population threshold for certain districts to conduct elections jointly with a hospital district. (HB 4559)

BBBA(LEGAL)

ELECTIONS: CONDUCTING ELECTIONS

HB 1217 repeals Election Code provisions creating different requirements for days and hours of early voting at temporary branch polling places in counties with a population under 100,000. The same requirements now apply regardless of county size.

BBBB(LEGAL)

ELECTIONS: POST-ELECTION PROCEDURES

HB 2559 adds retired justices of the peace, the comptroller of public accounts, and former comptrollers to the list of persons authorized to administer an oath in Texas. Because this legal policy includes only the four broadest categories of authorized persons, it has been amended to include retired justices of the peace. (See Oath of Office on page 4.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Dickinson ISD

BBBC(LLEGAL) ELECTIONS: CAMPAIGN FINANCE

HB 2626 requires all districts, regardless of size, to post campaign finance reports filed with the district on the district website not later than the 10th business day after receipt. Certain address information may be removed before posting, and the reports must remain accessible on the website for five years.

BBC(LLEGAL) BOARD MEMBERS: VACANCIES AND REMOVAL FROM OFFICE

SB 232 implements automatic removal from office for certain criminal offenses. If a board member is removed, the board must fill the vacancy at the first regular meeting following the removal. (See page 4.)

HB 17 makes nonsubstantive changes to existing law regarding removal of a board member by written petition and trial. (See page 3.)

BBD(LLEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION

The attorney general (AG) may require board members to complete Public Information Act (PIA) training if the AG determines the district has failed to comply with a requirement of the PIA (see page 1). (HB 3033)

BBI(LLEGAL) BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

The Note at the beginning of this policy has been updated to include a reference to CQC(LLEGAL), where provisions from SB 1893 regarding prohibited applications on district-owned devices have been added.

BE(LLEGAL) BOARD MEETINGS

HB 3440 requires all districts to post both the notice *and* agenda for a board meeting on the district website under the Open Meetings Act. (See Internet Posting — Notice on page 4.) The bill repeals the previous provision that tied the requirement to post the agenda to the size of a municipality in the district.

C(LLEGAL) BUSINESS AND SUPPORT SERVICES

The Section C table of contents has been revised to rename CKA as Safety Program/Risk Management: Safety and Security Audits and Monitoring. Provisions regarding asbestos management have been moved to a new code CSC, Facility Standards: Asbestos Management.

CCA(LLEGAL) LOCAL REVENUE SOURCES: BOND ISSUES

For bonds authorized at an election after September 1, 2023, HB 3 allows the use of bond proceeds to pay for compliance with school safety and security requirements for school facilities. If TEA finds that the district is not in compliance, the district must use bond proceeds to achieve compliance before using the proceeds for other purposes. (See page 3.)

CDA(LLEGAL) OTHER REVENUES: INVESTMENTS

SB 1246 amends the Public Funds Investment Act to authorize districts to invest in repurchase agreements through a joint account.

CDB(LLEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

HB 2518 requires a public property lease between a district and another person to include terms requiring the person to include payment and performance bond requirements in any construction contract the person enters related to the leased property. In addition, the person must provide notice of commencement to the district at least 90 days before any construction begins. (See pages 3-4.)

Explanatory Notes

TASB Localized Policy Manual Update 122

Dickinson ISD

CHE(LEGAL)

PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

HB 1817 specifies the circumstances under which a district contract is voidable for the vendor's failure to provide the required disclosure of interested parties. (See page 2.)

A provision has been added from HB 900 prohibiting the purchase of library material from vendors included on a list created by TEA. Other provisions of HB 900 are set out in EFB(LEGAL). (See page 10.)

CJA(LEGAL)

CONTRACTED SERVICES: CRIMINAL HISTORY

HB 4123 makes significant changes to the laws regarding criminal history record information (CHRI) reviews by the district and "qualified school contractors," as defined in the bill, and repeals provisions relating to CHRI reviews for certain public works contractors. The bill creates a single statutory approach to CHRI reviews for contractors and their employees.

CK(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT

Several legislative changes affect this legal policy on safety programs and risk management:

- HB 3 requires sheriffs in counties with a population of less than 350,000 to conduct semiannual meetings to discuss issues related to school safety.
- HB 1905 allows districts to make school safety training courses, including active shooter training courses, available at no cost to employees of private schools or child-care facilities in the district.
- SB 29 prohibits districts from implementing mandates related to COVID-19.

To better present legislative changes related to school safety and make the associated policies easier to use, provisions in this policy related to safety and security audits have been relocated to CKA(LEGAL).

CKA(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: SAFETY AND SECURITY AUDITS AND MONITORING

To better present legislative changes related to school safety and make the associated policies easier to use, this legal policy has been renamed Safety and Security Audits and Monitoring, and provisions regarding asbestos management have been relocated to CSC(LEGAL) in the policy series related to facility standards. Provisions regarding safety and security audits have been moved from CK(LEGAL) and amended by HB 3.

Other revisions from HB 3 include new provisions related to the following:

- Monitoring by TEA of district implementation and operation of safety and security requirements through a new office of school safety and security
- Vulnerability assessments by TEA
- Intruder detection audits by regional school safety review teams
- Assignment of a conservator by the commissioner if a district fails to comply with specified safety and security requirements

CKC(LEGAL)

SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

Numerous legislative changes affect this legal policy on emergency plans.

Under HB 3, a district must:

- Adopt a policy for providing notice regarding violent activity at a district campus or facility or at a district-sponsored activity. (See page 1.) [TEA issued a [To the Administrator Addressed letter](#) to provide

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guidance to educational leaders on September 7, 2023, with [Guidance on Model Standards for Parental Notification](#) that can be used to develop administrative procedures.]

- Provide the Department of Public Safety (DPS) and local law enforcement with emergency response maps and an opportunity to conduct a walk-through using the maps. (See page 1.)
- Follow TEA guidelines in adopting and implementing the district's multihazard emergency operations plan (EOP) to ensure the safety of students and personnel with disabilities or impairments in a disaster or emergency. TEA must develop the guidelines. (See page 3.)
- Submit its multihazard EOP no later than the 30th day after the Texas School Safety Center (TxSSC) requests it. HB 3 modifies the timelines related to submitting the plan and correcting any deficiencies. (See page 5.)
- Provide information from DPS and TxSSC regarding safe storage of firearms to parents. (See pages 6-7.) [TxSSC released [information](#) on September 1, 2023.]

Provisions have been added to this policy from the Texas Disaster Act regarding confidentiality of certain types of information the district may have related to safety and disaster response. (See pages 7-8.)

CKE(LLEGAL) SAFETY PROGRAM/RISK MANAGEMENT: SECURITY PERSONNEL

Several revisions to this legal policy on security personnel result from HB 3.

- The board must determine the appropriate number of armed security officers for each campus. The board must ensure that at least one armed security officer, as defined by the bill, is present during regular school hours at each campus or claim a good cause exception due to availability of funding or qualified personnel. A board that claims a good cause exception must develop an alternative standard. (See page 1.)
- The board's options as to who may be hired for security purposes are expanded. (See pages 1-2.)
- Security personnel are no longer required to be commissioned peace officers to carry weapons, but a person permitted to carry a firearm on campus may not perform certain law enforcement duties, except in an emergency, unless they are commissioned peace officers. (See page 5.)

HB 3 and SB 999 modify requirements related to active shooter response training. (See page 3.)

HB 1133 allows peace officers providing volunteer security services at school events to wear their uniforms under certain circumstances. (See pages 3-4.)

For more information, see TASB Legal Services' School Law eSource article "[Armed Security Officer Requirement in House Bill 3 \(2023\)](#)."

CKEA(LLEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

This legal policy has been updated to include existing provisions regarding the circumstances under which a body-worn camera recording may be released. (See page 5.)

CKEB(LLEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

HB 3623 allows a district to enter into a memorandum of understanding with another district, open-enrollment charter school, or private school to share a school marshal on the other school's campus for certain events. (See page 4.)

CKEC(LLEGAL) SECURITY PERSONNEL: SCHOOL RESOURCE OFFICERS

HB 3 implements requirements for a memorandum of understanding for the provision of school resource officers.

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CLA(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: SECURITY

SB 2069 revises the requirements for schools to post human trafficking signs. The signs must now be posted in a conspicuous place reasonably likely to be viewed by employees and visitors.

CLE(LLEGAL) BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: FLAG DISPLAYS

HB 2012 allows a classroom teacher to display the national motto in a classroom if the poster or framed copy meets existing requirements.

CMD(LLEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

HB 1605 makes numerous changes to this legal policy on instructional materials care and accounting, including revisions to permitted expenditures, requisition procedures, requirements related to open education resources (OER), and certification. In addition, districts may be entitled to additional state aid for certain instructional materials.

Administrative code provisions have been deleted to the extent they are superseded by new laws.

CNA(LLEGAL) TRANSPORTATION MANAGEMENT: STUDENT TRANSPORTATION

Duplicative information regarding the transportation of students to accelerated instruction programs has been replaced with a reference on page 7 to EHBCA for more information.

CNC(LLEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

HB 2190 changes all references in state law from "accident" to "collision."

CQA(LLEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

The list of required internet postings has been updated to include:

- Campaign finance filings at item 18 (HB 2626)
- Item 46 regarding annual reports on measurable outcomes for dropout recovery education programs (SB 1647)

A district may now either post online or provide physical copies of the report on library materials (see item 4 at Optional Internet Postings). (HB 900)

CQB(LLEGAL) TECHNOLOGY RESOURCES: CYBERSECURITY

SB 768 shortens the deadline to notify the attorney general of a system security breach from 60 to 30 days and requires the notice to be submitted electronically. (See page 4.)

SB 271 creates additional notification requirements for "security incidents" as defined in the bill. (See page 6.)

CQB(LOCAL) TECHNOLOGY RESOURCES: CYBERSECURITY

Based on the new notification requirements imposed by SB 271, the security breach notification provisions have been revised to include security incidents.

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CQC(LEGAL)

TECHNOLOGY RESOURCES: EQUIPMENT

HB 18 amends requirements related to transferring data processing equipment or electronic devices to students. Beginning with the 2023-24 school year, in addition to existing requirements, districts must adopt rules establishing programs that promote parents as partners in cybersecurity and online safety and install filters to block pornographic or obscene materials or applications. TEA must adopt standards for permissible devices and applications used by a district. If necessary, Policy Service will recommend policy revisions following publication of the TEA standards.

SB 1893 requires the district to adopt a policy prohibiting the installation or use of a "covered application," as defined in the bill, on any device owned or leased by the district. (See page 3.) The Department of Information Resources (DIR) and the Department of Public Safety (DPS) must develop a model policy for districts to use in developing the required policy, and the district must adopt the required policy no later than 60 days after the model is released. Policy Service will recommend local policy revisions, as appropriate, following publication of the DIR/DPS model policy.

CS(LEGAL)

FACILITY STANDARDS

For clarity and ease of use, this legal policy on Facility Standards has been divided into four codes:

- CS: Facility Standards
- CSA: Safety and Security
- CSB: Gas and Pipelines
- CSC: Asbestos Management

CS includes the existing school facility standards that apply to all district capital improvement projects. Accessibility standards as well as provisions related to portable buildings and outdoor lighting also remain in this policy code.

CSA(LEGAL)

FACILITY STANDARDS: SAFETY AND SECURITY

This new policy code regarding safety and security includes existing provisions moved from CS(LEGAL) as well as the commissioner's new school safety rules for facilities, effective May 31, 2023.

HB 3 implements additional safety and security requirements for facilities.

SB 838 requires a district to provide each classroom with silent panic alert technology that allows immediate contact with emergency services and law enforcement. This applies beginning with the 2025-26 school year. (See page 9.)

CSA(LOCAL)

FACILITY STANDARDS: SAFETY AND SECURITY

This new local policy on facility safety and security includes recommended provisions addressing audits of building access control to comply with the commissioner's new school safety rules for facilities, effective May 31, 2023.

CSB(LEGAL)

FACILITY STANDARDS: SAFETY AND SECURITY

To present legal requirements more clearly, this new legal policy regarding gas and pipelines includes existing provisions moved from CS(LEGAL).

CSC(LEGAL)

FACILITY STANDARDS: ASBESTOS MANAGEMENT

To present legal requirements more clearly, existing provisions related to asbestos management have been moved from CKA(LEGAL) to this new policy code.

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CV(LEGAL) FACILITIES CONSTRUCTION

This legal policy regarding facilities construction includes several revisions:

- HB 679 prohibits requiring a specified experience modifier in construction contracts or solicitations. (See pages 5-6.)
- HB 3485 allows vendors and subcontractors to elect not to proceed with additional work without a properly executed change order. (See page 8.)
- HB 2518 adds the failure to include required lease terms to the circumstances under which a district may be liable for failure to obtain a payment bond. (See page 13.)
- HB 2965 prohibits the waiver of Government Code Chapter 2272 regarding construction liability claims. (See page 20.)

DBAA(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: PRE-EMPLOYMENT REVIEWS

Changes to the laws regarding the use, confidentiality, and destruction of criminal history record information (CHRI) are from HB 4123. (See pages 4-5.) Other revisions are to better reflect statutory sources.

DBE(LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: NEPOTISM

HB 1789 provides an exception to the nepotism prohibition for hiring bus drivers if the board approves the employment. (See page 4.)

DC(LOCAL) EMPLOYMENT PRACTICES

HB 1789 creates a nepotism exception for hiring bus drivers, regardless of county population, if the *board* approves employment. We recommend adding a note referring to DBE(LEGAL) (concerning nepotism) to this policy that delegates hiring authority for noncontractual employees to the superintendent as a reminder of the special requirements related to this nepotism exception for bus drivers.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

For at least two school years, a district must assign a mentor teacher to a teacher who has been issued a temporary certificate for military service members and first responders to teach career and technology education (see page 5). (HB 621)

DEC(LEGAL) COMPENSATION AND BENEFITS: LEAVES AND ABSENCES

Two bills impact leave requirements for district police officers and emergency personnel.

- HB 1486 adds full-time telecommunicators authorized under the Occupations Code to those entitled to paid mental health leave after experiencing a traumatic event in the scope of employment. (See page 6.)
- HB 471 requires a district to extend a leave of absence to a police officer or emergency medical services personnel for an illness or injury related to the person's line of duty. (See pages 6-7.)

DF(LEGAL) TERMINATION OF EMPLOYMENT

HB 4520 adds conviction of or placement on deferred adjudication community supervision for sale, distribution, or display of harmful material to a minor as a basis for mandatory termination. (See page 2.)

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DG(LEGAL)

EMPLOYEE RIGHTS AND PRIVILEGES

Revisions to this legal policy incorporate recent state and federal legislative changes.

- HB 1605 prohibits a district from penalizing a teacher for failure to follow the pacing of instructional materials for a subject in the required curriculum. A classroom teacher is also immune from disciplinary proceedings for violating certain state and federal laws if the teacher used only approved and adopted instructional material and delivered the instruction with fidelity. (See pages 4-5.)
- The federal Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act, effective December 29, 2022, repealed and replaced prior law requiring breaks for employees to express breast milk. The provisions are not limited to nonexempt employees. (See pages 6-7.)

DGC(LEGAL)

EMPLOYEE RIGHTS AND PRIVILEGES: IMMUNITY

HB 2059 adds local behavioral health authorities to the list of providers of mental health first aid training who receive immunity when assisting an individual experiencing a mental health crisis. (See page 4.)

DH(LEGAL)

EMPLOYEE STANDARDS OF CONDUCT

HB 4520 adds Penal Code 43.24 (sale, distribution, or display of harmful material to minor) to the qualifying felonies that render a person ineligible for a TRS service retirement annuity if convicted. (See item 4 on page 2.)

DI(LEGAL)

EMPLOYEE WELFARE

HB 915 requires a district to post information for reporting workplace violence to the Department of Public Safety.

Other changes are to improve online accessibility of the policy.

DIA(LEGAL)

EMPLOYEE WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Revisions to this legal policy incorporate recent state and federal legislative changes.

- HB 567 provides that the prohibition against racial discrimination includes discrimination based on an employee's hair texture or protective hairstyle commonly or historically associated with race. A district commits an unlawful employment practice if it adopts a dress or grooming policy that discriminates against such hair texture or protective hairstyle. (See page 4.)
- The federal Pregnant Workers Fairness Act, effective June 27, 2023, requires employers to provide reasonable accommodations to the known limitations related to the pregnancy, childbirth, or related medical conditions of a qualified employee. (See pages 9-11.)

Additional changes have been made to include citations to Administrative Code provisions and update other citations.

DL(LEGAL)

WORK LOAD

HB 1605 allows supplemental agreements between a district and a classroom teacher related to lesson planning or selecting instructional material during planning and preparation time. This applies beginning with the 2024-25 school year.

DLB(LEGAL)

WORK LOAD: REQUIRED PLANS AND REPORTS

HB 1605 allows a unit or weekly lesson plan included in instructional material adopted by the board to satisfy a requirement to prepare such a plan. (See item 6 at Restrictions on Written Reports.)

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DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Several legislative changes impact this legal policy on staff development.

- A district may satisfy a requirement to implement a program related to substance abuse and prevention and intervention by providing instruction related to fentanyl abuse prevention and drug poisoning awareness (see page 4). (HB 3908)
- A district must require all district employees who regularly interact with students to complete an evidence-based mental health training program (see pages 5-6). (HB 3)
- An athletic trainer who serves as a member of a district's concussion oversight team must take a course that meets the requirements set by the Texas Department of Licensing and Regulation (TDLR) (see page 9). (HB 2495)

Other revisions have been made to clarify the training requirements for other employees related to concussions.

DP(LEGAL) PERSONNEL POSITIONS

Revisions to this legal policy include new Administrative Code provisions, effective May 21, 2023, regarding school counselors, including requirements that they track time spent on various work duties and that the district assess its compliance with its counselor policy. (See pages 5-6.)

The policy also includes provisions from SB 763 authorizing a district to employ or accept as a volunteer a chaplain to provide support, services, and programs for students as assigned by the board. (See pages 8-9.)

DP(LOCAL) PERSONNEL POSITIONS

SB 763 authorizes districts to employ chaplains or accept chaplains as volunteers to provide support, services, and programs for students as assigned by the board. These provisions apply beginning with the 2023-24 school year. While your district currently may allow chaplains along with other visitors or volunteers on campus, SB 763 requires each board to take a record vote not later than six months after the effective date, September 1, 2023, on whether to adopt a policy authorizing a campus to employ or accept as a volunteer a chaplain. To facilitate this record vote, TASB Policy Service sent a draft resolution with the [2023 Post-Legislative Policy Changes Policy Alert](#), available in the Policy Online® Governance and Management Library (TASB login required), for consideration by the board between September 1, 2023, and March 1, 2024. If the board approves the option to adopt a policy to authorize district campuses to employ or accept as a volunteer a chaplain, send your TASB policy consultant a copy of the resolution for TASB to update the district's DP(LOCAL) policy to reflect the board's decision. If the board would prefer only to accept chaplains as volunteers like other district or campus volunteers, contact your policy consultant for assistance with language at GKG(LOCAL).

EEB(LEGAL) INSTRUCTIONAL ARRANGEMENTS: CLASS SIZE

HB 2729 requires a district or an entity with which a district contracts to provide a prekindergarten program to attempt to maintain an average ratio of at least one *qualified*, rather than certified, teacher or aide for each 11 students. (See High-Quality Prekindergarten Program on page 1.)

EF(LEGAL) INSTRUCTIONAL RESOURCES

This legal policy includes the following revisions from HB 1605:

- Changes to timelines and other requirements related to parental review of tests and instructional materials

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- New requirements pertaining to district instructional material review on request of a parent or group of parents

The district must adopt a process for a parent to request a district instructional material review. TEA must adopt standards for a district to use in this review. Policy Service will recommend local policy revisions following publication of the TEA standards.

Provisions related to parental rights regarding consent to surveys and information collection have been relocated to new policy FA(LEGAL), dedicated to parental rights.

EFA(LEGAL) INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

Numerous revisions throughout this legal policy on instructional materials are the result of HB 1605.

- Expanded definition of "instructional materials"
- Revised provisions regarding the SBOE's review, selection, and approval or rejection of instructional materials
- New provisions related to TEA's instructional materials website and other support for districts
- New and revised provisions pertaining to open education resource (OER) instructional material

EFB(LEGAL) INSTRUCTIONAL RESOURCES: LIBRARY MATERIALS

HB 900 required revisions throughout this legal policy on library materials.

- A district must adhere to the standards for library collection development adopted by the Texas State Library and Archives Commission (TSLAC) with approval of the SBOE. TSLAC must develop standards by January 1, 2024; Policy Service will recommend local policy revisions following publication of the standards.
- Written parental consent is required before a student may check out library material rated by a vendor as "sexually relevant."
- A district must conduct a biennial review of library contents and post a report not later than January 1 of every odd-numbered year.
- Library material vendors may not sell library materials unless they have issued ratings regarding sexually explicit and sexually relevant material previously sold to the district. No sexually explicit material may be sold and any in use must be recalled. Vendors must submit a list to TEA of rated materials sold and in use, and TEA must post the list online.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

HB 1605 requires districts, when adopting instructional materials, to ensure sufficient time for teachers to teach and students to learn the essential knowledge and skills for the subject and grade level. (See Scope and Sequence and Instructional Materials on page 3.)

HB 3908 expands the scope of instruction regarding the dangers of opioids about which the school health advisory council (SHAC) must make recommendations. (See item 7 on page 7.)

EHAB(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ELEMENTARY)

HB 1605 prohibits any instruction that incorporates three-cueing in the required phonics curriculum.

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EHAC(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)

Several bills impact this legal policy on required secondary instruction.

- SB 2124 requires districts to develop an advanced mathematics program and automatically enroll certain sixth grade students unless the student's parent opts out. (See page 3.)
- HB 3908 requires a district to provide annual instruction regarding fentanyl abuse prevention and drug poisoning awareness to students in grades 6 through 12. (See page 7-8.)
- HB 4375 requires a district to provide instruction in using an automated external defibrillator (AED) to students in grades 7 through 12 and allows a district to accept donations to provide such instruction. (See pages 8-9.)

A reference to policy EHBAD has been added on page 9 for more information on new notice requirements regarding the driving with disability program from SB 2304.

EHB(LEGAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

HB 3928 impacts this legal policy on special programs as follows:

- Further outlines the district's obligations when a student is suspected of having dyslexia or a related disorder (See pages 1-2.)
- Requires the board to adopt a local policy requiring the district to comply with all SBOE and commissioner rules, standards, and guidance related to implementing the program to test students for dyslexia and related disorders (See pages 2-3.)
- Requires the multidisciplinary evaluation team to include a dyslexia specialist when determining a student's eligibility for special education services (See page 3.)
- Implements requirements for progress reports for students receiving dyslexia services (See page 5.)
- Specifies required qualifications for providers of dyslexia instruction (See pages 5-6.)

EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

New provisions are recommended to comply with HB 3928, which requires the board to adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE and guidance published by the commissioner to implement the program to test students for dyslexia and related disorders.

EHBA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

This policy on identification, evaluation, and eligibility has been updated to include a reference on page 5 to policy EHB for more information on special education of students with dyslexia and related disorders.

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Changes reflect revised Administrative Code provisions regarding the admission, review, and dismissal (ARD) committee, effective July 18, 2023. The revisions include requirements related to students new to a district (see pages 4-6), including students who register in the summer, and requirements related to interpretation to ensure parent participation and understanding (see Collaborative Process on page 11).

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EHBAD(LEGAL) SPECIAL EDUCATION: TRANSITION SERVICES

SB 2304 requires a district to provide information regarding the Texas Driving with Disability Program to specified students. (See pages 3-4.)

EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

The requirements for dropout recovery education programs are revised and supplemented by SB 1647. New provisions, beginning on page 6, address who can operate a program, when a district administrator or counselor may refer a student to a program, and reporting requirements.

EHBC(LOCAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

This local policy containing provisions on accelerated instruction has been moved to EHBCA(LOCAL) (see below) to align with the legal policy created at that code in Update 121.

EHBCA(LEGAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

HB 1416 impacts this legal policy on accelerated instruction in numerous ways, including the following:

- Implements exceptions to accelerated instruction for certain students (See pages 1-2.)
- Modifies requirements for supplemental instruction, including requirements regarding the hours of instruction and the instructional group size (See page 3.)
- Provides parents an option to modify or remove a requirement for supplemental instruction for students who failed to perform satisfactorily on certain assessment instruments (See page 4.)
- Excepts a district from the requirement to provide transportation for students to accelerated instruction programs if the district does not operate or contract for a transportation system
- Expands the requirements to provide notice to parents and requires TEA to develop a [model notice](#) [TEA released [information](#) on July 13, 2023.]
- Requires a district to develop an accelerated education plan for a student who does not perform satisfactorily on an assessment instrument for two or more school years in the same subject (See pages 6-7.)
- Requires the district to make a good faith attempt to provide a parent conference for a student with an accelerated education plan
- Adds circumstances under which the commissioner may waive a district's accelerated instruction requirements (See pages 8-9.)
- Repeals several provisions, including provisions related to accelerated learning committees
- Amends the ARD committee meeting requirements

EHBCA(LOCAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

This local policy has been recoded from EHBC(LOCAL) to align with EHBCA(LEGAL) created in Update 121. HB 1416 made several changes to the requirements for accelerated instruction. Recommended changes to this local policy reflect that a parent's ability to request a particular teacher after a student fails to perform satisfactorily on a state assessment is no longer limited to students in grades 3, 5, and 8. Other changes delete references to the accelerated learning committee, which has been eliminated. A

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district now must develop an accelerated learning plan for certain students, and parents still may file a complaint about the plan in accordance with FNG.

EHBG(LLEGAL) SPECIAL PROGRAMS: PREKINDERGARTEN

HB 2729 makes several changes related to prekindergarten programs:

- Expands teacher qualifications (See page 5.)
- Requires a district or an entity with which a district contracts to provide a prekindergarten program to attempt to maintain an average ratio of at least one *qualified*, rather than certified, teacher or aide for each 11 students (See page 6.)
- Prescribes new supervisor requirements for entities with which a district contracts to provide a prekindergarten program (See page 6.)

EHBK(LLEGAL) SPECIAL PROGRAMS: OTHER INSTRUCTIONAL INITIATIVES

HB 3991 designates the first Friday in April as Texas Fruit and Vegetable Day and requires appropriate instruction. (See page 4.)

HB 3908 requires the governor to designate Fentanyl Poisoning Awareness Week, which may include age-appropriate instruction. (See page 7.)

EHDD(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

HB 8 implements the Financial Aid for Swift Transfer (FAST) program to allow certain students to enroll at no cost in a dual credit course. A district must provide notice to parents about the program and determine student eligibility. (See pages 7-8.)

EHDE(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

Provisions related to attendance calculation for off campus electronic instruction expired on September 1, 2023, and have been removed from this legal policy.

EHDF(LLEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM

Provisions related to local remote learning programs expired on September 1, 2023. This legal policy has been deleted in its entirety.

EI(LLEGAL) ACADEMIC ACHIEVEMENT

Changes reflect new Administrative Code provisions regarding the academic achievement record of a student who earns a diploma for completing the Texas First Early High School Completion Program, effective June 15, 2023. (See page 4.)

EIA(LLEGAL) ACADEMIC ACHIEVEMENT: GRADING/PROGRESS REPORTS TO PARENTS

This policy on grading/progress reports to parents has been updated to include a reference on page 2 to policy EHB for more information on progress reports for students receiving dyslexia instruction.

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EIC(LOCAL)

ACADEMIC ACHIEVEMENT: CLASS RANKING

HB 3803 permits parents to elect to have their student repeat a high school course in which the student was enrolled during the previous school year unless the district determines the student has met all requirements for graduation. Absent local policy, TEA guidance provides that the original passing grade must be retained.

Contact your policy consultant for assistance with policy language that reflects the district's option regarding the use of grades from retaken courses in the calculation of class rank and on the transcript.

EIE(LEGAL)

ACADEMIC ACHIEVEMENT: RETENTION AND PROMOTION

HB 3803 permits a parent to elect for a student to repeat the grade in which the student was enrolled in the previous school year up to grade 8. In addition, a parent may elect for a student to repeat a course taken for high school credit in the previous school year unless the district determines the student has met all requirements for graduation. (See page 1.)

EIF(LEGAL)

ACADEMIC ACHIEVEMENT: GRADUATION

Provisions related to diplomas for certain students who entered ninth grade before the 2011-12 school year expired on September 1, 2023, and have been removed from this legal policy.

SB 2294 requires a district to allow a student to graduate and receive a diploma under the Texas First Early High School Completion Program if the student satisfies other requirements. (See page 7.)

EKB(LEGAL)

TESTING PROGRAMS: STATE ASSESSMENT

This legal policy has been updated to include legislative changes regarding state assessments.

- In establishing the district's calendar and the dates for the administration of state assessment instruments, the board may consider religious holy days or periods of observance likely to be observed by students during the period for administering those instruments (see page 5). (HB 1883)
- A district may administer a state assessment instrument in paper format to up to three percent of students upon request of a student's parent, guardian, or teacher (see pages 6-7). (HB 1225)

F(LEGAL)

STUDENTS

The Section F table of contents has been revised to add the new code FA, Parent Rights and Responsibilities. We have also added for future expansion a new code addressing identification of students at FI.

FA(LEGAL)

PARENT RIGHTS AND RESPONSIBILITIES

Many of the legal provisions regarding parent rights have been moved to this new policy code so that information is available in a single location. In addition, this policy catalogs the other policy codes that address specific parents' rights throughout the policy manual.

FD(LEGAL)

ADMISSIONS

SB 1008 extends the deadline for an active-duty military parent to provide proof of residence in the district from 10 to 90 days after arrival. (See pages 3-4.)

HB 3 requires a parent enrolling a child or the district the child most recently attended to provide the new district a copy of the child's disciplinary record and any threat assessment involving the child's behavior. (See page 8.)

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FDA(LEGAL)

ADMISSIONS: INTERDISTRICT TRANSFERS

HB 3 requires a transfer student's district of residence to provide the receiving district with the student's disciplinary record and any threat assessment involving the student's behavior. (See page 1.)

HB 1959 and HB 2892 require the board to grant the request of a peace officer who is a parent of a student or a servicemember who is a parent of a student to transfer the student to another campus or to another district under an agreement between the districts under Education Code 25.035. (See pages 2-3.)

FDB(LEGAL)

ADMISSIONS: INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

A reference to information regarding intradistrict transfers requested by a parent who is a servicemember or peace officer has been added to page 3 of this legal policy. The referenced information is located in FDA(LEGAL).

FEA(LEGAL)

ATTENDANCE: COMPULSORY ATTENDANCE

HB 1212 prohibits a district from requiring documentation from a clergy member or other religious leader and requires the district to accept a note from a parent when excusing a student's absence to observe a religious holy day. (See page 4.)

SB 68 allows a district to excuse a student from attending school for career investigation days to visit a professional's workplace during the student's junior and senior years to determine the student's interest in a career in the professional's field. (See page 6.)

HB 4559 increases the population threshold for constitutional county courts in certain counties to be designated as truancy courts. (See page 8.)

FEA(LOCAL)

ATTENDANCE: COMPULSORY ATTENDANCE

SB 68 allows a district to excuse a student from attending school for career investigation days to visit a professional's workplace during the student's junior and senior years to determine the student's interest in a career in the professional's field. Districts that choose to excuse students for absences to visit a professional's workplace to explore a career in that professional's field must adopt a policy to determine when an absence will be excused for this purpose and a procedure to verify the visit. A new provision offered for the board's consideration at Career Investigation permits such absences for the maximum amount allowed in law — up to two days during a student's junior year and up to two days during the student's senior year. Contact your policy consultant for revisions if the district will allow fewer excused absences or will not allow any excused absences for this purpose.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FEB(LEGAL)

ATTENDANCE: ATTENDANCE ACCOUNTING

References regarding funding for courses taken with the Texas Virtual School Network have been updated.

FEC(LEGAL)

ATTENDANCE: ATTENDANCE FOR CREDIT

Provisions allowing a district to adopt a policy to exempt students from the 90 percent rule for courses offered under a local remote learning program exception expired on September 1, 2023, and have been removed from this legal policy.

Explanatory Notes

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FED(LLEGAL)

ATTENDANCE: ATTENDANCE ENFORCEMENT

HB 3917 allows a parent against whom a complaint for contributing to nonattendance has been filed to enter a written agreement to complete counseling, training, or another program designated by the district. (See page 10.)

FFAC(LLEGAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

SB 629 requires a district to adopt a policy regarding maintenance, administration, and disposal of opioid antagonists at each campus that serves students in grades 6 through 12; a district may adopt a policy at campuses serving students in grades below 6. Provisions have been added beginning on page 4 regarding reporting, training, immunity, and other topics.

General provisions related to the administration of opioid antagonists have been deleted in light of the new requirements.

SB 294 revises provisions related to a district's option to adopt a policy regarding maintenance, administration, and disposal of medication for respiratory distress. A district that adopts a policy must require each campus to have at least one authorized and trained person present during regular school hours. Provisions have been added beginning on page 11 regarding required referrals after medication is administered, training, reporting, parental notice of the policy, and other topics.

Also under SB 294, a district that implements a policy for the maintenance, administration, and disposal of epinephrine auto-injectors must give notice *of the policy* to parents before the policy is implemented or before the start of each school year. (See page 10.)

Finally, SB 294 prohibits disciplinary action against an employee or volunteer who refuses to administer or receive training to administer epinephrine auto-injectors or medication for respiratory distress in accordance with board policy. (See pages 13-14.)

FFAC(LOCAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Recommended revisions to the provisions on opioid antagonists are based on SB 629, which requires a district to have at least one person who is authorized and trained to administer the medication present during regular school hours on each campus that serves grades 6 through 12.

The grade levels to which this policy will apply are based on information recently received from the district.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FFAF(LLEGAL)

WELLNESS AND HEALTH SERVICES: CARE PLANS

SB 1506 requires a student's seizure management and treatment plan to be on a form adopted by TEA. TEA must adopt the form by December 1, 2023, and post the form on the TEA website. (See page 5.)

FFB(LLEGAL)

STUDENT WELFARE: CRISIS INTERVENTION

The required policies and procedures for the district's threat assessment and safe and supportive school team are changed as follows (see pages 1-2):

- Under HB 3, the policy must require each campus to establish a procedure for students to report concerning behavior by another student.
- SB 1720 requires the policy to allow employees who report a potential threat to elect to keep their identities confidential.

Explanatory Notes

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Before the threat assessment and safe and supportive school team may conduct a threat assessment, HB 473 requires the team to notify a student's parent regarding the assessment. The team must also notify the parent of its findings and conclusions after the assessment.

HB 3 also requires that materials and information from a threat assessment be maintained in the student's school record until the student's 24th birthday.

FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

Recommended revisions to this local policy on crisis intervention include the following:

- In accordance with HB 3, provisions have been added at Student Reports to require each campus to establish a clear procedure for students to report concerning behavior by another student.
- Revisions at Employee Confidentiality are based on SB 1720 and allow employees who report a potential threat to elect to keep their identities confidential.

FFBA(LEGAL) CRISIS INTERVENTION: TRAUMA-INFORMED CARE

This policy on trauma-informed care has been updated to include a reference to policy DMA for more information on mental health training for district employees.

FFEA(LEGAL) COUNSELING AND MENTAL HEALTH: COUNSELING

HB 1605 clarifies that materials required to be made available for parent review are those that are not available digitally through an instructional materials parent portal. (See page 1.)

HB 4363 requires that notice be given to students, teachers, counselors, and parents of Future Texas Teachers Scholarship programs. (See page 3.)

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

HB 63 prohibits the Department of Family and Protective Services from taking anonymous reports of abuse or neglect. Revisions have been made to the required contents of a report, including the name and contact information of the person making the report. (See page 3.) Other provisions have been rearranged for clarity.

FL(LEGAL) STUDENT RECORDS

Information regarding enrollment records has been deleted from this policy to avoid unnecessary duplication of the same information in policy FD. A reference to that policy has been added on page 4.

The following provisions have been relocated to new policy FA(LEGAL) dedicated to parental rights:

- Parental rights regarding consent to surveys and information collection.
- Parental consent requirements related to videotaping or recording students.

FL(LOCAL) STUDENT RECORDS

HB 1416 repeals provisions related to accelerated learning committees. The references to the accelerated learning committee have been replaced with references to the accelerated education plan that now must be created for certain students who fail to perform satisfactorily on state assessments.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

Explanatory Notes

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FM(LEGAL)

STUDENT ACTIVITIES

HB 1002 allows a licensed chiropractor or physical therapist to serve on the concussion oversight team if the person meets the training requirements. (See pages 4-5.) This bill also allows a physical therapist to remove a student from practice or competition if the physical therapist believes the student has sustained a concussion. (See page 5.)

HB 2484 requires a district to provide a peace officer, SRO, administrator, or security personnel at an athletic event on district property to ensure the safety of an official of the activity under certain circumstances. (See page 8.) This bill also requires a district to prohibit a spectator from attending athletic activities for at least a year if the spectator causes bodily injury to an official because of the official's actions. (See page 18.)

HB 59 implements new requirements for organized water activities including parental affirmation of whether a child can swim and provision of flotation devices for children who cannot swim. (See pages 9-10.)

HB 699 requires UIL, in assigning league classification, to use the same student enrollment calculation formula for a school that allows homeschooled students to participate in UIL activities as for one that does not. (See pages 15-16.)

HB 3708 provides an allotment of \$1,500 for each UIL activity in which a district allows a homeschooled student to participate. (See page 16.)

An existing provision that a nurse or health-care professional who is not in compliance with training requirements may not serve on a concussion oversight team has been relocated from GKG. (See page 5.)

FNCA(LEGAL)

STUDENT CONDUCT: DRESS CODE

HB 567 prohibits a student dress or grooming policy, including an extracurricular dress code, that discriminates against a hair texture or protective hairstyle commonly or historically associated with race. In light of this new Education Code provision, citations to older caselaw have been deleted.

FNCC(LEGAL)

STUDENT CONDUCT: PROHIBITED ORGANIZATIONS AND HAZING

SB 1900 expands the offense of coercing, inducing, or soliciting membership in a criminal street gang to include a foreign terrorist organization. (See page 1.)

SB 37 allows a report of hazing to be made to a peace officer or law enforcement agency. Provisions regarding immunity for reporting hazing have been added to this legal policy. (See page 2.)

FNCD(LEGAL)

STUDENT CONDUCT: TOBACCO USE AND POSSESSION

This legal policy on tobacco use and possession has been updated to include a reference to policy FOC regarding the new disciplinary consequences for conduct involving e-cigarettes.

FNCF(LEGAL)

STUDENT CONDUCT: ALCOHOL AND DRUG USE

This legal policy has been updated on page 1 to increase the population threshold for certain districts to petition for an alcohol-free zone. (HB 4559)

FNCG(LEGAL)

STUDENT CONDUCT: WEAPONS

HB 114 clarifies that the procedural requirements of Education Code 37.009(a) regarding conference and mitigating factors apply to expulsion. (See Possession of Weapons on page 1.)

Explanatory Notes

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FNG(LEGAL)

STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Provisions outlining parental rights have been relocated to new policy FA(LEGAL) dedicated to parent rights.

FO(LEGAL)

STUDENT DISCIPLINE

A district peace officer or security personnel may not restrain or use a chemical irritant or Taser on a student in fifth grade or below unless the student poses a serious risk of harm (see page 6). (SB 133)

FOC(LEGAL)

STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Several bills impact this legal policy regarding placement in a DAEP.

- HB 114:
- Clarifies that the procedural requirements of Education Code 37.009(a) regarding conference and mitigating factors apply to placement in a DAEP (see page 1).
- Requires DAEP placement for certain conduct involving e-cigarettes (see item 5 on page 2).
- Allows placement in in-school suspension of students who engaged in certain conduct when DAEP is at capacity (see page 9).
- HB 2187 expands the Title V felony offense of abandoning or endangering a child to include elderly or disabled individuals. (See item 25 on page 4.)
- HB 3928 requires the district, upon placement of a student in DAEP, to provide information to the parent about the process to request an evaluation of the student for special education services. (See page 8.)

FOCA(LEGAL)

PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

HB 114 allows a program of educational and support services to be provided to a student and the student's parents when a DAEP offense involves e-cigarettes. (See page 5.)

HB 3928 requires the personalized transition plan for a student exiting a DAEP to include the provision of information to the parent about the process to request an evaluation of the student for special education services. (See pages 6-7.)

FOD(LEGAL)

STUDENT DISCIPLINE: EXPULSION

HB 114 clarifies that the procedural requirements of Education Code 37.009(a) regarding conference and mitigating factors apply to expulsion. For ease of reference, content related to pre-placement proceedings has been duplicated in this policy. (See page 6.)

This legal policy also has been updated to increase the population threshold for certain counties considered to be a county with a population of 125,000 or less for purposes of JJAEP requirements (see page 10). (HB 4559)

Explanatory Notes

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FODA(LLEGAL)

EXPULSION: JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

This legal policy has been updated to increase population thresholds for certain counties considered to be a county with a population of 125,000 or less for purposes of JJAEP requirements. (See pages 1-2.) (HB 4559)

GBA(LLEGAL)

PUBLIC INFORMATION PROGRAM: ACCESS TO PUBLIC INFORMATION

Several legislative changes affect this legal policy on access to public information.

- HB 1161 adds victims of child abduction to those covered by the address confidentiality program. (See page 10.)
- HB 3130 restricts the release of information about certain persons who hold or apply for a license issued by the district. (See page 12.)
- HB 4123 prohibits the release of criminal history record information (CHRI) obtained from the FBI and limits the release of CHRI obtained from other Texas criminal justice agencies. (See page 12.)
- HB 3033 provides that the litigation exception to disclosure does not apply to election information in the possession of the entity that administers elections. (See page 16.)
- HB 30 and HB 3033 address the release of information related to certain arrests and crimes. (See page 17.)

GBAA(LLEGAL)

ACCESS TO PUBLIC INFORMATION: REQUESTS FOR INFORMATION

Numerous revisions throughout this legal policy on requests for information are the result of HB 3033, including the following:

- The attorney general (AG) may require board members and the officer for public information to complete Public Information Act (PIA) training if the AG determines the district has failed to comply with a requirement of the PIA. (See page 4.)
- "Business day" is defined. A board may designate 10 nonbusiness days each calendar year. (See page 7.)
- With limited exceptions, a district must submit a request for an AG decision through the AG's electronic filing system. (See page 14.)
- A district must take certain actions as soon as practicable after receiving an AG decision. (See pages 20-21.)
- A district may request photo identification from a requestor to establish the requestor has not exceeded a personnel time limit and concealed the requestor's identity. A requestor may decline to provide identification and pay a charge for exceeding the time limit. (See page 30.)

The list of state and national holidays has been added on page 8.

GC(LLEGAL)

PUBLIC NOTICES

This legal policy has been updated to increase the population threshold for the selection of the newspaper for publication of notice in certain counties (see page 2). (HB 4559)

Explanatory Notes
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GKA(LLEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

HB 1760 modifies the Penal Code regarding places where weapons are prohibited to require that grounds on which a school-sponsored activity is occurring be owned by and under the control of a school. (See page 7.)

GKC(LLEGAL) COMMUNITY RELATIONS: VISITORS

HB 3 allows a district to eject a person on district property who fails or refuses to provide identification on request if the person reasonably appears to have no legitimate reason to be on district property.

GKG(LLEGAL) COMMUNITY RELATIONS: SCHOOL VOLUNTEER PROGRAM

HB 4123 allows a district to obtain criminal history record information (CHRI) from the Department of Public Safety, in addition to other agencies, about a volunteer who is excepted from the required CHRI check but subject to a discretionary check by the district. (See page 2.)

Provisions related to the concussion oversight team have been relocated to FM(LLEGAL).

GRAC(LLEGAL) STATE AND LOCAL GOVERNMENTAL AUTHORITIES: JUVENILE SERVICE PROVIDERS

HB 446 changed terminology used in statutes to refer to intellectual disability. (See item 8 on page 2.)

GRB(LLEGAL) RELATIONS WITH GOVERNMENTAL ENTITIES: INTERLOCAL COOPERATION CONTRACTS

This policy has been updated to increase the population threshold for municipalities to contract with one or more school districts to provide school crossing guards. (HB 4559)



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529	800.580.1488

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications Upon discovering or receiving notification of a breach of system security or a security incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

Personnel Duties	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
Posting Vacancies	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
Applications	<p>All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.</p> <p>[For information related to the evaluation of criminal history records, see DBAA.]</p>
Employment of Contractual Personnel	<p>The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.</p> <p>The Board retains final authority for employment of contractual personnel. [See DCA, DCB, DCC, and DCE as appropriate]</p>
Employment of Noncontractual Personnel	<hr/> <p>Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).</p> <hr/>
	<p>The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]</p>
Employment Assistance Prohibited	No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

~~SPECIAL PROGRAMS
COMPENSATORY SERVICES AND INTENSIVE PROGRAMS~~

~~EHBC
(LOCAL)~~

~~Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.~~

~~**Accelerated
Instruction**~~

~~The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.~~

~~**Accelerated
Learning Committee**~~

~~When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.~~

~~A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.~~

COMPENSATORY SERVICES AND INTENSIVE PROGRAMS
ACCELERATED INSTRUCTION

EHBCA
(LOCAL)

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

**Accelerated
Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Parent Request

If a student fails to perform satisfactorily on a state-mandated assessment, a parent's request that the student be assigned to a particular teacher the following school year shall be addressed in accordance with the District's administrative procedures.

**Accelerated
Education Plan**

Appropriate District staff shall develop an accelerated education plan for a student who fails to perform satisfactorily on the same state-mandated assessment for two or more consecutive years.

A parent complaint about the content or implementation of the accelerated education plan shall be filed in accordance with FNG.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education.

Career Investigation

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit a professional's workplace for purposes of exploring the student's interest in pursuing a career in that professional's field.

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard.

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk.

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ~~ten~~10 consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing
Compulsory
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

**Medication Provided
by Parent**

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

**Medication Provided
by District**

Except as **required by law and** provided by this policy, the District shall not purchase medication to administer to a student.

~~Administration of
Opioid Antagonist
Medication~~
On Campus

This provision shall be applicable to every campus.

The District ~~shall purchase or acquire~~ *authorizes* school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and ~~store opioid antagonist medication, such as Naloxone, to assist~~ *this policy*. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person ~~who may be~~ *is* experiencing an opioid-related ~~drug overdose.~~ ~~Only a registered nurse or other designated and trained District employee~~

Each applicable campus shall ~~be~~ have at least one individual who is authorized to administer this medication and may do so only in accordance with a standing order or procedures approved trained to administer an opioid antagonist present during regular school hours.

*Maintenance,
Availability,
Training, and
Reporting*

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by a physician licensed to practice medicine in the state of Texas individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative ~~procedures~~ ~~regulations~~ addressing acquisition, maintenance, expiration, and disposal, ~~and availability~~ of opioid ~~antagonist medication~~ ~~antagonists~~ in the District, as well as reporting, employee training, and emergency notification requirements.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The ~~principal~~principal is custodian of all records for currently enrolled students. ~~The Superintendent~~The Superintendent is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any ~~documentation of discussion or action by an accelerated learning committee convened~~education plan developed for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

- c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or

reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or

5. Investigating or evaluating programs.

**Transcripts and
Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The ~~director of special programs~~ **director of special programs** shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at ~~the special programs office~~ **the special programs office**.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ~~ten~~ **10** District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ~~ten~~ **10** District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

Directory information for District students has been classified into two separate categories:

1. Items for use only for school-sponsored purposes; and

2. Items for all other purposes.

School-Sponsored
Purposes

For the following school-sponsored purposes—~~all District publications and announcements—~~ — all District publications and announcements — directory information shall include ~~student name, address, telephone listing, electronic mail address, photograph, date and place of birth, honors and awards received, dates of attendance, grade level, most recent school previously attended, participation in officially recognized activities and sports, weight and height of members of athletic teams, and enrollment status~~ student name, address, telephone listing, electronic mail address, photograph, date and place of birth, honors and awards received, dates of attendance, grade level, most recent school previously attended, participation in officially recognized activities and sports, weight and height of members of athletic teams, and enrollment status.

All Other Purposes

For all other purposes, directory information shall include ~~student name, honors and awards received, dates of attendance, grade level, participation in officially recognized activities and sports, and enrollment status~~ student name, honors and awards received, dates of attendance, grade level, participation in officially recognized activities and sports, and enrollment status.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 5, 2023

Item Title: GCAD Board of Directors – Voting on Candidates

Agenda Item: Carla Voelkel

Background Information:

Galveston County Superintendents have discussed how to optimize school district votes to ensure that the interests of local districts are represented.

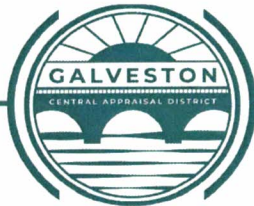
Attached is a Ballot Resolution and Ballot to cast votes for candidate(s) to serve on the 2024-2025 Galveston Central Appraisal District Board of Directors. The resolution and ballot must be returned before December 15, 2023.

Recommendation:

The Superintendent recommends that Dickinson ISD place 409 votes on Donald Gartman.

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____



9850 Emmett F. Lowry Expressway, Suite A
Texas City, Texas 77591

Phone: (409) 935 - 1980
Fax: (409) 935 - 4319

Chief Appraiser, Krystal L. McKinney RPA, CCA

October 27, 2023

Ms. Carla Voelkel
Superintendent
Dickinson Independent School District
P. O. Drawer Z
Dickinson, TX 77539

Dear Ms. Voelkel,

Enclosed is the ballot for the selection of (5) five Galveston Central Appraisal District directors. Also attached is a copy of the vote allocation and a resolution form for your convenience.

All votes may be cast for (1) one candidate or distributed among the candidates listed on the ballot. Please comply with the following:

- ◆ The votes must be cast by written resolution.
- ◆ A copy of the resolution must accompany the completed ballot.
- ◆ Return the completed ballot and resolution before ***December 15th, 2023.***

You will be notified of the results as soon as the returned ballots are summarized. If you have any questions, please feel free to call me.

Sincerely,

A handwritten signature in black ink, appearing to read "K. McKinney", with a stylized flourish at the end.

Krystal L. McKinney
Chief Appraiser

KLM:ldff
Enclosures



Chief Appraiser, Krystal L. McKinney RPA, CCA

October 27, 2023

Mr. Corey Magliolo
Board of Trustees President
Dickinson Independent School District
P. O. Drawer Z
Dickinson, TX 77539

Dear Mr. Magliolo,

Enclosed is the ballot for the selection of (5) five Galveston Central Appraisal District directors. Also attached is a copy of the vote allocation and a resolution form for your convenience.

All votes may be cast for (1) one candidate or distributed among the candidates listed on the ballot. Please comply with the following:

- ◆ The votes must be cast by written resolution.
- ◆ A copy of the resolution must accompany the completed ballot.
- ◆ Return the completed ballot and resolution before ***December 15th, 2023.***

You will be notified of the results as soon as the returned ballots are summarized. If you have any questions, please feel free to call me.

Sincerely,

A handwritten signature in black ink that reads "Krystal L. McKinney".

Krystal L. McKinney
Chief Appraiser

KLM:ldff

*Ballot & Resolutions enclosed in Superintendents letter

A RESOLUTION OF

Dickinson Independent School District

VOTING IN THE ELECTION OF MEMBERS OF THE BOARD OF DIRECTORS
OF THE
GALVESTON CENTRAL APPRAISAL DISTRICT
2024-2025

RESOLUTION No. _____

WHEREAS, this is selection year for the Board of Directors of the Galveston Central Appraisal District; and

WHEREAS, the Board of Directors consists of five members who serve two-year terms, beginning January 1, 2024 through December 31, 2025; and

WHEREAS, The Dickinson Independent School District is a voting unit entitled to vote for up to five candidates from a ballot submitted by the Galveston Central Appraisal District, if so desired.

NOW THEREFORE, BE IT RESOLVED BY THE PRESIDING BODY OF THIS VOTING UNIT, THAT:

The number of votes cast for the candidate(s), as exhibited in the attached ballot, is submitted by the Dickinson Independent School District to the Galveston Central Appraisal District.

PASSED AND APPROVED by Dickinson Independent School District,
This 5 day of December, 2023.

Presiding Officer

ATTEST:

Signature and Title



9850 Emmett F. Lowry Expressway, Suite A
Texas City, Texas 77591

Phone: (409) 935 - 1980
Fax: (409) 935 - 4319

Chief Appraiser, Krystal L. McKinney RPA, CCA

2024-2025

Board of Directors Election

BALLOT

Number of Votes Taxing Unit is Eligible to Cast: 409	Voting Unit: Dickinson ISD
---	-----------------------------------

CANDIDATES	VOTES
Brast, Scott	
Collins, Robin	
Doyle, Matt	
Farmer, Thomas E.	
Gartman, Donald	409
Tressler, Chad	

- ◆ RESOLUTION MUST BE ATTACHED TO THIS BALLOT
- ◆ DEADLINE: *before December 15th, 2023*

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: December 5, 2023
Item Title: HB 3033 Public Information Act
Agenda Item: Robert Cobb

Background Information: HB 3033, passed during the regular legislative session, amends the Public Information Act (PIA) by limiting the number of “nonbusiness” days for school districts. The PIA now specifically states that in addition to the weekends and holidays listed, nonbusiness PIA days may be designated when District administrative offices are closed or operating with minimal staffing. However, school districts may designate **no more than TEN nonbusiness days** within each **calendar** year for purposes of the PIA. Authority to designate districts’ nonbusiness days is provided solely to the board of trustees. This means we cannot delay responses to requests for public information for all the days of our holiday and Spring/Summer breaks when our administrative offices are closed. The Board is able to designate no more than 10 nonbusiness PIA days for inclusion in deadlines for responding to PIAs or to request an Attorney General opinion.

Recommendation:

The Superintendent and Assistant Superintendent for Administration recommend the following days be designated as nonbusiness PIA days for the 2023-2024 school year:

- Wednesday, December 20, 2023
- Thursday, December 21, 2023
- Friday, December 22, 2023
- Tuesday, December 26, 2023
- Wednesday, December 27, 2023
- Thursday, December 28, 2023
- Friday, December 29, 2023
- Wednesday, March 13, 2024
- Thursday, March 14, 2024
- Friday, March 15, 2024

Action Item: Yes No

Motion made by _____ **seconded by** _____ **vote** _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 5, 2023

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, 2023

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 9, 30, 2023
- Donation to DHS STUCO-Multiple
- Campus Fundraising Requests-DHS Gator Blooms, DHS STUCO
- November 7, 2023 Minutes
- Campus Fundraising Requests-MJHS STUCO, DHS FFA, KJHS
- October 26, 2023 Minutes
- Donation to DHS Lit Crew-Higgins Photography
- Campus Fundraising Requests-DMS Chess Club

Recommendation:

The Superintendent recommends the Board's ratification of the above consent items.

Action Item: Yes No