

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 Tuesday, December 9, 2025, beginning at Executive Session 6:00pm; Open Session 6:30pm 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. Closed Executive Session
 - 2.A. Section 551.074 - Resignations, Retirements, New Hires
 - 2.B. Section 551.074 - Consider Appointment of Elementary #8 School Principal
3. Pledge of Allegiance to the American and Texas Flags
Hadley Edmunds, Olivia Decker - LES
4. Invocation
5. Recognitions
 - 5.A. Money For Meals - M.I. Lewis
 - 5.B. DISD Christmas Card Artist
 - 5.C. Emerge Program Students
6. Public Comment: Agenda Items
7. Open Forum: Non agenda Items
8. Action on Closed Executive Session Items
 - 8.A. Consider Approval of Resignations, Retirements, New Hires
 - 8.B. Consider Appointment of Elementary #8 School Principal
9. Written Reports
 - 9.A. Student Attendance Report for 2nd Six Weeks

- 9.B. Monthly Tax Collection Report October 2025
- 9.C. 2025-26 District Improvement Plan (DIP) Formative Review
10. 2024-25 Dual Language and ESL Program Evaluation Report
11. DHS Academic Handbook for 2026-2027
12. Proposed VATRE Enhancement Pay
13. Public Hearing Seat Belts on School Buses
14. TCEQ School Bus Grant
15. Demographics Update
16. Board Policy Update DEC(LOCAL)
Compensation and Benefits/Leaves and Absences
17. Academic Calendar 2026-2027
18. Action Items
- 18.A. Consent Agenda Items
- Budget Amendments/Adjustments for November 6, 20, 2025
 - Donation to DHS CTE-Hawekotte, Tibalolo, Voelkel
 - Donation to DHS Theatre-Booster Club
 - Campus Fundraising Request-DHS Baseball
 - Approval of Proposals Received-Supplies, Materials, Repair for Facility Services #25-09-1184
 - Approval of Proposals Received-Catering and Restaurant Services #25-09-1185
 - Approval of Proposals Received-Vehicles for Technology and Facility Services #25-10-1186
 - Approval of Proposals Received-Contracted Services #25-10-1187
 - Donation to DHS AFJROTC and Bowling Club-Garland Hector, Sheila Nally
 - Donation to MJHS Theatre-Ann Witt
 - Campus Fundraising Request-MJHS Lounge
 - November 3, 2025 Minutes
19. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Wednesday, December 3, 2025 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.



Dr. Rebecca Brown

Superintendent of Schools

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: December 9, 2025

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 attorney** - 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 551.072 Real Property** – To deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.073 Prospective Gifts** – To deliberate a negotiated contract for a prospective gift to the district if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.074 Personnel Matters** - 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 551.076 Security** – To deliberate the deployment, or specific occasions for implementation, of security personnel or devices or a security audit; **Section 551.082 Student discipline** - school children; school district employees; disciplinary matter or complaint, and **Section 551.0821 Student Information** - 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; **Section 551.087 Economic development.**

Time To Executive Session: _____

Time Out of Executive Session: _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 9, 2025

Item Title: Recognitions

Background Information:

- Money for Meals - MI Lewis
- DISD Christmas Card Artist
- Emerge Program Students

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: December 9, 2025

Item Title: Money for Meals - M.I. Lewis Social Service Center Check
Presentation

Agenda Item: Jenna Simsen

Background Information:

The Dickinson ISD Board of Trustees are honored to recognize the outstanding success of the 2025 Money for Meals Campaign, benefitting the M.I. Lewis Social Service Center.

This year's **Money for Meals** campaign was the most successful in district history, with campuses, staff, and our community contributing a record **\$42,998** through donations and fundraising efforts – **double what was raised over the past two years**. This generosity will allow MI Lewis to expand critical services and reach even more families within Dickinson ISD.

We would also like to acknowledge the top contributing campuses for their fundraising leadership during this year's campaign:

- **Dickinson High School – \$11,886.60**
- **Lobit Elementary – \$9,804.34**
- **Dickinson Junior High – \$5,316.95**

RECOGNITION:

We are pleased to present this check to M.I. Lewis Social Service Center.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: November 3, 2025

Item Title: District Christmas Card Artwork Honoree

Agenda Item: Jenna Simsen

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 opened to elementary student artists across the district, with the invitation to create artwork that reflected a winter or holiday theme.

The winner of this year's contest is **Emerly Rodriguez**, a third-grade student at **Bay Colony Elementary School**. Emerly's artwork was selected to represent Dickinson ISD on the 2025 district Christmas card. She is taught by Bay Colony Elementary art teacher **Heather Petway**.

We extend our congratulations to Emerly for her creativity and for helping Dickinson ISD share holiday cheer through this year's card.

RECOGNITION:

Congratulations to Emerly Rodriguez

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: December 9, 2025

Item Title: DHS Emerge Students

Agenda Item: Jenna Simsen

BOARD RECOGNITION – EMERGE Everywhere Program Scholars

The Board of Trustees proudly recognizes an outstanding group of students who have been selected to participate in the EMERGE Everywhere Program, a highly competitive regional initiative providing academic advising, mentorship, SAT/college preparation, and exposure to highly selective universities across the country.

The EMERGE Everywhere Program, now in its inaugural year, is aimed at supporting high-achieving students as they navigate the college application and financial aid process at the nation's top universities .

Only 50 students total were selected across participating districts in Fort Bend, Galveston, and Harris County— and we are proud to announce that 11 of those scholars are Gators, representing Dickinson ISD with excellence .

To be considered for selection, students must meet a high academic standard including:

Top 10% of their junior class, and a minimum 3.5 unweighted GPA.

These students have shown exceptional dedication to their academics and commitment to pursuing rigorous post-secondary pathways. Their acceptance into this prestigious program reflects not only their personal merit, but also the strength of academic preparation and support within Dickinson ISD.

We proudly recognize the following EMERGE Scholars:

Arian Saavedra

Kimberly Ayala

Barbara Baeza

Dannie Bannister-Yarde

Emma Sanchez

Haley Frank

Inez Fattoafe

Nailah Amraliya

Raul Hernandez Jr.

Rolland Mitchell

Kevin Pham

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Public Comment: Agenda Items

Agenda Item: Dr. Rebecca Brown

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: Dr. Rebecca Brown

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

BOARD AGENDA DOCUMENT

Meeting Date: December 9, 2025

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have six (6) resignation: one (1) Counselor at Bay Colony Elementary, four (4) Teachers Dickinson JR High School, and three (1) Librarian at Dunbar Middle School.
- We have one (1) retirement: one (1) Teacher at Dickinson JR 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 9, 2025

Item Title: Appointment of the Principal of Elementary #8

Agenda Item: Dr. Rebecca Brown

Administration discussed with the Board of Trustees the appointment of the Principal of Elementary #8.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Jennifer Heard as the Principal of Elementary #8.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 9, 2025

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

- Student Attendance Report 2nd Six Weeks
- Tax Report for October 2025 and Year to Date
- 2025-26 District Improvement Plan Formative Review

Recommendation:

Information only

Action Item: _____ Yes _____ No

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: November 3, 2025
Item Title: Student Attendance Report for 1st Six Weeks
Agenda Item: Kim Kelley/Dr. Angie Estes

Background Information:

Attached is data from the sixth six-week reporting period for 2025-2026 and comparison data from the 2021-22, 2022-23, 2023-24, 2024-25 school years.

Recommendation:

Information only.

Action Item: Yes No

ADA Percentages by Campus

Campus	2021-22		2022-23		2023-2024		2024-2025		2025-2026	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Little Elementary School										
First six weeks	503.20	90.00%	553.03	93.40%	446.98	94.3%	434.67	94.9%	414.55	94.3%
Second six weeks	524.83	92.71%	542.76	89.71%	445.22	93.3%	442.98	94.1%		
Third six weeks	527.46	93.59%	561.30	92.18%	444.74	92.7%	435.62	92.3%		
Fourth six weeks	496.74	88.69%	560.39	93.75%	448.41	93.9%	440.44	92.6%		
Fifth six weeks	527.22	93.20%	550.93	92.83%	453.06	94.5%	440.59	93.2%		
Sixth six weeks	533.21	93.30%	556.99	93.30%	445.72	92.5%	438.11	93.0%		
Yearly Average	518.78	91.92%	554.23	92.53%	447.36	93.5%	438.73	93.4%	414.55	94.3%
Lobit Elementary School										
First six weeks	667.31	92.40%	777.56	94.78%	684.91	95.6%	688.17	95.6%	1450.48	96.1%
Second six weeks	690.84	93.95%	749.23	90.64%	685.94	94.8%	694.67	95.5%		
Third six weeks	701.01	94.40%	775.30	92.65%	679.86	94.0%	685.92	94.3%		
Fourth six weeks	670.96	90.79%	807.93	94.69%	682.71	94.3%	704.25	95.1%		
Fifth six weeks	705.00	94.72%	814.20	94.85%	685.07	94.5%	706.14	94.2%		
Sixth six weeks	706.79	94.03%	819.29	94.41%	679.82	94.4%	716.24	94.9%		
Yearly Average	690.32	93.38%	790.58	93.67%	683.05	94.6%	699.23	94.9%	1450.48	96.1%
Silbernagel Elementary School										
First six weeks	532.47	92.90%	569.11	95.33%	450.17	95.2%	434.52	95.6%	414.07	94.6%
Second six weeks	547.92	93.86%	548.63	91.40%	452.33	93.3%	440.22	94.8%		
Third six weeks	541.35	93.32%	561.06	93.13%	449.90	91.8%	442.90	94.3%		
Fourth six weeks	539.35	91.89%	575.54	94.19%	460.05	92.6%	437.94	93.0%		
Fifth six weeks	559.73	94.54%	581.36	94.52%	466.50	94.3%	447.23	94.5%		
Sixth six weeks	559.12	93.61%	579.73	93.85%	458.80	93.7%	443.42	93.5%		
Yearly Average	546.66	93.35%	569.24	93.74%	456.29	93.5%	441.04	94.3%	414.07	94.6%
Hughes Road Elementary School										
First six weeks	593.52	91.80%	640.11	94.75%	539.80	95.2%	519.15	95.5%	522.82	96.0%
Second six weeks	610.14	93.00%	629.59	92.54%	534.89	93.8%	521.44	94.4%		
Third six weeks	620.29	94.53%	629.90	92.94%	530.12	91.8%	513.57	92.9%		
Fourth six weeks	608.26	91.49%	645.06	94.16%	527.95	93.0%	517.21	94.7%		
Fifth six weeks	631.25	93.48%	662.61	94.27%	533.50	94.1%	520.09	94.4%		
Sixth six weeks	640.60	93.21%	657.15	93.04%	523.17	92.8%	521.88	94.8%		
Yearly Average	617.34	92.92%	644.07	93.62%	531.57	93.5%	518.89	94.5%	522.82	96.0%
Bay Colony Elementary School										
First six weeks	601.27	93.30%	581.18	94.68%	475.02	95.4%	445.54	96.2%	473.54	95.8%
Second six weeks	604.02	92.97%	574.71	92.03%	469.85	93.5%	452.89	95.5%		
Third six weeks	605.35	93.71%	581.36	93.35%	471.42	93.7%	451.52	94.5%		
Fourth six weeks	588.93	90.56%	590.65	94.94%	479.29	94.1%	455.71	94.7%		
Fifth six weeks	610.31	93.80%	596.46	95.28%	485.44	94.8%	454.48	94.4%		
Sixth six weeks	600.96	92.73%	597.96	94.91%	476.01	93.6%	458.26	95.0%		
Yearly Average	601.81	92.85%	587.05	94.20%	476.17	94.2%	453.07	95.1%	473.54	95.8%
San Leon Elementary School										
First six weeks	539.37	91.30%	580.10	94.50%	428.02	94.6%	447.46	93.8%	486.14	94.2%
Second six weeks	563.28	92.07%	561.59	90.36%	442.70	92.0%	455.74	92.6%		
Third six weeks	574.43	92.98%	579.88	92.92%	451.24	93.1%	465.97	93.2%		
Fourth six weeks	552.76	88.78%	580.91	92.49%	445.39	92.2%	460.69	92.1%		
Fifth six weeks	575.36	92.92%	594.25	93.69%	459.56	93.9%	467.54	92.8%		
Sixth six weeks	579.29	92.67%	592.32	93.93%	455.16	92.7%	467.47	92.7%		
Yearly Average	564.08	91.79%	581.51	92.98%	447.01	93.1%	460.81	92.9%	486.14	94.2%
Calder Road Elementary										
First six weeks	606.63	92.40%	642.85	95.00%	474.24	95.1%	480.08	95.9%	464.63	96.4%
Second six weeks	628.28	93.88%	632.91	92.36%	498.85	94.6%	476.82	95.2%		
Third six weeks	624.81	94.08%	620.46	91.45%	503.68	93.6%	472.85	95.0%		
Fourth six weeks	610.73	90.86%	618.63	93.84%	516.04	94.3%	459.52	93.6%		
Fifth six weeks	644.00	94.59%	620.71	94.41%	524.91	95.3%	453.71	93.5%		
Sixth six weeks	636.21	92.88%	605.86	93.74%	517.80	93.9%	456.49	94.3%		
Yearly Average	625.11	93.12%	623.57	93.47%	505.92	94.5%	466.58	94.6%	464.63	96.4%

ADA Percentages by Campus

	2021-22		2022-23		2023-2024		2024-2025		2025-2026	
Dunbar Middle School										
First six weeks	582.59	91.60%	619.10	95.03%	543.78	95.3%	526.12	95.4%	506.17	95.2%
Second six weeks	602.60	93.41%	604.00	92.40%	545.91	94.8%	529.26	94.6%		
Third six weeks	618.95	93.16%	614.68	93.96%	545.16	94.4%	525.80	93.7%		
Fourth six weeks	593.85	88.91%	611.44	94.25%	548.43	94.5%	517.50	92.6%		
Fifth six weeks	619.38	93.42%	609.29	94.21%	554.04	95.3%	522.32	93.4%		
Sixth six weeks	622.71	93.52%	612.46	93.88%	539.68	93.8%	519.18	93.0%		
Yearly Average	606.68	92.34%	611.83	93.96%	546.17	94.7%	523.36	93.8%	506.17	95.2%
Barber Middle School										
First six weeks	544.27	93.20%	535.87	95.83%	579.70	95.3%	571.69	94.8%	548.00	95.7%
Second six weeks	558.34	95.33%	527.38	92.83%	576.87	93.6%	576.48	93.9%		
Third six weeks	555.10	94.71%	533.40	93.66%	574.36	92.9%	572.03	93.3%		
Fourth six weeks	539.67	91.83%	537.30	94.15%	578.32	93.3%	571.23	92.5%		
Fifth six weeks	564.15	94.96%	544.68	94.41%	581.93	94.3%	579.00	93.5%		
Sixth six weeks	563.03	94.57%	543.58	94.01%	575.37	93.1%	576.76	93.6%		
Yearly Average	554.09	94.10%	537.03	94.15%	577.76	93.8%	574.53	93.6%	548.00	95.7%
Lobit Middle School										
First six weeks	472.62	91.70%	558.87	95.96%	596.22	96.4%	625.69	96.4%		
Second six weeks	494.79	94.70%	544.83	93.57%	588.35	95.6%	637.67	95.9%		
Third six weeks	496.75	93.85%	541.96	92.92%	578.92	94.4%	638.33	95.6%		
Fourth six weeks	476.96	90.63%	557.89	95.00%	587.25	94.9%	634.04	95.0%		
Fifth six weeks	497.24	94.82%	549.71	94.57%	593.52	95.6%	630.21	94.7%		
Sixth six weeks	492.64	94.00%	544.24	94.31%	588.84	94.7%	630.85	95.1%		
Yearly Average	488.50	93.28%	549.58	94.39%	588.85	95.3%	632.80	95.5%		
McAdams Junior High School										
First six weeks	825.62	92.20%	893.40	95.42%	800.93	94.9%	834.81	95.1%	844.53	95.2%
Second six weeks	850.04	93.52%	872.92	92.12%	801.91	94.3%	842.37	94.5%		
Third six weeks	835.45	91.67%	874.04	92.47%	788.60	92.5%	840.93	93.8%		
Fourth six weeks	808.78	88.73%	874.19	93.25%	793.50	92.4%	830.12	92.9%		
Fifth six weeks	847.83	92.94%	880.11	93.13%	806.26	93.0%	837.46	93.5%		
Sixth six weeks	843.22	92.14%	882.69	92.57%	785.40	91.3%	835.82	93.6%		
Yearly Average	835.16	91.87%	879.56	93.16%	796.10	93.1%	836.92	93.9%	844.53	95.2%
Kranz Junior High School										
First six weeks	873.11	92.10%	919.93	95.33%	942.48	95.4%	821.58	95.5%	826.70	95.2%
Second six weeks	905.56	94.04%	906.04	92.64%	937.39	94.6%	830.15	94.7%		
Third six weeks	895.55	92.58%	914.80	93.34%	938.28	93.7%	823.07	93.8%		
Fourth six weeks	864.89	89.51%	925.33	93.68%	931.82	93.2%	818.73	93.0%		
Fifth six weeks	904.80	93.49%	928.34	93.90%	937.48	94.3%	825.79	93.1%		
Sixth six weeks	898.30	93.18%	917.42	92.90%	919.58	92.5%	825.69	92.7%		
Yearly Average	890.37	92.48%	918.64	93.63%	934.51	94.0%	824.17	93.8%	826.70	95.2%
Dickinson Junior High School										
First six weeks					960.63	95.6%	999.38	95.9%	1087.97	95.7%
Second six weeks					954.78	94.2%	1007.22	95.2%		
Third six weeks					950.64	93.8%	1005.73	94.8%		
Fourth six weeks					944.68	93.3%	1006.17	94.4%		
Fifth six weeks					949.59	94.4%	1009.23	94.5%		
Sixth six weeks					931.74	93.1%	1010.94	94.4%		
Yearly Average					948.68	94.1%	1006.45	94.9%	1087.97	95.7%
Dickinson High School										
First six weeks	3158.21	91.70%	3403.82	93.78%	3534.48	94.4%	3581.29	94.5%	3551.48	94.6%
Second six weeks	3215.14	92.04%	3320.80	91.32%	3498.83	93.4%	3571.83	93.5%		
Third six weeks	3202.00	92.19%	3328.97	93.25%	3476.92	93.4%	3523.14	93.1%		
Fourth six weeks	3019.70	88.55%	3246.65	92.93%	3370.39	92.3%	3428.00	92.2%		
Fifth six weeks	3118.68	92.49%	3227.29	93.21%	3352.09	92.9%	3419.90	92.4%		
Sixth six weeks	3051.13	91.41%	3215.91	93.32%	3299.17	92.0%	3344.90	92.6%		
Yearly Average	3127.48	91.40%	3290.57	92.97%	3421.98	93.1%	3478.18	93.1%	3551.48	94.6%

ADA Percentages by Campus

	2021-22		2022-23		2023-2024		2024-2025		2025-2026	
Dickinson Continuation Center										
First six weeks	68.85	88.90%	78.10	94.32%	81.56	95.2%	56.81	92.3%	69.33	87.8%
Second six weeks	59.38	85.67%	72.88	92.30%	78.83	93.3%	62.33	87.6%		
Third six weeks	45.95	87.94%	58.00	93.79%	69.32	94.3%	61.07	86.6%		
Fourth six weeks	66.52	85.00%	71.48	90.95%	67.11	90.7%	63.58	84.3%		
Fifth six weeks	59.39	87.86%	54.86	90.62%	51.96	89.7%	57.11	82.8%		
Sixth six weeks	45.52	89.99%	37.67	87.11%	35.08	88.6%	35.18	84.3%		
Yearly Average	57.60	87.56%	62.16	91.52%	63.98	92.0%	56.01	86.3%	69.33	87.8%
Transforming Lives Cooperative										
First six weeks	8.00	100.00%	6.43	99.48%	7.93	100.0%	6.65	100.0%	7.87	100.0%
Second six weeks	8.66	99.60%	8.00	100.00%	8.83	100.0%	8.48	100.0%		
Third six weeks	8.30	100.00%	7.24	100.00%	8.72	100.0%	8.10	100.0%		
Fourth six weeks	6.92	99.45%	7.74	100.00%	5.61	100.0%	6.85	100.0%		
Fifth six weeks	6.21	97.24%	9.54	98.52%	5.15	100.0%	7.93	100.0%		
Sixth six weeks	6.73	100.00%	6.97	100.00%	5.50	100.0%	8.82	100.0%		
Yearly Average	7.47	99.38%	7.65	99.67%	6.96	100.0%	7.80	100.0%	7.87	100.0%
Galveston County Detention Facility										
First six weeks	13.81	98.20%	17.53	99.81%	15.11	100.0%	17.39	100.0%	26.77	100.0%
Second six weeks	17.13	99.81%	19.08	100.00%	17.96	100.0%	23.93	99.4%		
Third six weeks	15.96	100.00%	17.64	100.00%	18.32	100.0%	21.93	99.8%		
Fourth six weeks	19.22	100.00%	17.22	99.79%	19.96	100.0%	22.00	100.0%		
Fifth six weeks	22.59	100.00%	15.21	100.00%	17.11	100.0%	19.96	100.0%		
Sixth six weeks	16.52	100.00%	19.36	100.00%	20.53	100.0%	15.15	100.0%		
Yearly Average	17.54	99.67%	17.67	99.93%	18.17	100.0%	20.06	99.9%	26.77	100.0%
Coastal Alternative Program										
First six weeks	1.00	92.90%	1.40	95.45%	2.73	79.8%	3.86	87.8%	5.21	74.5%
Second six weeks	1.58	78.85%	2.52	66.25%	3.07	80.6%	5.04	82.9%		
Third six weeks	3.00	86.96%	11.08	72.48%	2.89	69.2%	6.67	74.6%		
Fourth six weeks	4.23	94.62%	11.12	66.90%	4.50	82.4%	7.84	66.4%		
Fifth six weeks	5.53	83.19%	9.41	63.50%	6.62	72.9%	9.00	64.3%		
Sixth six weeks	4.97	82.81%	6.38	73.33%	5.35	60.7%	8.44	61.5%		
Yearly Average	3.39	86.56%	6.99	72.99%	4.19	74.3%	6.81	72.9%	5.21	74.5%
DISTRICT TOTAL										
First six weeks	10592.08	92.00%	11378.39	94.65%	11564.69	94.9%	11494.86	95.3%	11700.25	95.2%
Second six weeks	10882.53	93.11%	11111.87	91.72%	11542.49	93.9%	11579.52	94.1%	0.00	0.0%
Third six weeks	10871.84	93.07%	11211.07	93.00%	11483.09	92.7%	11495.14	93.1%	0.00	0.0%
Fourth six weeks	10468.47	89.66%	11239.45	93.64%	11411.41	93.4%	11381.81	92.2%	0.00	0.0%
Fifth six weeks	10898.67	93.43%	11248.94	93.83%	11463.78	93.5%	11407.69	92.2%	0.00	0.0%
Sixth six weeks	10800.95	92.73%	11195.98	93.54%	11262.72	91.9%	11313.59	92.2%	0.00	0.0%
Actual ADA for School Year	10752.42	92.33%	11230.95	93.40%	11454.70	93.4%	11445.44	93.2%	11700.25	95.2%
Projected ADA for School Year	*11400		*11200		*11800		*11900		*11900	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: December 9, 2025

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for October 2025 and year to date is attached.

Recommendation:

Information only.

Action Item: _____ Yes No

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected	Dickinson Independent School District Monthly Tax Collections Report Maintenance Operations and Interest Sinking									
2025	\$6,591,249,093	\$1.142	\$75,272,065	\$283,661	0.38%										
2024	\$6,717,687,426	\$1.136	\$76,312,929	\$74,848,126	98.08%										
2023	\$6,192,588,390	\$1.178	\$72,948,691	\$71,429,308	97.92%										
2022	\$6,425,908,920	\$1.294	\$83,151,261	\$81,255,889	97.72%										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
2025 Tax Year	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Mar-26	Apr-26	May-26	Jun-26	Jul-26	Aug-26	Sep-26	Totals:	% To Total	
Current Year Tax	Pending Billing	\$283,661											\$283,661		
YTD % Collected	0.00%	0.38%	0.38%	0.38%	0.38%	0.38%	0.38%	0.38%	0.38%	0.38%	0.38%	0.38%	0.38%	0.38%	
Prior Years Tax	\$76,670	\$295,000											\$371,671		
Subtotal Taxes	\$76,670	\$578,662	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$655,332	0.87%	
Penalty & Interest	\$45,093	\$101,800											\$146,893		
Total Taxes & P&I	\$121,763	\$680,462	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$802,225	1.07%	
Attorney Fees	\$39,667	\$88,844											\$128,511		
Total Collections	\$161,429	\$769,306	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$930,735	N/A	
2024 Tax Year	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,008,961	\$4,160,211	\$30,273,360	\$25,182,086	\$10,298,945	\$1,020,459	\$1,089,228	\$543,641	\$469,157	\$453,478	\$348,601	\$74,848,126		
YTD % Collected	0.00%	1.32%	6.77%	46.44%	79.44%	92.94%	94.28%	95.70%	96.41%	97.03%	97.62%	98.08%	98.08%	98.08%	
Prior Years Tax	\$308,143	\$42,975	\$255,418	\$92,092	\$93,948	\$22,642	\$8,352	\$61,996	-\$48,917	\$21,128	\$77,918	\$42,489	\$978,184		
Subtotal Taxes	\$308,143	\$1,051,936	\$4,415,629	\$30,365,452	\$25,276,034	\$10,321,586	\$1,028,811	\$1,151,224	\$494,724	\$490,285	\$531,397	\$391,090	\$75,826,310	99.36%	
Penalty & Interest	\$80,787	\$50,584	\$36,820	\$28,243	\$39,685	\$81,267	\$82,171	\$99,039	\$53,617	\$51,187	\$105,858	\$56,890	\$766,149		
Total Taxes & P&I	\$388,930	\$1,102,520	\$4,452,449	\$30,393,695	\$25,315,719	\$10,402,854	\$1,110,981	\$1,250,263	\$548,341	\$541,472	\$637,254	\$447,981	\$76,592,459	100.37%	
Attorney Fees	\$82,803	\$46,296	\$30,428	\$25,275	\$25,696	\$19,053	\$19,912	\$24,641	\$18,992	\$12,694	\$76,489	\$50,672	\$432,953		
Total Collections	\$471,734	\$1,148,816	\$4,482,877	\$30,418,970	\$25,341,415	\$10,421,907	\$1,130,894	\$1,274,904	\$567,333	\$554,167	\$713,744	\$498,653	\$77,025,412	N/A	
2023 Tax Year	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Totals:	% To Total	
Current Year Tax	Pending Billing	\$346,649	\$4,201,147	\$10,690,333	\$43,704,416	\$9,237,281	\$821,637	\$693,793	\$417,791	\$660,870	\$439,143	\$216,247	\$71,429,308		
YTD % Collected	0.00%	0.48%	6.23%	20.89%	80.80%	93.46%	94.59%	95.54%	96.11%	97.02%	97.62%	97.92%	97.92%	97.92%	
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097	\$117,632	-\$317,660	\$5,285	\$37,637	\$36,518	\$59,955	\$61,384	\$24,711	\$470,948		
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$43,822,048	\$8,919,621	\$826,923	\$731,429	\$454,310	\$720,826	\$500,527	\$240,958	\$71,900,255	98.56%	
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942	\$78,589	\$62,681	\$61,992	\$93,847	\$66,719	\$54,699	\$658,452		
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$43,859,463	\$8,985,563	\$905,511	\$794,111	\$516,302	\$814,673	\$567,246	\$295,657	\$72,558,708	99.47%	
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759	\$24,840	\$18,574	\$15,472	\$25,671	\$46,337	\$44,769	\$326,150		
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$43,877,989	\$9,012,322	\$930,351	\$812,685	\$531,774	\$840,344	\$613,583	\$340,426	\$72,884,857	N/A	
2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total	
Current Year Tax	Pending Billing	\$596,358	\$4,347,285	\$14,001,873	\$45,222,484	\$12,213,284	\$1,302,975	\$728,414	\$799,984	\$1,089,117	\$484,760	\$469,356	\$81,255,889		
YTD % Collected	0.00%	0.72%	5.95%	22.78%	77.17%	91.86%	93.43%	94.30%	95.26%	96.57%	97.16%	97.72%	97.72%	97.72%	
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283	\$71,407	\$51,012	\$21,329	\$55,885	\$34,958	\$39,149	\$780,098		
Subtotal Taxes	\$153,260	\$625,915	\$4,395,215	\$14,077,806	\$45,321,879	\$12,313,567	\$1,374,382	\$779,426	\$821,313	\$1,145,002	\$519,718	\$508,505	\$82,035,987	98.66%	
Penalty & Interest	\$38,472	\$32,224	\$19,037	\$19,655	\$25,336	\$145,626	\$101,723	\$67,653	\$64,845	\$70,246	\$47,543	\$60,367	\$692,728		
Total Taxes & P&I	\$191,732	\$658,140	\$4,414,252	\$14,097,461	\$45,347,215	\$12,459,193	\$1,476,105	\$847,079	\$886,158	\$1,215,248	\$567,260	\$568,873	\$82,728,715	99.49%	
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952	\$25,855	\$11,129	\$12,193	\$19,202	\$36,317	\$56,533	\$281,555		
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$1,501,960	\$858,208	\$898,350	\$1,234,450	\$603,577	\$625,406	\$83,010,271	N/A	
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	98.04%	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 9, 2025

Item Title: 2025-26 District Improvement Plan (DIP) Formative Review

Agenda Item: Lindsey Suarez, Executive Director of Teaching and Learning

Background Information:

Goals, performance objectives, and strategies of the DIP are formatively reviewed in November, January, and March of each year. A summary of this formative review is attached.

Recommendation:

Information only

Action Item: Yes No

Dickinson Independent School District

District Improvement Plan

2025-2026 Formative Reviews 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

**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 a variety of resources and professional learning to strengthen the PLC process and improve the instruction of content teams across all campuses.</p> <p>Strategy's Expected Result/Impact: Improved instruction and student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Executive Director of School Leadership</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> The PLC process is the foundation of Content Team Time. Teachers collaboratively plan and prepare high quality instruction that is aligned to grade level, engaging, and incorporates elements of writing. Teachers are working to collect evidence of student learning throughout the lesson, and then adjust instruction based on student understanding.</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 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: Instructional Coaches will participate in monthly Curriculum Leadership Team meetings with Curriculum Specialists to preview upcoming units and build their capacity to lead curriculum and instruction on campuses. They will focus on leading the planning and implementation of first time, high quality Tier 1 instruction, Tier 2 intervention, and ongoing assessments.</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>District Instructional Coaches meet monthly with Curriculum Specialists for Curriculum Leadership Team (CLT) meetings. CLT meetings focus on instructional learning surrounding our four pillars of sound instruction, as well as on practices to best lead Content Team Time (CTT) meetings where instruction is planned and practiced.</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: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, etc.</p> <p>Strategy's Expected Result/Impact: Improve reading instruction and student achievement in reading</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Coordinator of Literacy Curriculum Specialists Campus administrators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p>  <p>All K-3 RLA classrooms prioritize the teaching of Foundational Skills through various resources including Foundations, Heggerty, HMH, El Camino, El Proximo, etc. Teachers receive ongoing training through district-created Literacy Labs, as well as site visits by curriculum specialists. Teachers receive ongoing feedback from campus and district administrators.</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: Equip teachers to deliver high quality instructional materials through the Bluebonnet Learning Math curriculum. Campuses will be provided additional support by Region 4 consultants.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, improved students achievement in math</p> <p>Staff Responsible for Monitoring: Coordinator of Mathematics K-8 Math Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Teachers have been attending Module Internalizations at the district level with Region 4 Product Advisors being the facilitators for the learning.</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: RLA: K-2 teachers will be provided ongoing training on how to implement decodable texts 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: Coordinator of Literacy ELAR/Social Studies Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Classrooms are working toward consistent use of decodables aligned with daily foundational skills lessons. Curriculum documents outline when students should engage with decodable texts, and the instructional minutes include designated time for daily practice. Teachers have access to ongoing decodable training twice monthly during Literacy Labs. Ongoing support is provided through campus CTT and classroom visits from curriculum specialists.</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: Science: Curriculum specialists will continue to deepen teachers' understanding and implementation of the revised science TEKS. Curriculum specialists will collaborate directly with classroom teachers to clarify science learning targets, support planning for high-quality Tier 1 and Tier 2 instruction, and analyze data from district common assessments to strengthen instructional alignment and student outcomes.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Science Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Teachers have increased familiarity with the revised science TEKS, and curriculum specialists have supported alignment of instruction and assessment through collaborative planning and analysis of common assessment data in tested grade bands.</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: Social Studies: Increase the integration of primary sources in Social Studies lessons as reflected in lesson plans and student work samples</p> <p>Strategy's Expected Result/Impact: Integrating primary sources into Social Studies lessons strengthens students' critical thinking and historical analysis skills. Lesson plans will reflect more inquiry-based instruction, and student work will show improved use of evidence, deeper understanding of content, and the ability to analyze multiple perspectives.</p> <p>Staff Responsible for Monitoring: Campus Administrators; Social Studies Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Teachers are embedding primary source excerpts into warm ups and instructional activities for students to read, analyze, and source.</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: Improve IEP Quality and Alignment to Instruction by implementing a districtwide system to ensure compliant and instructionally relevant IEPs through targeted support in developing individualized PLAAFPs, measurable goals, and appropriate services.</p> <p>Strategy's Expected Result/Impact: Increased IEP compliance and instructional relevance, improved alignment between student needs and services, stronger integration of behavior and dyslexia-related supports.</p> <p>Staff Responsible for Monitoring: Special Education Director, Special Education Coordinators, Campus principals / Assistant principals</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> Each campus implemented a progress monitor check and a 9 weeks check that case managers complete. We have provided training for case managers as well. CCFs and Assessment staff have met multiple times to review procedures. We have also implemented a required staffing to move to a more restrictive placement.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 8 Details	Reviews
<p>Strategy 8: Special Programs: Special Programs Evaluation staff will ensure high-quality evaluations and eligibility integrity by ensuring timely, compliant, and high-quality evaluations using consistent case review procedures and data-informed eligibility decisions.</p> <p>Strategy's Expected Result/Impact: Consistent, accurate eligibility determinations; improved compliance with TEA timelines; better support for diverse student needs.</p> <p>Staff Responsible for Monitoring: Coordinator of Evaluation and Related Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> We have revised our assessment log to make it more user friendly and easier to monitor compliance. We have case review once a month. The team has the opportunity to work from home if they are compliant.</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: Special Programs will expand inclusive services and reduce disciplinary removals by strengthening inclusive service delivery and behavior supports through the use of Guiding Questions, Behavior Coach model, and monitoring of PEIMS disciplinary removals.</p> <p>Strategy's Expected Result/Impact: Consistent, accurate eligibility determinations; improved compliance with TEA timelines; better support for diverse student needs.</p> <p>Staff Responsible for Monitoring: Special Ed Director, Special Education Coordinators, Campus Principals and Assistant Principals</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> We are using Guiding Questions and providing support to our behavior coaches. We are also utilizing out of district placements for students with behavior that exceeds district capacity to provide behavior coaches the ability to support other students. We are not monitoring disciplinary removals since the legislature removed the requirement.</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: Special Programs will improve transition planning and postsecondary outcomes by supporting effective transition planning for students age 13+ through compliant IEP goals, student involvement, and coordination of services including CBVI and interagency partnerships.</p> <p>Strategy's Expected Result/Impact: Improved student readiness for postsecondary life, increased access to job readiness opportunities, and higher compliance in transition documentation.</p> <p>Staff Responsible for Monitoring: Special Ed Director, Special Education Coordinators, Campus principals / Assistant principals</p> <p>Results Driven Accountability - Equity Plan</p>	<p>Nov November Evidence of Progress</p> <p> We have met with Moody Gardens, Texas Workforce Commission, and provided additional PreEts supports. We are continuing to go on CBVIs and are working with Goodwill. We have provided additional training to teachers on transition planning, as evidenced in ARD meetings. We are continuing to work on other possible partnerships.</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 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

Evaluation Data Sources: assessment data, attendance records, student surveys


Strategy 1 Details	Reviews
<p>Strategy 1: Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, STEAM Academy, Gator Travelers, AP, dual credit, dual enrollment, Quiz Bowl, Chess, UIL A+</p> <p>Staff Responsible for Monitoring: Director of Academic Excellence and Advanced Programs</p>	<p>Nov November Evidence of Progress</p>  <p>Chess boards and timers have been distributed to all campus libraries to promote chess participation districtwide. Our first District Chess Tournament was held in November and reflected a 20% increase in participation. Our annual Quiz Bowl tournament for all three junior high campuses was completed on November 18.</p> <p>The Investigators program has completed four instructional trips to UHCL, with the final showcase scheduled for next month. GT referrals have been finalized, and campus liaisons are currently receiving training to prepare for spring student testing.</p> <p>UIL A+ contracts have been received, and students are meeting weekly to practice for their events.</p> <p>The STEAM Academy is implementing intervention measures and actively monitoring student progress.</p> <p>Additionally, AP exam enrollment has increased from 832 to 1,115, and both teachers and students are closely tracking their performance through College Board to prepare for May AP testing.</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: Provide students access to Career & Technical Education (CTE) programs which provide opportunities for Industry-Based Certifications (IBCs) 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 Technical Education</p>	<p>Nov November Evidence of Progress  All Programs of Study (POS) are aligned to IBC and/or WBL opportunities.</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: Use programs such as ST Math, IXL, and iReady to build conceptual understanding of abstract mathematical concepts.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Coordinator of Mathematics Curriculum Specialists</p>	<p>Nov November Evidence of Progress  ST Math, IXL, and iReady are being used as a supplement to Tier 1 instruction with 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 training and feedback on integrating writing into Science and Social Studies.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Curriculum Specialists</p>	<p>Nov November Evidence of Progress  A districtwide writing training was held before the school year began, and teachers are now implementing short constructed responses (SCRs) and document-based questions (DBQs) in Science and Social Studies classrooms across the district.</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.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Coordinator of Literacy Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> All campuses are implementing components of WeWrite, including the use of graphic organizers, exemplars, and rubric-based writing routines. We continue to offer Literacy Labs that focus on both KAT and WeWrite to support teacher implementation. In addition, the curriculum includes DBQs across RLA and Social Studies in grades 6-8 to strengthen document-based responses. Teachers are increasingly using these structures to build student ownership of their writing and thinking.</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: DISD students in grades K-5 will use Typing.com for a minimum of 15 minutes, 3 days a week to be proficient in typing, which will enhance their learning with technology application and tools in their classroom.</p> <p>Strategy's Expected Result/Impact: K-3rd will have an accuracy of 75% or better. 4th-5th will have an accuracy of 90% or better.</p> <p>Staff Responsible for Monitoring: Technology Services Manager</p>	<p>Nov November Evidence of Progress</p> <p> Students are working through curriculum during Technology Applications Rotations and Classes. Reports shows accuracy rates of 90%+.</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 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: Continuously monitor and evaluate program effectiveness to refine instructional practices that address the academic needs of Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Improved</p> <p>Staff Responsible for Monitoring: Coordinator of Emergent Bilingual Programs</p>	<p>Nov November Evidence of Progress</p> <p> The Dual Language and ESL program evaluation for the 2024-2025 school year was completed in October. Findings from the evaluation provided valuable insight into program strengths and areas for improvement. Results highlighted the need for more consistent implementation of language acquisition strategies across content areas at the junior high level. In response, we are providing professional development focused on integrating language supports to better meet the academic needs of Emergent Bilingual students, as well as offering teachers opportunities to prepare for the ESL certification exam.</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: Develop and implement targeted programs to support the academic success of at-risk students, including initiatives such as the Summer Bridge Program, AVID classroom resources, and a range of evidence-based interventions like in-class support and specialized instructional courses tailored to students requiring additional academic assistance.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Coordinator of State and Federal Programs Director of Advanced Academics</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 15%;"> <p>Nov</p>  </div> <div style="width: 85%;"> <p>November Evidence of Progress</p> <p>Every campus has intervention built into its master schedule, allowing teachers to utilize that time for targeted small-group instruction while students engage with high-quality intervention resources. During these blocks, students work on programs such as Amplify, ST Math, Zearn, IXL, and Summit K12, ensuring they receive meaningful practice and support aligned to their individual needs.</p> </div> </div> <div style="margin-top: 20px;"> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> </div>



Strategy 3 Details	Reviews
<p>Strategy 3: Meet the diverse learning needs of all Emergent Bilingual students by providing tailored supports, including instructional accommodations, designated supports, and sheltered instruction strategies.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Coordinator of Emergent Bilingual Programs</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p>  <p>Progress toward this goal is demonstrated through ongoing professional development that equips teachers to implement instructional accommodations based on individual student needs, emphasizing the connection between classroom accommodations and designated supports provided during STAAR assessments. Additionally, the implementation of Summit K12 allows students to engage in personalized learning pathways that support English language development while enabling learners to progress at their own pace. Instructional strategies are carefully tailored to each student's linguistic and academic profile, ensuring consistency between daily instruction and state testing accommodations.</p> <p>These efforts aim to foster and develop student independence, empowering Emergent Bilinguals to access grade-level content with increasing confidence and reduced reliance on supports over time.</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 training for campus leadership and teachers in data analysis to effectively measure and monitor student growth. The priority will be to sustain high performance by ensuring students who previously achieved 'Masters' level continue to do so, while also identifying and supporting students in need of targeted, differentiated instruction. Additionally, implement STEAM-aligned curricular support to both maintain advanced performance and elevate on-level students.</p> <p>Strategy's Expected Result/Impact: Increased student growth district-wide</p> <p>Staff Responsible for Monitoring: Director of Academic Excellence and Advanced Programs Executive Director of Teaching and Learning Director of Research and Accountability Campus Principals</p>	<p>Nov November Evidence of Progress</p>  <p>Data meetings are held with campus administrators after each district-wide common assessment to analyze student data. Then, principals have data meetings with individual teachers to analyze and action plan based on student scores.</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: Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as Amplify/Imagine Learning/Pacific Learning/Read 180/MAP/Summit K12</p> <p>Strategy's Expected Result/Impact: Improved student growth in reading</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Coordinator of Literacy Curriculum Specialists Campus Leaders Teachers</p>	<p>Nov November Evidence of Progress</p> <p> Campuses continue to strengthen Tier 2 intervention by using data from Amplify, Imagine Learning, Pacific Learning, Read 180, MAP, and Summit K12 to monitor and respond to student needs. Currently, in grades K-3, 51% of students identified as well below and 42% of students identified as below are being progress monitored through Amplify, with dual language classrooms monitoring 62% of well below and 44% of below students. On average, K-3 students are engaging with Boost for 25 minutes per week, with 30 minutes being the recommended usage time.</p> <p>Campuses are also improving consistency with Summit K12 as teachers become more familiar with the platform.</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 1: Implement various safety measures throughout the district







Evaluation Data Sources: Surveys, safety and discipline documentation

Strategy 1 Details	Reviews
<p>Strategy 1: To ensure the security and protection of students, staff, and property, the board employs school liaison officers (SLOs), and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).</p> <p>Strategy's Expected Result/Impact: Safe school environment</p> <p>Staff Responsible for Monitoring: Executive Director of Student Support Services</p>	<p>Nov November Evidence of Progress  Veteran SLOs are currently training our new deputies on campuses.</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: Provide a safe way for students to report unsafe situations</p> <p>Strategy's Expected Result/Impact: Safe school environment</p> <p>Staff Responsible for Monitoring: Executive Director of Student Support Services</p>	<p>Nov November Evidence of Progress  District and campus personnel receive unsafe situation notifications via the P3 app and Lightspeed system.</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: Executive Director of Student Support Services Campus Principals</p>	<p>Nov November Evidence of Progress  All campuses have completed a lockdown drill as well as other required safety drills.</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: Implement safety protocols to prevent dating violence. See board policy for full policy and protocols.</p> <p>Strategy's Expected Result/Impact: Reduce dating violence</p> <p>Staff Responsible for Monitoring: Executive Director of Student Support Services</p>	<p>Nov November Evidence of Progress  Director of Mental Health & Counseling provides training for campus personnel to reduce dating violence. Monitoring of student email provides warnings about student dating violence for intervention.</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 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., UTMB TCHAT, 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: Director of Mental Health and Counseling</p>	<p>Nov November Evidence of Progress  The Gator Wellness Center has processed 480 referrals to outside agency supports.</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 weekly social-emotional learning lessons using the Second Step and Character Strong programs to help students develop skills in empathy, emotional regulation, and positive relationships.</p> <p>Strategy's Expected Result/Impact: As a result, we expect to see improved student behavior, increased engagement, and enhanced school climate which can be seen with a 5% decrease in campus discipline referrals.</p> <p>Staff Responsible for Monitoring: Director of Mental Health and Counseling</p>	<p>Nov November Evidence of Progress  Second Step and Character Strong are embedded into the weekly implementation plans.</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: Provide prevention training and curriculum. Strategy's Expected Result/Impact: Increased awareness for staff and prevention strategies for students. Staff Responsible for Monitoring: Director of Mental Health and Counseling</p>	<p>Nov November Evidence of Progress  Campuses have been trained on CPS, Human Trafficking and Suicidal Ideation Procedures.</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 4: Support the emotional health of students and staff through coordinated/streamlined services.

Strategy 1 Details	Reviews
<p>Strategy 1: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk. Staff Responsible for Monitoring: Director of Mental Health and Counseling</p>	<p>Nov November Evidence of Progress  The two Gator Wellness Center Clerks have processed 480 referrals through our streamlined process.</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</p> <p>Strategy's Expected Result/Impact: Improved social, emotional and academic performance</p> <p>Staff Responsible for Monitoring: Coordinator of State and Federal Programs</p>	<p>Nov November Evidence of Progress</p> <p> School supplies, clothing, and snacks are always available to students identified as homeless, ensuring their basic needs are met so they can stay focused on learning. In addition to providing these essential resources, we also offer bus transportation to remove barriers to attendance and help students maintain consistent access to their education.</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 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: Coordinator of State and Federal Programs</p>	<p>Nov November Evidence of Progress  The district website is accessible to all parents and serves as a central hub for information, with each department having its own dedicated page and every campus maintaining an individual webpage. Parents receive ongoing communication through ParentSquare or Skyward, ensuring they stay informed and connected to their child's school.</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 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 Career and Technical Education</p>	<p>Nov November Evidence of Progress</p> <p> Parent/Student meetings are held each year in the spring and fall for each POS offering dual credit. A fall CTE showcase was held Nov. 12th for parents and students. CTE will host Symposiums Jan. 13-15 at all junior highs *Junior highs are solidifying Parent Night dates at each of their schools for Spring 2026 CTE will take part in Parent Night on Jan. 22nd</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 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: Survey

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: Coordinator of State and Federal Programs Campus Principals</p>	<p>Nov November Evidence of Progress</p>  <p>In September, DISD released "At Home Parent Guides," a quicklook at what students should be learning in each content and grade level for the 9 weeks. These parent guides also contain social and emotional information, as well as conversation starters to use at home.</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: 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 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: Coordinator of State and Federal Programs</p>	<p>Nov November Evidence of Progress</p> <p> Transition days were held the day before school started to help students acclimate to their new campuses. The high school also hosted a Summer Bridge program for incoming 9th graders and continues to offer "Counselor Conversations" to guide students and parents through high school and planning for life after graduation. In addition, the district has provided multiple opportunities for engagement and support through academic nights, CTE fairs, and college fairs, ensuring families have access to the information and resources they need.</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</p> <p> HR conducts regional salary and benefits analysis and provides data-driven recommendations to strengthen the district's competitive position for recruitment and retention.</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: Continue to grow our own pipeline of employees through our Education & Training CTE Program of Study (POS) where students secure their Educational Aide I certification and earn dual credit hours through College of the Mainland.</p> <p>Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified candidates who are familiar with the needs of DISD students and may begin working as a paraprofessional upon high school graduation while continuing to work on their teaching degree and certification through our partners in education at the College of the Mainland and University of Houston Clear-Lake.</p> <p>Staff Responsible for Monitoring: Director of Career and Technical Education</p>	<p>Nov November Evidence of Progress</p> <p> Students enrolled in our Education & Training Program continue to earn dual credit hours through courses in the coherent sequence. Students are on track to earn credit for the fall semester and instructors continue to review the process of securing their Educational Aide I certification.</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 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.</p> <p>Strategy's Expected Result/Impact: Improved teacher instruction and retention resulting higher student academic achievement</p> <p>Staff Responsible for Monitoring: Executive Director of Teaching and Learning Coordinator of State and Federal Programs</p>	<p>Nov November Evidence of Progress</p> <p> In October, DISD launched the "Beyond the Bell" learning series, an after-school professional development plan to accommodate the needs of growing teachers. Teachers can choose their session and attend either in person or virtually. In addition, campuses embed professional learning sessions each month based on DISD's 4 Instructional Pillars - Aligned instruction, engaging instruction, collecting evidence of student mastery, and writing a little...a lot.</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 available 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 Teacher Excellence and Leadership Development</p>	<p>Nov November Evidence of Progress</p> <p> We held FYTA in August (full day), September, and October (1/2 Day) for all first year teachers. We held NaviGATOR sessions in September and November for all 2nd year teachers for 2 hours after 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: Develop emerging teacher-leaders and mid-level administrators for future positions within the district through leadership academies and opportunities to lead campus and district professional development sessions.</p> <p>Strategy's Expected Result/Impact: Increase the number of effective principals and other school leaders</p> <p>Staff Responsible for Monitoring: Executive Director of School Leadership</p>	<p>Nov November Evidence of Progress</p> <p> We held Aspiring Assistant Principal and Principal Academies for aspiring administrators in September and October.</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: EditRemove</p> <p>Special Programs: Deliver Differentiated, Role-Specific Professional Development: Special Programs will provide ongoing, differentiated training to staff supporting students with disabilities to improve IEP implementation, inclusive instruction, behavior support, and dyslexia services.</p> <p>Strategy's Expected Result/Impact: Increased staff knowledge and confidence in supporting students with disabilities; improved fidelity in delivering accommodations, dyslexia services, and behavioral interventions.</p> <p>Staff Responsible for Monitoring: Special Education Director, Special Programs Coordinators</p>	<p>Nov November Evidence of Progress</p> <p> We have provided training for all life skills teachers, behavior coaches, and dyslexia teachers. We have also provided training for our case managers. We have provided real time training for our life skills and ECSE teachers through our specialist. We have also provided guidance through our part time dyslexia specialist, and contract support for our life skills and behavior coaches. These supports have helped staff with immediate needs and the ability to see the skills modeled for them. This has been a tremendous help for our teachers and paras.</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 3: Provide all staff with a package of benefits and services that addresses personal and professional needs.

Strategy 1 Details	Reviews
<p>Strategy 1: Continue to implement the Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program initiatives and outcomes 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 Director of Teaching Excellence and Leadership Development</p>	<p>Nov November Evidence of Progress  District monitors TIA implementation effectiveness through data collection, participant feedback, and program outcomes, and provides regular updates to stakeholders on participation rates and impact.</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  The district implements comprehensive wellness initiatives through monthly communications, preventive health services, and targeted incentives, while tracking participation rates and program effectiveness.</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 5: DISD will provide operational services to support the success of student learning

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

Strategy 1 Details	Reviews
<p>Strategy 1: Maximize use of Erate funding to improve network connectivity.</p> <p>Strategy's Expected Result/Impact: Minimal to no network outages and downtime for students and staff</p> <p>Staff Responsible for Monitoring: Director of Technology</p>	<p>Nov November Evidence of Progress</p> <p> Erate meetings set to determine Category 2 budgeting for batteries for network equipment, core switches at Dickinson High School, and licensing for access points so that we can submit when the cycle opens.</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>	



TEACHING & LEARNING

COMMITTED TO EQUIPPING EVERY TEACHER TO GROW EVERY STUDENT

Board Summary: Evidence of Progress - November

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

Dickinson ISD continues to make strong progress toward providing effective teaching and learning experiences for all students. The PLC process is firmly embedded in Content Team Time, where teachers collaboratively plan high-quality, grade-level instruction and use student evidence to guide real-time adjustments. Monthly Curriculum Leadership Team meetings ensure instructional alignment across the district.

Early literacy remains a major focus. All K–3 classrooms deliver daily Foundational Skills instruction using resources such as Foundations, Heggerty, and HMH. Teachers receive ongoing support through Literacy Labs, curriculum specialist visits, and structured feedback. The use of decodable texts is increasing, supported by clear expectations and twice-monthly training.

Writing instruction has strengthened districtwide through implementation of WeWrite, short constructed responses, and document-based questions. Teachers are using consistent writing routines, graphic organizers, and exemplars to build student ownership of writing.

The district has expanded support for Emergent Bilingual students. Following a Dual Language/ESL program evaluation, teachers are receiving targeted PD on language acquisition strategies, additional ESL certification support, and increased use of Summit K12 for personalized learning and alignment with STAAR accommodations.

All campuses have intervention time built into their schedules. Students receive support through Amplify, ST Math, Zearn, IXL, and Summit K12. Data meetings after each common assessment help principals and teachers monitor progress and plan next steps. In grades K–3, progress monitoring rates remain strong, and usage of Boost and Summit K12 continues to improve.

Special education services have strengthened through improved case management procedures, clearer compliance monitoring, and enhanced transition services with partners such as Texas Workforce Commission, Goodwill, CBVI, and Moody Gardens. Additional training supports effective transition planning and behavior systems.

Overall, the district's coordinated efforts in planning, instruction, intervention, writing, foundational skills, and student services reflect significant progress toward ensuring continuous academic success for every student.

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

The district continues to strengthen campus safety and student support through coordinated training, proactive monitoring, and comprehensive wellness services. Veteran SLOs are currently training new deputies across campuses, and district personnel receive real-time unsafe situation notifications through the P3 app and Lightspeed system. All campuses have successfully completed lockdown and other required safety drills.

To support student well-being, the Director of Mental Health & Counseling provides ongoing training to reduce dating violence, complemented by active monitoring of student email that alerts staff to concerns requiring intervention. Campuses

have also been trained on CPS reporting, Human Trafficking awareness, and Suicidal Ideation Procedures.

The Gator Wellness Center continues to serve as a key resource, with its two clerks processing 480 referrals to outside agencies through an efficient, streamlined system. Second Step and Character Strong lessons remain embedded in weekly implementation plans to reinforce social-emotional learning.

Additionally, the district provides critical support for students identified as homeless, including access to school supplies, clothing, snacks, and bus transportation—helping remove barriers to attendance and ensuring every student can stay focused on learning.

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

DISD continues to strengthen family and community partnerships through clear communication, accessible resources, and expanded engagement opportunities. The district website serves as a central hub for parents, with dedicated pages for each department and campus, while ongoing communication through ParentSquare and Skyward keeps families consistently informed.

In September, the district released “At Home Parent Guides,” providing families with an overview of grade-level learning, social-emotional supports, and conversation starters to promote learning at home. DISD also supported smooth transitions and strong connections through transition days before school began, a Summer Bridge program for incoming 9th graders, and ongoing “Counselor Conversations” at the high school. Additionally, families have been engaged through academic nights, CTE fairs, and college fairs, offering meaningful opportunities to learn about academic pathways, programs, and future planning. Collectively, these efforts reflect DISD’s commitment to building strong, informed, and supportive partnerships with families and the community.

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

DISD continues to strengthen its workforce through competitive compensation analysis, targeted professional development, and strong community partnerships. The district launched the *Beyond the Bell* after-school learning series to offer flexible PD, while campuses embed monthly training aligned to DISD’s Four Instructional Pillars. New and early-career teachers receive structured support through FYTA and NaviGATOR sessions, and leadership development is offered through Aspiring Administrator Academies. Specialized training and real-time coaching have been provided for life skills, ECSE, dyslexia, behavior staff, and case managers, helping improve instructional capacity and immediate classroom support.

The district monitors TIA implementation and promotes staff well-being through ongoing wellness initiatives. Additionally, partnerships with more than 60 industry representatives in the Business & Industry Advisory Board are strengthening workforce pathways through guest speaker opportunities, internships, mock interviews, material donations, and job placements for students. Together, these efforts support the recruitment, development, and retention of effective staff focused on student success.

Goal 5: DISD will maximize use of Erate funding to improve network connectivity.

Erate meetings are set to determine Category 2 budgeting for batteries for network equipment, core switches at Dickinson High School, and licensing for access points so that we can submit when the cycle opens.



TEACHING & LEARNING

COMMITTED TO EQUIPPING EVERY TEACHER TO GROW EVERY STUDENT

We are on track with:

DISD is making strong progress across all goals. Instructionally, PLCs are functioning effectively, early literacy and writing practices are strengthening, and intervention systems are in place across all campuses. Safety measures—including drills, SLO training, and digital alert monitoring—are consistently implemented, and the Gator Wellness Center has processed 480 referrals. Family communication remains strong through ParentSquare, Skyward, and parent resources, while engagement opportunities such as academic nights and career fairs continue to grow. Staff development is supported through Beyond the Bell, FYTA, NaviGATOR, and leadership academies. E-rate planning is underway to ensure timely submission for network batteries, DHS core switches, and access-point licensing.

What we need to focus on:

The district should continue improving consistency in foundational literacy practices, writing routines, and intervention fidelity. Data-driven decision-making needs deeper alignment with progress-monitoring results. Additional focus is needed on supporting Emergent Bilingual and Special Education students, strengthening SEL implementation, and enhancing staff preparation for safety and wellness concerns. Increasing family participation at events and continuing to build recruitment and retention pipelines remain important. E-rate equipment needs must be finalized before the application window opens.

Next Steps:

Key next steps include reinforcing coaching and expectations for literacy, writing, and intervention practices; strengthening PLC data protocols; expanding targeted support for EB and SPED students; and refining mental health and safety response systems. The district will increase outreach for family engagement, continue leadership development and teacher mentoring, and finalize Category 2 budgets for E-rate submission. These steps will help maintain momentum and ensure continued progress toward district goals.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Item Title: 2024-25 Dual Language and ESL Program Evaluation Report

Agenda Item: Lindsey Suarez, Nicole Fleming

Background Information:

The 2024-25 DISD Dual Language and ESL Program Evaluation Report is attached. Nicole Fleming, Coordinator of Emergent Bilingual, will present an overview.

Recommendation:

Information only

Action Item: _____ Yes No

2024-2025 Dickinson ISD Dual Language and ESL Program Evaluation Report

Nicole Fleming, Coordinator of Emergent Bilingual Programs

The state of Texas requires an annual evaluation of bilingual and ESL programs in all school districts where these services are offered [TAC § 89.1265]. The annual school district report of educational performance must include the following information:

- academic progress in the language(s) of instruction for emergent bilingual (EB) students by program model;
- the extent to which EB students are developing English proficiency by program model,
- the number of EB students who have been reclassified as English proficient;
- frequency and scope of professional development for teachers and staff serving EB students; and
- the number of teachers for whom a bilingual exception or ESL waiver was filed.
- the number of students under the bilingual exception and/or ESL waiver who were temporarily served with alternative methods.

SUMMARY

- Current EB students in the ESL program did not perform as well as district students overall on STAAR 3–8 English reading. However, EB students in the Dual Language program performance on the STAAR 3–8 English reading assessment was only two percentage points lower than the district.
- Current ESL students also did not perform as well as the district average on all subjects tested (STAAR 3-8 and STAAR EOC), with particularly low passing rates on English I and English II EOC exams.
- On the TELPAS, ESL students showed higher English language proficiency than Dual Language students.
- At the junior high level, ESL students' performance was significantly lower than the district average. The gap was especially pronounced in Social Studies, where scores were 30 percentage points lower. This underperformance may be directly correlated with the number of ESL waivers filed for teachers at the junior high level (16).
- Professional development was primarily focused on the elementary level (PK–5) and on supporting the Dual Language program.
- There was a notable shift in the percentage of students rated at the Beginning level between Kindergarten and 1st grade, where ratings are holistic, compared to 2nd grade, where students complete the TELPAS online assessment. This highlights the need for calibration across all four language domains.
- The high number of waivers and exceptions highlights the critical need for certified teachers and more strategic scheduling to support equitable student outcomes.

Program Overview

Texas state law mandates that specialized linguistic programs be provided for students identified as Emergent Bilingual (EB). These programs are designed to help EB students integrate into the general curriculum and ensure equitable access to educational opportunities.

Under the Texas Education Code (TEC) Chapter 29, Subchapter B (§29.051), every student whose home language is other than English must be offered the opportunity to participate in a bilingual or special language program. The Texas Administrative Code (TAC) Chapter 89, Subchapter BB further establishes the framework and standards for implementing these programs.

DISD fulfills these state requirements by offering a Dual Language One-Way program and an English as a Second Language program.

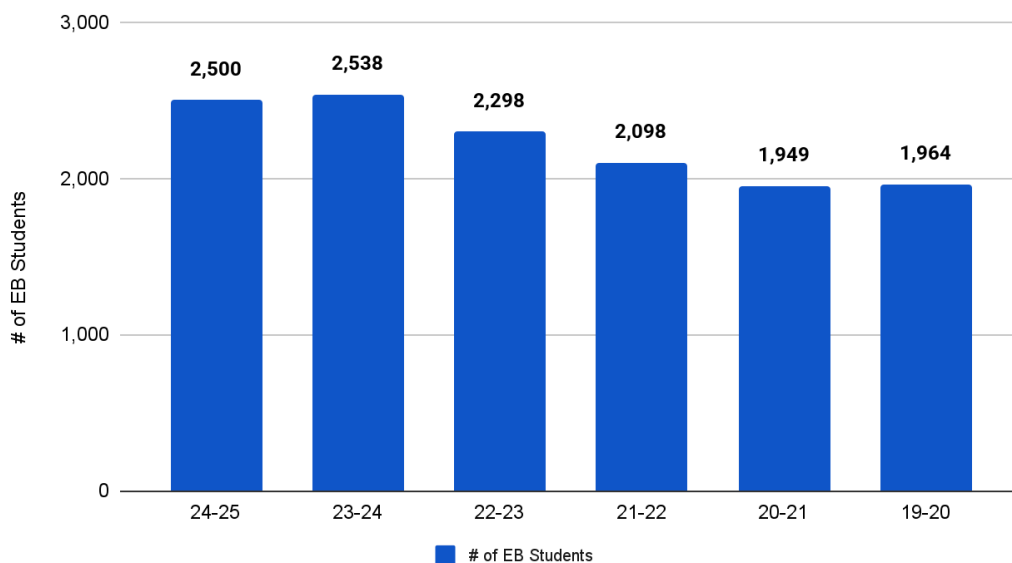
Dual Language One- Way Program. Beginning in pre-kindergarten, the Dual Language One-Way Program is available for EB students at selected elementary and middle schools. This program provides EB students with the opportunity to develop bilingualism and biliteracy in both English and the partner language. Instruction in both the student’s native language and English, ensuring continued academic progress while English proficiency develops. The native language serves as a bridge to the curriculum and supports cognitive and academic growth.

English as a Second Language Program. The ESL program is offered at all grade levels on every campus across the district. This program focuses on helping students master grade-level content while becoming proficient in listening, speaking, reading, and writing in English through intensive, subject-integrated instruction.

Dickinson ISD Emergent Bilingual Population

Number of Emergent Bilingual Students Enrolled in DISD

Figure 1. Number of EB Students Enrolled in DISD Schools 2019-2020 to 2024-2025



Source: PEIMS Fall Snapshot

- Over six years, the number of EB students has **increased by 536 students**, from **1,964 in 2019–2020** to **2,500 in 2024–2025** (see **Figure 1**). This reflects a **steady and consistent upward trend** in the EB student population

Number of Emergent Bilingual Students by Program

The total number of Emergent Bilingual students enrolled in DISD in October 2024 was 2,500 as reported in the PEIMS fall snapshot data file for the 2024-2025 school year. Forty two percent of EBs were served in the Dual Language One-Way program, 54% were served in an ESL program, and 4% did not receive linguistic services (see **Table 1**). Data for 2024–2025 are shaded in blue.

Table 1. Number of EB Students in DISD 2023-2024 to 2024-2025				
Program	Number of Students		% of EB students	
	2024-2025	2023-2024	2024-2025	2023-2024
Dual Language	1,030	993	42%	39%
ESL	1,359	1,426	54%	56%
Not Served	111	119	4%	5%
Total Count	2,500	2,538	100%	100%

Source: PEIMS Fall Snapshots

- The Dual Language program saw an increase in enrollment from 993 to 1,030 students, rising from 39% to 42% of the EB population.
- Conversely, ESL enrollment decreased from 1,426 to 1,359 students (56% to 54%).
- The proportion of students not served remained relatively stable at 4–5%.

Languages Spoken by DISD EB Students as of 10/30/2024

A total of 29 languages are spoken across the district, the most common language is Spanish, spoken by 2,440 students. 95% of EB students were native Spanish speakers with Vietnamese being the next most commonly spoken language.

Table2. Languages Spoken by EB Students 2024-2025

Home Language	Number	Percent
Spanish	2440	95.05%
Vietnamese	33	1.29%
Cambodian	19	0.74%
Afrikaans	2	< 1%
Akan	3	< 1%
Arabic	7	< 1%
Bengali	3	< 1%
Bosnian	1	< 1%
Czech	1	< 1%
French	2	< 1%
Hebrew	1	< 1%
Ilonggo	1	< 1%
Krio	1	< 1%
Malayalam	2	< 1%
Mandarin	2	< 1%

Home Language	Number	Percent
Mande	1	< 1%
Nepali	3	< 1%
Other Languages	2	< 1%
Pilipino	4	< 1%
Portuguese	1	< 1%
Russian	4	< 1%
Serbian	2	< 1%
Sindhi	1	< 1%
Sinhalese	1	< 1%
Swahili	4	< 1%
Telugu	2	< 1%
Ukrainian	7	< 1%
Urdu	9	< 1%
Yoruba	3	< 1%
Total	2567	100%

Source: Skyward, Home Language Survey

Data Collection & Analysis

All Dual Language or ESL students with valid assessment results from 2024-2025 were included in analyses for this report. Data from the State of Texas Assessments of Academic Readiness (STAAR 3-8, first administration only), STAAR End-of-Course (EOC, all students tested in spring including retesters), and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level, comparisons were made between dual language students, ESL students, and all students district wide.

For each test, the percentage of students who met Approaches Grade Level standard or higher is shown. TELPAS results are reported at the composite level. This reflects attainment, i.e., the overall level of English language proficiency exhibited by EB students. For this indicator, the percent of students at each proficiency level is presented.

Academic Progress of EBs in dual language and ESL programs

The following figures show the percent of current EB students who met or exceeded the Approaches Grade Level standard on the STAAR 3-8 in 2025.

ACADEMIC PROGRESS ELEMENTARY SCHOOL (PK-5)

STAAR Reading.

Percentage of Students Who Met or exceeded the Approaches Grade level Standard on the STAAR Reading test in the 2024-2025 school year

Figure 2a. Grades 3-5 Dual Language

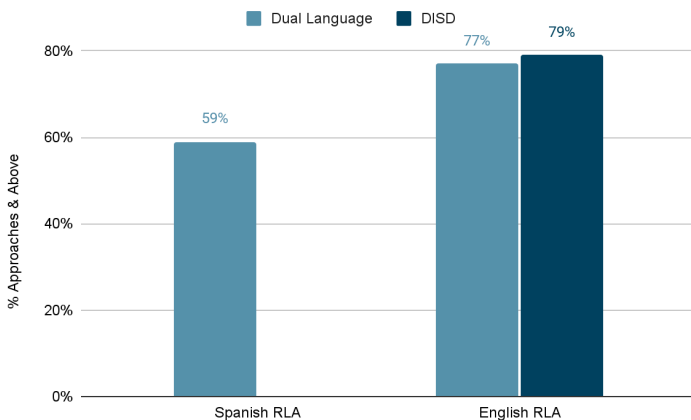
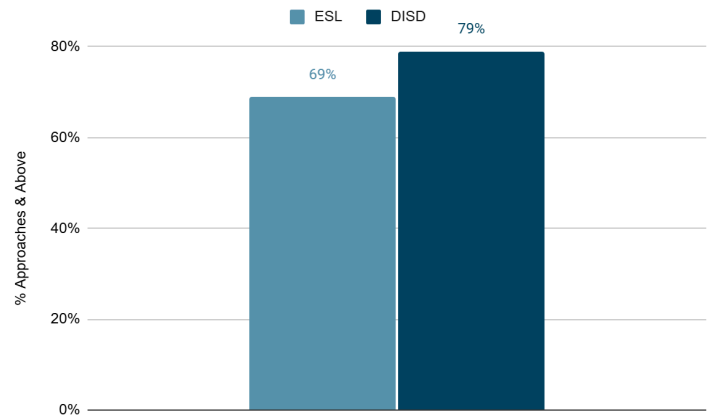


Figure 2b. Grades 3-5 ESL



Source: TX Assessment Research Portal

- A total of 911 current emergent bilingual students took the reading portion of the STAAR, of these, 22% completed the Spanish version, while 78% completed the English version.
- Performance on the English STAAR Reading test for Dual Language students was lower than the district, by only 2 percentage points (Figure 2a - English RLA).

STAAR Mathematics.

Percentage of Students Who Met or exceeded the Approaches Grade level Standard on the STAAR Mathematics test in the 2024-2025 school year

Figure 3a. Grades 3-5 Dual Language

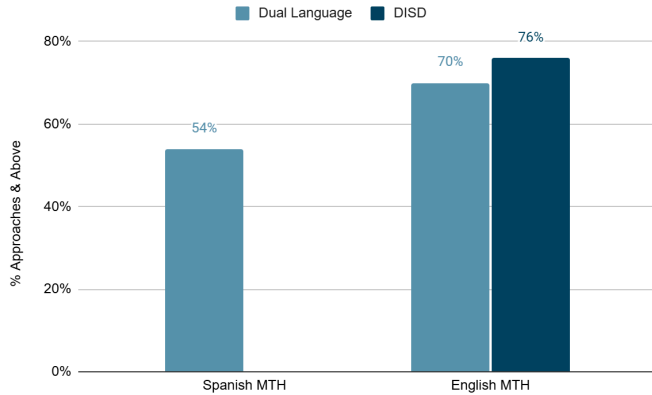
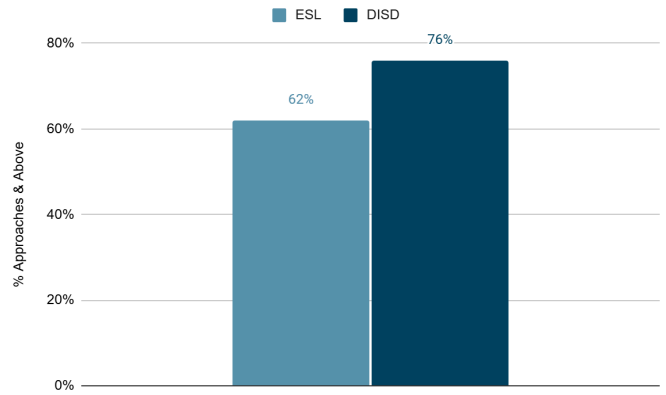


Figure 3b. Grades 3-5 ESL



Source: TX Assessment Research Portal

- Performance of Dual Language students on the Spanish version of STAAR was lower than on the English version of the test for both reading (59% vs. 77%) and mathematics (54% vs. 70%), as shown in Figures 2a and 3a.
- Data for STAAR Mathematics showed that ESL students had a lower passing rate compared to both the district average and Dual Language students. (See Figures 3a and 3b)

STAAR Science.

Percentage of Students Who Met or exceeded the Approaches Grade level Standard on the STAAR Science test in the 2024-2025 school year

Figure 4a. Grades 3-5 Dual Language

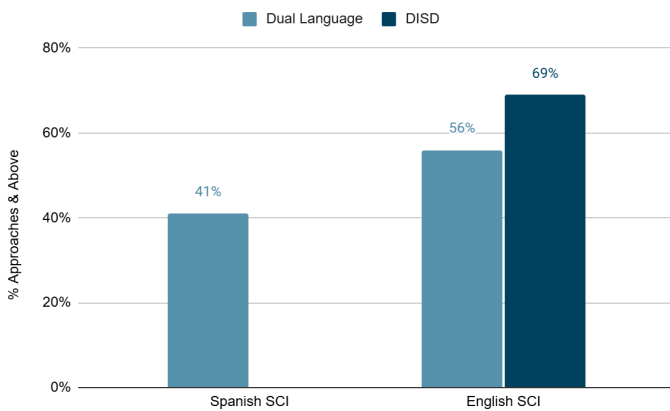
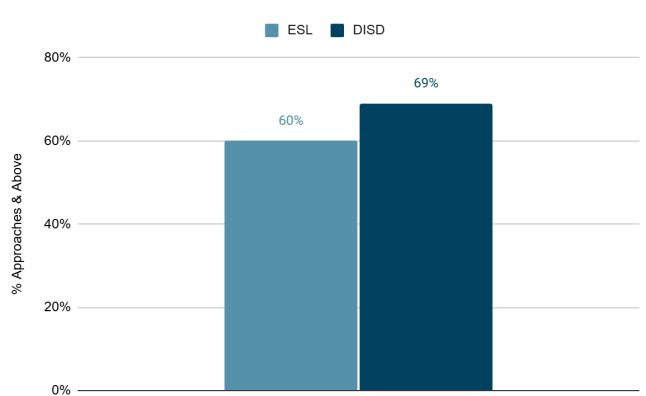


Figure 4b. Grades 3-5 ESL



Source: TX Assessment Research Portal

- Students in the ESL program performed closer to the district average, with 60% meeting the standard in the English version of the test compared to the district’s 69%. Dual Language students scored 56%, about 13 percentage points below the district average.
- Spanish testers showed the widest performance gap, scoring 28 percentage points below the district average.

ACADEMIC PROGRESS MIDDLE SCHOOL (6-8)

Percentage of Students Who Met or exceeded the Approaches Grade level Standard on the STAAR Reading test in the 2024-2025 school year

Figure 5a. STAAR RLA: Grades 6-8 ESL

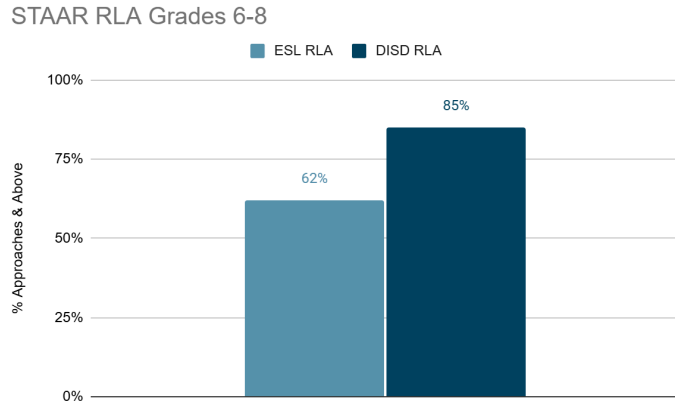


Figure 5b. STAAR Math: Grades 6-8 ESL

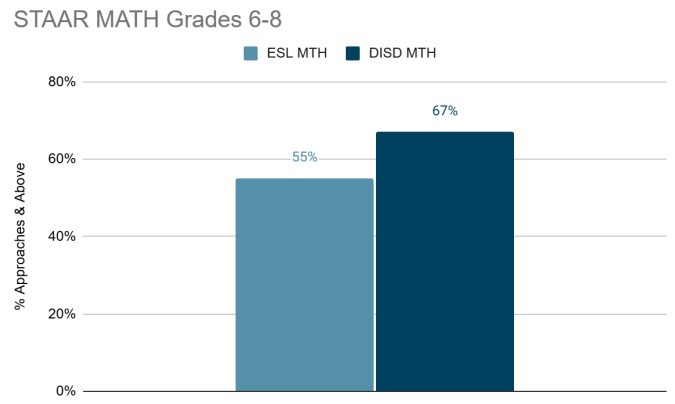
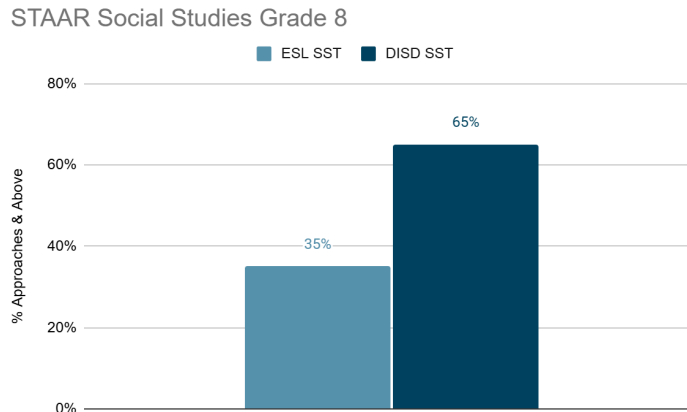


Figure 5C. STAAR Social Studies: Grades 6-8 ESL

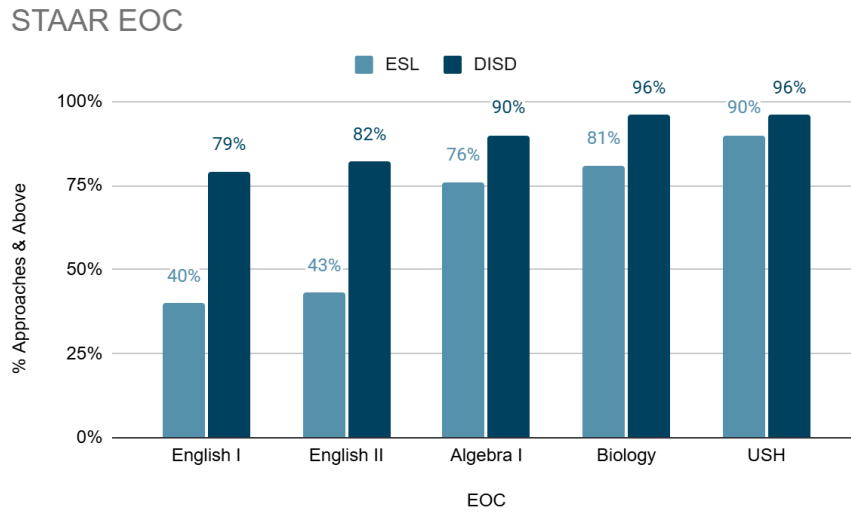


Source: TX Assessment Research Portal

- At the junior high level, ESL students’ STAAR 3–8 Reading performance was substantially below the district average, with a gap of 23 percentage points.
- Similarly, ESL students’ performance in Mathematics was significantly lower than the district average, trailing by 12 percentage points.
- The largest gap is in Social Studies, where only 35% of ESL students met standard compared to 65% districtwide, with a gap of 30 percentage points.

ACADEMIC PROGRESS HIGH SCHOOL STAAR EOC

Figure 6. STAAR EOC Percent of Students Who Met or Exceeded the Approaches Grade level Standard by Subject in the 2024-2025 school year

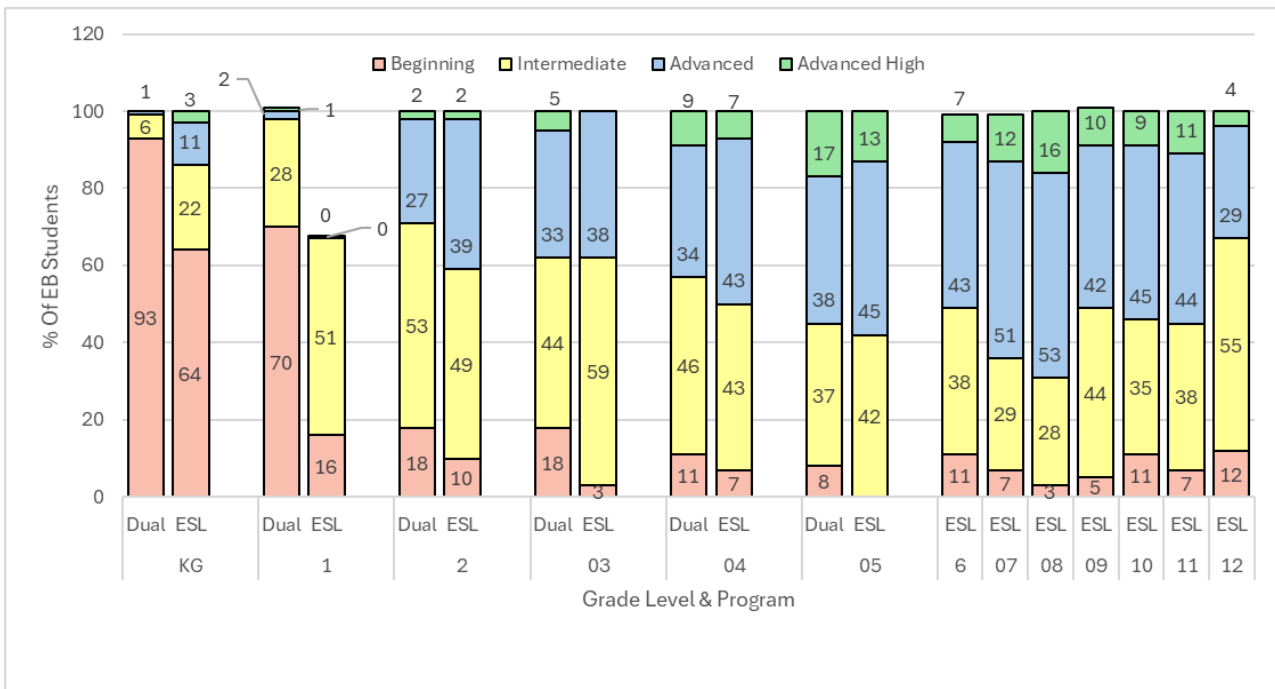


Source: TX Assessment Research Portal

- For each EOC test, figure 6 shows the percentage of ESL and DISD students who met or exceeded the Approaches Grade Level for 2024–2025.
- Across all subject tests, current ESL students did not perform as well as the district. English I and II (40 and 43 percent Approaches Grade Level, respectively) were lowest when compared to district results.

TELPAS

Figure 7. TELPAS Composite Proficiency Ratings for Dual Language and ESL Students, 2025

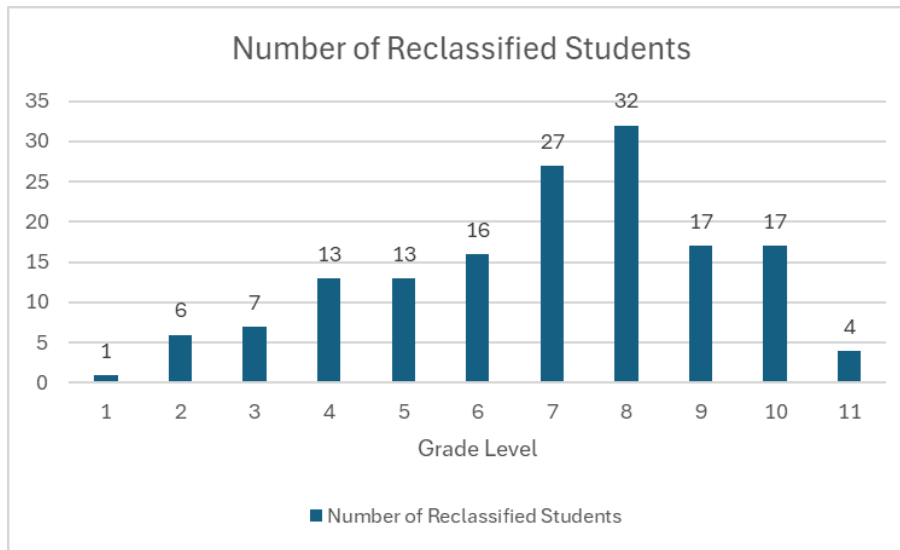


Source: TELPAS data file 7/8/2025

- A total of 2,268 Emergent Bilingual (EB) students participated in TELPAS during the 2024–2025 school year.
- In grades KG–5, ESL students consistently showed greater English language proficiency compared to their Dual Language peers.
- Through grade 3, Dual Language students had a higher percentage of students at the Beginning level of proficiency (sections shaded red), and a lower percentage at Advanced or Advanced High levels (light or dark green), than did ESL students (Figure 7).

RECLASSIFICATION

Figure 8. Reclassification Rate



Source: TELPAS data file 7/8/2025

- Based on the 2025 criteria for reclassification and exit to English Proficient, 153 out of 2,076 EB students (7.34%) in grades 1-12 that tested attained the English proficiency, passed their 2025 STAAR Reading, EOC English or IOWA assessment.
- The speaking and writing domains of TELPAS are the primary reason that most EB students in the district and across Texas have not yet met reclassification criteria. DISD has purchased Summit K12 licenses for all EB students in grades 2–5, as well as for newcomers at the junior high and high school levels. Students are expected to grow by at least one proficiency level during the 2025–2026 school year.

ESL WAIVERS AND BILINGUAL EXCEPTIONS

Table 3. Bilingual Exceptions & ESL Waivers 2024-2025		
Grade Level	Bilingual Exception	ESL Waiver
Elementary School	3	21
Middle School	3	6
Junior High School	N/A	16
High School	N/A	10
Total	6	53

Source: TEAL Waiver Submission 2024-2025

- 153 Dual Language students and 415 ESL students were temporarily served with alternative methods.
- Region 4 provided the ESL 154 Supplemental Certification Training for DISD teachers seeking ESL certification, with a total of 62 teachers participating.

PROFESSIONAL DEVELOPMENT

Table 4. Professional Development Teachers of EB Students 2024-2025			
Nine Weeks	Date	Grade	Topics
1st	September 12, 2024	3 & 4	Analyze TELPAS DATA/BIL Pairs/Action Steps.
1st	September 17, 2024	2 & 5	Analyze TELPAS DATA/BIL Pairs/Action Steps.
1st	October 8, 2024	PK/K	TELPAS Collecting w/Fidelity & alignment throughout grade level
2nd	October 30, 2024	3 & 4	Model PVR/STAAR Aligned ?s/Exit Tickets-RLA
2nd	November 6, 2024	2 & 5	Data Trackers/RLA Model Lesson/PLanning
2nd	November 13, 2024	PK/K	mClass Progress Monitoring/Effective Scaffolding PD
3rd	January 14, 2025	3 & 4	Analyzing Data & Maximizing our Writing Blocks PD & Planning
3rd	January 29, 2025	2& 5	Analyzing Data & Maximizing our Writing Blocks PD & Planning
3rd	February 4, 2025	1st	Analyzing Dual Language Reports, Dyslexia Screeners
3rd	February 11, 2025	PK/K	Analyzing Data & Maximizing Phonics
4th	March 5, 2025	PK-5	4th NWKs there is PSBM, STAAR & EOY Assessments

- In order to meet the affective, linguistic and cognitive needs for EB students in the Dual Language and ESL programs, professional development was provided throughout the year.
- Additionally, coaching was offered to teachers who were not appropriately certified to ensure the effective implementation of bilingual strategies.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: December 9, 2025

Item Title: 26-27 DHS Academic Handbook

Agenda Item: Lindsey Suarez, Courtney Ramirez, and Kendra Berg

Background Information:

The 26-27 Dickinson High School Academic Handbook will be presented for your review and approval. The content presented in printed format will be the same content posted online. We will preview the website and will publish it for the public after Board approval.

Recommendation:

The Superintendent, Deputy Superintendent of Educational Services, and the Dickinson High School Principal recommend approval of the content of the 25-26 DHS Academic Handbook.

Action Item: Yes No

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

PROMOTING EXCELLENCE & EQUITY

DICKINSON HIGH SCHOOL

2026-2027

ACADEMIC HANDBOOK

DICKINSON
INDEPENDENT SCHOOL DISTRICT

2218 FM 517 E., P.O. DRAWER Z, DICKINSON, TX 77539

WWW.DICKINSONISD.ORG | 281.229.6000

Dickinson High School

Promoting Excellence and Equity

Academic Handbook 2026-27

This guide has been designed to provide curriculum information for the 2026-27 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 English 1, English 2, Algebra I, Biology, and US History STAAR End Of Course 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 2026-2027 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 students 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

2026-2027

Sections and Sub-Tabs

Section 1 General Information

College Career Military Readiness
Credit Information
Grades and Grading
Graduation Ceremony
Student Schedules
Final Exam Exemptions

Section 2 Graduation Plans

State Graduation Plans
Sample Four - Year Plan
Performance Acknowledgements
Arts and Humanities
Business and Industry
Public Services
STEM
Multidisciplinary

Section 3 Course Descriptions

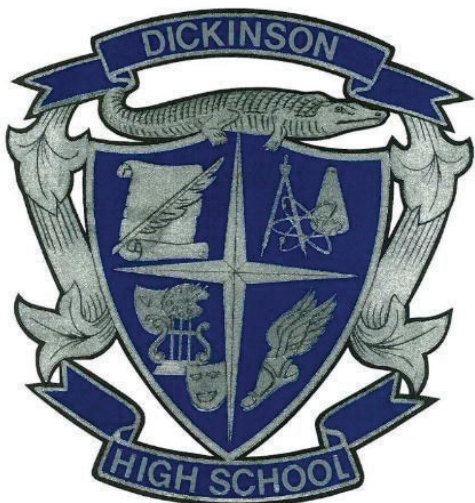
Course Descriptions
English
Math
Science
Social Studies
LOTE
Fine Arts
Health & PE
CTE

Section 4 Program Guidelines

Advanced Placement
Career Technical Education
Collegiate High School
Dual Credit
Dual Credit Workforce
Dual Enrollment OnRamps
Dickinson Continuation Center
Response to Intervention
Special Programs
English Language Learner
Gifted and Talented
Section 504
Special Education
University Interscholastic League

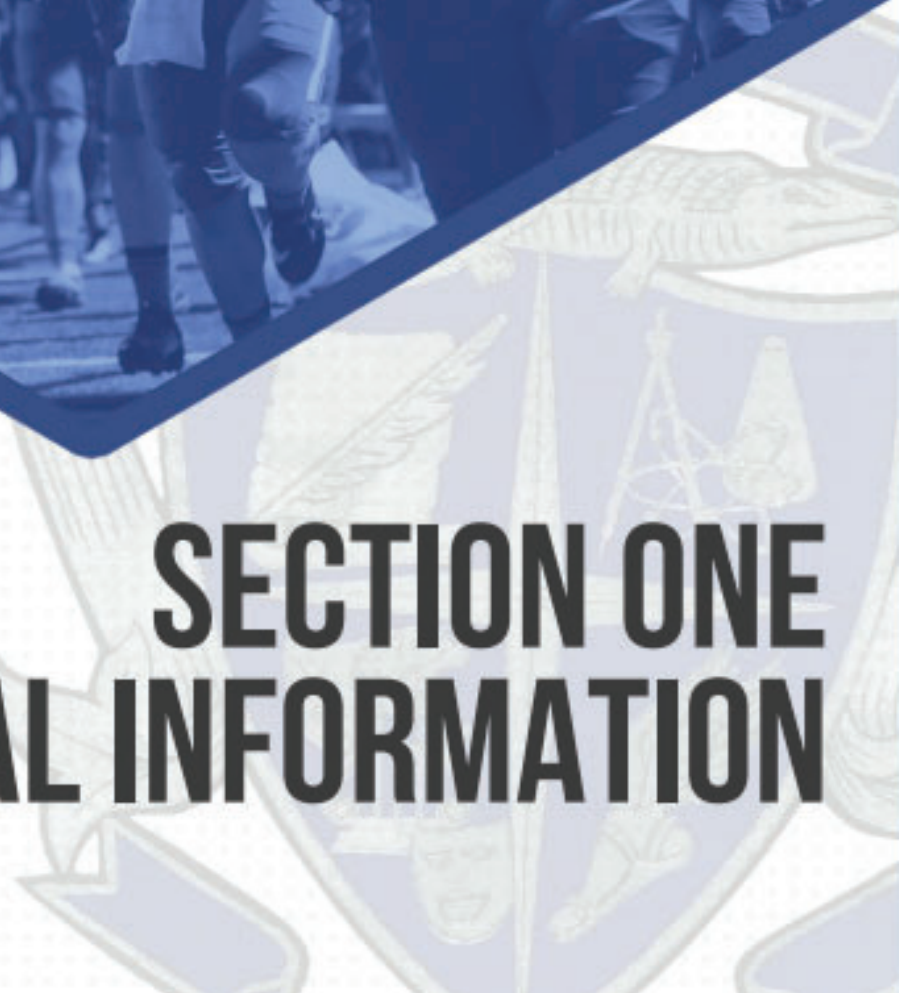
Section 5 College Planning

College Planning Checklist
Post-Secondary Checklists
NCAA
Resources





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



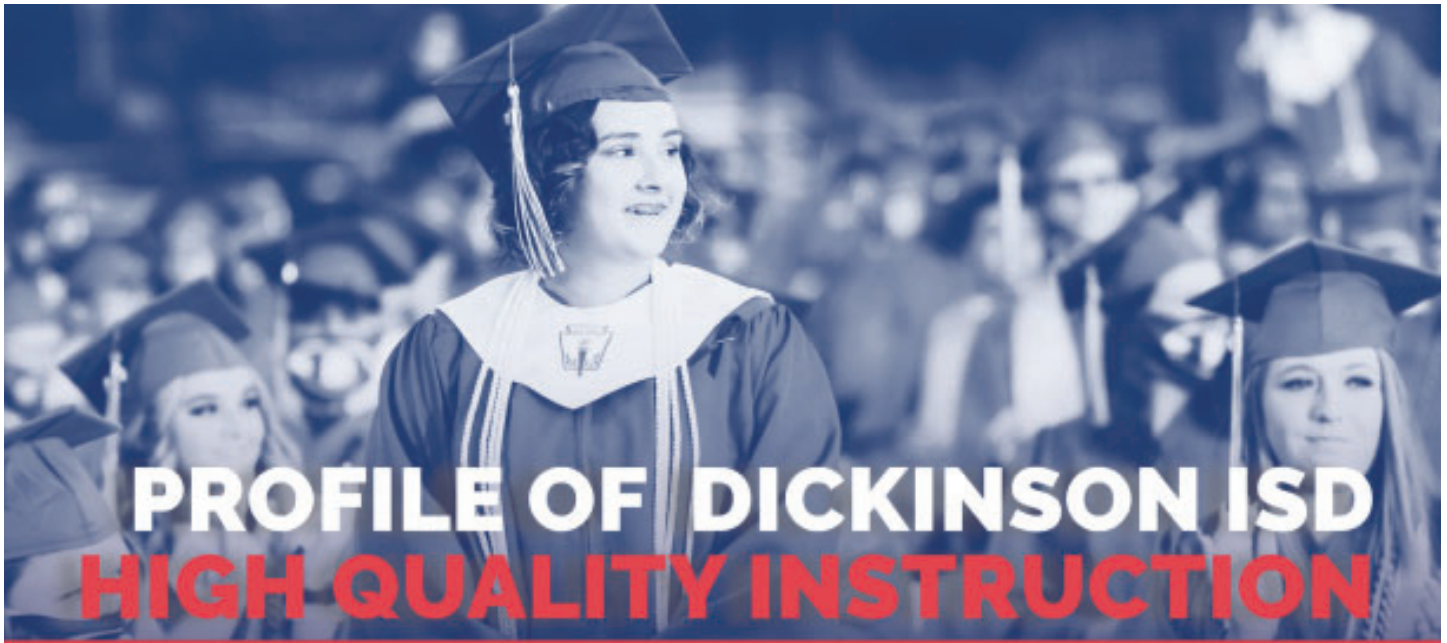
CONTRIBUTOR

- 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.

CCMR

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
- Complete a program of study in CTE and earn an industry-based certification (IBC – listed in CTE course descriptions) or a level 1 certificate
- Graduate with a completed IEP and workforce readiness
- Enlist in one of the Armed Forces including the Texas National Guard
- Pass the ASVAB and complete the DHS JROTC program
- 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

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA2	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND	Score ≥ 5 on the essay		
		OR				
	Combination	Score ≥ 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
		OR				
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay		
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	TSIA2	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		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.
- **Summer School Now- Online Credit Recovery & Initial Credit:** 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. Courses are \$50 per course, or \$25 per course for students on free and reduced lunch. *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 practicum** (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

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

****Advanced CTE practicums will be on the 5.0 scale. Courses are designated in Section 3: Course Descriptions of this handbook.**

GPA Course Waiver

Dickinson ISD strives to encourage students to pursue their areas of special talents and interests to enrich their academic experiences and achievements. We believe this will foster continued and increased involvement in extra-curricular programs and ensure all our students have access to a well-rounded education. Dickinson ISD students may pursue a GPA Waiver for any year long, one credit elective course that does not count as a content course in the areas of English, Science, Social Studies, Mathematics and LOTE. This option allows students who receive an “A” in a qualifying elective course to request that it be converted to credit with no grade points.

Waiver Guidelines:

- During his or her four years of high school, a student may opt out of four total qualifying electives if the student earns an “A” average in the class for the semester.
- Courses taken for one semester only cannot be combined with a different course taken for one Semester only.
- One GPA waiver is allowed per school year.
- Students must submit a GPA waiver request form to their counselor on or before the Friday before Thanksgiving at 2:45 P.M.
- Students who choose the GPA waiver will receive credit but not receive grade points for the class. The numerical grade reflected on the transcript will be a P.
- Advanced Placement/Pre-AP/Honors/Dual Credit electives are not included in the waiver.
- Courses taken during the senior year will be waived at the third nine week grading period.
- All transfer students who enroll after the 1st nine weeks must submit a waiver within 30 days of enrollment.

GPA Waiver Courses:

Physical Education:

Athletics
Cheer
JROTC
PE
Weight Training

Electives:

AVID
PALS
Debate

Fine Arts:

Art

Band
Color Guard
Choir
Dance
Drill Team
Technical Theatre
Theatre Arts
CTE:
Auto Basics
Principles of Agriculture
Principles of Audio Video
Principles of Construction

Principles of Business
Principles of Education and Training
Principles of Health Science
Principles of Law and Safety
Principles of App Engineering
Fundamentals of Comp Sci
Intro to Cosmetology
Intro to Barbering
Intro to Culinary

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	1st semester	Grade points	Credits Attempted	Credits Earned
<i>English</i>	90	3.5	.5	.5
<i>Algebra</i>	60	0.0	.5	0
<i>Science AP</i>	88	5.0	.5	.5
<i>History</i>	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 in the 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 of Dickinson High School. DCC graduates will participate in a separate DCC Graduation ceremony.
- 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 5% effective 2026). **To be considered for admission, one must complete the application process to the intended college. Students must complete Algebra 2 and complete an endorsement to be eligible for automatic admissions.**

TRANSCRIPTS and REQUESTS

Students have access to the most recent transcript on their Skyward account beginning with the second semester of 9th grade. Students who need an official transcript sent to an educational institution or scholarship committee must make a request on Parchment. All students have a Skyward and access to create a Parchment account. Students may go to the College and Career Center for assistance with these accounts. Transcripts are processed within 5 business days. **Student fees must be cleared in order to fulfill transcript requests.**

Here is a video explaining how to create your Parchment account:

<https://vimeo.com/showcase/9672793/video/729325658>.

Here is a video explaining how to request a transcript through your parchment account:

<https://vimeo.com/showcase/9672793/video/730504159>.

EXIT LEVEL ASSESSMENT

Students will be required to take the STAAR EOC assessments as part of their graduation requirement. Students must meet the approaches level 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 the required passing score. Required STAAR assessments are:

- English I
- English 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 submit a written letter to the principal committing to taking the needed STAAR tests until requirements are met by the end of school day on the Friday before Graduation.

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 a current employee of Dickinson ISD may request to have their parents 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. This code, 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 GRAD 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 online and sample course selection sheet during a class presentation from their counselors. Students meet with counselors in groups to complete course requests based on endorsement pathways.

March-April: Parents and students can view course requests in Skyward. Parents may request updates/ changes by emailing the student's counselor. It is the expectation 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. Students and parents may see changes in requested courses based on data the campus receives in the summer including: EOC test scores, final grades from prerequisite courses, classes that did not "make" due to too few requesting students.

August: Schedules will be made available in Skyward approximately one 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 only be made for the following reasons by using the Schedule Change Request Form.

- Data entry errors, 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. Parents requesting a change also need to request the conference with the teacher.
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/course.

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. Course Spring 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. For AP Courses the student need to be passing the AP Course and registered for that AP exam

ALL absences count against exemption qualifications except for school related business (field trips, competitions, performances, ect). 5 tardies is equivalent to 1 absence.

2. Discipline Requirements:

1. ISS/OSS during Spring Semester = exemption denied for all exams
2. DAEP placement or continuation of prior placement during the semester of the exam = exemption denied for all exams that semester
3. Discipline referral in a class = exemption denied for that class

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, Lab-based Science*, and one advanced Science credit	Science — 4 credits Biology, Lab-based Science*, and two advanced Science credits
Social Studies — 3 credits World Geography or World History, U.S. History, Government, and Economics (PFL Econ)	Social Studies — 3 credits World Geography or World History, U.S. History, Government, and Economics (PFL Econ)
Languages other than English — 2 credits in the same language	Languages other than English — 2 credits in the same language
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

* **Lab-based Science** - IPC, Chemistry, or Physics

****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"> ● English & Communications ● Accounting & Finance ● Marketing & Sales ● Plant Science ● Automotive ● Cosmetology/Barbering ● Digital Communications ● Graphic Design & Media ● Real Estate ● Refining & chemical Processing ● Cybersecurity ● Programming & Software Development ● HVAC & Sheet Metal 	<ul style="list-style-type: none"> ● AFJROTC ● Teaching and Training ● Law Enforcement ● Diagnostic and Therapy Services 	<ul style="list-style-type: none"> ● Math ● Science ● Cybersecurity ● Engineering Foundations ● Programming and Software Development ● Mechanical & Aerospace Engineering 	<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)**

English 1

English 2

Algebra 1

Biology

US History

Performance Acknowledgements

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

4-Year Personal Graduation Plan (Sample)

Endorsement:

- Arts & Humanities
- Business & Industry
- Public Services
- STEM
- Multidisciplinary

Foundation Plan- 22 Credits	Endorsements- 26 credits	Planning for the Future
<p>English — 4 credits</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> Advanced Math <p>Science — 3 credits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Biology <input type="checkbox"/> Lab- Science <ul style="list-style-type: none"> <input type="checkbox"/> IPC, Chemistry, or Physics <input type="checkbox"/> Advanced Science <p>Social Studies — 3 credits</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <input type="checkbox"/> LOTE 1 <input type="checkbox"/> LOTE 2 <p>Fine Arts- 1 credit</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <p>Physical Education — 1 credit</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <p>Electives — 5 credits</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <input type="checkbox"/> 4th Math <input type="checkbox"/> 4th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>Business & Industry</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4th Math <input type="checkbox"/> 4th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>Public Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4th Math <input type="checkbox"/> 4th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>STEM</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4th Math <input type="checkbox"/> 4th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 <p>Multidisciplinary</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4th Math <input type="checkbox"/> 4th Science <input type="checkbox"/> Elective 1 <input type="checkbox"/> Elective 2 	<p>Testing</p> <ul style="list-style-type: none"> <input type="checkbox"/> TSI <input type="checkbox"/> PSAT <input type="checkbox"/> SAT <input type="checkbox"/> ACT <p>College Readiness Standards</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Writing <p>Post- Secondary Applications</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <input type="checkbox"/> FAFSA/ TASFA <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
	<ul style="list-style-type: none"> <input type="checkbox"/> Algebra 2 (must be one of the student's math credits) 	<ul style="list-style-type: none"> <input type="checkbox"/> English 1 <input type="checkbox"/> English 2 <input type="checkbox"/> Algebra 1 <input type="checkbox"/> US History <input type="checkbox"/> Biology

*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% (5% 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 do 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.

Performance Acknowledgements

A student may earn a performance acknowledgment 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 I
Small Animal/Equine Science	NHJTCA Equine Management & Evaluation Certification Strategies for Success
Agriculture Mechanics and Metal Technologies	American Welding Society AWS D1.1; AWS D9.1; NCCER Core
Advanced Plant and Soil Science	BASF Plant Science Certification
Floral Design	Principles of Floral Design Certification; Principles of Floral Design; Texas State Florist's Association Knowledge, Level I, Level II
Arts, Audio/Video Technology & Communications	
Audio/Video Production I	Adobe Certified Professional in Digital Video Using Adobe Premier Pro
Practicum in Audio/Video Production	Adobe Certified Professional in Digital Video Using Adobe Premier Pro
Advanced Video Game Programming	Adobe Certified Professional Graphic Design & Illustration using Adobe Illustrator
Practicum of Animation	Adobe Certified Professional Graphic Design & Illustration using Adobe Illustrator

Commercial Photography II	Adobe Certified Professional in Visual Design using Adobe Photoshop
Practicum in Commercial Photography	Adobe Certified Professional in Visual Design using Adobe Photoshop
Graphic Design & Illustration II	Adobe Certified Professional Print & Digital Media Publication using Adobe InDesign
Practicum in Graphic Design & Illustration	Adobe Certified Professional Print & Digital Media Publication using Adobe InDesign
Business, Marketing, & Finance	
Accounting II	QuickBooks Certified User
Financial Analysis	Accounting Basics/ Foundations or Certified Bookkeeper
Fundamentals of Real Estate	Real Estate Sales Agent License
Retail Management	Entrepreneurship and Small Business Certification
Education & Training	
Practicum in Education and Training (RST2)	Educational Aide I
STEM (Information Technology & Engineering)	
Computer Science I	Certified Entry-Level Python Programmer (PCEP)
Computer Science II	Certified Entry-Level Python Programmer (PCEP)
Cyber Security	CompTIA Network+, CompTIA Security+, CompTIA A+ Certification
Engineering	Certified SolidWorks Associate ; Autodesk Certified User Fusion 360
ENERGY	
Petrochemical Safety, Health, and Environment	Dual Credit with College of the Mainland
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	
	<p>ASE Entry Level Electrical/Electronic Systems</p> <p>ASE Entry Level Brakes</p> <p>ASE Entry Level Suspension and Steering</p> <p>ASE Entry Level Heating and Air Conditioning</p>
<p>Automotive Technology I</p> <p>Automotive Technology II</p>	<p>ASE Entry Level Engine Repair</p> <p>ASE Entry Level Engine Performance</p> <p>ASE Entry Level Automatic Transmission and Transaxle</p> <p>ASE Entry Level Manual Drive Train and Axles</p> <p>ASE Maintenance and Light Repair</p>

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

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

Arts & Humanities Endorsement

Career Pathway for Foreign Language/Cultural Studies

26 credits

Job Opportunities in this Career Pathway:

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

Sample Graduation Plan

9 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, Chemistry or Physics 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, Chemistry or Physics 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	Certification
Agriculture, Food, and Natural Resources	Animal Science	Principles of Agriculture, Food, and Natural Resources	Small Animal Management/ Equine Science	Livestock Production or Vet Medical Applications	Advanced Animal Science or Practicum in Agriculture, Food, and Natural Resources (Vet Med)	Elanco Fundamentals of Animal Science Elanco Veterinary Medical Applications; Certified Veterinary Assistant, Level 1; NHJCA Equine Management & Evaluation Certification Strategies for Success
	Agricultural Technology and Mechanical Systems	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)	AWS D1.1; AWS D9.1; NCCER Core
	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	BASF Plant Science Principles of Floral Design; Texas State Florist's Association Level I Floral Certification

Arts, Audio Video Technology, and Communication s	Graphic Design and Interactive Media (Video Game Design)	Principles of Arts, A/V Technology, And Communications	Video Game Programming 1	Advanced Video Game Programming	Career Preparation	Adobe Certified Professional Graphic Design & Illustration using Adobe Illustrator
	Graphic Design and Interactive Media (Commercial Photography)	Principles of Arts, A/V Technology, And Communications	Commercial Photography 1	Commercial Photography 2	Practicum in Commercial Photography	Adobe Certified Professional in Visual Design using Adobe Photoshop
	Graphic Design and Interactive Media (Graphic Design/Illustration/Yearbook)	Principles of Arts, A/V Technology, And Communications	Graphic Design and Illustration 1	Graphic Design and Illustration 2	Practicum in Graphic Design and Illustration	Adobe Certified Professional Print & Digital
	Digital Communications	Principles of Arts, A/V Technology, And Communications	Audio/Video Production 1	Audio/Video Production 2	Practicum in Audio/Video Production	Adobe Certified Professional in Digital Video Using Adobe Premier Pro

Endorsement Pathways	Specialization	9th Year	10th Year	11th Year	12th Year	Certification
Business, Marketing, and Finance	Marketing and Sales	Principles of Business, Finance, and Marketing			Practicum in Entrepreneurship: School store	Entrepreneurship and Small Business
	Accounting and Financial Services	Principles of Business, Marketing, & Finance	Accounting 1	Accounting 2 (Also a math credit)	Financial Analysis	Accounting - Basics; Accounting Foundations; Intuit QuickBooks Certified User; Intuit Certified Bookkeeping Professional
	Real Estate	Principles of Business, Marketing, and Finance	Accounting I	Accounting II (Also a math credit)	Practicum in Entrepreneurship (Real Estate)	Real Estate Sales Agent License; Intuit QuickBooks Certified User
Now under Engineering	Engineering Foundations	Engineering Design Process or Principles of Applied Engineering	Robotics 1	Robotics 2	Engineering Design & Presentation or Practicum in STEM	Autodesk Associate (Certified User) Fusion 360
Transportation, Distribution, and Logistics	Automotive	Automotive Basics	Automotive Technology 1	Automotive Technology 2	Practicum in Transportation Systems	ASE Entry Level Electrical/Electronic Systems ASE Entry Level Brakes ASE Entry Level Suspension and Steering ASE Entry Level Heating and Air Conditioning ASE Entry Level Engine Repair ASE Entry Level Engine Performance

						ASE Entry Level Automatic Transmission and Transaxle ASE Entry Level Manual Drive Train and Axles ASE Maintenance and Light Repair (10th-12th Grade)
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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, Chemistry or Physics 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

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

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, Chemistry or Physics 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

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, Brazer, 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, Chemistry or Physics Foreign Language 2 Fine Art Marketing <u>or Accounting I</u>
11 th Grade	12 th Grade
English 3 Advanced Math* or Financial Math US History Advanced Science Retail Management <u>or Accounting II</u> Elective Elective	English 4 Advanced Math Government/ Economics Advanced Science Elective Practicum in Entrepreneurship <u>or Financial Analysis or Career Prep</u>

*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, Brazer, 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, Chemistry or Physics 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, Chemistry or Physics 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	Certification
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)	Educational Aide I
Health Science	Diagnostics & Therapeutics (EMT)	Principles of Health Science	Medical Terminology	Health Science Theory	Emergency Medical Technician (Dual Credit)	Emergency Medical Technician - Basic
	Healthcare Therapeutics (PCT/EKG)	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (PCT)	Patient Care Technician; EKG
	Healthcare Therapeutics (Pharmacy)	Principles of Health Science	Medical Terminology	Pharmacology	Practicum in Health Science (Pharmacy)	Pharmacy Technician
	Healthcare Therapeutics (Dental)	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science (Dental)	Registered Dental Assistant
	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)	Limited Medical Radiologic Technologist
Human Services	Barbering		Principles of Barbering	Barbering I/ Lab	Barbering II/ Lab	Barber Operating License
	Cosmetology		Introduction to Cosmetology	Cosmetology I/ Lab	Cosmetology II/ Lab	Cosmetology Operator License
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	IAED Emergency Telecommunicator

Junior Reserve Officer Training Corps (JROTC)	JROTC	JROTC 1	JROTC 2	JROTC 3	JROTC 4	
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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, Chemistry or Physics 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, Chemistry or Physics 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 Microbiology Health Science Theory <u>or</u> Pharmacology <u>or</u> Medical Microbiology <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, Chemistry or Physics 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, Chemistry or Physics 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 Practicum of Law, Public Safety, Corrections, and Security 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, Chemistry or Physics 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 Foundations	Engineering Design Process or Principles of Applied Engineering	Engineering Science	Engineering Design and Presentation I	Engineering Design and Presentation II
	Engineering Foundations (Aerospace)	Engineering Design Process or Principles of Applied Engineering	Engineering Science	Aerospace Design	Practicum in STEM
	Engineering Foundations (Robotics)	Engineering Design Process or Principles of Applied Engineering	Robotics I	Robotics I	Practicum in STEM
	Programming and Software Development	Fundamentals of Computer Science	Computer Science I	Computer Science II	Practicum in STEM
Information Technology	Cyber Security	Foundations of Cyber Security	Computer Maintenance	Networking	Practicum in Information Technology
Energy (CTE)	Refining and Chemical Processes	Basics	Basics	Introduction to Process Technology & Petrochemical Safety, Health, and Environment	Practicum in Energy & Advanced Instrument and Electrical
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 Engineering
 26 credits

Job Opportunities in this Career Pathway:

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

Sample Graduation Plan

9 th Grade	10 th Grade
English 1 Algebra I World Geography or Human Geography Biology Foreign Language 1 PE Introduction to Engineering Design <u>or</u> Fundamentals of Computer Science <u>or</u> Foundations of Cybersecurity	English 2 Geometry World History* or Elective Chemistry Foreign Language 2 Fine Art Engineering Science <u>or</u> Computer Science I <u>or</u> Robotics I <u>or</u> Computer Maintenance
11 th Grade	12 th Grade
English 3 Algebra 2 US History Physics Engineering Design and Presentation I <u>or</u> Aerospace Engineering <u>or</u> Computer Science II <u>or</u> Robotics II <u>or</u> Networking Networking & Networking Lab Introduction to Process Technology & Introduction to Instrumentation & Electrical Elective	English 4 Advanced Math Government/ Economics Advanced Science Engineering Design and Presentation II <u>or</u> Practicum in STEM Practicum in Information Technology Petrochemical Safety, Health, and Environment Practicum in Information Technology

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

**IPC does not count as a STEM Science

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.

**IPC does not count as a STEM Science

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.

**IPC does not count as a STEM Science

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 Elective
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.
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 1-4 Honors	1	9-12	Application
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
0197	Reading 2	1	10	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
0176	Debate 1-4	1	9-12	None
0085	PSAT/SAT/ACT Prep	0.5	11-12	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.

Prerequisite: None/Taken in sequence **Grade:** 9-12 **Credit:** 1

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.

Prerequisite: Counselor Approval **Grade:** 9-10 **Credit:** 1

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.

Prerequisite: See Advanced Courses Entrance Criteria in Section 4 **Grade:** 9-10 **Credit:** 1

AP English 3 and 4

AP English Language and Literature courses are taught at the college-level using Advanced Placement materials. The student must be a fluent reader, self-motivated achiever, a diligent worker, and a proficient writer. The junior year focuses on writing with appropriate language and style as well as critical reading of novels and plays. Students write a documented literary research paper in MLA format during the second semester. The senior year focuses on the critical analysis of literature and includes 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 expected to take the College Board AP Examination.

Prerequisite: See Advanced Courses Entrance Criteria in Section 4 **Grade:** 11-12 **Credit:** 1

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 simultaneously. COM entrance requirements must be met. An informational meeting will be held for all potential dual credit students and their parents. See Dual Credit information in Section 4.

Prerequisite: COM requirements. See Dual Credit information in Section 4 **Grade:** 11-12 **Credit:** 1

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 prerequisite 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) 1-4 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.

Prerequisite: Application **Grade:** 9-12 **Credit:** 1

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.**

Prerequisite: Taken concurrently with ESOL 1 and Reading 1 EB **Grade:** 9 **Credit:** 1

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.

Prerequisite: Taken concurrently with ESOL 2 or Reading EB **Grade:** 10-12 **Credit:** 1

Reading 1 & 2

Recommended for students who did not pass a portion of the ELA EOC or 8th grade ELA STAAR. 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.

Prerequisite: Coordinator approval **Grade:** 9-10 **Credit:** 1

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.

Prerequisite: Taken concurrently with ESOL 1/2 or Eng 3 Sheltered **Grade:** 10-12 **Credit:** 1

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.

Prerequisite: Coordinator approval **Grade:** 11-12 **Credit:** 1

Debate 1-4

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.

Prerequisite: None **Grade:** 9-12 **Credit:** 1

PSAT/SAT/ACT Prep Course

This class is designed to prepare students for their PSAT/SAT/ACT testing during their junior or senior year. Students will receive coaching on the Math and English portions of the PSAT/SAT/ACT test from a math and english teacher. This course is designed for students planning to attend a 4 year university or students trying to achieve national merit scholar status.

Prerequisite: None **Grade:** 11-12 **Credit:** 0.5

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	AP Precalculus	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	Geometry See Advanced Courses Entrance Criteria in Section 4. Alg 2 Recommended

7301	Dual Credit Math 1314/1324	1	11-12	Algebra 2. Must meet COM requirements. See Dual Credit information in Section 4.
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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.

Prerequisite: None **Grade:** 9 **Credit:** 1

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.

Prerequisite: Algebra 1 **Grade:** 9-10 **Credit:** 1

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.

Prerequisite: Algebra 1, See Advanced Courses Entrance Criteria in Section 4 **Grade:** 9-10 **Credit:** 1

Algebraic Reasoning

Students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I, and 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 workforce and college readiness. **This course is not NCAA approved.**

Prerequisite: Algebra 1, Geometry preferred **Grade:** 11-12 **Credit:** 1

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, Geometry recommended **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.

Prerequisite: Algebra 1, Geometry preferred **Grade:** 10-12 **Credit:** 1

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.

Prerequisite: Algebra 1 and Geometry, See Advanced Courses Entrance Criteria in Section 4 **Grade:** 9-12 **Credit:** 1

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.

Prerequisite: Algebra 1 and Geometry, See OnRamps info in Section 4 **Grade:** 9-10 **Credit:** 1

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. This course does not count as a NCAA math course.

Prerequisite: Algebra 1, Geometry, and Advanced Math, Counselor approval **Grade:** 12 **Credit:** 1

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

Prerequisite: Algebra 1, Geometry, and Algebra 2 **Grade:** 11-12 **Credit:** 1

AP Precalculus

AP Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices. Throughout the course, the mathematical practices of procedural and symbolic fluency, multiple representations, and communication and reasoning are developed. Students experience the concepts and skills related to each function type through the lenses of modeling and covariation and engage each function type through their graphical, numerical, analytical, and verbal representations.

Prerequisite: Algebra 2. See Advanced Courses Entrance Criteria in Section 4 **Grade:** 11-12 **Credit:** 1

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.

Prerequisite: Algebra 2. See OnRamps info in Section 4 **Grade:** 11-12 **Credit:** 1

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.

Prerequisite: Algebra 2 & Advanced Precalculus. See Advanced Courses Entrance Criteria in Section 4 **Grade:** 11-12 **Credit:** 1

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.

Prerequisite: Algebra 2 & Advanced Precalculus. See Advanced Courses Entrance Criteria in Section 4 **Grade:** 12 **Credit:** 1

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.

Prerequisite: Algebra 1 and Geometry **Grade:** 11-12 **Credit:** 1

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.

Prerequisite: Algebra 1 and Geometry, See Advanced Courses Entrance Criteria in Section 4 **Grade:** 11-12 **Credit:** 1

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.

Prerequisite: Algebra 2. Must meet COM requirements. See Dual Credit information in Section 4. **Grade:** 11-12 **Credit:** 1

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	PreAP Chemistry	1	10-11	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	AP Physics 1	1	10-12	Algebra 1, Algebra 2 Honors or Precalculus recommended; See Advanced Courses Entrance Criteria in Section 4.
0421	AP Physics C- Mechanics - Calculus Based	1	11-12	Honors Physics or AP Physics 1. Concurrent enrollment in Calculus. See Advanced Courses Entrance Criteria in Section 4.
0423	AP Physics C - Electricity & Magnetism	1	12	Honors Physics or AP Physics 1. Concurrent enrollment in Calculus. 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
0438	Astronomy Honors	1	11-12	Algebra 1 and IPC or Chemistry; See Advanced Courses Entrance Criteria in Section 4.
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 and Chemistry
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.

Course ID	Course Title	Credit	Grade	Prerequisite
7434	PHYS 1403 Stars & Galaxies (Dual Credit -online)	1	12	Biology, Chemistry and Physics; Must meet COM 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.

Prerequisite: None **Grade:** 9 **Credit:** 1

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.

Prerequisite: See Advanced Courses Entrance Criteria in Section 4 **Grade:** 9 **Credit:** 1

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 expected to take the College Board AP Examination. Students can take this course concurrently with honors chemistry.

Prerequisite: Honors Biology; Honors Chemistry (or concurrent) and Anatomy & Physiology recommended See Advanced Courses Entrance Criteria in Section 4 **Grade:** 10-12 **Credit:** 1

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.

Prerequisite: None **Grade:** 10 **Credit:** 1

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.

Prerequisite: Algebra 1 and Biology. Pass Algebra I EOC. **Grade:** 10-12 **Credit:** 1

PreAP Chemistry

PreAP Chemistry will be taught in accordance with College Boards approved PreAP Chemistry curriculum, this course is designed to prepare students for success in future AP level courses. 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.

Prerequisite: Algebra 1 and Biology; Honors Biology Recommended. See Advanced Courses Entrance Criteria in Section 4 **Grade:** 10-11 **Credit:** 1

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 expected to take the College Board AP Examination.

Prerequisite: Honors Chemistry and Honors Algebra 2 (or concurrent) recommended; See Advanced Courses Entrance Criteria in Section 4 **Grade:** 11-12 **Credit:** 1

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.

Prerequisite: Algebra 1, Preferred Algebra 2 **Grade:** 11-12 **Credit:** 1

AP Physics 1

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems,

fields, force interactions, change, and conservation. The course framework included in the course and exam description (CED) clearly details the course requirements necessary for student success. The framework also encourages instruction that prepares students to make connections across domains through a broader way of thinking about the physical world. The AP Physics 1 course framework is organized into eight commonly taught units of study that provide one possible sequence for the course. In May, students enrolled in the course will be expected to take the College Board AP Examination.

Prerequisite: Algebra 1, Algebra 2 Honors or Precalculus recommended; See Advanced Courses Entrance Criteria in Section 4
Grade: 10-12 **Credit:** 1

AP Physics C- Mechanics - Calculus Based

In this year-long course, 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 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. A substantial amount of out-of-class time will be required for study and projects. In May, students enrolled in the course will be expected to take the College Board AP Examination. **Students must have taken or be concurrently enrolled in Calculus.**

Prerequisite: Honors Physics or AP Physics 1. Concurrent enrollment in Calculus. See Advanced Courses Entrance Criteria in Section 4 **Grade:** 11-12 **Credit:** 1

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. This class is recommended for anyone interested in studying science, medicine or engineering in college, but who will not be taking Calculus. AP Physics 2 serves as a good introduction to the more difficult AP Physics C - Electricity and Magnetism course. In May, students enrolled in the course will be expected to take the CollegeBoard AP Examination.

Prerequisite: Honors Physics or AP Physics 1. See Advanced Courses Entrance Criteria in Section 4. **Grade:** 11-12 **Credit:** 1

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.**

Prerequisite: Biology required, Chemistry or IPC recommended **Grade:** 10-12 **Credit:** 1

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 the wetland restoration project. **Fee: \$20 per semester for field observations and hands-on activities.**

Prerequisite: Biology and Chemistry, Physics recommended; See Advanced Courses Entrance Criteria in Section 4 **Grade:** 11-12 **Credit:** 1

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.

Prerequisite: Algebra 1 and IPC or Chemistry **Grade:** 11-12 **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.

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 expected to take the College Board AP Examination.

Prerequisite: Algebra 1, Biology and Chemistry; See Advanced Courses Entrance Criteria in Section 4 **Grade:** 11-12 **Credit:** 1

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.

Prerequisite: Biology, Chemistry and Physics; Must meet COM requirements; See Dual Credit information: Section 4 **Grade:** 12
Credit: 1

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.
0206	AP European History	1	10-12	Honors World Geo or AP Human Geo recommended; See Advanced Courses Criteria in Section 4.
0201	United States History	1	11	None

Course ID	Course Title	Credit	Grade	Prerequisite
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.
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	11-12	None
0239	Sociology	0.5	11-12	None
0233	Psychology	0.5	11-12	None
0234	AP Psychology	1	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.
new	Sociology1300/ 2301 Dual Credit	1	10-12	Must meet COM requirements. See Dual Credit information in Section 4.
7239	SOCI 1301 Dual Credit	0.5	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

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.

Prerequisite: None **Grade:** 9 **Credit:** 1

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.

Prerequisite: See Advanced Courses Entrance Criteria in Section 4 **Grade:** 9 **Credit:** 1

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. In May, students enrolled in the course are encouraged to take the College Board AP Examination.

Prerequisite: See Advanced Courses Entrance Criteria in Section 1 **Grade:** 9 **Credit:** 1

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.

Prerequisite: None **Grade:** 10 **Credit:** 1

AP World History

The World History AP course is designed to develop a greater understanding of the evolution of global processes 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. In May, students enrolled in the course are encouraged to take the College Board AP Examination.

Prerequisite: Honors World Geo or AP Human Geo recommended; See Advanced Courses Criteria in Section 4 **Grade:** 10
Credit: 1

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.

Prerequisite: None **Grade:** 11 **Credit:** 1

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 are encouraged to take the College Board AP Examination.

Prerequisite: Honors World History or AP World History recommended; See Advanced Courses Entrance Criteria in Section 4
Grade: 11 **Credit:** 1

AP European History

Have you ever wondered how events during the Renaissance impact your life today? Or how Napoleon changed politics forever? In AP European History, you'll study the rich history of countries such as France, England, Spain, and many others from c. 1450 to the present. You'll cover key events and uncover the political, social, economic, cultural, and intellectual developments that shaped Europe and subsequently the world.

Prerequisite: Honors World Geo or AP Human Geo recommended; See Advanced Courses Criteria in Section 4 **Grade:** 10-12
Credit: 1

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.

Prerequisite: Must meet COM requirements. See Dual Credit information in Section 4 **Grade:** 11 **Credit:** 1

SOCI 1301 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.

Prerequisite: Must meet COM requirements. See Dual Credit information in Section 4 **Grade:** 10-12 **Credit:** 0.5

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 are encouraged to take the College Board AP Examination. Students should be willing to attend Saturday and lunch reviews.

Prerequisite: See Advanced Courses Entrance Criteria in Section 4 **Grade:** 12 **Credit:** 0.5

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.

Prerequisite: None **Grade:** 12 **Credit:** 0.5

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.

Prerequisite: Must meet COM requirements. See Dual Credit information in Section 4 **Grade:** 12 **Credit:** 0.5

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.

Prerequisite: None **Grade:** 12 **Credit:** 0.5

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 are encouraged to take the College Board AP Examination.

Required Text: *Naked Economics* by Wheelan and *Naked Money* by Wheelan (Purchased by student.)

Prerequisite: See Advanced Courses Entrance Criteria in Section 4 **Grade: 12** **Credit: 0.5**

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.

Prerequisite: None **Grade: 11-12** **Credit: 0.5**

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.

Prerequisite: None **Grade: 11-12** **Credit: 0.5**

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 are encouraged to take the College Board AP Examination.

Prerequisite: See Advanced Courses Entrance Criteria in Section 4 **Grade: 10-12** **Credit: 1**

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

Prerequisite: Must meet COM requirements. See Dual Credit information in Section 4 **Grade: 10-12** **Credit: 1**

Sociology 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

Prerequisite: Must meet COM requirements. See Dual Credit information in Section 4 **Grade:** 10-12 **Credit:** 1

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.

Prerequisite: None **Grade:** 11-12 **Credit:** 1

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.

Prerequisite: None **Grade:** 11-12 **Credit:** 1

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.

Prerequisite: None **Grade:** 9-12 **Credit:** 0.5

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.
7511	Dual Credit Spanish 1-4	1	9-12	Taken in Sequence; Basic Spanish literacy entrance exam.
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 students 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 expected 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. Students 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 1/2 Dual Credit

The Spanish DC students will progress from the intermediate stage of language learning to the advanced stage. The student will expand his/her ability to communicate and increase his/her accuracy of expression. The student will earn 6 hours of college credit for completing both semesters of this course. Students will need to pass an introductory Spanish literacy exam to qualify for DC Spanish.

Spanish 3/4 Dual Credit

The Spanish DC students will progress from the intermediate stage of language learning to the advanced stage. The student will expand his/her ability to communicate and increase his/her accuracy of expression. The student will earn 6 hours of college credit for completing both semesters of this course. Students will need to have completed Spanish 1&2 prior to taking this course.

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. Students will need to have demonstrated the potential to be successful in an advanced Spanish course.

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 expected to take the College Board AP Examination.

Fine Arts

Course ID	Course Title	Credit	Grade	Prerequisite
0601	Art 1	1	9-12	None
7600	Dual Credit Art	1	9-12	Must meet COM requirements. See Dual Credit information in Section 4.
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 ; Taken in sequence
0603	Drawing 1-3	1	9-12	Art 1; 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; Taken in sequence
0603C	Sculpture 1-3	1	9-12	Art 1; Taken in sequence
0610	AP Drawing	1	11-12	Art 1 and 2; Instructor approval; See Advanced Courses Entrance Criteria in Section 4.
CTAG08	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	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

Course ID	Course Title	Credit	Grade	Prerequisite
0643	Concert Singers Choir 1-4	1	9-12	Taken in sequence
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
1015	Drill Prep	1	9-12	Application; Instructor approval
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). **Fee \$30**

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.

Dual Credit Art

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

Prerequisite: Must meet COM requirements. See Dual Credit information in Section 4 **Grade:** 9-12 **Credit:** 1

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 \$40**

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 \$40**

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: \$40**

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. **Fee \$40**

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: \$40**

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, plasticine, 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: \$40**

AP Drawing

In AP Drawing, you'll use the skills you learn in the course, and your own ideas, to create unique works of art. Throughout the course, you'll develop an inquiry that guides artmaking through practice, experimentation, and revision of materials, processes, and ideas while demonstrating drawing skills through painting, drawing, sequential art, printmaking, illustration, animation, fibers, and others. **Fee \$40**

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

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. The 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 areas 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 \$40**

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 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. **Fee: Varies**

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 prerequisites 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. **Fee: Varies**

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. In May, students enrolled in the course will be expected to take the College Board AP Examination.

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 prerequisites 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. **Participation and uniform fees vary.**

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 Varsity

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. **Participation and uniform fees vary.**

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. **Participation and uniform fees vary.**

Diamonds Dance Junior Varsity

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

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 prerequisites 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. **Participation and uniform fees vary.**

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 attend 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
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, Concurrent enrollment Student Trainer
0973	Sports Medicine 2	1	11-12	Sports Medicine 1; Concurrent enrollment Student Trainer
0971	Student Trainer	1	9-12	Tryout; Instructor approval
	Weight Training	1	9-12	None
0974	Intro to Golf/ Tennis	1	9-12	None

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 | 4. Diamonds | 6. Marching band |
| 2. Cheerleading | 5. AFJROTC | 7. Student Trainer |
| 3. Dance | 6. Intro to Golf/Tennis | |

Physical Education

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. **Fees:** Varies

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.

Intro to Golf/Tennis

Intro to Golf/Tennis is designed to introduce students to the fundamentals of the game of golf and tennis. Students will learn basic skills such as grip, stance, swing mechanics, putting, chipping, and rules of play. The course will also emphasize golf & tennis etiquette, safety, and sportsmanship both on the driving range and on the court. Through practice sessions, skill drills, and simulated play, students will develop coordination, focus, and respect for the games. No prior golf or tennis experience is required, and all necessary equipment will be provided or may be brought from home. Grade Level: 9–12 Prerequisite: None Credits: 1

Electives

Course ID	Course Title	Credit	Grade	Prerequisite
0080	Advancement Via Individual Determination (AVID) 1-4	1	9-12	Application; Taken in sequence
0735	Gator Aide (local)	.5-1	12	Counselor approval & must have met CCMR
0720	Peer Coaching for AVID Students Honors	1	11-12	Application and Interview
0371	Off Period	0	12	Counselor approval; Must have transportation & have met CCMR
0090	P.A.L.S. (Peer Assistance and Leadership)	1	11-12	Application and Interview

Electives Course Description

Advancement 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 counselors screen 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 may be put on probation if they are not meeting these expectations. Continuing to not meet expectations after probation will result in removal from Peer Coaching. 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. 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.

* Must have your CCMR indicator to qualify for an off period*

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	Certification/Dual Credit
CTAG01	Principles of Agriculture, Food, and Natural Resources	1	9-10	None	Elanco Fundamentals of Animal Science NHJTCA Equine Management & Evaluation Certification Strategies for Success Certified Veterinary Assistant, Level 1
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	AWS D1.1; AWS D9.1; NCCER Core
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	
CTAG08	Floral Design	1	9-12	None	BASF Plant Science Principles of Floral Design; Texas State Florist's Association Knowledge, Level 1, Level II
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	Elanco Fundamentals of Animal Science Elanco Veterinary Medical Applications; Certified Veterinary Assistant, Level 1 AWS D1.1; AWS D9.1; NCCER Core
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	

Course ID	Course Title	Credit	Grade	Prerequisite	Certification/Dual Credit
CTAV06	Video Game Programming	1	10-12	Principles of Arts, A/V Technology, And Communications	Adobe Certified Professional Graphic Design & Illustration using Adobe Illustrator
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	Adobe Certified Professional in Visual Design using Adobe Photoshop
CTAV3A	Commercial Photography II	1	11-12	Commercial Photography I	
CTAV19	Practicum in Commercial Photography	2	12	Commercial Photography II	
CTAV07	Dual Credit Audio/Video Production I	1	10-12	Principles of Arts, A/V Technology, And Communications	Adobe Certified Professional in Digital Video Using Adobe Premier Pro
CTAV08	Dual Credit 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	Adobe Certified Professional Print & Digital
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	Entrepreneurship and Small Business
CTBU04	Marketing	1	10-12	Principles of Business, Finance, and Marketing	
CTBU05	Retail Management	1	11-12	Marketing	
CTBU13	Accounting 1	1	10-12	Principles of Business, Finance, and Marketing	Accounting - Basics; Accounting Foundations; Intuit QuickBooks Certified User Real Estate Sales Agent License
CTB13D	Accounting II	1	11-12	Accounting I	
CTBU08	Financial Analysis	1	11-12	Accounting 1	
CTBU02	Financial Math	1	11-12	Algebra 1, Geometry	
CTBU09	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	Certification/Dual Credit
CTBU14	AP Business with Personal Finance	1	12	None	Students have the potential to earn up to 6 hours of college credit for each AP Exam with qualifying scores
CTBU07	Career Prep	2-3	11-12	None	
CTCA01	Intro to Culinary Arts	1	9-10	None	
CTCA04	Food Science	1	11-12	None	Food Protection Manager & Servsafe Manager
CTCS01	Foundations of Cybersecurity	1	9	None	Dual Credit
new	Networking	1	11	Computer Maintenance	Dual Credit
new	Computer Maintenance	1	10	Foundations of Cybersecurity	Dual Credit
new	Practicum in Information Technology	2	12	Networking	Level I Certificate, Computer Support Specialist, Dual Credit Earned (SHSU); CompTIA Network+, CompTIA Security+, CompTIA A+ Certification
CTHV01	Principles of Construction	1	9	None	
CTHV02	HVAC & Refrigeration Tech 1	1	10	Principles of Construction	
CTPT01	Intro to Process Technology	1	11	Must Pass TSIA, Chemistry, and Algebra	Dual Credit
CTPT02	Petrochemical Safety, Health, Environment	2	11	Intro to Process Technology	Dual Credit
CTST06	Principles of Applied Engineering	1	9-10	None	Autodesk Certified User Fusion 360
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	ASE Entry Level Electrical/Electronic Systems ASE Entry Level Brakes ASE Entry Level Suspension and Steering ASE Entry Level Heating and Air Conditioning
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	

Course ID	Course Title	Credit	Grade	Prerequisite	Certification/Dual Credit
					ASE Entry Level Engine Repair ASE Entry Level Engine Performance ASE Entry Level Automatic Transmission and Transaxle ASE Entry Level Manual Drive Train and Axles ASE Maintenance and Light Repair

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: 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 D1.1; AWS D9.1; NCCER Core 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 D1.1; AWS D9.1; NCCER Core **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 D1.1; AWS D9.1; NCCER Core **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 lab-based 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 I Dual Credit

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.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process.

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

Audio/ Video Production II Dual Credit

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 set up, 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.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process.

Prerequisite: Audio/Video Production I

Grade: 11-12 Credit: 2 Certification: Adobe Premiere 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

Grade: 12 Credit: 2 Certification: Adobe Premiere 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 knowledge, 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 knowledge, 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

Marketing

The Marketing course explores the seven core functions of marketing, which include marketing planning -- why target marketing and industry affect businesses; marketing-information management -- why market research is important; pricing -- how prices maximize profit and affect the perceived value; product/service management -- why products live and die; promotion -- how to inform customers about products; channel management -- how products reach the final user; and selling -- how to convince a customer that a product is the best choice. Students will demonstrate knowledge through hands-on projects that may include conducting research, creating a promotional plan, pitching a sales presentation, and introducing an idea for a new product or service.

Prerequisite: Principles of Business Grade: 10 Credit: 1

Retail Management

Retail Management is designed as a comprehensive introduction to the principles and practices of retail management. The course explores the process of promoting greater sales and customer satisfaction by gaining a better understanding of the consumers of the goods and services provided by a company. The course provides an overview of the strategies involved in the retail process such as distributing finished products created by the business to consumers and determining what buyers want and require from the retail market.

Prerequisite: Principles of Business and Marketing

Grade: 11 Credit: 1 Certification: Entrepreneurship and Small Business

AP Business with Personal Finance

AP Business with Personal Finance is a yearlong high school business and personal finance course that aligns closely with a college-level introduction to business course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project based learning. In addition, students learn and apply all the National Standards for Personal Financial Education created by the Council for Economic Education and the Jump\$tart Coalition for Personal Financial Literacy.

This course is on the Honors 6.0 grading scale. Prerequisite: None Grade: 11-12 Credit: 01

Practicum in Entrepreneurship: 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.

This course is on the Honors 5.0 grading scale. 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

Foundations of Cybersecurity

In the Foundations of Cybersecurity course, students will develop the knowledge and skills needed to explore fundamental concepts related to the ethics, laws, and operations of cybersecurity. Students will examine trends and operations of cyberattacks, threats, and vulnerabilities. Students will review and explore security policies designed to mitigate risks. The skills obtained in this course prepare students for additional study in cybersecurity. A variety of courses are available to students interested in this field. Foundations of Cybersecurity may serve as an introductory course in this field of study.

Prerequisite: None

Grade: 9 Credit: 1 Certification: Dual Credit

Computer Maintenance

Course Description: In Computer Maintenance, students will acquire knowledge of computer maintenance and creating appropriate documentation. Students will analyze the social responsibility of business and industry regarding the significant issues relating to the environment, ethics, health, safety, and diversity in society and in the workplace as related to computer maintenance. Students will apply technical skills to address the IT industry and emerging technologies

Grade: 10 Credit: 1 Certification: Dual Credit

Networking

In Networking, students will develop knowledge of the concepts and skills related to data networking technologies and practices in order to apply them to personal or career development. To prepare for success, students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

Prerequisite: Foundations of Cybersecurity

Grade: 11 Credit: 1 Certification: Dual Credit

Practicum on Information Technology

Course Description: In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

Grade: 12 Credit: 2 Certification: Dual Credit, Computer Information Systems Level 1 Certificate with Computer Information Systems Level 1 Certificate with CompTIA Network+, CompTIA Security+, CompTIA A+ Certification

Principles of Construction

Principles of Construction is intended to provide an introduction and lay a solid foundation for those students entering the construction or craft skilled areas. The course provides a strong knowledge of construction safety, construction mathematics, and common hand and power tools.

Grade: 9 Credit: 1 Certification: None

HVAC & Refrigeration Tech 1

In Heating, Ventilation, and Air Conditioning and Refrigeration Technology I, students will gain knowledge and skills needed to enter the industry as technicians in the HVAC and refrigeration industry or building maintenance industry, prepare for a postsecondary degree in a specified field of construction management, or pursue an approved apprenticeship program. Students will acquire knowledge and skills in safety, principles of HVAC theory, use of tools, codes, and installation of HVAC and refrigeration equipment.

Grade: 10 Credit: 1 Certification: None

Introduction to Process Technology

In Introduction to Process Technology, students will learn the social significance and workforce impact of process technology in industry and the opportunities available at various levels of education and training in industries using process technology.

Prerequisite: This is a Dual Credit course; students must follow College of the Mainland's application and registration process. This is a 6.0 class

Grade: 11 Credit: 1 (1 semester) Certification: Dual Credit

Petrochemical Safety, Health, Environment

This course provides training on managing health, safety, and environmental risks in the chemical and petrochemical industries, focusing on legal requirements, hazard identification, risk assessment, and emergency response. These courses equip workers with the knowledge to prevent accidents, comply with regulations, handle hazardous materials, and protect themselves and the environment.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process. This is a 6.0 class.

Prerequisite: Into to Process Tech

Grade: 11 Credit: 1 (1 semester) Certification: Dual Credit

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: School Store

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

Intro to Culinary Arts

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry level course for students interested in pursuing a career in the food service industry. This course is offered as a classroom and laboratory-based course.

Prerequisite: None

Grade: 9-10

Credit: 1

Food Science

In Food Science, students examine the nature and properties of foods, food microbiology, and the principles of science in food production, processing, preparation, and preservation; use scientific methods to conduct laboratory and field investigations; and make informed decisions using critical thinking and scientific problem solving. This course provides students a foundation for further study that leads to occupations in food and beverage services; the health sciences; agriculture, food, and natural resources; and human services. **Note: This course satisfies a high school science graduation requirement**

Prerequisite: Biology & Lab-based Science

Grade: 11-12

Credit: 1

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	Certification
CTED01	Principles of Education and Training	1	9-12	None	Educational Aide I
CTED05	Dual Credit Child Development	1	10-12	Principles of Education and Training	
CTED03	Dual Credit Instructional Practice in Educational Training (RST1)	2	11-12	Principles of Education and Training or Child Development	
75386	Practicum in Education and Training (RST2)	2	12	Instructional Practice in Educational Training (RST1)	
CTHS01	Principles of Health Science	1	9-10	None	Limited Medical Radiologic Technologist Emergency Medical Technician - Basic; Certified EKG Technician; Patient Care Technician; Pharmacy Technician; Registered Dental Assistant X-Ray
CTHS11	Introduction to Imaging Technology	1	9	None	
CTHS02	Medical Terminology	1	9-12	Principles of Health Science or Intro to Imaging Technology	
CTHS12	Dual Credit Imaging Technology 1	1	10	Intro to Imaging Tech and Medical Terminology	
CTHS03	Health Science Theory	1	11-12	Medical Terminology and Biology	
CTHS13	Dual Credit 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	Dual Credit Practicum in Health Science (Imaging)	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	None	Barber Operating License Cosmetology Operator License
CTHU3	Principles of Barbering	1	10	None	
CTHU10	Barbering 1 (2 Periods)	3	11-12	Principles of Barbering	
CTHU11	Barbering 2 (3 periods)	3	12	Barbering 1 with 500 clock hours	
CTHU08	Cosmetology 1 (2 Periods)	3	11-12	Introduction to Cosmetology	

CTHU09	Cosmetology 2 (3 periods)	3	12	Cosmetology 1 with 500 clock hours	
1000	Lifetime Nutrition & Wellness	.5	9-12	None	
CTLA01	Principles of Law, Public Safety, Corrections, and Security	1	9-12	None	IAED Emergency Telecommunicator
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	
?	Practicum of Law, Public Safety, Corrections, and Security	2	12	Law 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 Dual Credit

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.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process.

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

Instructional Practices in Education and Training (RST1) Dual Credit

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.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process.

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)

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.**

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 Dual Credit

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. Students in this course will receive dual credit through Galveston College for this course.

This is a Dual Credit course; students must follow Galveston College's application and registration process.

Grade: 9 Credit: 1

Principles of Health Science

The Principles of Health Science provides an overview of health organizations, various health careers, medical terminology, and systems of the healthcare 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 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: 10 Credit: 1

Imaging Technology I Dual Credit

The Imaging Technology I course provides students with the opportunity to learn about standard radiographic positioning and related medical terminology of the chest, abdomen, and upper and lower extremities. The course introduces students to the operation of X-ray equipment, analyzing X-rays, and maintaining diagnostic results. Imaging Technology I prepares students for college, career and military readiness by allowing the student the opportunity to obtain an industry certification, enter the workforce upon graduation from high school, or transition to a postsecondary institution with the prior knowledge to be successful in a radiology career field. This is a Dual Credit course; students must follow Galveston College's application and registration process.

Prerequisite: Introduction to Imaging Technology Grade: 10 Credit: 1

Replacement Fees

1. Dosimeters \$40.00
 2. X-ray Marker \$20.00
-

Imaging Technology II Dual Credit

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.

This is a Dual Credit course; students must follow Galveston College's application and registration process.

Prerequisite: Imaging Technology I **Grade:** 11 **Credit:** 1

X-ray Fees (Imaging II)

1. Background Check & Drug Screen Bundle \$ 75.00
2. Scrubs (Varies \$30-70)
3. Transportation
4. State ID or DL
5. Flu and TB shots (Co-pay) we are requesting that students with private insurance or Medicaid utilize their coverage for these tests. If not, we will pay for them.
6. CPR- \$45.00

Replacement Fees

3. Dosimeters \$40.00
 4. X-ray Marker \$20.00
-

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 **Grade:** 11 **Credit:** 1

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

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. Students in this course earn dual credit through College of the Mainland for this course.

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.

Prerequisite: Health Science Theory

Grade: 12

Credit: 2

Certification: Emergency Medical Technician – Basic

Practicum in Health Science: Imaging Dual credit

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. Students will receive dual credit through College of the Mainland for this course.

This course is on the Honors 5.0 grading scale. Students will earn dual credit from Galveston College for this course.

Prerequisite: Imaging Technology II

Grade: 12

Credit: 2

Certification: Limited Medical Radiologic Technician Licensing Exam (LMRT)

Imaging Practicum Fees:

1. **Flu and TB shots (Co-pay) we are requesting that students with private insurance or Medicaid utilize their coverage for these tests. If not, we will pay for them.**
2. **Drug Screening- \$42.00**
3. **Replacement Fees**
 - a. **Dosimeters \$40.00**
 - b. **X-ray Marker \$20.00**

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

Practicum in Health Science: PCT/EKG

Prerequisite: Health Science Theory Grade: 12 Credit: 2

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

Practicum in Health Science: Pharmacy Technician

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

Certification: Pharmacy Technician

PCT/EKG, EMT, Pharm, Dental Practicum Course Fees

1. Background Check \$15.00
2. Drug Screen \$ 42.00
3. CPR- \$45.00
4. Scrubs (Varies \$30-70)
5. Stethoscope - PCT/EKG Only (Varies \$15-100)
6. Transportation
7. State ID or DL.
8. Watch (Varies \$10+)
9. Flu and TB shots (Co-pay). *We are requesting that students with private insurance or medicaid utilize their coverage for these tests. If not, we pay for them.*

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: 11-12 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 will 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.

*****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.

*****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.

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

Lifetime Nutrition and Wellness is a laboratory course that allows students to use principles of lifetime wellness and nutrition to help them make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences.

Prerequisite: None Grade: 9-12 Credit: .5

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.

Practicum of Law, Public Safety, Corrections, and Security

The practicum course is designed to give students supervised practical application of previously studied knowledge and skills in law, public safety, corrections, and security. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience. **This course is on the Honors 5.0 grading scale.**

Prerequisite: Law II Grade: 12 Credit: 2

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.

Prerequisite: Law Enforcement I or Law Enforcement II
Fee: 25.00 (uniforms)

Grade: 11-12

Credit: 1

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 the Archery Team, Awareness Presentation Team, Flag Detail, Green Team, Honor Guard, Junior Leadership Academic Bowl Team, Kitty Hawk Honor Society, Military Model Building Team, Morale, Welfare, and Recreation Planning Committee, Orienteering Team, Recruiting Team, and Spirit Team. Participation on these teams is not mandatory but is highly desirable.

Aerospace Science (ROTC) 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 Survival. The Leadership Education component will cover *Life Skills and Career Opportunities*. The Wellness/Physical Fitness portion will incorporate the Cadet Physical Fitness Training 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 (ROTC) 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 (ROTC) 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 (ROTC) 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.

This course is on the Honors 5.0 grading scale. Prerequisite: Aerospace Science 3, Permission from Senior Aerospace Science Instructor Grade: 12 Credit: 1

STEM

Course ID	Course Title	Credit	Grade	Prerequisite
CTST01	Engineering Design Process	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	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
	Dual Credit Networking & Networking Lab	2	11	Fundamentals of Computer Science & Computer Science I
	Dual Credit Practicum in Information Technology	2	12	Networking & Networking Lab
	Dual Credit Introduction to Process Technology		11	Chemistry and Algebra I and TSIA Ready
	Dual Credit Introduction to Instrumentation and Electrical		11	Chemistry and Algebra I and TSIA Ready
	Dual Credit Petrochemical Safety, Health, and Environment		12	Introduction to Process Technology & Introduction to Instrumentation and Electrical
	Dual Credit Practicum in Energy		12	Introduction to Process Technology & Introduction to Instrumentation and Electrical

STEM Course Descriptions

Engineering Design Process

Engineering Design Process is an engineering course applicable to all engineering fields. Students use an iterative engineering design process to solve problems, make decisions, and manage a project. Professional practices are addressed, including development of a problem statement, maintenance of documentation, use of an engineering notebook, research, project management, internal and external communication, and creation of technical drawings and prototypes. The student delivers a professional presentation detailing the experience of working through each step of the engineering design process.

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 Design

Students enrolled in Aerospace Design I demonstrate knowledge and skills associated with the design evolution and emerging trends of aircraft and aerospace systems. Fundamental concepts such as forces of flight, structures, aerodynamics, propulsion, stability and control, and orbital mechanics are introduced as related to design decisions for atmospheric and space flight.

These concepts are related to mission requirements and solution approaches. **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)

Can count as your Foreign Language Credit if student also takes Computer Science II

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), Cyber security

Can count as your Foreign Language Credit if student also takes Computer Science I

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

Networking & Networking Lab Dual Credit

Networking & Networking Lab develops knowledge of the concepts and skills related to telecommunications and data networking technologies and practices to apply them to personal or career development. To prepare for success, students must have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process.

Prerequisite: Fundamentals of Computer Science & Computer Science I

Grade: 11

Credit: 2

Practicum of Information Technology Dual Credit

In the Practicum in Information Technology, students will gain advanced knowledge and skills in the application, design, production, implementation, maintenance, evaluation, and assessment of products, services, and systems. Knowledge and skills in the proper use of analytical skills and application of IT concepts and standards are essential to prepare students for success in a technology-driven society. Critical thinking, IT experience, and product development may be conducted in a classroom setting with an industry mentor, as an unpaid or paid internship, as part of a capstone project, or as career preparation.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process.

Prerequisite: Networking & Networking Lab

Grade: 12

Credit: 2

Introduction to Process Technology Lab Dual Credit

This is the introduction to chemical and refinery plant operations. Topics include process technician duties, responsibilities and expectations; plant organizations; plant process and utility systems; and the physical and mental requirements of the process technician. The student will relate an overview of a typical process plant; identify process equipment; state the purpose of equipment; describe safety, health, and environmental components; and describe the roles, responsibilities, and work environment.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process.

Prerequisite: Chemistry & Algebra I with an 80 average; TSIA

Grade: 11

Credit: 2

Introduction to Instrumentation and Electrical Dual Credit

This course is the study of instruments and instrument systems used in the chemical processing industry, including terminology, primary variables, symbology, control loops, and basic troubleshooting. Students will identify and explain the function of instruments used in the chemical processing industry; explain the relationship of process control elements in a control loop; and define and apply terms and symbols used in instrumentation.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process.

Prerequisite: Chemistry & Algebra I with an 80 average; TSIA

Grade: 11

Credit: 2

Petrochemical Safety, Health, and Environment Dual Credit

This course covers the development of knowledge and skills to reinforce the attitudes and behaviors required for safe and environmentally sound work habits. Emphasis is placed on safety, health, and environmental issues in the performance of all job tasks and regulatory compliance issues. Students will list components of a typical plant safety and environmental program; describe the role of a process technician in relation to safety, health, and environment; and identify and describe safety, health, and environmental equipment uses.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process.

Prerequisite: Introduction to Process Technology & Introduction to Instrumentation and Electrical

Grade: 12

Credit: 2

Practicum in Energy Dual Credit

The Practicum in Energy course gives students the opportunity to apply what they have learned in the classroom in a real-world setting designed to prepare students for occupations in the Oil and Gas, Refinery, and Renewable Natural Resources industries. In this course, students will learn how to communicate in the field and work safely in a variety of situations and environments common in the Energy occupations. Students will also learn about the energy balance, the distribution of power, the technology used in the field, and the regulations and environmental impact of the industry. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education.

This is a Dual Credit course; students must follow College of the Mainland's application and registration process.

Prerequisite: Introduction to Process Technology & Introduction to Instrumentation and Electrical

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), PreAP, and Honors courses are open and made available to ALL Dickinson High School students. Since Honors, PreAP, 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/PreAP Courses

A Different Kind of Class:

- Through increased rigor, Honors/PreAP 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/ PreAP classroom is different from an academic class. Instruction in the Honors/PreAP 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/ PreAP 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, PreAP, 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/PreAP/ 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, PreAP, or AP
75	Honors/PreAP	Honors, PreAP, or 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/PreAP/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. An Honors/PreAP/AP Commitment 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 \$26 to \$90 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 have been removed from the campus on a DAEP placement for more than 20 days will be removed from their AP/honors courses.

State assessments or PSAT scores may be used in determining eligibility. Students are expected to achieve “Meets” or “Masters” level on STAAR EOC tests 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	
Grade 8 Reading	Passed	Honors English I Honors W. Geography AP Human Geography
Grade 8 Math	Passed	Honors Algebra I
Grade 8 Science	Passed	Honors Biology
Grade 8 Social Studies	Passed	Honors W. Geography AP Human Geography

Exit from an Honors/PreAP/AP Class

College and university admissions officers have repeatedly indicated that high school students who successfully complete an Honors/PreAP/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/PreAP/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/PreAP/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 an opportunity in early March to provide input regarding their student's course requests. The first exit point after initial course selection will be made available to all students prior to the last day of school. Students may request a course request change during this time. Approval is required via email to the counselor. 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/PreAP/AP course with a grade below 70 for progress report 2 (1st 6 weeks) can be removed from the course at the end of the first 6 weeks progress report at student & parent request. The student's parent or primary caregiver will be notified by the Honors/PreAP/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.

- **Exit Point #3 End of the 1st 9-week.** Honors/PreAP/AP students who are failing an Honors/PreAP/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. A list of all failing students for the course will be sent to the teachers for them to indicate whether the student has the potential to pass for the semester. The student's parent or primary caregiver will be notified by the Honors/PreAP/AP teacher about the failing grade and course of action at the end of the 9 weeks.
- **Exit Point #4 End of the First Semester.** Any student who fails an Honors/PreAP/AP course with a grade below 70 for the first semester will be automatically removed from the course at the end of the first semester. The student's parent or primary caregiver will be notified by the Honors/PreAP/AP teacher of the failing grade which will result in a schedule change. Parents may also request to remove any student from the course for the second semester. Parents or primary caregiver must notify the counselor before the first business day in December.

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. 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/Vídeo; Gerencia y Administración de Empresas; Educación y Entrenamiento; Finanzas; Administración Pública y Gubernamental; Ciencia Médica; Servicios Humanos; Informática; Derecho; Seguridad Pública; Correcciones y Seguridad; Manufactura; Mercadeo; Ciencia, Tecnología, Ingeniería y Mecánica; así como también Transportación, Distribución y Logística. La admisión para estos programas toma en cuenta el interés del estudiante, necesidades del estudiante y requerimientos de nivel académico impuestos por la Agencia de Educación de Texas.

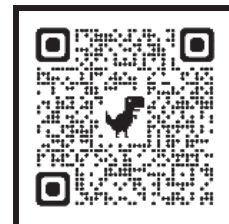
Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo o discapacidad, por servicios o actividades como es requerido en el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación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

Collegiate High School Application Guide 2026-27

Collegiate High School (CHS) offers students the opportunity to earn an associate degree while completing their high school diploma, helping them save both time and money on higher education. Through a partnership with College of the Mainland (COM), CHS students receive a 40% waiver on tuition and fees. CHS is designed for responsible, motivated, and mature students who are ready to take on the rigor of college-level coursework. Students in this program are considered college students—college policies and procedures apply in their classes. Professors at COM set their own grading and attendance rules, and they do not issue progress reports or other parental notifications. Because of this structure, CHS students must be self-disciplined and proactive in managing their academic responsibilities. Dickinson High School (DHS) recommends only those applicants who meet the eligibility requirements listed below and demonstrate the maturity needed for success. Students who do not perform successfully in the CHS program will be required to return to DHS to complete their high school diploma.

Dickinson High School CHS Application Requirements:

- DHS students must meet the requirements below to be eligible for Collegiate High School (CHS).
 - **GPA** - Must be a 2.8 or higher.
 - **Grades** - Must pass ALL current semester courses.
 - **Teacher Recommendations** - 3 Positive, current, core teacher recommendations
 - **TSI** - Must meet required TSI scores or exemptions outlined in the chart below.
 - **Attendance** - Must meet 90% attendance for semester 1.
 - **STAAR EOC** - Must have passed ALL STAAR EOCs and pass future EOCs to remain
- Students may apply to attend CHS for their junior or senior year.
- Participants in the CHS program are ineligible for valedictorian or salutatorian recognition.
- For additional details, visit <https://www.com.edu/collegiate-high-school>.



Step 1: Dual Credit/Collegiate Inquiry Form - Complete the inquiry form using the QR Code to the right, or on the COM website at <https://www.com.edu/dual-credit/index.html>. *This form is not the application.*

Step 2: TSI - Refer to the chart below to see if you are exempt from taking the TSI.

Required Test Scores		
	English	Math
TSI Scores	CRC score \geq 945 and Essay \geq 5 OR CRC $<$ 945 and Diagnostic level of 5 or 6 and Essay \geq 5	CRC score \geq 950 OR CRC score $<$ 950 and Diagnostic level \geq 6
Possible TSI Exemptions		
SAT Scores	EBRW \geq 480	
ACT Scores	English \geq 19 with \geq 23 composite After Feb 15 2023 combined 40 English and reading	Math \geq 19 with \geq 23 composite After Feb 15 2023 Math \geq 22

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

- **If TSI exempt** - Use your COM ID# and username (sent to the email used in the Inquiry Form), to **upload** the exempting SAT/ ACT score report to <https://www.com.edu/admissions/academic-records.html> (scroll to "Upload Documents for Admissions"). scores must be a PDF to upload.
- **If NOT TSI exempt,**
 - You will receive an email with steps to complete the application and directions to sign up for your TSI.
 - Once you have your COM ID # sent to your email used in the Dual Credit Inquiry Form, complete the MANDATORY Pre-Assessment Activity (PAA) at: <https://practice.accuplacer.org/login>
 - Select "Texas Success Initiative 2.0 Pre-Assessment Activity." (PAA)
 - If you do not receive an email, sign up in the College and Career Center - L127.
 - Not successfully completing the TSI 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 to schedule your TSI test: <https://www.com.edu/counseling/disability-services/index.html>
 - Free study materials - <https://practice.accuplacer.org/login>
- **DO NOT move to Step 3 without passing English and Math TSI scores.**

Step 3: After successfully completing the TSI, you will receive an email with instructions to apply to COM Dual Credit.

- If you need assistance, attend an application workshop or visit the College and Career Center in L127.

Step 4: Complete DHS - Collegiate High School Application form

- The CHS application Google Form will be made available to eligible students through their DISD email.
- Review the following instructions before beginning the application:

CHS GOOGLE FORM APPLICATION INSTRUCTIONS

All documents need to be saved as **PDF**

- **Upload 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.
 - In the heading include your first and last name and both your DHS ID # and COM ID #
- **Upload Required Test Scores: Must meet one of the test requirements above for English and Math**
 - TSI scores can be accessed at the following website using your COM ID#: <https://studentportal.accuplacer.org/#/studentisr>
 - SAT scores can be downloaded from the College Board website: www.collegeboard.org
 - ACT can be downloaded from the testing website: www.act.org
- **Upload STAAR Assessment Report**
 - STAAR scores can be downloaded from the Parent/Student Portal: <https://tx-familyportal.cambiumast.com/#/#/>
- **Upload Unofficial High School Transcript**
 - Log into Skyward to download the most recent transcript from the Portfolio section and save it as a PDF for upload.
- **Upload Meningitis Vaccination Record:**
 - Log into Skyward and save a PDF copy of your meningitis vaccination record if within the last 5 years or upload a vaccination record from a physician. Gator Hope Clinic can access state vaccination records and administer the meningitis vaccination.
- **Recommendations**
 - Parent recommendations will be completed after the student application is submitted. Parent recommendations come from a separate link sent to the parent's email entered on the Google Form Application. Parents will have 2 days following the student's application deadline to submit their recommendation.
 - Current English, Math, and Science teacher, Assistant Principal, and Counselor email addresses are selected in the Google form. Teachers, Assistant Principal, and Counselor will receive an email after the student submits the Google form application. These recommenders will have one week following the deadline to complete their recommendations.
 - Students can check teachers' emails on their websites at the following link: <http://schools.dickinsonisd.org/page/10.staff.directory>

Application Deadline:

- ★ The deadline to submit a complete application, including qualifying test scores, is February 23, 2026.
- ★ **Applications that do not meet the deadline, do not meet the requirements above, or are incomplete will not be considered.**

Interview:

- ★ Look for an email or phone call from COM for an interview after your application is verified by your counselor and submitted to CHS. Once your application is submitted, all communication regarding interviews and final acceptance will be through the CHS office at COM, 409-933-8169. *Interviews will be scheduled by COM for the summer.*

Dual Credit

What is Dual Credit?

Dual Credit is a program that allows high school students to take college courses and earn college credits before graduating. These credits count toward both high school and college graduation requirements and may be transferable to other state colleges or universities. Students are encouraged to review the transfer policies of prospective colleges before registering for Dual Credit courses.

Steps to Enroll in Dual Credit

1. **High School GPA** - 2.8 or higher as of January 2026 Required
2. **Dual Credit/Collegiate Inquiry Form** – Scan QR Code to the right, or go to COM website at <https://www.com.edu/dual-credit/index.html>
3. **TSI** - Refer to the chart below to see if you are exempt from taking the TSI.



Required Test Scores		
	English	Math
TSI Scores	CRC score \geq 945 and Essay \geq 5	CRC score \geq 950
	OR CRC < 945 and Diagnostic level of 5 or 6 and Essay \geq 5	OR CRC score < 950 and Diagnostic level \geq 6
Possible TSI Exemptions		
SAT Scores	EBRW \geq 480	Math \geq 530
ACT Scores	English \geq 19 with \geq 23 composite After Feb 15 2023 combined 40 English and reading	Math \geq 19 with \geq 23 composite After Feb 15 2023 Math \geq 22

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

- **If TSI exempt** - Use your COM ID# and username (sent to the email used in the Inquiry Form), to **upload** the exempting SAT/ ACT score report to <https://www.com.edu/admissions/academic-records.html> (scroll to "Upload Documents for Admissions"). scores must be a PDF to upload.
 - **If NOT TSI exempt**,
 - You will receive an email with steps to complete the application and directions to sign up to take your TSI.
 - Once you have your COM ID # sent to your email used in the Dual Credit Inquiry Form, complete the MANDATORY Pre-Assessment Activity (PAA) at: <https://practice.accuplacer.org/login>
 - Select "Texas Success Initiative 2.0 Pre-Assessment Activity," (PAA)
 - If you do not receive an email, sign up in the College and Career Center - L127.
 - Not successfully completing the TSI 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 TSI test: <https://www.com.edu/counseling/disability-services/index.html>
 - Free study materials - <https://practice.accuplacer.org/login>
1. After successful completion of your TSI, you will receive an email with instructions to apply to COM Dual Credit.
 - If you need assistance, attend an application workshop or visit the College and Career Center in L127.
 5. **Register**
 - Qualified students will receive a Dual Credit Permission Form to be completed electronically by the student and parent.
 - Dual Credit Permission Forms will be processed for registration.
 - **Deadline to return permission form:**
 6. **Payment**
 - Payments are accepted online via COM Web Advisor account (<https://webadvisor.com.edu/>) or at COM's Cashier's Office.
 - Emails regarding payment will go to the student's COM email.

Tuition and Fees 2026-2027 school year

- Students who qualified for the National Free/Reduced Lunch program in any of the previous four academic years are eligible for the F.A.S.T. Scholarship → No charge for tuition, fees, books, or supplies. Qualification will be verified with no further application.
- The Flat Rate Tuition cost is \$33 per credit hour (a 3-credit course would be about \$99)
- Books are NOT included.

**** PAYMENT DEADLINE: COM's Fall 2026 payment deadline will be published on the Academic Calendar****

Dual Credit Course Offerings and Qualifying Test Scores

Dual Credit Course Offerings			
Grade Level	10 th	11 th Grader	12 th Graders
Face-to-Face Courses Offered	PSYC/EDUC 1300 PSYC 2301 SPAN 1411 SPAN 1412 SPAN 2311 SPAN 2312 ARTS 1311	ENGL 1301 ENGL 1302 HIST 1301 HIST 1302 PSYC/EDUC 1300 PSYC 2301	ENGL 1301 OR ENGL 2328 ENGL 1302 OR ENGL 2323 PSYC/EDUC 1300 GOVT 2305 MATH 1314 or 1324
Online Courses Offered		ARTS 1301 ASTR 1403 or PHYS 1403 ASTR 1404 or PHYS 1403 BIO 1408 BIO 1409 GEOL 1403 GEOL 1404 GOVT 2306 ECON 2301 PHED 1164 SPCH 1315 MUSI 1306/1310 (Seniors have priority Juniors as space allows)	ARTS 1301 ASTR 1403 or PHYS 1403 ASTR 1404 or PHYS 1403 BIO 1408 BIO 1409 GEOL 1403 GEOL 1404 GOVT 2306 ECON 2301 PHED 1164 SPCH 1315 MUSI 1306/1310 PSYC 2301

*The chart above is subject to change due to class/instructor availability and possible governing board amendments.

Dual Credit Guidelines

Student Eligibility at DHS

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

1. The student has a 2.8 GPA to enroll in academic (core curriculum) courses.
2. The student does not have excessive absences during the current school year.
3. The student does not have any severe behavior incidents during the current school year.

Student Enrollment Process through COM

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

1. The student has completed a Dual Credit Advising Session with a COM Enrollment Coach.
2. The student has met the TSI Assessment requirements for the classes in which they are to enroll.
3. The student's requested courses on the form are scheduled to be offered for the term in which the student is enrolling.

Student Registration

1. The deadline to register for dual credit for the Fall semester is March 1st of each school year.
Registration includes: processed ApplyTexas application, qualifying TSI or exempting SAT/ACT score submitted to COM, and signed enrollment form turned in for processing.
2. The payment deadline will be published on COM's academic calendar.
3. Should the student need to change courses, add, or drop a course, the student will meet with both, their counselor and the COM Enrollment Coach.

Dual Credit Probation

1. If a dual credit student receives a grade of "D" or below in a college class, the student will not be eligible for additional college courses the following semester.
2. To be eligible for Dual Credit courses again, the student must retake 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 Dual Credit courses.



COLLEGIATE HIGH SCHOOL DUAL CREDIT CROSSWALK

UPDATED SEPTEMBER 2023



****this entire chart will be added into the website****

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

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
- Process Technology

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.</p> <p>Kit: (\$900-1,000) must be purchased to start program, used through entire program.</p>					
<p>Credential: Certificate – Cosmetology: High School Operator</p> <p>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.

Process Technology - New for 2025-2026

The Process Technology Program offers students core courses related to the process operations industry that will prepare them to develop in their careers as safe, efficient and environmentally responsible Process Technicians. Students entering this program should realize that Process Operators generally work rotating shifts in both hot and cold environments, perform tasks requiring good mental and physical aptitude, climb tall structures and work with a variety of chemicals. Participation in this program requires a pass rate of 80% in Chemistry and Algebra I.

Semester	Course	Credit	Days	Times	Tuition (In/Out District) *Fees may increase*
Year 1 - Fall	PTAC 1302	3	M/W	TBD	\$200 / \$250
Year 1 – Spring	PTAC 1308	3	M/W	TBD	\$200 / \$250
Year 2 – Fall	PTAC 1310	3	M/W	TBD	\$200 / \$250
Year 2 – Spring	PTAC 1332	3	M/W	TBD	\$200 / \$250

Textbook Bundle: (\$416.35) must be purchased to start the program, used through the entire program.

Credential: NCCER Core

COM additional programs

- Associate of Applied Science Degree – Petrochemical Process Technology



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 a 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:

- o Meet same eligibility requirements as Pre-Advanced Placement and Advanced Placement courses as outlined in this section
- o Completed prerequisites for course
- o Recommendation from current teacher of respective On Ramps subject area
- o 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. Starting in the 2024-25 school year Dickinson Continuation Center (DCC) will have their own graduation for their students. DCC students will not participate in the Dickinson High School graduation ceremony.

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 in applying to DCC may apply online at the [DCC website](#).

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 students 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:

1. 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;
2. Ensure mastery of the Texas Essential Knowledge and Skills (TEKS);
3. Ensure proficiency in the areas of:
 - a. Listening;
 - b. Speaking (including aligned vocabulary development);
 - c. Reading
 - d. Writing
4. Encourage parental support and involvement;
5. Help students understand and appreciate culture and heritage while accepting the importance of collaboration of different cultures,
6. Foster self-esteem;
7. Provide opportunities for social interaction in bilingual and monolingual English language settings;
8. 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, EB Creative Writing, 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 transferable college credits for their advanced coursework in high school in partnership with College of the Mainland and the University of Texas, 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 College Board 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 College Board or ACT exams must make a request through the testing organization. See counselor for details.

Special Education Courses

In class Support is provided in the general education setting by support staff who assist the student with accommodations, instructional tools, academic growth, social/emotional learning and building independence in their educational learning environment. Time, duration and frequency are individualized based on student data and demonstrated need.

Dyslexia Services: Students with dyslexia may receive monitoring support and accommodations in the general education setting or direct instruction in a general education setting outside of the instructional classroom. Components of Dyslexia Instruction must include phonological awareness; sound-symbol association; syllabication; orthography; morphology; syntax; reading comprehension; and reading fluency. Delivery of Dyslexia Instruction must be simultaneous, multisensory (VAKT); systematic and cumulative; explicit; diagnostic teaching to automaticity; synthetic; and analytic. Dyslexia instruction must be evidence-based and effective for students with dyslexia, taught by an appropriately trained instructor and implemented with fidelity. District programs include Basic Language Skills, Esperanza, and Reading by Design. The purpose of dyslexia services is to provide students tools to be self sufficient and accommodate for their own needs. The Talking Book Program (TBP) <https://www.tsl.texas.gov/tbp/index.html>

provides digital audio, large print and magazines to Texans who cannot read standard print due to a reading disability. Service for students is available both at home and in the classroom.

BTC is our leveled Behavior Teaching continuum programming. BTC provides direct services to include a BIP, monitoring, social/adaptive skills, and consultation with the teacher(s). The student continues to receive campus and classroom support in addition to direct support from the Behavior Coach. Checks are in the form of coaching; check-in, check-out, home base, or other monitoring depending on students' level of need. In addition, the student will receive direct social/adaptive skills in a pull-out setting, lunch bunch, or other time of the day to work on specific behaviors outlined in the BIP and goals per the ARD (i.e. 3x per 9 weeks or 5x per 9 weeks, etc). In the event that the student's needs increase, they may get pulled out to a sped setting where the student will participate in re-orientation, to work on target behaviors. Direct instruction on social skills is also provided.

Life Skills (Alt) - is an individualized special education program for students K - 12th grade who have both cognitive and adaptive behavior deficits that require academic instruction through pre-requisite skills. This support provides a highly structured approach to academic, vocational, and life skills education. Instructional modifications and accommodations, social skills, behavioral support and personal care are built into the support structure. The program goal is to enable students to reach their maximum level of independence in their school and community setting.

Life Skills Medical Program - is an individualized special education program for students K - 12th grade who have both cognitive, adaptive behavior deficits that require academic instruction through pre-requisite skills and intense medical needs overseen by a CNA in the classroom. This support provides a highly structured approach to academic, vocational, life skills and overall health and safety wellness education. Instructional modifications and accommodations, social skills, behavioral support and personal care are built into the support structure. The program goal is to enable students to reach their maximum level of independence in their school and community setting while receiving optimal care in their educational environment.

DEAR Program- Dickinson Education, Acceleration, Recovery (DEAR) for students in high school who have mild to moderate learning deficits, health, or emotional disabilities who are at risk of dropping out, or not graduating on time. Students receive targeted, accelerated specially designed instruction in a special education setting to gain credits needed for graduation. The program goal is to keep students from dropping out and provide opportunities to graduate.

18+ Program- Post secondary instruction focused on daily living and work skills. Students are 18 to 21 years old with significant cognitive disabilities, autism or other health impairments that have completed the required high school credits for graduation but require a significant level of support to master functional goals and objectives. Students will receive a continuum of services that include district resources and support to community or employment settings, based on their needs and abilities that will enable the student to reach their maximum level of independence in self-help, assisted adult living, working within the community and self-advocacy.

DISD Family Guide to Response to Intervention (RtI)

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

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

What is RtI?

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

What are the benefits of RtI?

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

What does RtI look like?

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

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

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

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

University Interscholastic League (UIL) Eligibility and Extracurricular Activity

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

- Grade 9: Students **must be promoted** to the 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.**

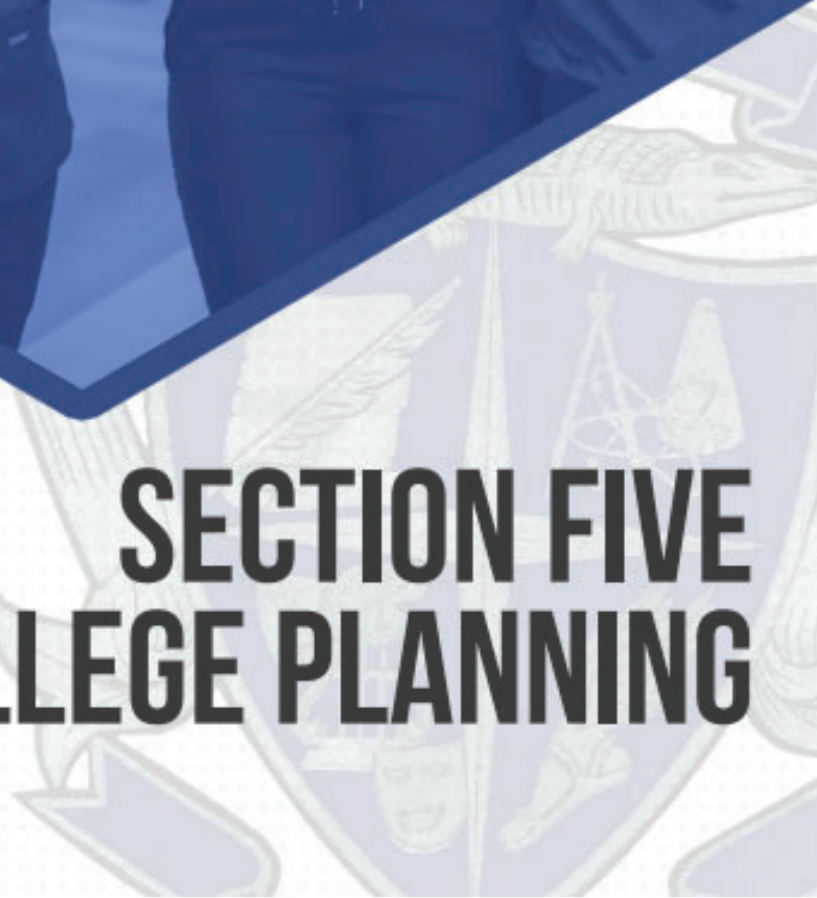
Students who participate in an advanced course (Advanced, AP, Dual Credit, PreAP, or Honors) may apply for a waiver if they fail an advanced course with a 60 or higher for each UIL grading period. In order to apply for a waiver for UIL participation, this form needs to be filled out completely. The waiver 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, PreAP, 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 for 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 typically 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 Parchment 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 Parchment 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 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

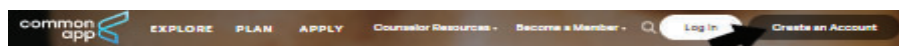
- University- (Bachelor's degree)
 - o In Texas or out of state?
 - o Which universities offer my degree?
- Community College (Associate's degree or basics to transfer)
 - o Local? Out of town?
 - o What am I looking for?
 - workforce training, certification, licensure, or an associate degree
- Technical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



Apply

- University, Community College, and Trade Schools
 - o Complete the institution's application.
 - o All public colleges and universities in Texas utilize the same application at www.applytexas.org.
 - o 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 L127.
- Does the application require a Counselor Recommendation Letter? **If No-skip to the next item.**
 - o Communicate with assigned counselor through email to request a recommendation
 - o Complete your Brag Sheet and Résumé. Submit your typed Brag Sheet/résumé in person or through email to your counselor.
 - o Turn in to counselor at least 2 weeks prior to recommendation due date.
- Request an initial transcript on Parchment. 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.
 - o If you took Dual Credit courses, you need a transcript sent from the college too (i.e. College of the Mainland).
 - o Some colleges may require a SRAR (Self-Report of Academic Record) which will require an unofficial transcript obtained in the 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.
 - o The shot record must include meningitis shot within the last 5 years. Get this done now.

Entrance and Placement Tests

- University
 - o 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 \$16 per school to have your scores sent.
 - Although Community colleges do not require an SAT or ACT score, many scholarships do require that information.
- University and Community College
 - o Take the TSI 2 Assessment if not exempt based on SAT or ACT
 - TSI 2 is used to determine if you need to take remedial Math or English classes.
 - The test is offered to Seniors in the Spring.
 - College of the Mainland website can also be checked for for testing information: www.com.edu/testing-center
- Technical or Trade School
 - o If pursuing 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 the College Career Center website).
- Check the college's website for scholarships.
- Complete DHS Local Scholarship Application for seniors (available January senior year).

Financial Aid

- Start the FAFSA/TASFA- usually available **October 1st** senior year
- Go to www.fafsa.gov or pick up a TASFA application in L127.
- For FAFSA, an FSA ID must be created for both you and your contributor.
- Get help filling out FASFA/TASFA in College and Career Center and at Family FAFSA Nights in the Spring
 - o Priority Deadline – varies depending on which college student will attend; check colleges for specific deadlines.
 - o 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.

New To The FAFSA® Process?

Completing the FAFSA form is free. Fill it out now.

[Start Here](#)

Athletes

- Do you plan to participate in a sport in college? **If No- Skip**
 - o 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

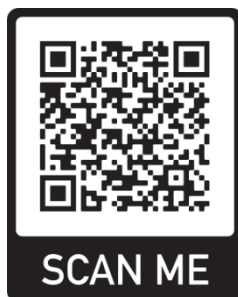
Technical/ Trade School	Website
Alvin Community College*	www.alvincollege.edu
College of the Mainland*	www.com.edu
Galveston College*	www.gc.edu
Houston Community College	www.hccs.edu
MediaTech Institute	www.mediatech.edu
Remington College	www.remingtoncollege.edu
San Jacinto College*	www.sanjac.edu
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.collegeforalltexas.com



Military Checklist



Investigate different branches of the military to find the one that interests you.

- 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.
 - o The ASVAB test may be scheduled through the recruiter.
 - o 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



What are the differences?

Air Force: The Air Force defends the United States through control and exploration of air and space. The Air Force flies and maintains aircraft, such as long-range bombers, supersonic fighters, Airborne Warning and Control System (AWACS) aircraft and many others to protect the interests of America and American allies.

Army: The Army's mission is to protect the security of the United States and its vital resources. The Army is constantly ready to defend American interests and the interests of our allies through land-based operations anywhere in the world.

Army National Guard: The federal mission of the Army National Guard is to be prepared to be called to active duty as a reserve of the Army.

Coast Guard: The Coast Guard mission is to protect America's coastlines and inland waterways by enforcing customs and fishing laws, combating drug smuggling, conducting search and rescue missions, maintaining light houses and promoting boat safety.

Marines: The Marine Corps has grown to become one of the most elite fighting forces in the world. Approximately 174,000 officers and enlisted Marines fly planes and helicopters, operate radar equipment, drive armored vehicles, and gather intelligence along with hundreds of other jobs.

Merchant Marines: Merchant mariners move cargo and passengers between nations and within the United States, operate and maintain deep-sea [merchant ships](#) and other waterborne craft on the oceans, the [Great Lakes](#), [rivers](#), [canals](#), [harbors](#), and other waterways. In time of war, the Merchant Marine is capable of being an auxiliary to the [Navy](#), and can be called upon to deliver troops and supplies for the military.

Navy: Navy plays an important role in helping to maintain the freedom of the United States. The Navy defends the right to travel and trade freely on the world's oceans and protects our country and national interests overseas during times of international conflict.

Initial-Eligibility Standards

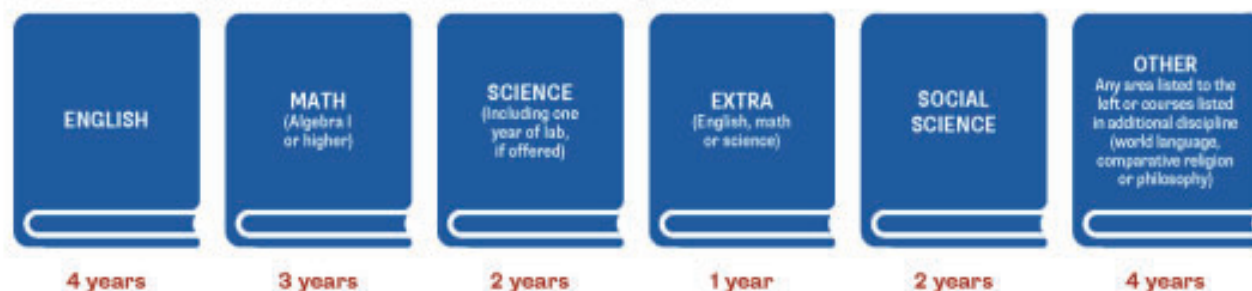
If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at eligibilitycenter.org. Plan to register before your freshman year of high school. For more information on registration, visit on.ncaa.com/RegChecklist.

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

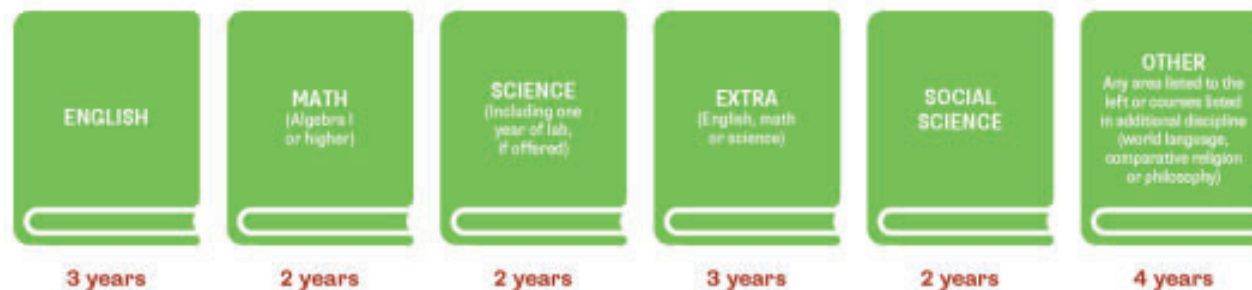
1. Earn 16 NCAA-approved core-course credits in the following areas:



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:



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.

High School Timeline

9th
GRADE

REGISTER



- » If you haven't yet, [register](#) for a free Profile Page account at [eligibilitycenter.org](#) for information on NCAA initial-eligibility standards.
- » Meet with your high school counselor to ensure they are aware of your plans to compete in NCAA sports.
- » Find your high school's list of [NCAA-approved core courses](#) to ensure you're taking the right courses, and earn the best grades possible!
- » Use NCAA Research's [interactive map](#) to locate NCAA schools you're interested in attending.

10th
GRADE

PLAN



- » If you're being [recruited](#) by an NCAA Division I or II school, [transition](#) your Profile Page account to an Academic and Athletics Certification account.
- » Monitor the [task list](#) and [sign up for text alerts](#) in your [Eligibility Center account](#) for next steps.
- » Research admissions requirements for NCAA schools you're interested in attending.
- » Ask your high school counselor from each school you attended to upload your [official high school transcript](#) at the end of the school year.
- » If you fall behind academically, ask your high school counselor for help finding [NCAA-approved core courses](#).

11th
GRADE

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](#).
- » Share your [NCAA ID](#) with NCAA schools recruiting you so each school can place you on its [institutional request list](#).
- » Take [unofficial and official visits](#) to NCAA schools you're interested in attending and start applying early.
- » Ask your high school counselor from each school you attended to upload your [official high school transcript](#) at the end of the school year.

12th
GRADE

GRADUATE



- » Apply to and be accepted by your chosen NCAA school.
- » Ensure your [sports participation](#) information is correct and [request your final athletics certification](#) beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account.
- » Complete your final NCAA-approved [core courses](#) as you prepare for graduation.
- » Ask your high school counselor to upload your [final official high school transcript](#) with [proof of graduation](#) after you graduate.

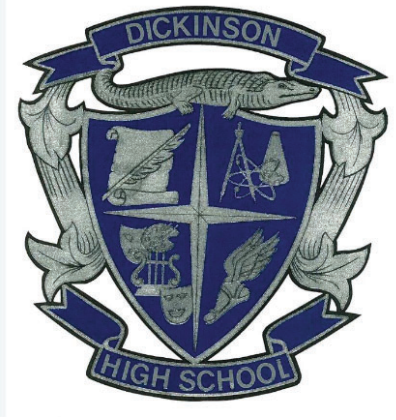
Helpful Internet Resources

	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	NCAA	www.ncaa.org ; www.eligibilitycenter.org
11	Sallie Mae	www.salliemae.com
12	Scholarships for Undocumented Students	www.theanheloproject.org ; www.goldendoorscholars.org ; www.thedream.us
13	Texas Higher Education Coordinator Board	www.thecb.state.tx.us
14	Khan Academy	www.khanacademy.org
15	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

26-27 Handbook Changes Summarized

Section 1- General Information

Added in 2026–27

1. Full **GPA Waiver** program (major addition).
2. ASVAB + JROTC combined CCMR indicator.
3. Level 1 Certificate added as CCMR path.
4. Revised and expanded dual credit weighting language.

Removed in 2026–27

1. Texas College Bridge course (CCMR indicator).
2. Tarleton University automatic acceptance partnership description.
3. Fee/fine rule for final exam exemption eligibility.

Modified in 2026–27

1. Graduation ceremony STAAR commitment deadline is now explicit.
2. AP exemption attendance rule simplified.
3. Several wording clarifications in schedule change processes.
4. Various small formatting and terminology updates.

Section 2 - Graduation Plan

Changes:

1. Improved formatting + readability
2. Streamlined endorsement descriptions
3. Updated wording for Programs of Study
4. Cleaner tables for course sequencing
5. Updated TEA-aligned phrasing
6. Clarified Multidisciplinary Endorsement pathway
7. Improved structure for “Performance Acknowledgements”

Section 3 - Courses

CTE – Major Additions and Expansions in 2026–27

1. Business & Finance

- **AP Business with Personal Finance (CTBU14)** – 1.0 credit, grade 12, AP course with potential for up to 6 hours of college credit per exam.

2. Information Technology & Cybersecurity

- **Foundations of Cybersecurity (CTCS01)** – 1.0 credit, grade 9, now marked **Dual Credit**.

- **Networking (DC)** – 1.0 credit, grade 11, prerequisite: Computer Maintenance; labeled **Dual Credit, new**.
- **Computer Maintenance (DC)** – 1.0 credit, grade 10, prerequisite: Foundations of Cybersecurity; **Dual Credit, new**.
- **Foundations of Cybersecurity (DC)** – also appears as a dual credit option.
- **Practicum in Information Technology** – 2.0 credits, grade 12, leading to **Level I Certificate, Computer Support Specialist** with multiple industry certs (CompTIA Network+, Security+, A+ and SHSU dual credit).

3. Culinary & Food/Science-Linked CTE

- **Intro to Culinary Arts (CTCA01)** – 1.0 credit, grades 9–10, entry-level course for food service industry.
- **Food Science (CTCA04)** – 1.0 credit, grades 11–12; now clearly positioned as both a CTE course *and* a **high school science graduation requirement**.

4. Construction, HVAC, and Process Technology

- **Principles of Construction (CTHV01)** – 1.0 credit, grade 9, entry course.
- **HVAC & Refrigeration Tech I (CTHV02)** – 1.0 credit, grade 10, with Principles of Construction as prerequisite.
- **Intro to Process Technology (CTPT01)** – 1.0 credit, grade 11, requires TSIA pass plus Chemistry and Algebra; **dual credit**.
- **Petrochemical Safety, Health, Environment (CTPT02)** – 2.0 credits, grade 11, prerequisite: Intro to Process Tech; **dual credit**.

Science

1. AP Physics 1 added.

Social Studies

1. Sociology Dual Credit

LOTE

1. Spanish II Dual Credit
2. Spanish III Dual Credit

Fine Arts

1. ARTS 1301 Art Appreciation DC
2. ARTS 1303/1304 Art History DC

Section 4 - Program Guidelines

Policy Changes

1. Collegiate HS Required GPA lowered to 2.8
2. Collegiate HS faculty recommendations increased to 3
3. New fixed Collegiate HS deadline (Feb 23, 2026)
4. Dual Credit Application deadline moved to March 1
5. PreAP terminology added for Chemistry across entire section - our only current preAP Course

Section 5 - College Planning

Minor formatting updates only

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: December 9, 2025
Item Title: Proposed VATRE Enhancement Pay
Agenda Item: Ryan Boone

Background Information:

Administration would like to discuss the proposed VATRE Enhancement Pay for the 2025-2026 budget year.

A one-time VATRE Enhancement as follows:

Employee must be employed between November 4, 2025, and January 15, 2026.

Full time employees would receive \$1,000.

Part time employees would receive \$250-\$1,000 as determined by the Superintendent.

Employees on state or federal protected leave are eligible for the enhancement once they return.

The VATRE Enhancement would be paid one time in late January 2026.

The cost is approximately \$1.9 million.

Recommendation:

The Superintendent and Chief Financial Officer recommend approval of the VATRE enhancement pay for the 2025-2026 budget year.

Action Item: X Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: December 9, 2025
Item Title: Public Hearing-Seat Belts on School Buses
Agenda Item: Ryan Boone

Background Information:

Transportation Code 547.701 requires all buses to have two or three-point seat belts installed unless this creates a hardship with regards to a district's budget. We currently have the following:

- 77 passenger no seat belts = 106
- Special Ed buses, no seat belts, 2pt seat belts = 9
- Special Ed buses, with seat belts, 3pt seat belts = 8
- Special Ed buses, no seat belts, 2 & 3 pt seat belts = 12
- Minibuses, with seat belts, 3pt seat belts = 6

The approximate cost to add two seat belts per seat is \$21,312 per bus and to add three seat belts per seat the cost would be \$40,979 per bus.

Total cost to retrofit busses without seat belts would be \$4,791,326.

The law states that... if the board of trustees determines that the district's budget does not permit the district to purchase a bus that is equipped with the seat belts then this transportation code does not apply. We are requesting that the School Board opt out of Transportation Code 547.701 due to budget limitations.

Recommendation:

The Superintendent, Chief Financial Officer, and Director of Transportation recommend the district opt out of Transportation Code 547.701 due to our budget limitations.

Action Item: X Yes No

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: December 9, 2025
Item Title: TCEQ School Bus Grant
Agenda Item: Ryan Boone

Background Information:

We applied with the Texas Commission Environmental Quality for a school bus grant that would allow us to get 9 diesel buses in exchange for 9 of our 2006 diesel buses. The grant would pay 41% of the cost for the buses. This is different then our prior grants in that they required us to buy propane buses in exchange for diesel buses. Propane buses are great around Galveston County but are not ideal when we leave the county.

The cost to the district would be \$818,010 and the state would pay \$570,294. The funding would come from the insurance proceeds we received recently from the 2023 hailstorm.

If we get the grant, we would like your permission to sign the contract and get the funding secured.

Recommendation:

The Superintendent, Chief Financial Officer and Director of Transportation recommend approving the purchase of 9 buses from Longhorn Bus Sales.

Action Item: X Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: December 9, 2025

Item Title: Fall Demographic Report

Agenda Item: Robert Cobb

Background Information:

Zonda Education, the district demographer, provided a district update regarding economic, housing, and student population growth in Dickinson ISD. These projections are used for future planning and staffing. A presentation is provided for the Board of Trustees.

Recommendation:

Information only.

Action Item: Yes No

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: December 9, 2025
Item Title: DEC(LOCAL) Compensation and Benefits/ Leaves and Absences
Agenda Item: Robert Cobb

Background Information:

A copy of the district-initiated DEC(LOCAL) policy update has been provided. Deletions to current policy are in red strikethrough, and additions are in blue. The policy changes are based on recommendations from district administration.

Recommendation:

The Superintendent and Executive Director of Student Support Services recommend approval of the DEC(LOCAL) Compensation and Benefits/ Leaves and Absences policy update.

Action Item: X Yes No

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

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

**Leave
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term “immediate family” is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee’s household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term “family emergency” shall be limited to disasters and life-threatening situations involving the employee or a member of the employee’s immediate family.

Leave Day

A “leave day” for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee’s usual assignment, whether full-time or part-time.

School Year

A “school year” for purposes of earning, using, or recording leave shall mean the term of the employee’s annual employment as set by the District for the employee’s usual assignment, whether full-time or part-time.

Catastrophic Illness
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee’s immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

*Request for
Leave*

The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee at least five days in advance of the anticipated absence.

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Discretionary use of state personal leave shall not exceed ~~two~~ three consecutive workdays.

*Schedule of
Limitations*

~~The District shall prohibit use of discretionary leave on a day that immediately precedes or follows a District holiday, the first or last day of a grading period, a staff development day, days scheduled for end-of-semester examinations, or days scheduled for state-mandated assessments.~~

Local Leave

Each full-time employee shall earn five to six and one-half paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state sick leave accumulated before the 1995–96 school year, except that an employee may contribute local leave to a sick leave ~~pool bank~~. [See DEC(LEGAL)]

Sick Leave Pool

An employee who has exhausted all paid leave as well as any applicable compensatory time and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate local leave or state personal leave for use by the eligible employee.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

The Superintendent shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

2. The maximum number of days an employee may donate to a sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
4. The return of unused days to donors.

Appeal

An employee may appeal a decision regarding the establishment or implementation of the District's sick leave pool in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

Family and Medical Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable.

Note: See DECA(LEGAL) for provisions addressing FMLA.

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

Temporary Disability Leave

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

The District shall provide 60 days of temporary disability leave for all auxiliary employees.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'
Compensation**

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

No Paid Leave
Offset

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

Court Appearances

The District shall not permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Incentive Plans

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

Death of Eligible
Employee: Plan 1 or
Plan 2

These incentive plans are available only to personnel employed continuously by the District and hired prior to the 1989-90 school year. The incentive plans shall be mutually exclusive, and employees may not receive benefits from more than one plan during any one school year. Any employees hired after September 1, 1989, shall be ineligible for Plan 1 or Plan 2.

Plan 1

Upon the death of an employee, payment for unused local sick leave days shall be payable to the employee's estate under the plan chosen.

If an employee resigns or is terminated for any reason other than retirement or death, eligible benefits shall be payable only under Plan 1.

Under Plan 1, professional employees shall annually receive, at the end of the regular school year, payment at the rate of 50 per-cent of the substitute teacher pay rate for all local sick leave accumulated beyond 40 days.

Paraprofessional and auxiliary employees shall annually receive, at the end of the regular school year, payment at a rate of 50 percent of the substitute custodian pay rate for all local sick leave accumulated beyond 40 days.

The District shall make payment, and the employee shall forfeit all local sick leave days for which payment is received. An employee may elect not to receive payment for days beyond 40, in which case the employee shall retain all accumulated local sick leave beyond the 40 days.

Plan 2

Under Plan 2, any employee with a minimum of ten years' continuous service in the District who has accumulated more than 40 days of local sick leave may elect to receive payment at the time of retirement for accrued, unused local sick leave over 40 days and up to a maximum of 60 days when retirement is approved under the Texas Teacher Retirement System (TRS). The rate of payment shall be based on the average salary/wage during the last three full years of service in the District.

An employee who has selected Plan 2 but leaves the District before retirement for extenuating circumstances may request in writing from the Superintendent approval to receive payments for unused local sick leave under Plan 1 provisions. Extenuating circumstances may include reasons of health, transfer of spouse, or other circumstances beyond the individual's control.

Employment in another district or another business shall not be considered an extenuating circumstance.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: December 9, 2025

Item Title: 26-27 Academic Calendar

Agenda Item: Kim Kelley

Background Information:

The proposed 26-27 Academic Calendar is attached. The full DEIC recommended the calendar to the Board of Trustees on October 14, 2025, by a majority vote.

Recommendation:

The Superintendent and Executive Director for School Leadership recommend approval of the 26-27 Academic Calendar.

Action Item: Yes No

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



2026-2027



- New Teacher
- ▲ Staff Development/ Student Holiday
- [Start 9 Weeks
-] End 9 Weeks
- H Student/ Teacher Holiday
- ★ STAAR Window
- T Transition Day
- E Exchange Day
- ^ Early Release
- Parent/Teacher Conferences Pk-8/ Student Holiday

Term	Student Days/Minutes	Staff Days
1 st 9 Weeks 8/13-10/07	38 17,100	45
2 nd 9 Weeks 10/13-12/18	43 19,230	44
Sem 1	81 36,330	89
3 rd 9 Weeks 1/06-3/05	39 17,550	42
4 th 9 Weeks 3/16-5/27	51 22,830	53
Sem 2	90 40,380	94
Total	171 76,710	184+ 3 exchange= 187

First Day-August 13, 2026 Last Day- May 27, 2027
 Bad Weather Make up Days: October 8 & March 15

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: December 9, 2025

Item Title: Approval of Agenda Item A

Agenda Item: Dr. Rebecca Brown

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 9, 2025

Item Title: Consent Agenda Items

Agenda Item: Dr. Rebecca Brown, Superintendent

Background Information:

The following items have been approved by review of the Board:

- Budget Amendments/Adjustments for November 6, 20, 2025
- Donation to DHS CTE-Hawekotte, Tibalolo, Voelkel
- Donation to DHS Theatre-Booster Club
- Campus Fundraising Request-DHS Baseball
- Approval of Proposals Received-Supplies, Materials, Repair for Facility Services #25-09-1184
- Approval of Proposals Received-Catering and Restaurant Services #25-09-1185
- Approval of Proposals Received-Vehicles for Technology and Facility Services #25-10-1186
- Approval of Proposals Received-Contracted Services #25-10-1187
- Donation to DHS AFJROTC and Bowling Club-Garland Hector, Sheila Nally
- Donation to MJHS Theatre-Ann Witt
- Campus Fundraising Request-MJHS Lounge
- November 3, 2025 Minutes

Recommendation:

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

Action Item: Yes No