



Board of Trustees  
Agenda of Regular Meeting  
Monday, February 9, 2026, 6:00 PM  
WISD Administration Building, 951 FM 2325,  
Wimberley, TX 78676

**Vision Statement - Excellence, Innovation, Service**

**Mission Statement - Wimberley I.S.D. is dedicated to excellence in education, empowering the next generation of Texans to have a positive impact locally and globally.**

1. Call the meeting to order and determine a quorum - Presiding Officer Pledge of Allegiance, Reflection, Welcome
2. Special Recognition – Presenter Dr. Bonewald
  - A. National Board Certified Teachers: Brannon Gilley and Laquita Sellers
3. PUBLIC FORUM - Presiding Officer
  - Persons who wish to present public comments must sign in prior to meeting start on the day of the meeting and list his/her name; name of the group that he/she represents; and agenda item.
  - Each speaker's submitted comments will be allowed three minutes for presentation to the Board, with six minutes granted to a person with a translator.
  - The same rules will be observed for public comments on non-agenda items with the following exceptions, 1) public comments on non-agenda items will only be scheduled for regular meetings of the Board and 2) the total time that will be allowed on non-agenda public comments will be 30 minutes.
  - Please keep your comments or criticisms civil and courteous.
  - Please also avoid using profanity and refrain from making personal attacks on others.
  - Except for the speaker's student, no other student's name or identity should be discussed.
  - If you have a concern that you would like heard and resolved, please present your concern through the District's grievance policies. Grievance forms can be obtained at the Central Administration Office or on the District's website.
  - Trustees are not permitted by law to respond or discuss public comments. However, the Board President may direct a speaker to the appropriate administrator for further discussion.
4. Public Hearing

- A. Strategic Plan Update: Priority 1 Empower Student Excellence, TX Academic Performance Report
5. Information Items
  - A. Bond Update: AGCM and O'Connell Robertson
6. Action Items
  - A. Consideration and Possible Action Regarding Ranking/Selection of Contractors for Bid Package 6 Projects (Multicampus Improvements), Including Possible Delegation of Authority to the Superintendent or Designee to Negotiate and Execute a Contract.
  - B. Consider and possible action regarding Guaranteed Maximum Price #1 with Bartlett Cocke for the new band practice field portion of the Wimberley High School Danforth JHS Renovations Project, including possible delegation of authority to the Superintendent or designee to finalize negotiations and execute same.
  - C. Consider the approval of the contract with Musco Sports Lighting, LLC. for the Texan Stadium lighting replacement.
  - D. Discuss and Consider Approval of the High School Course Book
  - E. Discuss and Consider the Winter 2026 Wimberley ISD Library Book Order
  - F. Discuss and Consider Senate Bill 11 Resolution
7. CFO's Report - Chief Financial Officer, Michael Doyle
  - A. Financials
8. Superintendent's Report
9. Consent Agenda - Presiding Officer Discussion and necessary action - The following items may be considered for approval in part or in entirety.
  - A. Student Enrollment and Attendance
  - B. Minutes of the Regular Meeting - January 12, 2026
  - C. Minutes of the Called Meeting - January 29, 2026
  - D. 2026-2027 District Calendar
  - E. Approve Resolution Regarding Wage Payments During Emergency School Closing
  - F. 2026-2027 Professional Development Minutes Waiver
  - G. Budget Amendment No. 3
10. Closed Session - Presiding Officer The Board may adjourn into closed session pursuant to Texas Government Code Section: 551.071 *et seq.* The Board may then re-enter into Open Session for further discussion and necessary action.
  - A. Deliberation Regarding Security Devices or Security Audits. *Texas Gov't Code §551.076 and §551.089*

B. Personnel Matters. *Texas Gov't Code §551.074*

1) New hires/terminations/employee discipline

2) Consider one-year extension of District and Campus Administrator Contracts

C. Deliberation Regarding Real Property. *Texas Gov't Code §551.072*

D. Consultation with Attorney. *Texas Gov't Code §551.071*

11. The Board will reconvene and take possible action on items discussed in executive session - Presiding Officer

12. Prepare for next meeting - Presiding Officer Discussion to include, but not limited to:  
Set date, time, and place of next meeting, upcoming agenda items

13. Adjourn - Presiding Officer



O'CONNELL  
ROBERTSON



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AG|CM  
INC.



# • WISD Construction Bond 2025 Update

• 02-09-26

• PRESENTED BY:

AG|CM, INC.

PRESENTERS – Mark Johnson, Ryan Rosborough

# Wimberley ISD Bond 2025 Construction Update



Prop A - General Growth, Safety and Rehabilitation of Facilities - \$109.99 Million

Prop B - Instructional Technology - \$6.05 Million

Prop C - Texan Stadium Improvements - \$5.73 Million

Prop D - Shaded Multipurpose Activity Center  
- \$13.23 Million

**Contractors:**  
Bartlett Cocke

**AG|CM Scope of Services:**  
Project Management

**Architect:**  
Oconnell Robertson

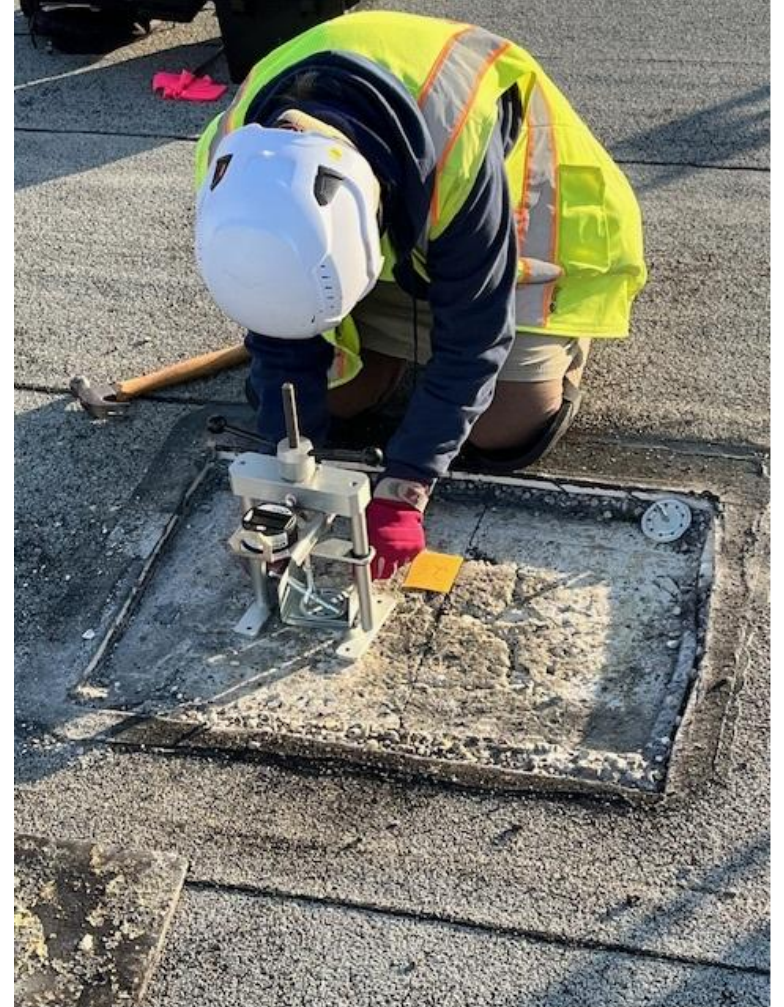
**Anticipated Completion Date:**  
Spring 2028

- Presentation Outline (High Level)
  - Activities Since Last Update
  - Budget Update
  - Schedule Update
  - Upcoming Activities
  - Board Meeting Lookahead

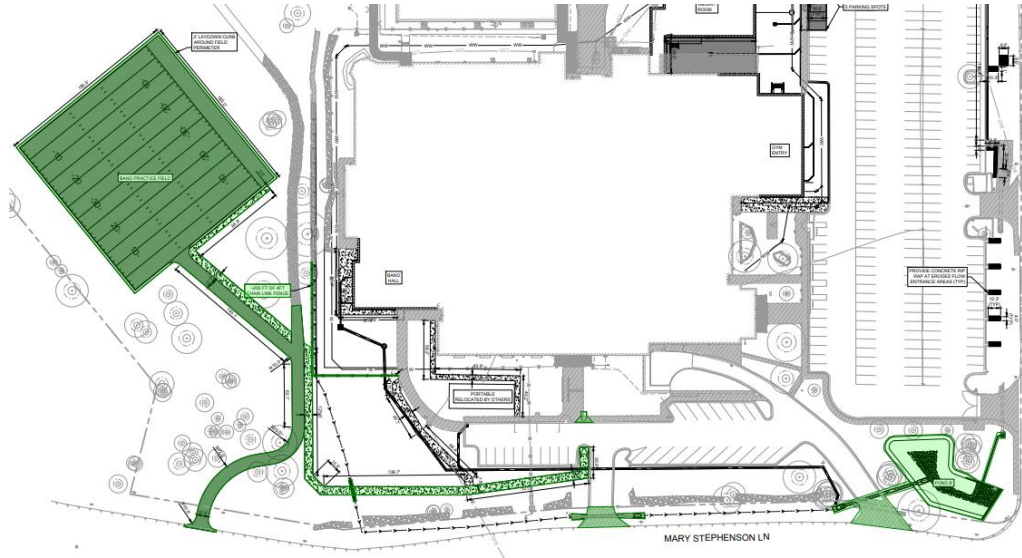
## Activities Since Last Update:

### Completed Services Include:

- Audio Enhancements completed work at Texan Academy at Scudder last week
- WHS GMP1 Band Practice Field, Utilities and Drainage Estimate revised and Price reduced
- Bid Package 6 Multicampus Improvements bids received and evaluated
- Bid Package 5 Contract and Insurance negotiation near completion
- WHS and DJH Site Investigations/Existing Roof Pull Tests Completed



# Wimberley ISD Bond 2025 Construction Update - Package 2 and 3



## GMP 1 Band Practice Field, Utilities and Drainage

### Major components

- Asphalt surface approx .74 acres, 60 yards square
- Drive access from Mary Stephenson Ln
- Student access via concrete sidewalks
- Utilities routed to the Band Hall expansion
- Drainage channel to a new detention pond



- GMP 1 Estimate (rev 2) Substantial savings by re-design for easy access to the Band Practice Field from the Band Hall and Mary Stephenson Dr.
- **Scheduled to begin construction on GMP 1 March 2026, upon Board Approval 02.09.26**

# Wimberley ISD Bond 2025 Construction Update - Package 6

## Bid Package 6 Multicampus Improvements

BHP, JWE & NOC –CSP Delivery, Bids Due 01-29-26

**WISD Board Consideration February 09, 2026**

Construction – Summer 2026

- Adding Doors including Store Fronts for Security Lock Down
- Adding exterior cameras
- HVAC controls work

- Replace HVAC unit to Data Center
- Upgrade Generator equipment
- Connect emergency Power Transfer Switch

- Replacing all existing lighting to LED
- Adding and replacing doors for security lock down
- Adding Security Cameras



Blue Hole Primary



Network Operations Center



Jacobs Well Elementary

# Wimberley ISD Bond 2025 Construction Update

## Budget Update: As of January 31, 2026

- Professional Services Budget:
  - Surveying, Platting
  - Project Management
  - Architecture
  - Geotechnical
  - Professional Services budget: \$9,582,594**

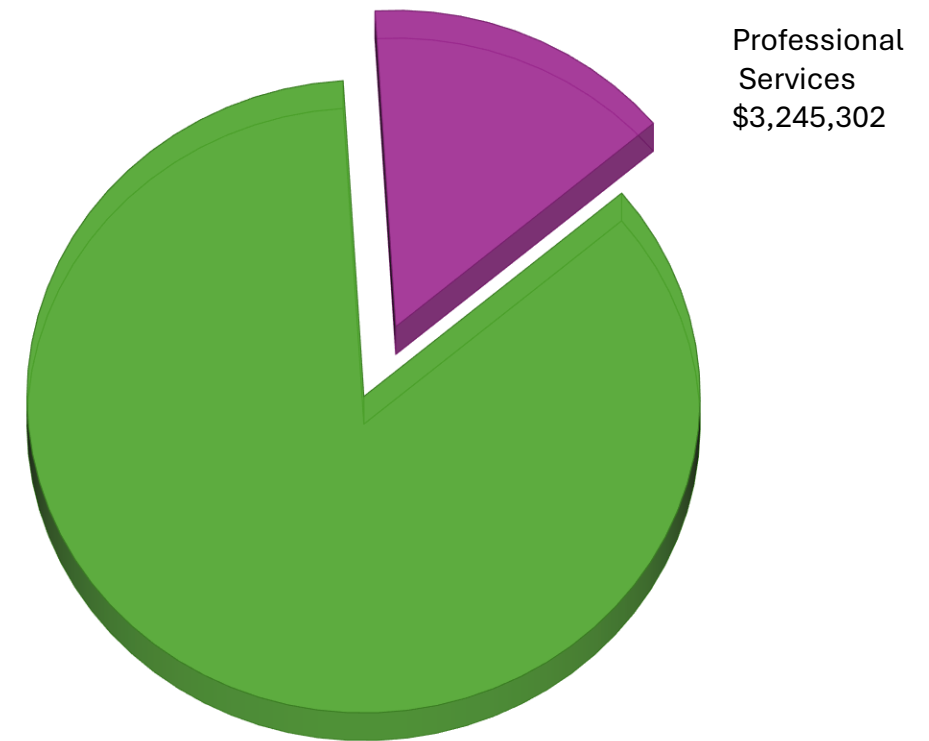
Committed to date \$3,245,302

January 2026, \$1,913,519

Total Design is 70% complete, remaining 5% Procurement in February, leaving 25% for Construction Phase Services.

Construction for Bid Packages 2 & 3, 5, 6 starts in Spring 2026

### WIMBERLEY ISD BOND 2025



# Wimberley ISD Bond 2025 Construction Update

## Budget Update: As of January 31, 2026

Items included in Expenditures –Owner Costs:

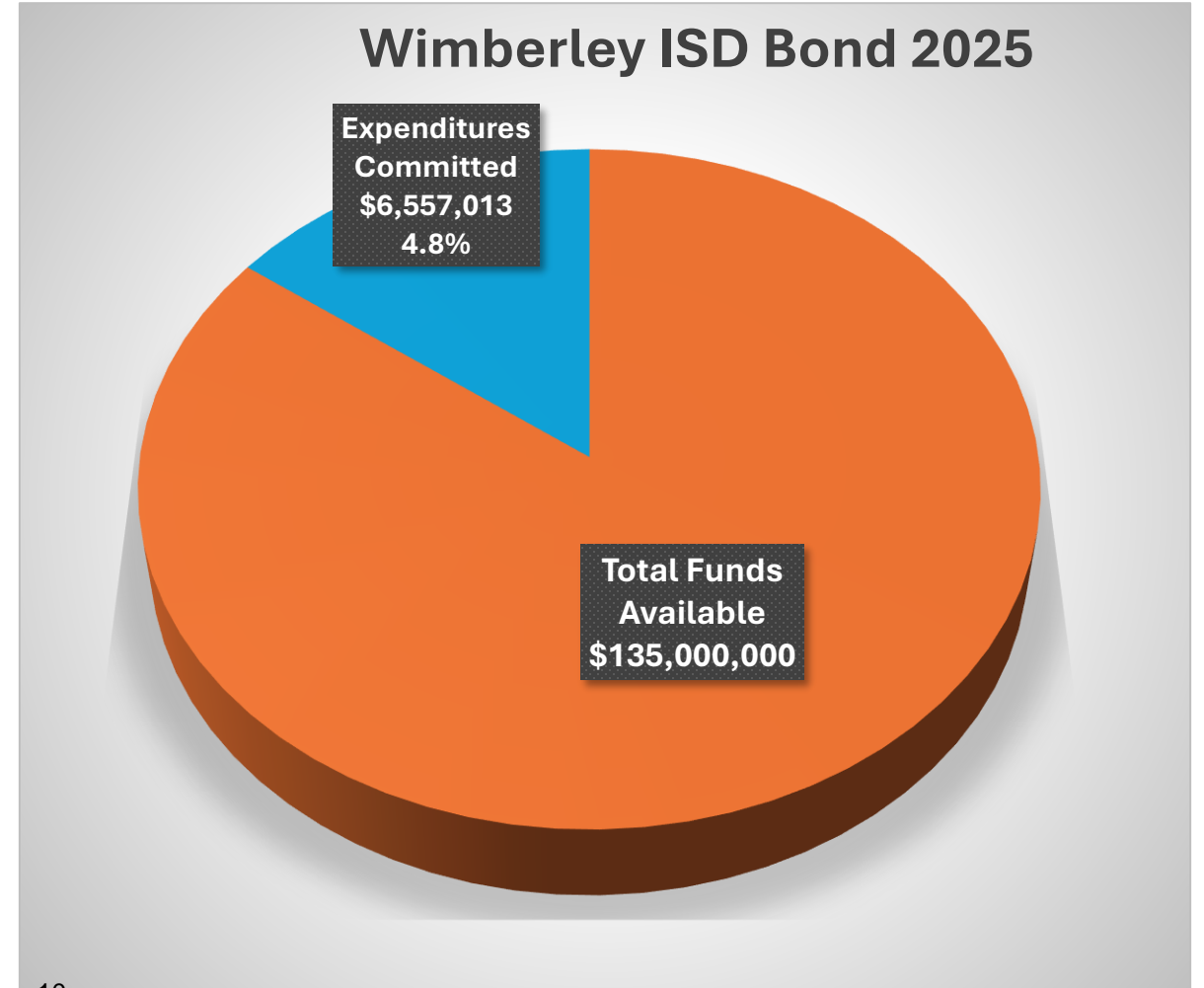
**Total Expenditures committed:** \$6,557,013

Total Expenditures: \$4,741,742

Encumbrances: \$1,815,271

January Owner Costs Include :

- Musco Lighting at the BB/SB Facility
- Continuity Servers for Phone System
- Fiber Optic for Transportation/BB/SB,
- UPS System Software



## Schedule Overview: Milestones Dates are Estimated Subject to Change

- Bid Package 1 –Blue Hole Parking
  - **Construction Start: March 2026**
  - **When Contract is approved**
  - Construction Complete: Summer 2026
  - Board Approval 01/12/2026
- Bid Package 2 and 3 – Danforth/Performing Arts/Texan Stadium and High School
  - **Board Approval of GMP1 Band Practice Field**
  - **Construction Document's Issued 02.05.26**
  - Construction Start: April 2026
  - Construction Complete: Spring 2028
- Bid Package 4 – Baseball/Softball Complex
  - Complete Design: TBD
  - Construction Complete: TBD
  - Board Approval: TBD
- Bid Package 5 – Multiple Campus Mechanical/Roofing BHP, JWE, Scudder
  - **Construction Start: Spring 2026**
  - **When Contract is approved**
  - Construction Complete: Fall 2026
  - Board Approval 12/15/25
- Bid Package 6 – Multiple Lighting/Intercom/Misc FCA, JWE, BHP, NOC
  - Construction Start: Summer 2026
  - Construction Complete: Summer/Fall 2026
  - **Board Approval Consideration 02/09/2026**

# Wimberley ISD Bond 2025 Construction Update

## Upcoming Activities:

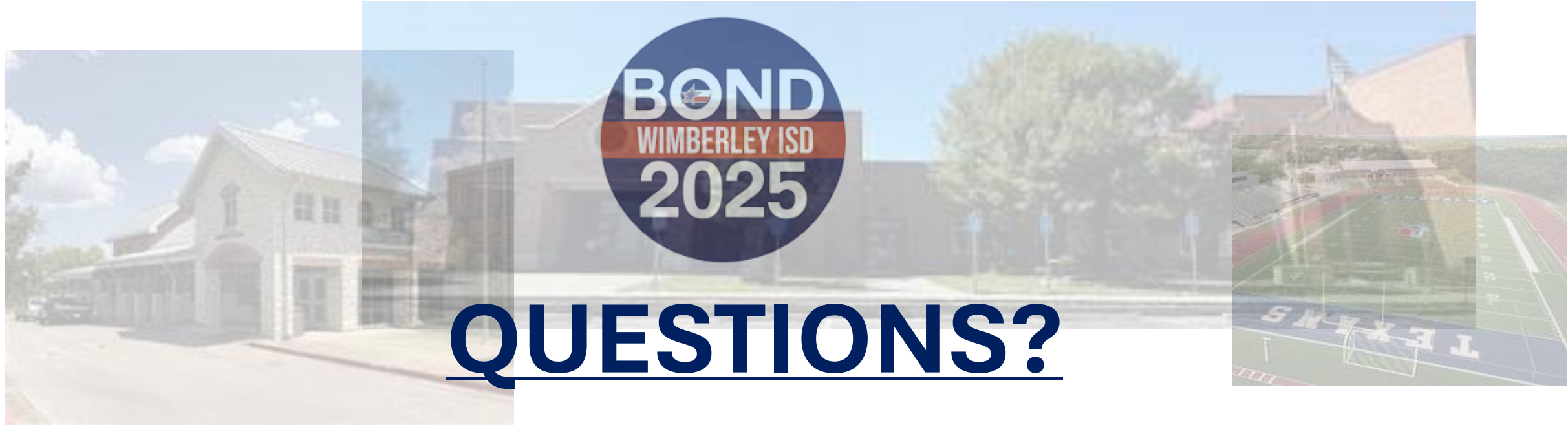
### Tonight

- Consideration for Bid Package 6 (Multicampus Improvements CSP Rankings) approval
- Consideration for Musco Lighting Proposal at Texan Stadium
- Consideration for GMP1 (New Band Practice Field Utilities and Drainage) approval
- **Board Meeting Lookahead:**  
March 09 Meeting
- Consideration for GMP2 Bid Package 2 & 3 (DJH and WHS Renovations and Additions)

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# Wimberley ISD Bond 2025 Construction Update



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**AG|CM**  
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**A Professional Construction  
Management Firm**

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION  
WIMBERLEY, TEXAS**

**Subject: Consideration and Possible Action Regarding Ranking/Selection of Contractors for Bid Package 6 Projects (Multicampus Improvements), Including Possible Delegation of Authority to the Superintendent or Designee to Negotiate and Execute a Contract.**

**Date: February 9, 2026**

**Presented by: Mike Doyle**

**Action**

**BACKGROUND INFORMATION**

Bid Package 6 includes the Blue Hole Primary School Site & Pavement Project identified in the District's approved construction program. Competitive Sealed Proposals (CSP) were solicited in accordance with Texas Government Code Chapter 2269, which governs construction procurement methods for public school districts. CSPs were received, publicly opened, and evaluated using the Board-adopted criteria, including price, qualifications, experience, safety record, and project approach.

Following a comprehensive evaluation by the Administration and the District's construction program consultants, the proposer rankings have been finalized for the Board's review. Awarding the highest-ranked firm for Bid Package 6 will allow the District to proceed with the Blue Hole Primary School Site & Pavement Project.

Due to the time-sensitive nature of the construction schedule and the need to finalize contractual terms quickly, Administration is requesting that the Board consider delegating authority to the Superintendent or designee to negotiate and execute the contract with the highest-ranked proposer, within Board-approved project budgets.

**ADMINISTRATIVE RECOMMENDATION**

It is Administrations recommendation to move forward on this action item and approve the rank for Bid Package 6.

**BOARD ACTION REQUIRED**

**"I move that the Board approve the ranking of the Contractors for Bid Package 6 (Multicampus Improvements) as presented, and further authorize the Superintendent or his designee to negotiate a contract with the top-ranked contractor and if a contract cannot be reached then to terminate negotiations and move on to the next ranked and so on until a contract can be executed that is consistent with Board approved budgets and procurement requirements and in a form approved by legal counsel."**

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION  
WIMBERLEY, TEXAS**

**Subject: Consider and possible action regarding Guaranteed Maximum Price #1 with Bartlett Cocke for the new band practice field portion of the Wimberley High School Danforth JHS Renovations Project, including possible delegation of authority to the Superintendent or designee to finalize negotiations and execute same.**

**Date: February 9, 2026**

**Presented by: Mike Doyle**

**Action**

**BACKGROUND INFORMATION**

Wimberley ISD is proceeding with the Wimberley High School Renovations Project, which was approved by voters as part of the district’s 2025 bond program. As part of this overall project, the construction of a new band practice field is necessary to support the instructional, rehearsal, and performance needs of the district’s growing band programs.

Bartlett Cocke serves as the Construction Manager-at-Risk (CMAR) for this project and has worked collaboratively with district staff, architects, and consultants to develop Guaranteed Maximum Price (GMP) #1. This GMP represents the first phase of construction and is limited in scope to the new band practice field, allowing the district to move forward with early construction activities while continuing to finalize remaining project components.

The proposed GMP #1 includes all associated construction costs for the band practice field, including labor, materials, subcontractor costs, general conditions, insurance, and contingencies, as defined in the GMP documentation. Establishing this GMP provides cost certainty for this portion of the project and enables the district to maintain its construction schedule while managing overall bond expenditures responsibly.

Approval of this item will authorize the district to proceed with construction of the band practice field and, if approved, delegate authority to the Superintendent or designee to finalize negotiations and execute GMP Amendment #1 in coordination with legal counsel.

**ADMINISTRATIVE RECOMMENDATION**

It is Administrations recommendation to move forward on this action item and approve the Guaranteed Maximum Price #1 with Bartlett Cocke as presented.

**BOARD ACTION REQUIRED**

**“I move that the Board approve the Guaranteed Maximum Price #1 with Bartlett Cocke for the Wimberley High School Danforth JHS Renovations Project, as presented by Administration, and further delegate authority to the Superintendent to finalize any negotiations related to the**

**Guaranteed Maximum Price (GMP) Amendment #1 and execute the GMP Amendment in a form approved by legal counsel.”**

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION  
WIMBERLEY, TEXAS**

**Subject: Consider the approval of the contract with Musco Sports Lighting, LLC. for the Texan Stadium lighting replacement.**

**Date: February 9, 2026**

**Presented by: Mike Doyle**

**Action**

**BACKGROUND INFORMATION**

As part of the 2025 Bond Program, Wimberley ISD conducted a comprehensive research and interview process with multiple sports lighting companies to identify the vendor that would provide the best overall value to the District. Following this process, WISD has selected Musco Sports Lighting, LLC, for the replacement of the lighting systems at Texan Stadium.

The proposal from Musco Sports Lighting, LLC utilizes pricing available through the BuyBoard Purchasing Cooperative. By procuring through an approved BuyBoard contract, WISD ensures full compliance with applicable state procurement laws and District purchasing policies.

**ADMINISTRATIVE RECOMMENDATION**

Administration recommends that the Board approve the contract with Musco Sports Lighting, LLC for Texan Stadium lighting replacement project.

**BOARD ACTION REQUIRED**

***"I move that the Board approve the contract with Musco Sports Lighting, LLC for the Texan Stadium lighting replacement, and delegate authority to the Superintendent or designee to negotiate and execute the contract, consistent with Board-approved budgets and procurement requirements."***

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION  
WIMBERLEY, TEXAS**

**Subject:** Consideration and Approval of the 2026–2027 Course Guide and Course Guide Revisions

**Date:** February 9, 2026

**Presented by:** WHS Principal, Mr. Ryan Wilkes

**Action**

**BACKGROUND INFORMATION**

The 2026–2027 Course Guide has been developed to provide students and families with information regarding graduation requirements, course offerings, and academic pathways available within Wimberley ISD. Campus and district administrators have reviewed course offerings to ensure alignment with state requirements, district goals, staffing, and student needs.

Proposed revisions to the Course Guide include updates to course descriptions, additions and/or removals of courses, and clarifications to ensure accuracy and compliance for the upcoming school year.

**ADMINISTRATIVE RECOMMENDATION**

Administration recommends approval of the 2026–2027 Course Guide, including all proposed course revisions, as presented.

**BOARD ACTION REQUIRED**

“I move that the Board of Trustees approve the 2026–2027 Course Guide and course guide revisions as presented.”

# WIMBERLEY HIGH SCHOOL



## COURSE GUIDE

2026-2027

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# WIMBERLEY ISD GRADUATION REQUIREMENTS

Effective for all students entering Grade 9 In School Year 2014-15 & Thereafter

<b>FOUNDATION HIGH SCHOOL PROGRAM (FHSP) +ENDORSEMENT +DISTINGUISHED LEVEL OF ACHIEVEMENT (26 CREDITS)</b>	<b>FHSP +ENDORSEMENT (26 CREDITS)</b>	<b>FHSP (22 CREDITS) *Administrative Placement</b>
<p>EXAMPLE OF A 4-YEAR PLAN <i>WISD's plan for all incoming 9th graders. Completion of all Foundation credits and at least one endorsement.</i></p> <p>ENGLISH LANGUAGE ARTS* (4 credits)</p> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul> <p>MATHEMATICS* (4 credits)</p> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>Algebra II</li> <li>Advanced Math</li> </ul> <p>SCIENCE* (4 credits)</p> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Advanced Science</li> </ul> <p>SOCIAL STUDIES* (4 credits)</p> <ul style="list-style-type: none"> <li>World Geography</li> <li>World History</li> <li>US History</li> <li>US Government/Economics or PFL</li> </ul> <p>LANGUAGE OTHER THAN ENGLISH (2 credits)</p> <p>PHYSICAL EDUCATION (1 credit)</p> <ul style="list-style-type: none"> <li>Full credit OR two half credits</li> </ul> <p>FINE ARTS (1 credit)</p> <ul style="list-style-type: none"> <li>Full credit</li> </ul> <p>ENDORSEMENTS (5 credits)</p> <ul style="list-style-type: none"> <li>4 credit sequence in the same pathway</li> </ul> <p>ENRICHMENTS (1 credit)</p> <ul style="list-style-type: none"> <li>Health (½ credit)</li> <li>Professional Communications (½ credit)</li> </ul>	<p>EXAMPLE OF A 4-YEAR PLAN</p> <p>ENGLISH LANGUAGE ARTS (4 credits)</p> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul> <p>MATHEMATICS (4 credits)</p> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>Advanced Math</li> <li>Advanced Math</li> </ul> <p>SCIENCE (4 credits)</p> <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> <li>Advanced Science</li> </ul> <p>SOCIAL STUDIES (4 credits)</p> <ul style="list-style-type: none"> <li>World Geography</li> <li>World History</li> <li>US History</li> <li>US Government/Economics or PFL</li> </ul> <p>LANGUAGE OTHER THAN ENGLISH (2 credits)</p> <p>PHYSICAL EDUCATION (1 credit)</p> <ul style="list-style-type: none"> <li>Full credit OR two half credits</li> </ul> <p>FINE ARTS (1 credit)</p> <ul style="list-style-type: none"> <li>Full credit</li> </ul> <p>ENDORSEMENTS (5 credits)</p> <ul style="list-style-type: none"> <li>4 credit sequence in the same pathway</li> </ul> <p>ENRICHMENTS (1 credit)</p> <ul style="list-style-type: none"> <li>Health (½ credit)</li> <li>Professional Communications (½ credit)</li> </ul>	<p>EXAMPLE OF A 4-YEAR PLAN</p> <p>ENGLISH LANGUAGE ARTS (4 credits)</p> <ul style="list-style-type: none"> <li>English I</li> <li>English II</li> <li>English III</li> <li>English IV</li> </ul> <p>MATHEMATICS (3 credits)</p> <ul style="list-style-type: none"> <li>Algebra I</li> <li>Geometry</li> <li>Advanced Math</li> </ul> <p>SCIENCE (3 credits)</p> <ul style="list-style-type: none"> <li>Biology</li> <li>Science</li> <li>Advanced Science</li> </ul> <p>SOCIAL STUDIES (3 credits)</p> <ul style="list-style-type: none"> <li>World Geography or World History</li> <li>US History</li> <li>US Government/Economics or PFL</li> </ul> <p>LANGUAGE OTHER THAN ENGLISH (2 credits)</p> <p>PHYSICAL EDUCATION (1 credit)</p> <ul style="list-style-type: none"> <li>Full credit OR two half credits</li> </ul> <p>FINE ARTS (1 credit)</p> <ul style="list-style-type: none"> <li>Full credit</li> </ul> <p>ENDORSEMENTS (5 credits)</p> <ul style="list-style-type: none"> <li>4 credit sequence in the same pathway</li> </ul> <p>ENRICHMENTS (1 credit)</p> <ul style="list-style-type: none"> <li>Health (½ credit)</li> <li>Professional Communications (½ credit)</li> </ul> <p>Highlights denote differences between graduation plans.</p>

\*WHS students are required to be in each of the 4 core subjects EACH year of High School (4x4). Students who "Double Up" or earn HS Credit in JH, may graduate with 4+ credits in any of the core classes if they choose to "Double Up" or took Alg I in JH. Students who enroll from another high school with core credits other than what is listed still meet graduation requirements as long as they are within 4x4.

### Performance Acknowledgements

A student may earn a performance acknowledgement on their transcript for outstanding performance on any of the following:

- Completing at least 12 hours of college academic courses, including dual-credit & advanced technical credit
- In bilingualism & bi-literacy
- On a college AP or IB exam
- On the PSAT, SAT or ACT
- For earning a nationally or internationally recognized industry certification

# CORE GPA CREDITS

**\*For 9th grade entering WHS 2020-2021 School Year and thereafter\***

## **English Language Arts Core Credit**

English I (4.0) or English I (Honors) (5.0)

English II (4.0) or English II (Honors) (5.0)

English III (4.0) or English III AP (6.0) or DC Composition I/II (6.0)

English IV (4.0) or English IV AP (6.0) or DC Composition I/II (6.0) or British Literature I/II (6.0)

## **Mathematics Core Credit**

Algebra I (4.0) or Algebra I (Honors) (5.0)

Geometry (4.0) or Geometry (Honors) (5.0)

Algebra II (4.0) or Algebra II (Honors) (5.0) - Distinguished Credit Requirement

Pre-Calculus (4.0) or Pre-Calculus Honors (5.0)

Calculus AP (6.0)

## **Science Core Credit**

Biology I (4.0) or Biology I (Honors) (5.0)

Chemistry I (4.0) or Chemistry I Honors (5.0)

Biology AP (6.0) or DC Biology (6.0)

Chemistry AP (6.0) or DC Chemistry (6.0)

Physics (4.0) or Physics BI AP (6.0) or DC/OnRamps Physics I (6.0)

## **Social Studies Core Credit**

World Geography (4.0) or World Geography Honors (5.0) or Human Geography AP (6.0) [APHUG GPA points begin for 2026-27 cohort and beyond]

World History (4.0) or World History AP (6.0) or DC World History I/II (6.0)

US History (4.0) or US History AP (6.0) or DC US History I/II (6.0)

US Government (4.0) or US Government AP (6.0) or DC US Government (6.0) - one semester

Economics (4.0) or Personal Financial Literacy (4.0) or Economics (AP) (6.0) or DC Economics (6.0) - one semester

# ACADEMIC INFORMATION

## GRADE LEVEL ADVANCEMENT

The listing below is a summary of the minimum number of course credits required for grade level classification:

- Sophomore: 5 Credits**
- Junior: 10 Credits**
- Senior: 15 Credits**

Credits earned prior to High School enrollment will not be used for classification purposes. Changes in the grade level classification will be made after the completion and calculation of earned credits from each school year. Reclassification at semester, due to extenuating circumstances, must be approved by the principal. Students entering the school year with 15 credits will not be classified as a senior unless the student is able to graduate with the current year's graduating class.

The Wimberley Independent School District, in compliance with State Board of Education Rules, will make all promotions only on the basis of academic achievement.

## GRADE POINT AVERAGE (GPA)

The Cumulative Grade Point Average (GPA) is a computer-generated calculation based on a weighted Grade Point Average Scale. All courses will be designated with a weighted numerical value of 4.0 for Regular Courses, 5.0 for Honors and Advanced Courses, and 6.0 for Advanced Placement and ACC Dual-Credit Courses. Course weight will be determined by a consensus of the faculty department chairperson, the high school principal, and the superintendent of schools, in compliance with state-mandated guidelines. Please refer to the Course Weightings by Subject and Graduating Class for course weight designation.

GPA calculation is determined by the addition of accumulated grade points divided by the number of grade point credits.

**GPA is rounded to the nearest 1/1000th decimal place.**

**Grade Points: Numerical calculation derived from each semester grade in course based on course weight**

**Grade Point Credits: Course credits used in calculating GPA**

**Earned Credits: Course credits used to satisfy state-approved number of credits for graduation**

**Semester grades of 69 or below receive 0 grade points and 0 grade point credits; however, the District shall award earned credit for a full session (1 credit) course on a term-by-term basis.**

**In a full session course where either term grade is below 70 and the two term grades are averaged to a grade of 70 or better, one earned credit shall be given.**

The following chart is used for conversion of numeric grade to grade points:

Numeric Score	Advanced	Honors	Regular
100	6.0	5.0	4.0
99	5.9	4.9	3.9
98	5.8	4.8	3.8
97	5.7	4.7	3.7
96	5.6	4.6	3.6
95	5.5	4.5	3.5
94	5.4	4.4	3.4
93	5.3	4.3	3.3
92	5.2	4.2	3.2
91	5.1	4.1	3.1
90	5.0	4.0	3.0
89	4.9	3.9	2.9
88	4.8	3.8	2.8
87	4.7	3.7	2.7
86	4.6	3.6	2.6
85	4.5	3.5	2.5
84	4.4	3.4	2.4
83	4.3	3.3	2.3
82	4.2	3.2	2.2
81	4.1	3.1	2.1
80	4.0	3.0	2.0
79	3.9	2.9	1.9
78	3.8	2.8	1.8
77	3.7	2.7	1.7
76	3.6	2.6	1.6
75	3.5	2.5	1.5
74	3.4	2.4	1.4
73	3.3	2.3	1.3
72	3.2	2.2	1.2
71	3.1	2.1	1.1
70	3.0	2.0	1.0
Below 70	0	0	0

Courses repeated for "Audit" receive 0 earned credit, 0 grade point credit and 0 grade points. "Audit" courses are used for UIL eligibility purposes.

## GPA (continued)

**GPA for “Students Entering Grade 9 in School Year 14-15 & Thereafter” includes a select group of Core Courses, AP Courses, and Early College Start Courses. In addition, the following course situations won’t count on GPA. Courses earned in the following situations will count as earned credit only.**

- Courses taken outside the regular school year
- Correspondence Courses
- Summer School Courses
- Credit by Exam
- Credit Recovery
- Online Courses provided outside WISD (Effective for all students entering grade 9 in the 2012-13 School Year and thereafter)

## CCMR (College, Career, and Military Readiness) REQUIREMENTS

Students can meet CCMR requirements in a variety of ways, depending on their goals and interests. Here are the primary pathways:

### 1 - College Readiness

- Scoring at or above the college readiness benchmarks on standardized tests; SAT (EBRW 480+ and MATH 530+), ACT (combined score of 40 on English & Reading, Math 22+), TSIA (ELAR 945+ w/essay 5, or <945 w/ diagnostic score 5 or 6 and essay 5, MATH 950+ or <950 w/diagnostic score of 6).
- Earning college credits through dual credit or Advanced Placement (AP) courses (scoring a 3 or higher) or qualifying for college credits through OnRamps.
- Completing an associates degree while in high school.

### 2 - Career Readiness

- Earning an industry-recognized certification (Level I or Level 2) or license in a high-demand field.
- Completing Individualized Education Program (IEP) and Workforce Readiness.
- Completing a coherent sequence of Career and Technical Education (CTE) courses.
- Participating in the Practicum program for at least 1 full year.

### 3 - Military Readiness

- Scoring appropriately on the Armed Services Vocational Aptitude Battery (ASVAB) and meeting enlistment requirements.

## CLASS RANK

Class rank is determined by a numerical listing of Cumulative GPA, from highest to lowest, within each grade classification. Class rank is calculated upon the completion of each school year.

For the purpose of determining honors to be conferred during graduation activities, the District shall calculate class rank in accordance with Local EIC Policy and administrative regulations by using grades available at the time of calculations at the end of the fifth six week grading period of the senior year. Graduating senior final class rank will be calculated at the end of sixth six weeks.

**Class rank for transfer students will be established by conforming all coursework completed prior to enrollment in Wimberley High School to the WISD-approved, weighted grade point average scale. Transfer courses that WHS does not offer will receive earned credit only.** Upon completion of the transfer student’s GPA, in accordance with WISD-approved GPA calculation, the student will then be ranked within the current grade classification. **The following conversion chart will be used when a transfer student’s grades are reported by letter grades only:**

A+	98	B+	88	C+	78	D	70
A	95	B	85	C	75	F	69
A-	92	B-	82	C-	72		

**Class rank for early graduates will be established in accordance with the expected completion date of all graduation requirements.** Students attempting to complete WISD and state graduation requirements during the regular school year will be included in the class rank of the current year’s graduating senior class. Students attempting to complete WISD and state graduation requirements outside of the regular school year will be included in the class rank of the current year’s graduating senior class.

## HONOR GRADUATES

The top ten percent of the students in the graduating class will be recognized as honor graduates and will receive an award certificate at graduation exercises. Additionally, each applicant for admission to any general academic teaching institution as listed in Education Code 61.003 will be automatically admitted to the institution if the applicant:

1. Is a first-time freshman;
2. Graduated in one of the two school years preceding the academic year for which the applicant is applying for admission from a public or private high school in Texas that is accredited by a generally recognized accrediting organization; and
3. Graduated with a grade point average in the top ten percent of the student's high school graduating class.

High School rank for students seeking automatic admission to a general teaching institution on the basis of their class rank is determined and reported as follows:

1. Class rank shall be based on the end of the eleventh grade, middle of the twelfth grade, or at high school graduation, whichever is most recent at the application deadline.
2. The top ten percent of a high school class shall not contain more than ten percent of the total class size.
3. The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific number total class size.
4. Class rank shall be determined by the Texas school or school district from which the student graduated or is expected to graduate. (Education Code 51.803)

The University of Texas-Austin will automatically admit the top 5% of freshman applicants from Texas high schools and the remaining spaces will be filled with students under holistic review.

In accordance with current WISD-approved policy, valedictorian and salutatorian are respectively named as the two students with the highest GPA in the graduating senior class. **To be eligible for either honor, a student must have continuously attended Wimberley High School for their entire sophomore, junior, and senior year, and must have completed the Distinguished Achievement Program.**

Administrative discretion by the principal, or principal's designee, is retained in resolving conflict arising from policy.

In the event the top two students maintain the same GPA/Class Rank, both students will share the valedictorian honor with no salutatorian being named; however, the Highest Ranking Graduate Designation and Scholarship, provided by the State of Texas will be selected by core course GPA calculation through the fifth decimal place. Should a tie develop for salutatorian, all those tied shall be recognized.

## ADMINISTRATIVE-APPROVED SCHEDULE CHANGES

Pursuant to Senate Bill 1 of the Texas Education Code, Chapter 25, Admission, Transfer, and Attendance, Section 25.092 Minimum Attendance for Class Credit states:

**(a) Except as provided by this section, a student may not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered.**

[Schedule Change Google Form](#) - active for the first couple weeks of school.

Wimberley High School, in compliance with the above stated statute, will provide a period at the beginning of the Fall semester for administrative-approved schedule changes.

After this period, all requested schedule changes must be addressed by the following procedure:

1. Student must attend an appropriate number of tutorials as determined by the teacher.
2. Student must turn in all classwork.
3. Student must conference with the teacher.
4. Parent of the student must conference with the teacher.

Only after the completion of the above requirements and the approval of the principal will a schedule change be addressed. Please note that schedule changes granted after the initial period at the beginning of the Fall semester, may result in loss of credit.

## ACADEMIC CREDIT RECOVERY

- Credit recovery must be approved by principal

- Credit recovery consists of a computer-based program of instruction (Edgenuity)
- Credit recovery will count as earned credit only, will not replace grade of failed course, and will not count on GPA

## STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) ACCELERATION PROGRAMS

Any student (grades 9-12) failing to meet the established state passing standard on the STAAR English Language Arts, Mathematics, Science, or Social Studies Examination will be required to attend the following accelerated programs (as offered):

- Accelerated STAAR Summer School
- STAAR Summer Testing
- Accelerated STAAR English Language Arts, Math, Science, Social Studies Courses
- Mandatory Accelerated STAAR Tutorials

## CREDIT BY EXAMINATION

According to Wimberley ISD Board Policy EHDC (LEGAL), the District shall give a student in grades 6-12 credit for an academic subject in which the student has **received no prior instruction if the student scores 90 percent or above** on a criterion-referenced examination for acceleration for the applicable course. According to Wimberley ISD Board Policy EHDB (LOCAL), the District shall give a student in grades 6-12 credit for an academic subject in which the student has **received prior instruction if the student scores 70 percent or above** on a criterion-referenced examination for the applicable course.

Examinations used to earn credit shall assess the student's mastery of Texas Essential Knowledge and Skills and shall be properly evaluated before credit will be granted. "Credit by Examination" shall appear on the academic achievement record for students in grades 9-12, subject to approval by district administrators and the student's parent or guardian.

**Credit by Exam(s) results must be provided to the counselor/registrar no later than 30 days prior to the end of the semester for which credit is to be awarded. For students completing Credit by Exam(s) for required graduation credit, the results must be provided to the counselor/registrar no later than 30 days prior to the date of graduation.**

**Credit by exam shall not be used to gain eligibility for participation in extracurricular activities.**

Credit by exam is provided during the summer by WISD. Students must pre-register with their counselor for the exams.

## CORRESPONDENCE COURSES

Wimberley ISD will allow resident students, students temporarily residing abroad, or out-of-school youth and adults to earn units of credit in grades 9-12 by taking correspondence courses from another educational institution. Credit toward state graduation requirements shall be granted only under the following conditions:

1. The institution offering the course is The University of Texas at Austin, Texas Technological University, or another public institution of higher education approved by the Texas State Commissioner of Education.
2. The correspondence course includes the state-required TEKS for such a course.
3. The specific course has been approved by the Texas State Commissioner of Education.

Resident students may earn a maximum of four credits to count toward state graduation requirements by correspondence. Students temporarily living abroad and out-of-school youth and adults shall earn a minimum of 12 state-required credits in residence. [19 TAC 75.163(a), (b)]

**Correspondence Course(s) results must be provided to the counselor/ registrar no later than 30 days prior to the end of the semester for which credit is to be awarded. For students completing Correspondence course(s) for required graduation credit, the results must be provided to the counselor/registrar no later than 30 days prior to the date of graduation.**

## TEXAS VIRTUAL SCHOOL NETWORK

TxVSN acts as a statewide clearinghouse for quality Online Courses. These courses are fee-based (paid for by students).

**Effective for all students entering grade 9 in the 2012-13 School Year and thereafter online courses provided outside WISD will count as earned credit only. Please see WHS Counseling Center for details.**

### **ACCELERATED TESTERS (8th grade Algebra I)**

Accelerated testers are defined as students who earn Approaches Grade Level or above on the Algebra I, English II, and/or Biology STAAR EOC prior to grade 9. To fulfill federal testing requirements, these accelerated students must take a corresponding subject area SAT or ACT while in high school.

### **GIFTED/TALENTED EDUCATION PROGRAM**

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, Wimberley ISD is committed to the identification, selection, and placement of gifted/talented students in grades K-12.

**Wimberley High School actively provides services for the gifted/talented (G/T) student by providing an array of learning opportunities that emphasizes content in the four core academic areas and is commensurate with the abilities of gifted/talented (G/T) students. Students identified as gifted/talented are encouraged to enroll in G/T specific, Honors, and Advanced Placement Courses.**

### **HONORS COURSES**

Honors Courses are designed to prepare students for AP Courses. The courses are significantly more demanding than regular courses. Students and parents must be aware that more advanced levels of reading, homework, and projects will be required. Students are required to fill out the LEVEL CHANGE FORM found in the counseling office, to drop an advanced course after school begins to their counselor. Changes will only occur after a grading period.

### **ADVANCED PLACEMENT COURSES**

Advanced Placement Courses are designed to meet the national standards of The College Board and are intended to prepare students to take the AP Examinations. These courses are rigorous in content and require dedication from the students involved.

Students who receive a failing grade for any two consecutive grading periods will be required to attend a conference between the student's parent(s), the AP course instructor, and the principal.

**Students enrolled in an AP Course are not required to take the AP Exam. In order to receive high school AP credit, students must meet minimum standards for the course. Each university sets requirements for granting college credit.**

The AP Exams are administered in May and have a required fee that is paid by the student. Students receiving free or reduced lunch may qualify to have all or part of the fee waived.

### **DUAL ENROLLMENT PROGRAM - UT ONRAMPS**

OnRamps is a for cost dual enrollment option for students in specific classes. Students are enrolled in the local credit course and college credit course through the UT System. WHS will offer Statistics, College Algebra, GeoScience, and Physics. Students will be required to pay a fee for the course which will be communicated to the students prior to the beginning of the course.

### **ARTICULATED CTE COURSES**

#### **Get College Credit through ACC**

Many Career Technology Education (CTE) courses offered at WHS have been articulated for COLLEGE CREDIT through Austin Community College. After successful completion of the articulated class (average of 80 or better, and teacher approval), WHS will forward the information to ACC where they will put "Credit-in-Escrow"

for the student. Once the student enrolls at ACC and successfully completes at least one ACC credit course, the "Credit-in-Escrow" will be applied to that student, at no cost to the student.

**WHS articulated courses include: Entrepreneurship, Accounting I, Principles of Business, Marketing, & Finance, Graphic Design & Illustration I & II, Web Technologies, Game Programming & Design, Construction Technology I, and Engineering Design & Presentation I.**

## DUAL CREDIT PROGRAM

Wimberley ISD has articulated an agreement between Wimberley High School and Austin Community College, which allows Grades 9-12, with permission of parent, counselor, and principal, to enroll in classes meeting the following criteria:

**Dual Credit or Co-Enrollment** - a course that earns college credit and may be used to satisfy high school graduation requirements.

**Credit-in-Escrow** - a course that is part of a Tech-Prep articulation agreement between WHS and ACC. After high school graduation, the program of study is continued at ACC and awarded credit in escrow for high school courses identified in the agreement.

The requirements for a college course to be considered for Dual Credit at the high school level are that 1) it must provide advanced academic instruction beyond or in greater depth than the TEKS defined by the Texas Education Agency, 2) the college offering the course must be accredited, 3) the student must have the permission of the parent, counselor, and the principal, and 4) the student must meet all admissions requirements established by the college.

Dual Credit Courses may meet criteria for the **Distinguished Level of Achievement** and generally transfer from ACC to another institution. The accepting institution will determine if the course will transfer.

**Tuition and fees are not charged for Dual Credit Courses taken on the Wimberley High School campus; however, students are required to pay for textbooks and materials. Distance Learning/Online Courses, through ACC, and courses taken on an ACC campus require a \$150.00 fee per course**

Students must complete an ACC Application for Admission Packet and must pass the TSI Assessment (or the ACC Alternative Test) prior to enrollment in a course. Students exempt from the TSI Assessment, by STAAR, SAT, or ACT must provide verification, and an official Wimberley High School Transcript must accompany the Application for Admission. **All items must be completed in compliance with WHS and ACC deadlines for admission.**

Dual Credit classes will count as a weighted (6.0) course. Only designated courses will count on the student's grade point average (GPA). To receive state-required graduation credit, students must attend no less than 90% of the time the class is offered.

**Note: In accordance with WHS cumulative GPA calculation, only select ACC Dual Credit Courses will count on a student's GPA.**

**As Dual Credit grades are reported by letter only, the following conversion chart will be used :**

A	95	B	85	C	75	D	70	F	69
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Students enrolled in Dual Credit classes are considered Austin Community College students; therefore, all confidentiality issues under FERPA are limited to the student. Access to grades in progress by WHS administration is disclosed by the student. Curriculum for ACC Dual Credit courses are established and monitored by Austin Community College.

**DUAL CREDIT COURSES COUNTING FOR GPA CREDIT MUST BE TAKEN AT WIMBERLEY HIGH SCHOOL. COURSES TAKEN BY DISTANCE LEARNING AND AUSTIN COMMUNITY COLLEGE ON-CAMPUS COURSES WILL NOT COUNT FOR GPA CREDIT.**

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Wimberley High School provides a comprehensive program of study for students with limited English proficiency. The program is designed for speakers of languages other than English and is focused upon providing an educational transition to an English-speaking setting. For students whose first language is other than English, the native language serves as the foundation for English language acquisition. Cognitive skills transfer from one language to another, and students literate in their first language will apply these skills and other academic proficiencies to the second language.

## GRADUATION UNDER SPECIAL EDUCATION PROGRAM

A student who has completed four years in a state-approved special education program at the high school level will be eligible to receive a diploma under one of the following

conditions:

1. The student meets the requirements as specified in the Texas Education Agency's Administration Guide and Handbook of Special Education.
2. The student is in a cooperative, work-study program under the supervision of a Vocational Adjustment Coordinator and Texas Rehabilitation Commission.
3. The student is recommended for graduation by the Texas Rehabilitation Counselor and the Admissions, Review, and Dismissal (ARD) Committee and approved by the principal.

## HOME SCHOOL INFORMATION

The State of Texas does not award a diploma to students that are homeschooled. In addition, the Texas Education Agency does not regulate, index, monitor, approve, nor register the programs available to parents that choose to homeschool. In the event a home-schooled student wishes to enter WISD, policies and procedures are in place to assess the mastery level of courses that students in home schools have taken. The results of the assessments may be used for grade placement and/or award of credit.

When the District becomes aware that a student is being, or will be home schooled, the Superintendent, or Superintendent's designee, may request a letter of notification from the parents of their intention to homeschool using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship. If the parents refuse to submit a letter of notification or if the District has evidence that the school-age child is not being home schooled, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

## WIMBERLEY INDEPENDENT SCHOOL DISTRICT NOTICE OF NONDISCRIMINATION

Wimberley Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, as amended.

Wimberley Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

The following District staff member has been designated to coordinate compliance with these requirements:

### **Title IX and 504 Compliance Coordinator:**

Lori Pharis  
WISD, 951 FM 2325, Wimberley, Texas 78676

Services for the Homeless and for Title I Participants - Other designated staff you may need to contact include:

### **Liaison for Homeless Children and Youths, who coordinates services for homeless students:**

Lori Pharis  
WISD, 951 FM 2325, Wimberley, Texas 78676

### **Parent Involvement Coordinator, who works with parents of students participating in Title 1 programs:**

Jason Valentine  
WISD, 951 FM 2325, Wimberley, Texas 78676

## SECTION 504 SERVICES

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination and assures that students with disabilities have educational opportunities commensurate to those provided to nondisabled students. Eligible students are regarded as having a physical or mental impairment that substantially limits one or more major life activities. Once identified, students are ensured access to a Free and Appropriate Public Education through accommodations provided by the district in the general education setting. The statute is intended to prevent intentional or unintentional discrimination against persons with disabilities. Questions related to Section 504 support can be directed to the campus Section 504 Coordinator or to your student's counselor at (512)847-5729, or to the District Director of Special Services at (512)847-7567.

## SPECIAL EDUCATION SERVICES

Wimberley ISD provides a continuum of specially designed instructional services and supports to meet the needs of students with disabilities who are determined eligible to

receive special education services by their IEP Teams. Services and supports may include, but are not limited to, Speech and related services, accommodations, vocational or transition education classes, modified curriculum, or alternate curriculum. Students may receive these services and support in the special education setting or the general education setting depending upon the decisions of the IEP Team and in accordance with their IEP (Individualized Education Plan). Students receiving special education services may be eligible to enroll in courses in the Special Education setting depending upon the decisions of their IEP Team and in accordance with their IEP. For questions regarding enrollment in these courses or your student's IEP, please contact your student's Special Education Folder Teacher or the Campus Special Education Coordinator at (512)847-5729. For questions regarding Special Education eligibility, please contact your student's campus counselor or the District Director of Special Services at (512)847-7567.

# WIMBERLEY HIGH SCHOOL GRADUATION ENDORSEMENTS & PROGRAMS OF STUDY

All students entering Wimberley High School in Grade 9 in the school year 2014-15 & thereafter, must enter with the Foundation program & at least one endorsement.

## **Arts & Humanities Endorsement**

Does not have a program of study or practicum.

## **Business & Industry Endorsement**

### Program of Study

Animal Science

Plant Science

Agricultural Technology and Mechanical Systems

Graphic Design and Interactive Media

Digital Communications

Marketing and Sales

## **Public Services Endorsement**

### Program of Study

Diagnostic and Therapeutic Services

Exercise Science, Wellness, and Restoration

Teaching and Training

Family & Community Services

## **Science, Technology, Engineering & Mathematics Endorsement**

### Program of Study

Engineering

Cybersecurity

Programming and Software Development

## **Multidisciplinary Studies Endorsement**

Allows a student to complete prescribed courses from each of the four foundation subject areas, advanced placement courses from each of the four foundation subject areas or four advanced courses from within one endorsement area or among endorsement areas not in a coherent sequence. Does not have a program of study or practicum.

# ENGLISH LANGUAGE ARTS

## ENGLISH I / HONORS ENGLISH I

English I: Provides world literature as a base for extending English skills. Emphasis: Developing writing and grammar skills. Creating a research project. Studying literary forms such as novels, drama, short stories, poetry and essays.

Honors English I: Students learn to write and analyze well enough to obtain possible college credit in English by examination during Senior year of High School. Emphasis: Reading and analyzing world literature. Practicing higher level thinking and writing skills based on independent reading and writing. Creating a research project.

**CREDIT:** 1

**WISD COURSE CODE:** 5ENG1 / 5ENG1H

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03220100

**HONORS PREREQUISITE(S):** Summer reading required. See Dept. Head for details.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES I (ESOL I)

Provides a transition to an English-speaking setting by having students talk and write about their homes, cultures, and experiences while learning English.

**CREDIT:** 1

**WISD COURSE CODE:** 5ESOL1

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03200600

**PREREQUISITE(S):** Emergent Bilingual students in the beginner or intermediate level of proficiency in English

## ENGLISH II / HONORS ENGLISH II

English II: Provides world literature as a base for extending English skills beyond the level of English I. Emphasis: Persuasive and analytical modes of writing. Reviewing grammar and usage skills. Studying novels, plays, short stories, poetry and essays. Preparing to pass the Exit Level STAAR test.

Honors English II: Students continue to write and analyze well enough to obtain possible college credit in English by examination during Senior year of High School. Emphasis: Developing analytical writing skills supported by incorporating textual evidence. Reading and analyzing world literature. Practicing higher level thinking and writing skills based on independent reading and writing. Creating a research project and presenting the findings in a multimedia program.

**CREDIT:** 1

**WISD COURSE CODE:** 5ENG2 / 5ENG2H

**GRADE:** 10, 11, 12

**PEIMS:** 03220200

**PREREQUISITE(S):** Successful completion of English I (Honors recommended).

**ADDITIONAL HONORS PREREQUISITE(S):** Summer reading required. See Dept. Head for details.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES II (ESOL II)**

Continues to provide a transition to an English-speaking setting. Emphasis: Sharpening listening, speaking, reading, and writing skills in English.

**CREDIT:** 1

**WISD COURSE CODE:** 5ESOL2

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03200700

**PREREQUISITE(S):** ESOL I

## **ENGLISH III**

Provides American literature as a base for extending English skills. Emphasis: Chronological survey of American literature including a variety of class novels. Study of composition and language use with review of sentence structure, organization of paragraph, essay writing, and critical analysis of literature. Creating a research project.

**CREDIT:** 1

**WISD COURSE CODE:** 5ENG3

**GRADE:** 11, 12

**PEIMS:** 03220300

**PREREQUISITE(S):** English II

## **AP ENGLISH III – LANGUAGE AND COMPOSITION**

Third step in preparing students to do well in college English and producing students able to write and analyze well enough to obtain possible college credit in English by examination during senior year of high school. Emphasis: In-depth exploration of non-fiction and author's craft written in various historical periods, disciplines, and rhetorical contexts. Extensive instruction in composition and research. Study of numerous literary works to give sufficient preparation in analyzing the language and style of prose passages.

**CREDIT:** 1

**WISD COURSE CODE:** 5ENG3A

**GRADE:** 11, 12

**PEIMS:** 03220300

**PREREQUISITE(S):** Successful completion of English II (Honors recommended).

**ADDITIONAL HONORS PREREQUISITE(S):** Summer reading required. See Dept. Head for details.

## **DUAL CREDIT ENGLISH IIIA – COMPOSITION I**

This is an Austin Community College class. See ACC Course Catalog in the Counseling office for course description.

Note: Students should check with the colleges/universities they plan to attend to see if college credit will be granted.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5COLE1 (11th) / 5COES1 (12th)

**GRADE:** 11, 12

**PEIMS:** 03220300

**PREREQUISITE(S):** Successful completion of English II (Honors recommended).

## **DUAL CREDIT ENGLISH IIIB – COMPOSITION II**

This is an Austin Community College class. See ACC Course Catalog in the Counseling office for course description.

Note: Students should check with the colleges/universities they plan to attend to see if college credit will be granted.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5COLE2 (11th) / 5COES2 (12th)

**GRADE:** 11, 12

**PEIMS:** 03220300

**PREREQUISITE(S):** Successful completion of Dual Credit English IIIA with a grade of C or better.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES III (ESOL III)**

Continues to provide a transition to an English-speaking setting with practice in listening, speaking, reading, and writing skills in English.

**CREDIT:** 1

**WISD COURSE CODE:** 5ESOL3

**GRADE:** 9, 10, 11, 12

**PEIMS:** 85000OL3

**PREREQUISITE(S):** ESOL 2 and concurrent enrollment in English III

## **ENGLISH IV**

Provides British literature as a cultural base for modern society and emphasizes written discourse appropriate for the business world, the larger society and higher education. Emphasis: A planned progression of critical thinking skills guiding students in the development of reading and writing skills which will enable them to analyze independently the prose and poetry of the English-speaking world. A major research paper and the senior project.

NOTE: English Language Arts (ELA) skills necessary to pass ELA placement tests will be embedded in this course, as a part of the Texas Success Initiative (TSI), a Texas law that requires students entering college to show readiness in reading and math. Students will be required to complete this part of the course if they have not yet satisfied TSIA reading and writing college readiness standards. **PEIMS:** CP110100

**CREDIT:** 1

**WISD COURSE CODE:** 5ENG4

**GRADE:** 11, 12

**PEIMS:** 03220400

**PREREQUISITE(S):** English III

## **BUSINESS ENGLISH (ENGLISH IV)**

Students enhance communication and research skills by applying them to the business environment, in addition to exchanging information and producing properly formatted business documents using emerging technology. This course counts as English IV, but may not meet the requirements for NCAA or out of state colleges or universities.

**CREDIT:** 1

**WISD COURSE CODE:** 5BENG4

**GRADE:** 12

**PEIMS:** 13011600

**PREREQUISITE(S):** English III

## **AP ENGLISH IV – LITERATURE AND COMPOSITION**

To prepare students for success in college English and enable them to obtain possible college credit in English by examination.

Emphasis: An in-depth study of literature and author's craft, focused on novels, poetry, and short stories. Coupled with intensive attention to writing skills and critical thinking skills. Independent reading and interpretation of works comprising the foundations of Western thought. A major research paper and the senior project.

**CREDIT:** 1

**WISD COURSE CODE:** 5ENG4P

**GRADE:** 12

**PEIMS:** 03220400

**PREREQUISITE(S):** Successful completion of English III (AP recommended). Summer reading required. See Dept. Head for details.

## **DUAL CREDIT ENGLISH IVA – BRITISH LITERATURE I**

This is an Austin Community College class. See ACC Course Catalog in the Counseling office for course description.

Note: Students should check with the colleges/universities they plan to attend to see if college credit will be granted.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5COBL1

**GRADE:** 12

**PEIMS:** 03220400

**PREREQUISITE(S):** Successful completion of Dual Credit English III with a grade of C or better.

## **DUAL CREDIT ENGLISH IVB – BRITISH LITERATURE II**

This is an Austin Community College class. See ACC Course Catalog in the Counseling office for course description.

Note: Students should check with the colleges/universities they plan to attend to see if college credit will be granted.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5COBL2

**GRADE:** 12

**PEIMS:** 03220400

**PREREQUISITE(S):** Successful completion of Dual Credit English IVA with a grade of C or better.

## **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES IV (ESOL IV)**

Continues to provide a transition to an English-speaking setting while preparing students to pass grade level STARR Writing EOC Exam.

**CREDIT:** 1

**WISD COURSE CODE:** 5ESOL4

**GRADE:** 9, 10, 11, 12

**PEIMS:** 850000OL4

**PREREQUISITE(S):** ESOL 3 and concurrent enrollment in English IV

## **CREATIVE WRITING**

To provide students with the opportunity to extend beyond the types of writing included in standard English classes. Emphasis: Practicing a variety of literary genres, including poetry, prose and drama. Analyzing fellow students' creative literature as well as their own. Publishing works in a literary magazine created by students.

**CREDIT:** 1

**WISD COURSE CODE:** 5CRWRT

**GRADE:** 11, 12

**PEIMS:** 03221200

**PREREQUISITE(S):** None

## **HUMANITIES**

**IMPORTANT NOTE:** This does not take the place of English I, II, III or IV. Students may NOT repeat this course.

Target Group: Students interested in the understanding, appreciation, and enjoyment of the fine arts.

General Purpose: To provide students opportunities to create original works related to the course work.

Emphasis: Cultural movements as they are related to art, architecture, music, theatre, literature, philosophy, and values of particular cultures.

**CREDIT:** 1

**WISD COURSE CODE:** 5HUMAN

**GRADE:** 11, 12

**PEIMS:** 03221600

**PREREQUISITE(S):** None

# MATHEMATICS

## STRATEGIC LEARNING MATH / PRE-ALGEBRA

This course is intended to create strategic mathematical learners from underprepared mathematics students. The basic understanding will stimulate students to think about their approach to mathematical learning. This course will provide foundational support for mathematical concepts, STAAR remediation, and strategic skills for learning. This course should be taken prior to Algebra 1.

**CREDIT:** 1

**WISD COURSE CODE:** 5SLM

**GRADE:** 9

**PEIMS:** N1110030

**PREREQUISITE:** None

## ALGEBRA I / HONORS ALGEBRA I

Algebra I: The primary goal is to acquaint students in the use of mathematical ideas in solving problems ranging from everyday applications to the sciences. Students receive a broad spectrum of skills applicable to future studies in math.

Honors Algebra I: Students need to be prepared for intense mathematical instruction encompassing the use of mathematical ideas in solving a wide variety of problems. Students receive a strong background of skills applicable for future studies in math. Intended for students who plan to continue through Pre-Calculus.

**CREDIT:** 1

**WISD COURSE CODE:** 5ALG1 / 5ALG1H

**GRADE:** 9, 10

**PEIMS:** 03100500

**PREREQUISITE(S):** None

## GEOMETRY / HONORS GEOMETRY

Geometry: Concepts of space geometry are integrated with plane geometry. Trigonometry, constructions, coordinate geometry and transformations are additional topics offered. Algebraic skills are reviewed and reinforced.

Honors Geometry: Students must be prepared for intense mathematical instruction which will encompass the elements of geometry and higher order math processes. Intended for students who plan to continue at least through Pre-Calculus.

**CREDIT:** 1

**WISD COURSE CODE:** 5GEOM / 5GEOMP

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03100700

**PREREQUISITE(S):** Algebra I

## MATH MODELS

Math Models is a class designed to bridge the gap between Algebra 1 and Algebra 2. Skills in this class will primarily deal with reinforcing concepts that will be needed to be successful in Algebra 2. Math Models should not be taken after receiving credit for Algebra 2.

**CREDIT:** 1 (counts as a 4th math credit)

**WISD COURSE CODE:** 5MTHMD

**GRADE:** 11, 12

**PEIMS:** 03102400

**PREREQUISITE(S):** Algebra I & Geometry

## **ALGEBRA 2 / HONORS ALGEBRA 2**

Algebra 2: An extension of first-year Algebra I. Topics include polynomial relations and applications, quadratic relations, functions, probability and systems of equations, exponential and logarithmic functions, and cone sections.

Honors Algebra II: Requires additional exploratory investigations. Emphasis is placed on topics concerning advanced factoring, the issue of linear programming, exponential and logarithmic functions and the use of real roots of polynomial functions.

**CREDIT:** 1

**GRADE:** 10, 11, 12

**PREREQUISITE(S):** Algebra I

**WISD COURSE CODE:** 5ALG2 / 5ALG2H

**PEIMS:** 03100600

## **UT ONRAMPS COLLEGE ALGEBRA**

3 College Credits, UT Course Code: M 301

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. The pedagogy of the course, Inquiry-Based Learning, encourages students to take an active role in the construction of their learning. This learning will be accomplished by abstraction, generalization, problem solving, and modeling.

**CREDIT:** 1

**GRADE:** 11, 12

**PREREQUISITE(S):** Algebra 1, Algebra II, and Geometry

**WISD COURSE CODE:** 5COALG

**PEIMS:** 03102500

## **UT ONRAMPS STATISTICS**

Designed to help you learn the basics of data analysis, including descriptive and inferential statistical procedures that are commonly used in basic statistical research. You will learn techniques for graphing and describing data; explore common function patterns including linear, exponential and logistic functions; be introduced to correlation and linear regression; learn the basic principles of hypothesis testing and the inferences that can be drawn from them; and develop the skills necessary for evaluating the conditional probability of events. This course satisfies the core math requirement at UT Austin and is guaranteed to transfer and apply to any undergraduate degree at all other public colleges in Texas.

**CREDIT:** 1

**GRADE:** 11, 12

**PREREQUISITE(S):** Algebra 1, Algebra II, Geometry, and Pre-Calculus Honors

**WISD COURSE CODE:** 5STATS

**PEIMS:** 03102530

## **PRE-CALCULUS/HONORS PRE-CALCULUS**

Pre-Calculus: Following a reinforcement of Alg. 2, Pre-Calculus adds additional coverage of advanced mathematical topics including trigonometric equations and identities, polar coordinates and complex numbers, and limits.

Honors Pre-Calculus: Requires additional coverage of advanced mathematical topics including trigonometric equations and identities, polar coordinates and complex numbers, and limits. The final portion of the course includes a short introduction to Calculus.

**CREDIT:** 1

**GRADE:** 11, 12

**PREREQUISITE(S):** Algebra 2 and Geometry

**HONORS PREREQUISITE(S):** Honors (Pre-AP) Algebra II and Honors (Pre-AP) Geometry or Geometry.

**WISD COURSE CODE:** 5PRCAL / 5PRCAP

**PEIMS:** 03101100

## **AP CALCULUS AB**

An advanced study of both differential and integrated calculus. Conceptual and mechanical understandings of Calculus are explored.

**CREDIT:** 1

**WISD COURSE CODE:** 5CALAB

**GRADE:** 12

**PEIMS:** A3100101

**PREREQUISITE(S):** Honors Pre-Calculus

## **MATH COLLEGE PREP (MCP)**

As part of the Texas Success Initiative (TSI), Texas law requires students entering college to have readiness in reading and mathematics. Math College Prep is designed to prepare students for entry level college mathematics as well as for math placement tests required by colleges, technical schools, and area community colleges. This fourth year course will incorporate the understanding of numbers, operations, and qualitative reasoning; patterns, relationships, and algebraic thinking; geometry and measurement; and probability and statistics. Students will take the TSIA2 as part of the college readiness component of this course.

**NOTE:** This is not an open enrollment course. Students will be placed in Math College Prep upon completion of Algebra 2 and when they have not yet satisfied college-ready benchmarks for math on SAT, ACT, and/or TSI.

**CREDIT:** 1

**WISD COURSE CODE:** 5MCP

**GRADE:** 12

**PEIMS:** CP111200

**PREREQUISITE(S):** Algebra I, Geometry, and 3rd year advanced mathematics

# SCIENCE COURSE SELECTIONS

## INTEGRATED PHYSICS AND CHEMISTRY

Integration of physics and chemistry in the following topics: motion, waves, energy transformations, properties of matter, changes in matter, and solution chemistry.

**CREDIT:** 1

**GRADE:** 9, 10

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5IPC

**PEIMS:** 03060201

## BIOLOGY / HONORS BIOLOGY

Biology: Biological education structures its content around three basic themes: cell biology, genetics, and living systems, including the classification, functioning and ecology of organisms.

Honors Biology: Biology is the study of living organisms and how they interact with one another. In this fast paced course, students will study all living things in depth, considering how they grow, reproduce, react to change, interact with each other, and eventually die. We will also explore many current topics in science as they relate to everyday life through class discussions, recent scientific articles, labs, and several projects. The course is organized from micro to macrobiology, and ends with a preview of AP Biology labs and skills. By the end of the year, students will have a deep conceptual understanding of major topics in biology and a skill set to succeed in future Honors' level science courses and AP Biology.

**CREDIT:** 1

**GRADE:** 9, 10

**HONORS PREREQUISITE(S):** Students must have passed the 8th grade science STAAR exam.

**WISD COURSE CODE:** 5BIO / 5BIOH

**PEIMS:** 03010200

## CHEMISTRY / HONORS CHEMISTRY

Chemistry: Chemistry is the study of matter – topics include atomic structure, the periodic table, chemical reactions, stoichiometry, thermochemistry, gases, and solutions. Laboratory work is used to form and test hypotheses, measure and analyze data and draw conclusions based on data and knowledge of chemistry.

Honors Chemistry: In addition to the description given for Chemistry I, Chemistry I Honors will serve as preparation for AP Chemistry or College Chemistry. Emphasis is placed on laboratory work, quantitative chemistry and extensive problem solving.

**CREDIT:** 1

**GRADE:** 10, 11

**PREREQUISITE(S):** Biology I and Algebra I

**ADDITIONAL HONORS PREREQUISITE(S):** It is highly recommended students have completed or are concurrently enrolled in Algebra II.

**WISD COURSE CODE:** 5CHM1 / 5CHMP

**PEIMS:** 03040000

## AP BIOLOGY

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions.

**CREDIT:** 1

**GRADE:** 10, 11, 12

**PREREQUISITE(S):** Honors Biology

**WISD COURSE CODE:** 5BIO2

**PEIMS:** A3010200

## AP CHEMISTRY

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

**CREDIT:** 1

**WISD COURSE CODE:** 5CHM2P

**GRADE:** 11, 12

**PEIMS:** A3040000

**PREREQUISITE(S):** Algebra II and Honors Chemistry

## PHYSICS I

Students in the course will attain a fundamental knowledge of the principles of motion, forces, sound, light, electricity, magnetism and energy. The course, which shall include at least 40% laboratory investigation and field work, provides students with a conceptual framework, factual knowledge, and analytical and scientific skills to deal critically in a real-world setting.

**CREDIT:** 1

**WISD COURSE CODE:** 5PHS1

**GRADE:** 11, 12

**PEIMS:** 03050000

**PREREQUISITE(S):** Two years of high school mathematics

## PRINCIPLES OF TECHNOLOGY (PHYSICS I)

Students will conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Various systems will be described in terms of space, time, energy, and matter. Students will study a variety of topics that include laws of motion, conservation of energy, momentum, electricity, magnetism, thermodynamics, and characteristics and behavior of waves. Students will apply physics concepts and perform laboratory experimentations for at least 40% of instructional time using safe practices. This course counts as Physics, but may not meet the requirements for NCAA or out of state colleges or universities.

**CREDIT:** 1

**WISD COURSE CODE:** 5POT

**GRADE:** 10, 11, 12

**PEIMS:** 13037100

**PREREQUISITE(S):** Algebra I and at least one credit of high school science

## AP PHYSICS I

AP Physics BI is equivalent to a first-semester college course in algebra-based physics, an introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, and fluids.

**CREDIT:** 1

**WISD COURSE CODE:** 5PHSAP

**GRADE:** 11, 12

**PEIMS:** A3050003

**PREREQUISITE(S):** Algebra II is required (Honors Alg. II is highly recommended). Recommended concurrent enrollment in Honors Pre-Calculus.

## ONRAMPS PHYSICS I

4 College Credits, UT Course Codes: PHY 302K (3hr lecture) + PHY 102M (1hr lab)

Mechanics, Heat, and Sound introduces big ideas in physics, such as Newtonian mechanics (including motion, force, energy, and rotation), as well as solid and fluid mechanics, oscillations, waves, sound, and heat. Taken together, the topics reinforce the general idea that the behavior of many systems in the world can be described precisely with simple mathematics. This is an algebra-based (non-calculus) course in mechanics that fulfills a general physics requirement. Proficiency in algebra and geometry is assumed. This course lays the conceptual groundwork for STEM majors. Students will experience a high-quality curriculum designed by the faculty at The University of Texas at Austin (UT Austin).

General Physics Laboratory I—the course’s lab component—engages students in both guided and open inquiry investigations of physical principles. It is designed to instill foundational scientific reasoning, data collection, and analytical skills.

**CREDIT:** 1

**WISD COURSE CODE:** 5COPH1

**GRADE:** 11, 12

**PEIMS:** 3050000

**PREREQUISITE(S):** Algebra I and Geometry are required. Algebra II and Pre-Calculus are highly recommended.

## **AP PHYSICS II**

AP Physics BII is equivalent to a second-semester college course in algebra-based physics. This is an algebra-based, introductory college-level physics course that will expand your understanding of physics as you explore topics such as waves and sounds; thermodynamics: electric force, field and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

**CREDIT:** 1

**WISD COURSE CODE:** 5PHSP2

**GRADE:** 12

**PEIMS:** A3050004

**PREREQUISITE(S):** AP Physics BI, Honors Algebra II, and Honors Pre-Calculus

## **ONRAMPS PHYSICS II**

3 College Credits, UT Course Code: PHY 302L

This is the second course in a sequence of algebra-based (non-calculus) courses, designed by the faculty at the University of Texas at Austin (UT Austin), which fulfills a general physics requirement. Proficiency in algebra and geometry is assumed. Students will develop critical thinking, empirical, and quantitative skills through analysis of physical situations and problem solving. Electromagnetism, Optics, and Nuclear Physics serves as an introduction to electricity, magnetism, optics, waves, and quantum and nuclear physics. Students will explore these topics as they obtain practical experience with electrical circuits and optical devices. Students will also investigate modern physical phenomena, including the quantum nature of light (photons) and properties of the atomic nucleus. Students will learn both how scientific inquiry reveals the fundamental properties of the universe and how these properties are applied in technologies that shape the modern world.

**CREDIT:** 1

**WISD COURSE CODE:** 5COPH2

**GRADE:** 12

**PEIMS:** 13037210

**PREREQUISITE(S):** Algebra II, Geometry, and Physics are required. Pre-Calculus and OnRamps or AP Physics I are highly recommended.

## **AP PHYSICS C**

Physics C is a two-semester, calculus-based, college-level physics course. The first semester covers mechanics and the second semester covers electricity and magnetism. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation.

**CREDIT:** 1

**WISD COURSE CODE:** 5PHSC

**GRADE:** 12

**PEIMS:** A3050005

**PREREQUISITE(S)(s):** Completed one year of physics. Completed or concurrent enrollment in calculus.

## **AP ENVIRONMENTAL SCIENCE**

Provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course helps students identify and analyze natural and human-induced environmental problems. It enables them to learn how to assess the risks associated with these problems and evaluate alternative solutions for resolving and preventing them.

**CREDIT:** 1

**GRADE:** 11, 12

**WISD COURSE CODE:** 5ESAP

**PEIMS:** A3020000

**PREREQUISITE(S):** Biology, Chemistry, and Algebra I (Honors is recommended for each required course)

## **FORENSIC SCIENCE (CTE)**

Forensic science is the application of scientific methods to matters involving crime and the public. Crime scene investigation will be taught so students will have general knowledge on techniques used in the field. Students will also be exposed to basic understanding of common forensic science concepts and learn how analysis of specific types of evidence is analyzed in a forensic science laboratory. Topics will include but are not limited to crime scene, hairs, explosives, serology, DNA, toxicology, fingerprints, footwear, questioned documents, chromatography, blood spatter, and psychology.

**CREDIT:** 1

**WISD COURSE CODE:** 5FRSCI

**GRADE:** 11, 12

**PEIMS:** 13029500

**PREREQUISITE(S):** Chemistry and Physics (concurrent enrollment is acceptable)

## **ONRAMPS GEOSCIENCE**

3 College Credits, UT Course Code: GEO 302E

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

**CREDIT:** 1

**WISD COURSE CODE:** 5COGEO

**GRADE:** 10, 11, 12

**PEIMS:** 3060200

**PREREQUISITE(S):** Biology (completed), Chemistry (concurrent enrollment is acceptable)

# SOCIAL STUDIES

## WORLD GEOGRAPHY

World Geography: This course helps students explore the physical and cultural features of the earth as well as the effects of climate and physical geography on various regions of the world. Current events will be strongly emphasized.

**CREDIT:** 1

**WISD COURSE CODE:** 5WGEO

**GRADE:** 9

**PEIMS:** 03320100

**PREREQUISITE(S):** None

## AP HUMAN GEOGRAPHY

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

College Course Equivalent - The AP Human Geography course is equivalent to an introductory college-level course in human geography.

**NOTE: Students should be able to read college level texts and write grammatically correct, complete sentences.**

**CREDIT:** 1

**WISD COURSE CODE:** 5APHUG

**GRADE:** 9

**PEIMS:** 3360200

**PREREQUISITE(S):** None

## WORLD HISTORY

During the first part of this course, students will examine the history of the world from a global perspective from the Neolithic Revolution (Circa 10,000-3,000 BCE) to the present. Major civilizations in Afro-Eurasia and the Americas will be the focus along with the emphasis on the technological, intellectual, cultural, economic, and political advances, studies of the world's belief systems, and conflicts.

**CREDIT:** 1

**WISD COURSE CODE:** 5WHIST

**GRADE:** 10

**PEIMS:** 03340400

**PREREQUISITE(S):** None

## AP WORLD HISTORY (MODERN)

Students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

**CREDIT:** 1

**WISD COURSE CODE:** 5WHSTA

**GRADE:** 10

**PEIMS:** A3370100

**PREREQUISITE(S):** None

## US HISTORY

Survey of the American experience from post Civil War reconstruction through the domestic and foreign affairs of the '50s, '60s, '70s and '80s. It will include the innovations of the American Industrial Revolution, westward expansion, progressive reform movements, events leading to World War I, the depression of the '30s, World War II, civil rights movement, and social conditions of the '50s through the start of the 21st century.

**CREDIT:** 1

**WISD COURSE CODE:** 5USH

**GRADE:** 11

**PEIMS:** 03340100

**PREREQUISITE(S):** None

## AP US HISTORY

This course is designed to be the equivalent of a two-semester introductory college or university U.S. history course.

In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and environment; and culture and society.

**CREDIT:** 1

**WISD COURSE CODE:** 5USHAP

**GRADE:** 11

**PEIMS:** A3340100

**PREREQUISITE(S):** None

## DUAL CREDIT US HISTORY (COMPOSITION 1301)

This is an Austin Community College class. See ACC Course Catalog in the Counseling office for course description.

Note: Students should check with the colleges/universities they plan to attend to see if college credit will be granted.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5COUS1

**GRADE:** 11

**PEIMS:** 03340100

**PREREQUISITE(S):** None

## DUAL CREDIT US HISTORY (COMPOSITION 1302)

This is an Austin Community College class. See ACC Course Catalog in the Counseling office for course description.

Note: Students should check with the colleges/universities they plan to attend to see if college credit will be granted.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5COUS2

**GRADE:** 11

**PEIMS:** 03340100

**PREREQUISITE(S):** None

## GOVERNMENT

Partner course for Economics

A study of events leading to the writing and adoption of the Constitution, United States constitutional principles, political structure, and amendments. Also includes the federal system and coverage of state and local governments.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5GOV

**GRADE:** 12

**PEIMS:** 03330100

**PREREQUISITE(S):** None

## **AP GOVERNMENT**

Partner Course for Politics and Economics

Provides students an analytical perspective regarding the processes of government, politics and economics in the United States. It requires familiarity with the various institutions, groups, beliefs, and ideas that constitute US political and economic reality. Information will be presented at a college pace. The AP test in government administered at the conclusion of the course.

AP Government and AP Microeconomics are partner courses taught at the senior level and must be scheduled together.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5GOVP

**GRADE:** 12

**PEIMS:** A3330100

**PREREQUISITE(S):** None

## **DUAL CREDIT US GOVERNMENT**

This is an Austin Community College class. See ACC Course Catalog in the Counseling office for course description.

Note: Students should check with the colleges/universities they plan to attend to see if college credit will be granted.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5COGOV

**GRADE:** 12

**PEIMS:** A3330100

**PREREQUISITE(S):** None

## **ECONOMICS**

Partner course for Government

Provides a basic understanding of America's economic system. Includes study of the fundamental concepts of the free enterprise, profit motive, competition, fiscal policies, role of government, and the role of labor. Current economic topics, problems, and potential solutions are also included.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5ECO

**GRADE:** 12

**PEIMS:** 03310300

**PREREQUISITE(S):** None

## **PERSONAL FINANCIAL LITERACY**

Partner course for Government

This course will develop citizens who have the knowledge and skills to make sound, common informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility. The knowledge gained in this course has far-reaching effects for students personally as well as the economy as a whole.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5PFL

**GRADE:** 12

**PEIMS:** 03380082

**PREREQUISITE(S):** None

## **AP MICROECONOMICS**

Partner Course for Government AP

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. College Course Equivalent AP Microeconomics is equivalent to a one-semester introductory college course in economics.

AP Government and AP Microeconomics are partner courses taught at the senior level and must be scheduled together.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5ECOP

**GRADE:** 12

**PEIMS:** A3310100

**PREREQUISITE(S):** None

## **DUAL CREDIT ECONOMICS**

This is an Austin Community College class. See ACC Course Catalog in the Counseling office for course description.

Note: Students should check with the colleges/universities they plan to attend to see if college credit will be granted.

**CREDIT:** 0.5 (can count for high school government)

**WISD COURSE CODE:** 5COECO

**GRADE:** 12

**PEIMS:** 03310300

**PREREQUISITE(S):** None

# LANGUAGES OTHER THAN ENGLISH

## SPANISH I

This course teaches basic Spanish vocabulary, beginning grammar and communication skills. Students also learn the structure of language and become familiar with cultural differences and similarities.

**CREDIT:** 1

**GRADE:** 9, 10, 11

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5SPN1

**PEIMS:** 03440100

## SPANISH II / HONORS SPANISH II

Students are expected to have mastered and retained the knowledge and concepts taught in Spanish I. This course is designed to extend vocabulary and grammar skills. Students learn to communicate in eight tenses and to effectively use the basic parts of speech.

**CREDIT:** 1

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** Spanish I or Honors Spanish I

**WISD COURSE CODE:** 5SPN2 / 5SPN2P

**PEIMS:** 03440200

## HONORS SPANISH III

Provides the necessary grammatical and verbal skills to communicate at a novice level or above. Emphasis will be on conversational skills useful in the workplace.

**CREDIT:** 1

**GRADE:** 10, 11, 12

**PREREQUISITE(S):** Spanish II or Honors Spanish II

**WISD COURSE CODE:** 5SPN3P

**PEIMS:** 03440300

## SPECIAL TOPICS IN LANGUAGE AND CULTURE

Only available through Administrative Placement. Substitutes for Spanish II.

Course explores traditions, history, and culture of targeted Spanish language.

**CREDIT:** 1

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** Meeting of Spanish Dept. Hd., Spanish teacher, and Administrative Committee will determine placement.

**WISD COURSE CODE:** 5STLC

**PEIMS:** 11410000

## AMERICAN SIGN LANGUAGE I, II

The study of world language, these two courses provide students with an understanding of human existence and the nature of communication and the complexity of culture. Students will take ASL II after successfully completing ASL I (the courses should take two years in total to complete).

**CREDIT:** 1 credit each year

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5ASL1 / 5ASL2

**PEIMS:** 03980100 / 03980200

# FINE ARTS OPTIONS

## ART

### ART I

Art I provides an understanding of the elements and principles of design through various art forms. The student will be provided the opportunity to work in the areas of design, drawing, painting, printmaking, ceramics and sculpture. This course will provide the student with experiences that incorporate a variety of media, artistic styles, and historical periods.

**CREDIT:** 1

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5ART1

**PEIMS:** 03500100

### ART II

Art II is designed for the student interested in continuing their exploration of the artistic process. Students will complete projects which address more complicated visual concepts of creative problem solving and will be given more freedom to choose their own mediums, refine techniques and develop individual styles. Projects will be evaluated and graded with a higher degree of expectation towards skill and excellence of presentation. Students will complete a series of sketchbook assignments as well as an "altered journal" in addition to major projects. Students will also be expected to speak and write with discrimination using the visual vocabulary they learned in Art I.

**CREDIT:** 1

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** Art I

**WISD COURSE CODE:** 5ART2D

**PEIMS:** 03500500

### ART III

Art III is a studio art course which continues to provide an in-depth study of the concepts introduced in the preceding years of art. This course will require complex projects involving innovative and imaginative self-expression through various art media. Aesthetic appreciation through visual discrimination and judgment will be developed. Students will be required to assemble a cohesive portfolio, as well as an awareness of career opportunities. Professional and college preparation will be emphasized.

**CREDIT:** 1

**GRADE:** 10, 11, 12

**PREREQUISITE(S):** Art II

**WISD COURSE CODE:** 5ART3D

**PEIMS:** 03501300

### ART IV

Art IV is a studio art course which continues to provide an in-depth study of the concepts introduced in the preceding years of art. This course will require complex projects involving innovative and imaginative self-expression through various art media. Aesthetic appreciation through visual discrimination and judgment will be developed. Students will engage in critical analysis of artworks created as they refine the quality of work through a thematic series and several breadth pieces. Students will be required to assemble a cohesive portfolio and demonstrate an awareness of visual art career opportunities. Professional and college preparation will be emphasized.

**CREDIT:** 1

**GRADE:** 11, 12

**PREREQUISITE(S):** Art III

**WISD COURSE CODE:** 5ART4D

**PEIMS:** 03502300

## MUSIC (BAND AND CHOIR)

### JAZZ BAND I, II

The Jazz Band plays for community events and performs concerts. (Note: Additional rehearsals are required for major performances and contests.)

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5JZBN1 / 5JZBN2

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03151300 / 03151400

**PREREQUISITE(S):** None

### JAZZ BAND III, IV

A continuation of Jazz Band. (Note: Students are expected to audition for All-Region Jazz Band.)

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5JZBN3 / 5JZBN4

**GRADE:** 11, 12

**PEIMS:** 03151500 / 03151600

**PREREQUISITE(S):** Jazz Band II

### BAND I

Open to any student who shows interest in performing with the WHS Band program.

Marching Band I earns a 0.5 PE credit; Concert Band I earns a 0.5 Fine Arts credit.

**CREDIT:** 1

**WISD COURSE CODE:** 5MBPE1 / 5BNDC1

**GRADE:** 9

**PEIMS:** PES00012 / 03150100

**PREREQUISITE(S):** None

### BAND II

A continuation and progression of Band I. Marching Band II earns a 0.5 PE credit; Concert Band II earns a 0.5 Fine Arts credit.

**CREDIT:** 1

**WISD COURSE CODE:** 5MBPE2 / 5BNDC2

**GRADE:** 10

**PEIMS:** PES00012 / 03150200

**PREREQUISITE(S):** Band I

### BAND III, IV

A continuation and progression of Band. (Note: Students are expected to try out for AllRegion and UIL Solo and Ensemble Contest.)

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5BAND3 / 5BAND4

**GRADE:** 11, 12

**PEIMS:** 03150300 / 03150400

**PREREQUISITE(S):** Band II

### CHOIR I, II, III, IV

Students will explore the techniques of music theatre performance from the perspective of an actor, singer and dancer. Class will employ both group and individual instruction and activities will include dance, choreography, song analysis, vocal technique and other instruction related to vocal performance and stage presence.

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5CHOR1 / 5CHOR2 / 5CHOR3 / 5CHOR4

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03150900 / 03151000 / 03151100 / 03151200

**PREREQUISITE(S):** None

## THEATRE ARTS

### THEATRE ARTS I, II, III, IV

An introductory performance course incorporating basic acting techniques, the role of the actor in interpreting dramatic literature and the historical evolution of performance styles and dramatic themes. (Note: Must perform in at least one public performance in the spring.)

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5THET1 / 5THET2 / 5THET3 / 5THET4

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03250100 / 03250200 / 03250300 / 03250400

**PREREQUISITE(S):** Theatre Arts I-4

### THEATRE PRODUCTION I, II, III, IV

This is the most advanced performing group in the theatre department. In this class, the students will be responsible for performing, producing, and designing most of the school plays that include a fall show or musical, and the UIL One-Act Play. You must be in this class to participate in the One-Act Play contest. (Note: After school time is required.)

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5THPR1 / 5THPR2 / 5THPR3 / 5THPR4

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03250700 / 03250800 / 03250900 / 03251000

**PREREQUISITE(S):** Audition only; auditions held in the spring. Theatre 1 credit preferred.

### COSTUME DESIGN I (TECH THEATRE)

Focuses on the importance of costume design in theatrical endeavors. Students will research, design, and execute the costumes for a variety of performance activities. Elements include the theories of costuming, creation of patterns, methods of construction, and application of technology.

**CREDIT:** 1

**WISD COURSE CODE:** 5COST1

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03250500

**PREREQUISITE(S):** None

### COSTUME DESIGN II (TECH THEATRE)

Like Costume Design I, this course is a practical production course focusing on the importance of costume design in theatrical endeavors. (Note: Must perform in productions.)

**CREDIT:** 1

**WISD COURSE CODE:** 5COST2

**GRADE:** 10, 11, 12

**PEIMS:** 03250600

**PREREQUISITE(S):** Costume Design I

### COSTUME DESIGN III, IV (TECH THEATRE)

Like Costume Design II, this course is a practical production course in which the students continue to develop costume design skills. (Note: Must perform in productions.)

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5COST3 / 5COST4

**GRADE:** 11, 12

**PEIMS:** 03251100 / 03251200

**PREREQUISITE(S):** Costume Design II

## **MUSICAL THEATRE I, II, III, IV**

Students must have some experience reading music. Students will explore the techniques of music theatre 36 performance from the perspective of an actor, singer, and dancer. Class will employ both group and individual instruction and activities will include dance, choreography, song analysis, vocal technique and other instruction related to vocal performance and stage presence. (Note: Must perform in productions.)

**CREDIT:** 1

**WISD COURSE CODE:** 5MUTH1 / 5MUTH2 / 5MUTH3 / 5MUTH4

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03251900 / 03252000 / 03252100 / 03252200

**PREREQUISITE(S):** Choir, Band or Audition

## **TECHNICAL THEATRE I**

A practical production course in which the students develop stagecraft skills. Emphasis lies in designing and building scenery, constructing costumes and props, running lights, sound and backstage aspects of theatrical productions.

**CREDIT:** 1

**WISD COURSE CODE:** 5TECH1

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03250500

**PREREQUISITE(S):** None

## **TECHNICAL THEATRE II, III, IV**

Like Technical Theatre I, this course is a practical production course in which the students develop stagecraft skills. (Note: Must perform in productions.)

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5TECH2 / 5TECH3 / 5TECH4

**GRADE:** 10, 11, 12

**PEIMS:** 03250600 / 03251100 / 03251200

**PREREQUISITE(S):** Technical Theatre I and Teacher Approval

# PE / ATHLETICS

## PHYSICAL EDUCATION (INDIVIDUAL AND TEAM SPORTS)

NOTE: Students may only earn one state-approved PE credit; all other credits are local.

Physical Education course including units on football, basketball, baseball, volleyball, softball, badminton, tennis, golf, weight lifting and conditioning, running, etc.

**CREDIT:** 1

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5PEITS

**PEIMS:** PES00053

## AEROBICS

NOTE: Students may only earn one state-approved PE credit; all other credits are local.

Physical Education course including vigorous rhythmic movements to music as well as reinforcing exercise safety. Emphasis is placed on participation rate and level and to place an importance on being physically active and physically fit.

**CREDIT:** 1

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5AEROB

**PEIMS:** PES00051

## BOYS ATHLETICS I, II, III, IV

NOTE: Students may earn up to four state-approved PE credits.

9th graders will be in a separate period but still participate competitively in their sport. Junior varsity and varsity competitive participation in athletics for 10th - 12th graders. Students will participate in a year round strength and conditioning program.

**CREDIT:** 1 credit each year

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5BTH1 / 5BTH2 / 5BTH3 / 5BTH4

**PEIMS:** PES00000 / PES00001 / PES00002 / PES00003

## GIRLS ATHLETICS I, II, III, IV

NOTE: Students may earn up to four state-approved PE credits.

9th grade through 12th grade girls will be in the same period. All levels will compete competitively. Students will participate in a year round strength and conditioning program.

**CREDIT:** 1 credit each year

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5GTH1 / 5GTH2 / 5GTH3 / 5GTH4

**PEIMS:** PES00000 / PES00001 / PES00002 / PES00003

## **ATHLETIC TRAINER I, II, III, IV**

NOTE: Students may earn up to four state-approved PE credits.

Provides an opportunity for study and application of the components of sports medicine, sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries and conditioning, recognition, evaluation, and immediate care of athletic injuries, First Aid/CPR/AED and emergency procedures.

**CREDIT:** 1 credit each year

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5ATTR1 / 5ATTR2 / 5ATTR3 / 5ATTR4

**PEIMS:** PES00000 / PES00001 / PES00002 / PES00003

## **TENNIS ATHLETICS I, II, III, IV**

NOTE: Students may earn up to four state-approved PE credits.

Provides for 9th, junior varsity and varsity competitive participation in Tennis.

**CREDIT:** 1 credit each year

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5TT1 / 5TT2 / 5TT3 / 5TT4

**PEIMS:** PES00000 / PES00001 / PES00002 / PES00004

## **SWIM ATHLETICS I, II, III, IV**

NOTE: Students may earn up to four state-approved PE credits.

Competitive Swim Team Only

**CREDIT:** 1 credit each year

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5SWT1 / 5SWT2 / 5SWT3 / 5SWT4

**PEIMS:** PES00000 / PES00001 / PES00002 / PES00003

# PEER LEADERSHIP

## PEER ASSISTANCE AND LEADERSHIP I

Designed to help students become the best that they can be. Students will develop the skills necessary to enhance their leadership qualities in their personal lives, their school and their community. The role of the PAL student will be to facilitate more informed, and more responsible, decision-making skills on the part of their peers and with younger students from other campuses. Students will be required to create and lead service-related projects both on and off campus with minimum supervision. A behavioral contract is required.

**CREDIT:** 1

**WISD COURSE CODE:** 5PAL1

**GRADE:** 11, 12

**PEIMS:** N1290005

**PREREQUISITE(S):** Faculty and teacher nominated, teacher selected

## UNIFIED CHAMPS

Unified Champion Schools (UCS) is a unique program through Special Olympics, Inc. that promotes acceptance and inclusion among students with and without intellectual disabilities. Set in a fun, interactive, Unified environment, participants engage in advocacy, leadership, fitness, and sports opportunities – together. UCS is a student-driven program; the students will form a Unified Youth Leadership Team whose members consider activity options and recruit new and existing participants to join in planning and hosting events and activities. The constant theme of UCS is inclusion, so students of varying abilities participate in every opportunity as peers and equals, with the goal of forming true friendships and utilizing the unique talents and abilities of each person. Class time will include both lessons/ instruction in topics such as inclusion, awareness, advocacy, as well as fitness and sport opportunities. Some participation outside of the school day may be required.

**CREDIT:** 1

**WISD COURSE CODE:** 5UNCH

**GRADE:** 10, 11, 12

**PEIMS:** N1290203

**PREREQUISITE(S):** Faculty and teacher nominated, teacher selected, application required

# DUAL CREDIT ELECTIVES

## DUAL CREDIT INTRODUCTION TO PSYCHOLOGY

This is an Austin Community College class. See ACC Course Catalog in the Counseling office for course description.

Note: Students should check with the colleges/universities they plan to attend to see if college credit will be granted.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5COPSY

**GRADE:** 10, 11, 12

**PEIMS:** 03350100

**PREREQUISITE(S):** None

## DUAL CREDIT INTRODUCTION TO SOCIOLOGY

This is an Austin Community College class. See ACC Course Catalog in the Counseling office for course description.

Note: Students should check with the colleges/universities they plan to attend to see if college credit will be granted.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5COSOC

**GRADE:** 10, 11, 12

**PEIMS:** 03370100

**PREREQUISITE(S):** None

# DEBATE / COMPETITIVE SPEAKING / UIL

## DEBATE I

An introduction to the rhetoric and structure of classical debate. Emphasis is on research, strategy and argumentation. Oration and extemporaneous speaking is also included. (Note: Students are required to participate in all scheduled tournaments during the year.)

**CREDIT:** 1

**WISD COURSE CODE:** 5DBT1

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03240600

**PREREQUISITE(S):** None

## DEBATE II, III

Competitive speaking and debate for tournament and UIL competition. Students wishing to participate in Debate IV should sign up for Competitive Speech IV (COMSP4). (Note: Students are required to participate in all scheduled tournaments during the year.)

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5DBT2 / 5DBT3

**GRADE:** 10, 11, 12

**PEIMS:** 03240700 / 03240800

**PREREQUISITE(S):** Debate

## COMPETITIVE SPEECH I

Individualized independent study for competitive speaking/debate. (Note: Students are required to participate in all scheduled tournaments during the year.)

**CREDIT:** 1

**WISD COURSE CODE:** 5CMSP1

**GRADE:** 9, 10, 11, 12

**PEIMS:** 03240900

**PREREQUISITE(S):** None

## COMPETITIVE SPEECH II, III, IV

Individualized independent study for competitive speaking/debate. (Note: Students are required to participate in all scheduled tournaments during the year.)

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5CMSP2 / 5CMSP3 / 5CMSP4

**GRADE:** 10, 11, 12

**PEIMS:** 03241000 / 03241100 / 03241200

**PREREQUISITE(S):** Competitive Speech or Debate

## UIL COMPETITION I, II, III, IV

Designed for students participating in University Interscholastic League Academic Events. (Note: Students are required to compete in UIL Academic Events throughout the year.)

**CREDIT:** 0.5 local credits each semester

**WISD COURSE CODE:** 5UIL1 / 5UIL2 / 5UIL3 / 5UIL4

**GRADE:** 9, 10, 11, 12

**PEIMS:** 85000223 / 85000224 / 85000225 / 85000226

**PREREQUISITE(S):** None

# REQUIRED ELECTIVES

## PROFESSIONAL COMMUNICATIONS

Designed to introduce students to a variety of speaking/communication situations. Emphasis will be on speaking and listening skills, with a special focus on delivery.

**CREDIT:** 0.5

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5SPEEC

**PEIMS:** 13009900

## HEALTH

Students acquire facts, develop proper attitudes and establish practices and habits that will contribute to personal, family, and community health in the following areas: consumer health, body growth and development, fitness for daily living, nutrition, the use of tobacco, alcohol, and drugs.

**CREDIT:** 0.5

**GRADE:** 9, 10, 11, 12

**PREREQUISITE(S):** None

**WISD COURSE CODE:** 5HLTH

**PEIMS:** 03810100

# LOCAL CREDITS

## OFFICE ASSISTANT/TEACHER ASSISTANT

A student is permitted to be an aide for only one period a day. Although one local credit will be earned, the grade will not be counted in figuring GPA or class rank. Placement will be at the discretion of the administration based on need.

**CREDIT:** 1 local credit each year

**WISD COURSE CODE:** 5OFFAD/5TOA

**GRADE:** 9, 10, 11, 12

**PEIMS:** 85000234

**PREREQUISITE(S):** Principal's/Counselor's Approval

## FCI SERVICE DOG TRAINING

FCI Dog Behavior and Training will introduce the knowledge and skills required to become a Certified Professional Dog Trainer. Students will study dog behavior and temperament. They will learn science-based training theory including operant and classical conditioning. Students will understand that these principles apply to all living beings and are applied in zoos, aquariums and even the management of people. Fifty percent of the class will be hands-on training with a variety of dogs including service dogs in training. In addition to developing training knowledge and skills, goals include exposing students to the wide variety of career opportunities within the animal behavior and management field.

**CREDIT:** 1 local credit each year

**WISD COURSE CODE:** 5FCI

**GRADE:** 10, 11, 12

**PEIMS:** 84900XXX

**PREREQUISITE(S):** Principles of Agriculture (recommended)

# LATE ARRIVAL / EARLY RELEASE

## LATE ARRIVAL

**CREDIT:** 0

**WISD COURSE CODE:** 5LA1

**GRADE:** 11, 12 or Dual Credit Student

**PEIMS:** 85000101

**PREREQUISITE(S):** Students must meet CCMR standards set by the State of Texas to be considered. Please see CCMR Requirements on page 6.

## EARLY RELEASE

**CREDIT:** 0

**WISD COURSE CODE:** 5ER8

**GRADE:** 11, 12 or Dual Credit Student

**PEIMS:** 85000102

**PREREQUISITE(S):** Students must meet CCMR standards set by the State of Texas to be considered. Please see CCMR Requirements on page 6.

# WIMBERLEY HIGH SCHOOL CAREER & TECHNICAL COURSES

Revised - Jan 2026

- ENDORSEMENT
- CAREER CLUSTER
- PROGRAM OF STUDY

## CAREER CLUSTERS & PROGRAM OF STUDY MAP

BUSINESS & INDUSTRY	STEM	PUBLIC SERVICE	ARTS & HUMANITIES	MULTIDISCIPLINARY
<p><b>Agriculture, Food, Natural Resources</b></p> <ul style="list-style-type: none"> <li>- Animal Science</li> <li>- Agricultural Technology and Mechanical Systems</li> <li>- Plant Science</li> </ul> <p><b>Arts, Audio/Visual Technology, and Communications</b></p> <ul style="list-style-type: none"> <li>- Digital Communications</li> <li>- Graphic Design and Interactive Media</li> </ul> <p><b>Business, Marketing, and Finance</b></p> <ul style="list-style-type: none"> <li>- Marketing and Sales</li> </ul>	<p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>- Engineering Foundations</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>- Cybersecurity</li> <li>- Programming and Software Development</li> </ul>	<p><b>Education and Training</b></p> <ul style="list-style-type: none"> <li>- Teaching and Training</li> </ul> <p><b>Health Science</b></p> <ul style="list-style-type: none"> <li>- Diagnostic and Therapeutic Services</li> <li>- Exercise Science, Wellness, and Restoration</li> </ul> <p><b>Human Services</b></p> <ul style="list-style-type: none"> <li>- Family and Community Services</li> </ul>	<p>Visual Arts</p> <p>Performing Arts</p> <ul style="list-style-type: none"> <li>- Music</li> <li>- Vocal</li> <li>- Theatre</li> </ul>	<p><b>Option A:</b> Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence, or</p> <p><b>Option B:</b> Four credits in each of the four foundation subject areas to include English IV, and Chemistry and/or Physics, or</p> <p><b>Option C:</b> Four credits in advanced placement, or dual credit selected from English, Mathematics, Science, Social Studies, Economics, LOTE, or Fine Arts.</p>
<p>Junior or Senior year practicum course eligible within these endorsements ONLY. Prerequisites for practicum courses differ by Program of Study.</p>			<p>Not practicum eligible.</p>	





# Agriculture, Food, and Natural Resources Career Cluster

Revised - Jan 2026

## Program of Study: **Animal Science**

### Concentration: Animal Biology & Veterinary Science

<b>1st Class</b>	<b>Principles of Agriculture, Food, and Natural Resources</b> (1 credit) <b>FCI Service Dog Class</b> (local credit)
<b>2nd Class</b>	<b>Small Animal Management</b> (.5 credit) <b>Equine Science</b> (.5 credit) <b>FCI Service Dog Class</b> (local credit) <b>Entrepreneurship I</b> (1 credit)
<b>3rd Class</b>	<b>Livestock and Poultry Production</b> (1 credit) <i>Prerequisite: At least one course from the Agriculture, Food, and Natural Resources career cluster</i> <b>FCI Service Dog Class</b> (local credit)
<b>4th Class</b>	<b>Advanced Animal Science</b> (1 credit) <i>Prerequisite: Livestock and Poultry Production Note: This course satisfies a high school science graduation requirement.</i> <b>Veterinary Science</b> (1 credit) <i>Prerequisite: Livestock and Poultry Production</i> <b>FCI Service Dog Class</b> (local credit) <b>Practicum in Agriculture, Food, and Natural Resources</b> (2 credits) <i>Prerequisite: A minimum of two credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources career cluster</i> <b>Practicum in Entrepreneurship</b> (2 credits) <b>Career and Technical Education Project-Based Capstone</b> (1 credit)

### Aligned Industry-Based Certifications

- Certified Veterinary Assistant, Level 1

## Program of Study: **Agricultural Technology and Mechanical Systems**

### Concentration: Welding

<b>1st Class</b>	<b>Principles of Agriculture, Food, and Natural Resources</b> (1 credit)
<b>2nd Class</b>	<b>Agricultural Mechanics and Metal Technologies</b> (1 credit) <b>Agricultural Mechanics and Metal Technologies + Agricultural Laboratory and Field Experience*</b> (2 credits)
<b>3rd Class</b>	<b>Agricultural Structures Design and Fabrication + Agricultural Laboratory and Field Experience</b> (2 credit)
<b>4th Class</b>	<b>Agricultural Equipment Design and Fabrication + Agricultural Laboratory and Field Experience</b> (2 credits) <b>Practicum in Agriculture, Food, and Natural Resources</b> (2 credits) <i>Prerequisites: A minimum of two credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources career cluster</i> <b>Career and Technical Education Project-Based Capstone</b> (1 credit)

### Aligned Industry-Based Certifications

- AWS D9.1 Sheet Metal Welding





# Agriculture, Food, and Natural Resources Career Cluster

Revised - Jan 2026

**Program of Study:** Plant Science

**Concentration:** Business of plants and other living organisms

<b>1st Class</b>	<b>Principles of Agriculture, Food, and Natural Resources</b> (1 credit)
<b>2nd Class</b>	<b>Landscape Design and Management</b> (.5 credit) <b>Turf Grass Management</b> (.5 credit) <b>Entrepreneurship I</b> (1 credit)
<b>3rd Class</b>	<b>Floral Design</b> (1 credit) <i>Note: This course satisfies the fine arts graduation requirement.</i>
<b>4th Class</b>	<b>Advanced Plant and Soil Science</b> (1 credit) <i>Prerequisite: Biology; either chemistry or Integrated Physics and Chemistry (IPC); Algebra I; Geometry; and either Horticultural Science, Greenhouse Operation and Production, or Floral Design</i> <i>Note: This course satisfies a high school science graduation requirement.</i> <b>Practicum in Agriculture, Food, and Natural Resources</b> (2 credits) <i>Prerequisite: A minimum of two credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources career cluster</i> <b>Practicum in Entrepreneurship</b> (2 credits) <b>Career and Technical Education Project-Based Capstone</b> (1 credit)

## Aligned Industry-Based Certifications

- Principles of Floral Design Certification



# AGRICULTURE, FOOD, AND NATURAL RESOURCES

## PRINCIPLES OF AGRICULTURE, FOOD, AND NATURAL RESOURCES

In Principles of Agriculture, Food, and Natural Resources, students explore major areas of agriculture, food, and natural resources, including organizations, agribusiness leadership and communications, plant science, animal science, food science and technology, agricultural technology and mechanical systems, and environmental and natural resources. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**CREDIT:** 1

**WISD COURSE CODE:** 5PRNAG

**LEVEL:** 1

**PEIMS:** 13000200

**PREREQUISITE(S):** This course is required for students wanting to enter this pathway.

## LANDSCAPE DESIGN AND MANAGEMENT

Landscape Design and Management is designed to develop an understanding of landscape design and management techniques and practices.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5LDM

**LEVEL:** 2

**PEIMS:** 13001900

## TURF GRASS MANAGEMENT

Turf Grass Management is designed to develop an understanding of turf grass management techniques and practices.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5TGM

**LEVEL:** 2

**PEIMS:** 13001950

## SMALL ANIMAL MANAGEMENT

In Small Animal Management, students acquire knowledge and skills related to the small animal management industry. Small Animal Management may address topics related to small animals such as dogs and cats, rabbits, pocket pets, amphibians, reptiles, and birds. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to small animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5SAM

**LEVEL:** 2

**PEIMS:** 13000400

## EQUINE SCIENCE

In Equine Science, students acquire knowledge and skills related to the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to equine systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5ES

**LEVEL:** 2

**PEIMS:** 13000500

## ENTREPRENEURSHIP I

In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine the feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.

**CREDIT:** 1

**LEVEL:** 2

**WISD COURSE CODE:** 5ENTPR1

**PEIMS:** 13011101

## AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES (ACC DUAL CREDIT OPPORTUNITY)

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. This level 2 course will be offered as an ACC Dual Credit class to include: WLDG 1428: Introduction to Shielded Metal Arc Welding. An introduction to the shielded metal arc welding process. Emphasis placed on power sources, electrode selection, and various joint designs. (4 hours) and WLDG 1430: Introduction to Gas Metal Arc Welding (GMAW) –and Flux Cored Arc Welding (FCAW). A study of the principles of Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW), setup and use of GMAW and FCAW equipment, and safe use of tools/equipment. Instruction in various joint designs. *Multiple Processing Welding Occupational Skills Award* opportunity.

**CREDIT:** 1

**LEVEL:** 2

**PREREQUISITE(S):** Principles of Agriculture, Food, and Natural Resources

**WISD COURSE CODE:** 5AGMEC

**PEIMS:** 13002200

## FLORAL DESIGN

Floral Design is designed to develop students' 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.

**CREDIT:** 1 (counts as a fine art credit)

**LEVEL:** 3

**WISD COURSE CODE:** 5FLDSN

**PEIMS:** 13001800

## LIVESTOCK AND POULTRY PRODUCTION

In Livestock and Poultry Production, students acquire knowledge and skills related to the livestock and poultry production industry. Livestock and Poultry Production may address topics related to beef cattle, dairy cattle, swine, sheep, goats, and poultry. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to livestock and poultry systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**CREDIT:** 1

**LEVEL:** 3

**PREREQUISITE(S):** At least one course from the Agriculture, Food, and Natural Resources career cluster

**WISD COURSE CODE:** 5LP

**PEIMS:** 13000300

## AGRICULTURAL STRUCTURES DESIGN AND FABRICATION (ACC DUAL CREDIT OPPORTUNITY)

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. This level 3 course will be offered as an ACC Dual Credit class to include:

WLDG 1434: Gas Tungsten An introduction to the principles of gas tungsten arc welding (GTAW), setup/use of GTAW equipment, and safe use of tools and equipment. Welding instruction in various positions and joint designs. Note: Attendance on the first day of class is mandatory.

WLDG 1413 Blueprint Read A study of industrial blueprints. Emphasis placed on terminology, symbols, graphic description, and welding processes. Includes systems of measurement and industry standards. Also includes interpretation of plans and drawings used by industry to facilitate field application and production. For successful progression within this course, students should take WLDG 1428 before or at the same time as WLDG 1413. Note: Attendance on the first day of class is mandatory.

**CREDIT:** 1 or 2

**WISD COURSE CODE:** 5ASD

**LEVEL:** 3

**PEIMS:** 13002300

**PREREQUISITE(S):** Principles of Agriculture, Food, and Natural Resources (Note: There is a \$20 fee for materials and supplies.)

## ADVANCED PLANT AND SOIL SCIENCE

Provides a way of learning about the natural world. Students should know how plant and soil science has influenced a vast body of knowledge, that there are still applications to be discovered, and that plant and soil science is the basis for many other fields of science.

**CREDIT:** 1 (counts as a 4th science credit)

**WISD COURSE CODE:** 5APSS

**LEVEL:** 4

**PEIMS:** 13002100

**PREREQUISITE(S):** Biology and chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and Floral Design

## ADVANCED ANIMAL SCIENCE

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of animal production, including canine, feline, bovine, equine, caprine, porcine, ovine, poultry, and lagomorpha production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences. To prepare for careers in the field of animal science, students must attain academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. Students must meet the 40% laboratory and fieldwork requirement.

**CREDIT:** 1 (counts as a 4th science credit)

**LEVEL:** 4

**WISD COURSE CODE:** 5AAS

**PEIMS:** 13000700

**PREREQUISITE(S):** Biology and chemistry or Integrated Physics and Chemistry (IPC); Algebra I and Geometry; and either Small Animal Management, Equine Science, or Livestock and Poultry Production

## AGRICULTURAL EQUIPMENT DESIGN AND FABRICATION/LAB (ACC DUAL CREDIT OPPORTUNITY)

In Agricultural Equipment Design and Fabrication, students will acquire knowledge and skills related to the design and fabrication of agricultural equipment. To prepare for careers in mechanized agriculture and technical systems, students must attain knowledge and skills related to agricultural equipment design and fabrication.

This level 4 course will be offered as an ACC Dual credit class to include:

WLDG 1457 Shielded Metal A study of the production of various fillets and groove welds. Preparation of specimens for testing in various positions.

WLDG 2471 Structural Connections Covers design and production of shop layout, fabrication, and field erection of critical building and bridge moment connections. Emphasis placed on symbols, blueprints, and written specifications. This is the Capstone Experience course for the *Structural Welding Certificate*. Students must take WLDG 1457 before or at the same time as WLDG 2471; it is also recommended to take WLDG 1413 before or at the same time as WLDG 2471. Note: Prerequisite: WLDG 1457. It is also recommended to take WLDG 1413 before or concurrently with WLDG 2471.

**CREDIT:** 2

**LEVEL:** 4

**PREREQUISITE(S):** Ag Mechanics and Metal Technologies

**WISD COURSE CODE:** 5AEDL

**PEIMS:** 13002360

## **PRACTICUM IN AGRICULTURE, FOOD AND NATURAL RESOURCES**

Practicum in Agriculture, Food, and Natural Resources 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 experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in agriculture, food, and natural resources, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

**CREDIT:** 2

**LEVEL:** 4

**PREREQUISITE(S):** A minimum of two credits with at least one course in a Level 2 or higher course from the Agriculture, Food, and Natural Resources career cluster

**WISD COURSE CODE:** 5PRAG

**PEIMS:** 13002500

## PRACTICUM IN ENTREPRENEURSHIP

Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

**CREDIT:** 2

**WISD COURSE CODE:** 5ENT

**LEVEL:** 4

**PEIMS:** 13011111

**PREREQUISITE(S):** Entrepreneurship I and Entrepreneurship II, or successful completion of at least two courses in a CTE program of study

## VETERINARY SCIENCE

Veterinary Science covers topics relating to veterinary practices, including practices for large and small animal species. To prepare for careers in the field of animal science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

**CREDIT:** 1

**WISD COURSE CODE:** 5VETSCI

**LEVEL:** 4

**PEIMS:** 13000600

**PREREQUISITE(S):** Equine Science, Small Animal Management, or Livestock and Poultry Production

## CAREER AND TECHNICAL EDUCATION PROJECT-BASED CAPSTONE

Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. Students may repeat this course with different course content for up to three credits.

**CREDIT:** 1

**WISD COURSE CODE:** 5CTEPBC

**LEVEL:** 4

**PEIMS:** 12701101



# Arts, Audio Visual Technology & Communications Career Cluster

## Program of Study: Digital Communications

### Concentration: Audio/Video Production

<b>1st Class</b>	<b>Principles of Arts, Audio/Video Technology, and Communications</b> (1 credit)
<b>2nd Class</b>	<b>Audio/Video Production I</b> (1 credit) <b>Entrepreneurship I</b> (1 credit)
<b>3rd Class</b>	<b>Audio/Video Production II</b> (1 credit) Prerequisite: Audio/Video Production I
<b>4th Class</b>	<b>Practicum in Entrepreneurship</b> (2 credits)

### Aligned Industry-Based Certifications

- Adobe Certified Professional in Digital Video Using Adobe Premiere Pro

## Program of Study: Graphic Design & Interactive Media

### Concentration: Graphic Design

<b>1st Class</b>	<b>Principles of Arts, Audio/Video Technology, and Communications</b> (1 credit)
<b>2nd Class</b>	<b>Digital Design and Media Production (Yearbook)</b> (1 credit) <b>Graphic Design and Illustration I</b> (1 credit) <b>Commercial Photography I</b> (1 credit) <b>Entrepreneurship I</b> (1 credit)
<b>3rd Class</b>	<b>Graphic Design and Illustration II</b> (1 credit) Prerequisite: Graphic Design and Illustration I <b>Commercial Photography II</b> (1 credit)
<b>4th Class</b>	<b>Practicum in Entrepreneurship</b> (2 credits)

### Aligned Industry-Based Certifications

- Adobe Certified Professional in Visual Design Using Adobe Photoshop
- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
- Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator



# ARTS, AV TECHNOLOGY, AND COMMUNICATION

## PRINCIPLES OF ARTS, AV TECHNOLOGY, AND COMMUNICATION

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

**CREDIT:** 1

**WISD COURSE CODE:** 5PRNAV

**LEVEL:** 1

**PEIMS:** 13008200

**PREREQUISITE(S):** This course is required for students wanting to enter this pathway.

## DIGITAL DESIGN AND MEDIA PRODUCTION (YEARBOOK)

Digital Design and Media Production will allow students to demonstrate creative thinking, develop innovative strategies, and use communication tools in order to work effectively with others as well as independently. Students will gather information electronically, which will allow for problem solving and making informed decisions regarding media projects. Students will learn digital citizenship by researching current laws and regulations and by practicing integrity and respect. Students will demonstrate a thorough understanding of digital design principles that is transferable to other disciplines. The six strands include creativity and innovation; communication and collaboration; research and information fluency; critical thinking; problem solving, and decision making; digital citizenship; and technology operations and concepts. (Note: Students enrolled in this course will be Yearbook staff members, so hours may be required outside of class in order to complete yearbook assignments. Students must submit 2 formal letters of recommendation to the DDMP teacher.)

**CREDIT:** 1

**WISD COURSE CODE:** 5DDMP

**LEVEL:** 2

**PEIMS:** 03580400

**PREREQUISITE(S):** 2 formal letters of recommendation

## AUDIO/VIDEO PRODUCTION I

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

**CREDIT:** 1

**WISD COURSE CODE:** 5AVPR1

**LEVEL:** 2

**PEIMS:** 13008500

**PREREQUISITE(S):** Principles of Arts, Audio/Video Technology, and Communications is recommended.

## COMMERCIAL PHOTOGRAPHY I

Careers in commercial photography require skills that span all aspects of the industry from setting up a shot to delivering products in a competitive market. In addition to developing knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the commercial photography industry with a focus on creating quality photographs.

**CREDIT:** 1

**WISD COURSE CODE:** 5PHOT1

**LEVEL:** 2

**PEIMS:** 1300910

## GRAPHIC DESIGN AND ILLUSTRATION I

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an understanding of the industry with a focus on fundamental elements and principles of visual art and design.

**CREDIT:** 1

**WISD COURSE CODE:** 5GRPH1

**LEVEL:** 2

**PEIMS:** 13008800

**PREREQUISITE(S):** Principles of Arts, Audio/Video Technology, and Communications (Students should have a foundational understanding of Adobe design software programs and basic design concepts.)

## ENTREPRENEURSHIP I

In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine the feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.

**CREDIT:** 1

**WISD COURSE CODE:** 5ENTPR1

**LEVEL:** 2

**PEIMS:** 13011101

## 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. In addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Visual 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.

**CREDIT:** 1

**WISD COURSE CODE:** 5PHOT2

**LEVEL:** 3

**PEIMS:** 1300920

## AUDIO/VIDEO PRODUCTION II

Careers in audio and video technology and film production span all aspects of the audio/video communications industry. Building upon the concepts taught in Audio/Video Production I, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video. (Note: Additional time beyond regular school hours is required for productions.)

**CREDIT:** 1

**WISD COURSE CODE:** 5AVPR2

**LEVEL:** 3

**PEIMS:** 13008600

**PREREQUISITE(S):** Audio/Video Production I is recommended.

## GRAPHIC DESIGN AND ILLUSTRATION II

Careers in graphic design and illustration span all aspects of the advertising and visual communications industries. Within this context, in addition to developing advanced technical knowledge and skills needed for success in the Arts, Audio Visual Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on mastery of content knowledge and skills.

**CREDIT:** 1

**WISD COURSE CODE:** 5GRPH2

**LEVEL:** 3

**PEIMS:** 13008900

**PREREQUISITE(S):** Graphic Design and Illustration I

## PRACTICUM IN ENTREPRENEURSHIP

Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

**CREDIT:** 2

**WISD COURSE CODE:** 5ENT

**LEVEL:** 4

**PEIMS:** 13011111

**PREREQUISITE(S):** RECOMMENDED - successful completion of at least two courses in a CTE program of study.



# Business, Marketing, and Finance Career Cluster

Program of Study: **Marketing & Sales**

Concentration: Marketing, Sales, & Market Research

1st Class	<b>Principles of Business, Marketing, and Finance</b> (1 credit)
2nd Class	<b>Sports and Entertainment Marketing</b> (.5 credit) <b>Virtual Business</b> (.5 credit) <b>Entrepreneurship I</b> (1 credit)
3rd Class	<b>Advertising</b> (.5 credit) <b>Social Media Marketing</b> (.5 credit)
4th Class	<b>Practicum in Marketing</b> (2 credits) <b>Practicum in Entrepreneurship</b> (2 credits)

## Aligned Industry-Based Certifications

- Student Social Media Marketing Certification



# BUSINESS, MARKETING, AND FINANCE

## PRINCIPLES OF BUSINESS, MARKETING, AND FINANCE

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the 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.

**CREDIT:** 1

**WISD COURSE CODE:** 5PRBMF

**LEVEL:** 1

**PEIMS:** 1301120

## SPORTS AND ENTERTAINMENT MARKETING

Sports and Entertainment Marketing will provide students with a thorough understanding of the marketing concepts and theories that apply to sports and entertainment. The areas this course will cover include basic marketing concepts, publicity, sponsorship, endorsements, licensing, branding, event marketing, promotions, and sports and entertainment marketing strategies.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5SPEM

**LEVEL:** 2

**PEIMS:** 13034600

**PREREQUISITE(S):** Principles of Business, Marketing, and Finance (recommended)

## VIRTUAL BUSINESS

Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business.

**CREDIT:** 0.5

**WISD COURSE CODE:** 5VB

**LEVEL:** 2

**PEIMS:** 13012000

**PREREQUISITE(S):** Principles of Business, Marketing, and Finance (recommended)

## ENTREPRENEURSHIP I

In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine the feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.

**CREDIT:** 1

**WISD COURSE CODE:** 5ENTPR1

**LEVEL:** 2

**PEIMS:** 13011101

## ADVERTISING

Advertising is designed as a comprehensive introduction to the principles and practices of advertising. Students will gain knowledge of techniques used in current advertising, including print, broadcast, and digital media. The course explores the social, cultural, ethical, and legal issues of advertising, historical influences, strategies, media decision processes as well as integrated marketing communications, and careers in

advertising and sales promotion. The course provides an overview of how communication tools can be used to reach target audiences and increase consumer knowledge.

**CREDIT:** 0.5

**LEVEL:** 3

**WISD COURSE CODE:** 5ADV

**PEIMS:** 1303420

## **SOCIAL MEDIA MARKETING**

Social Media Marketing is designed to look at the rise of social media and how marketers are integrating social media tools in their overall marketing strategy. The course will investigate how the marketing community measures success in the new world of social media. Students will manage a successful social media presence for an organization, understand techniques for gaining customer and consumer buy-in to achieve marketing goals, and properly select social media platforms to engage consumers and monitor and measure the results of these efforts.

**CREDIT:** 0.5

**LEVEL:** 3

**WISD COURSE CODE:** 5SMM

**PEIMS:** 13034650

## **PRACTICUM IN MARKETING**

Practicum in Marketing is a series of dynamic activities that focus on the customer to generate a profitable exchange. Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functional areas associated with distribution, financing, marketing information management, pricing, product planning, promotion, purchasing, risk management, and selling skills. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.

**CREDIT:** 2

**LEVEL:** 4

**WISD COURSE CODE:** 5PRAM

**PEIMS:** 13034800

## **PRACTICUM IN ENTREPRENEURSHIP**

Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

**CREDIT:** 2

**LEVEL:** 4

**WISD COURSE CODE:** 5ENT

**PEIMS:** 13011111

**PREREQUISITE(S):** Entrepreneurship I and Entrepreneurship II, or successful completion of at least two courses in a CTE program of study



## Health Science Career Cluster

**Program of Study:** **Diagnostic and Therapeutic Services**  
**Concentration:** Healthcare—Diagnostic & Rehabilitation  
 Therapy

<b>1st Class</b>	<b>Principles of Health Science</b> (1 credit)
<b>2nd Class</b>	<b>Medical Terminology</b> (1 credit)
<b>3rd Class</b>	<b>Anatomy and Physiology</b> (1 credit) <i>Prerequisites: One credit in biology and one credit in chemistry, Integrated Physics and Chemistry (IPC), or physics</i> <b>Medical Microbiology</b> (1 credit) <i>Prerequisites: One credit in biology, one credit in chemistry, and at least one credit in a course from the Health Science career cluster</i> <b>Health Science Theory</b> (1 credit) <i>Prerequisite: One credit in biology and at least one credit in a course from the Health Science career cluster</i>
<b>4th Class</b>	<b>Practicum in Health Science</b> (2 credits) <i>Prerequisites: Health Science Theory and biology</i> <b>Practicum in Health Science + Patient Care Technician</b> (2 credits) <i>Prerequisites: Health Science Theory and biology</i>

### Aligned Industry-Based Certifications

- Patient Care Technician

**Program of Study:** **Exercise Science, Wellness, and Restoration**  
**Concentration:** Health & Wellness / Exercise Science & Rehabilitation

<b>1st Class</b>	<b>Principles of Health Science</b> (1 credit)
<b>2nd Class</b>	<b>Interpersonal Studies</b> (.5 credit) <b>Lifetime Nutrition and Wellness</b> (.5 credit) <b>Medical Terminology</b> (1 credit) <b>Entrepreneurship I</b> (1 credit)
<b>3rd Class</b>	<b>Health Science Theory</b> (1 credit) <i>Prerequisite: One credit in biology and at least one credit in a course from the Health Science career cluster</i> <b>Anatomy and Physiology</b> (1 credit)
<b>4th Class</b>	<b>Practicum in Entrepreneurship</b> (2 credits) <b>Practicum in Health Science</b> (2 credits) <i>Prerequisites: Health Science Theory and biology</i> <b>Practicum in Health Science + Patient Care Technician</b> (2 credits) <i>Prerequisites: Health Science Theory and biology</i> <b>Career and Technical Education Project-Based Capstone</b> (1 credit)

### Aligned Industry-Based Certifications

- Patient Care Technician



# HEALTH SCIENCE

## PRINCIPLES OF HEALTH SCIENCE

The Principles of Health Science course is designed to provide an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the health care industry.

**CREDIT:** 1

**LEVEL:** 1

**WISD COURSE CODE:** 5PRNHS

**PEIMS:** 13020200

## INTERPERSONAL STUDIES

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

**CREDIT:** 0.5

**LEVEL:** 2

**WISD COURSE CODE:** 5IPS

**PEIMS:** 13024400

## LIFETIME NUTRITION AND WELLNESS

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.

**CREDIT:** 0.5

**LEVEL:** 2

**WISD COURSE CODE:** 5LNW

**PEIMS:** 13024500

## MEDICAL TERMINOLOGY

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

**CREDIT:** 1

**LEVEL:** 2

**WISD COURSE CODE:** 5MEDTM

**PEIMS:** 13020300

## ENTREPRENEURSHIP I

In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine the feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.

**CREDIT:** 1

**LEVEL:** 2

**WISD COURSE CODE:** 5ENTPR1

**PEIMS:** 13011101

## HEALTH SCIENCE THEORY

The Health Science Theory course is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will become familiar with industry-based standards for documenting and maintaining medical information; research industry employment requirements, including education, certification, and licensing requirements; and evaluate ethical and legal responsibilities of health science professionals. Students will employ hands-on experiences for continued clinical knowledge and skill development.

**CREDIT:** 1

**WISD COURSE CODE:** 5HLTSC

**LEVEL:** 3

**PEIMS:** 13020400

**PREREQUISITE(S):** One credit in biology and at least one credit in a course from the Health Science career cluster

## ANATOMY AND PHYSIOLOGY

The Anatomy and Physiology course is designed for students to conduct laboratory and field investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Anatomy and Physiology will study a variety of topics, including the structure and function of the human body and the interaction of body systems for maintaining homeostasis.

*Note: This course satisfies a high school science graduation requirement.*

**CREDIT:** 1

**WISD COURSE CODE:** 5ANAPH

**LEVEL:** 3

**PEIMS:** 13020600

**PREREQUISITE(S):** One credit in biology and one credit in chemistry, Integrated Physics and Chemistry (IPC), or physics

## PRACTICUM IN HEALTH SCIENCE

The Practicum in Health Science course 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.

**CREDIT:** 2

**WISD COURSE CODE:** 5PRAHS

**LEVEL:** 4

**PEIMS:** 13020500

**PREREQUISITE(S):** Health Science Theory and biology

## PRACTICUM IN HEALTH SCIENCE / PATIENT CARE TECHNICIAN

The Practicum in Health Science course 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. PCT will involve students having hands-on Patient Care Tech certification training for part of the practicum as well as hands-on training in a variety of locations appropriate to the nature and level of experience.

**CREDIT:** 2

**WISD COURSE CODE:** 5PHSPC

**LEVEL:** 4

**PEIMS:** 13020500

**PREREQUISITE(S):** Health Science Theory and biology

## PRACTICUM IN ENTREPRENEURSHIP

Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to

make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

**CREDIT:** 2

**WISD COURSE CODE:** 5ENT

**LEVEL:** 4

**PEIMS:** 13011111

**PREREQUISITE(S):** Entrepreneurship I and Entrepreneurship II, or successful completion of at least two courses in a CTE program of study

## **CAREER AND TECHNICAL EDUCATION PROJECT-BASED CAPSTONE**

Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. Students may repeat this course with different course content for up to three credits.

**CREDIT:** 1

**WISD COURSE CODE:** 5CTEPBC

**LEVEL:** 4

**PEIMS:** 12701101



# Education and Training Career Cluster

**Program of Study: Teaching & Training**

**Concentration: Education/Teaching**

<b>1st</b>	<b>Principles of Human Services</b> (1 credit)
<b>Class</b>	
<b>2nd</b>	<b>Child Development</b> (1 credit)
<b>Class</b>	
<b>3rd</b>	<b>Instructional Practices</b> (2 credits)
<b>Class</b>	<i>Prerequisite: At least one credit in a course from the Education and Training career cluster</i>
<b>4th</b>	<b>Practicum in Education and Training</b> (2 credits)
<b>Class</b>	<i>Prerequisite: Instructional Practices</i>
	<b>Career and Technical Education Project-Based Capstone</b> (1 credit)

## Aligned Industry-Based Certifications





## Human Services Career Cluster

**Program of Study:** Family and Community Services

**Concentration:** Social Services / Human & Family Development

1st Class	<b>Principles of Human Services</b> (1 credit)
2nd Class	<b>Child Development</b> (1 credit) <b>Lifetime Nutrition and Wellness</b> (.5 credit) <b>Interpersonal Studies</b> (.5 credit) <b>Entrepreneurship I</b> (1 credit)
3rd Class	<b>Counseling and Mental Health</b> (1 credit)
4th Class	<b>Practicum in Human Services</b> (2 credits) <b>Practicum in Entrepreneurship</b> (2 credits) <b>Career and Technical Education Project-Based Capstone</b> (1 credit)

### Aligned Industry-Based Certifications



# HUMAN SERVICES/EDUCATION AND TRAINING

## PRINCIPLES OF HUMAN SERVICES

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services career cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or in-demand human services careers.

**CREDIT:** 1

**LEVEL:** 1

**WISD COURSE CODE:** 5PHS

**PEIMS:** 13024200

## CHILD DEVELOPMENT

Child Development is a course that addresses knowledge and skills related to child growth and development from prenatal through school-age children. 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.

**CREDIT:** 1

**LEVEL:** 2

**WISD COURSE CODE:** 5CHDEV

**PEIMS:** 13024700

## INTERPERSONAL STUDIES

Interpersonal Studies examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

**CREDIT:** 0.5

**LEVEL:** 2

**WISD COURSE CODE:** 5IPS

**PEIMS:** 13024400

## LIFETIME NUTRITION AND WELLNESS

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.

**CREDIT:** 0.5

**LEVEL:** 2

**WISD COURSE CODE:** 5LNW

**PEIMS:** 13024500

## ENTREPRENEURSHIP I

In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine the feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.

**CREDIT:** 1

**LEVEL:** 2

**WISD COURSE CODE:** 5ENTPR1

**PEIMS:** 13011101

## 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.

**CREDIT:** 1

**WISD COURSE CODE:** 5CMH

**LEVEL:** 3

**PEIMS:** 13024600

## INSTRUCTIONAL PRACTICES

Instructional Practices is a field-based (practicum) course 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 perform other duties of teachers, trainers, paraprofessionals, or other educational personnel.

**CREDIT:** 2

**WISD COURSE CODE:** 5INPR

**LEVEL:** 3

**PEIMS:** 13014400

**PREREQUISITE(S):** At least one credit in a course from the Education and Training career cluster

## PRACTICUM IN HUMAN SERVICES

Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the Human Services career cluster.

**CREDIT:** 2

**WISD COURSE CODE:** 5PRAHU

**LEVEL:** 4

**PEIMS:** 13025000

## PRACTICUM IN EDUCATION AND TRAINING

Practicum in Education and Training is a field-based course 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, middle childhood, and adolescence 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 perform other duties of classroom teachers, trainers, paraprofessionals, or other educational personnel.

**CREDIT:** 2

**WISD COURSE CODE:** 5PRET

**LEVEL:** 4

**PEIMS:** 13014500

**PREREQUISITE(S):** Instructional Practices

## **PRACTICUM IN ENTREPRENEURSHIP**

Practicum in Entrepreneurship provides students the opportunity to apply classroom learning and experiences to real-world business problems and opportunities in a free enterprise system while expanding their skill sets and professional relationships as a real or simulated business owner versus the experience one would have as an employee. Students will prepare for an entrepreneurial career in their area of interest in their career cluster and build on and apply the knowledge and skills gained from courses taken in an array of career areas. Practicum experiences occur in a paid or an unpaid arrangement and a variety of locations appropriate to the nature and level of the student's need for work-based learning experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. It is recommended that students are paired with local business owners or employers in their specific industry program of study.

**CREDIT:** 2

**WISD COURSE CODE:** 5ENT

**LEVEL:** 4

**PEIMS:** 13011111

**PREREQUISITE(S):** Entrepreneurship I and Entrepreneurship II, or successful completion of at least two courses in a CTE program of study

## **CAREER AND TECHNICAL EDUCATION PROJECT-BASED CAPSTONE**

Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. Students may repeat this course with different course content for up to three credits.

**CREDIT:** 1

**WISD COURSE CODE:** 5CTEPBC

**LEVEL:** 4

**PEIMS:** 12701101



# Information Technology Career Cluster

## Program of Study: **Cybersecurity**

**Concentration:** Cybersecurity

<b>1st Class</b>	<b>Fundamentals of Computer Science</b> (1 credit)
<b>2nd Class</b>	<b>Computer Science I</b> (1 credit) <i>Prerequisite: Algebra I</i>
<b>3rd Class</b>	<b>Networking</b> (1 credit) <b>AP Computer Science A</b> (1 credit)
<b>4th Class</b>	<b>Career and Technical Education Project-Based Capstone</b> (1 credit) <b>Practicum in Engineering</b> (2 credits) <i>Prerequisites: A minimum of two high school information technology (IT) courses</i>

### Aligned Industry-Based Certifications

- CompTIA Network+

## Program of Study: **Programming and Software Development**

**Concentration:** Software Engineering / Computer Programming

<b>1st Class</b>	<b>Fundamentals of Computer Science</b> (1 credit)
<b>2nd Class</b>	<b>Computer Science I</b> (1 credit) <i>Prerequisite: Algebra I</i> <b>Entrepreneurship I</b>
<b>3rd Class</b>	<b>AP Computer Science A</b> (1 credit)
<b>4th Class</b>	<b>Career and Technical Education Project-Based Capstone</b> (1 credit) <b>Practicum in Engineering</b> (2 credits) <i>Prerequisites: Algebra I and Geometry and a minimum of two credits with at least one course in a Level 2 or higher course from the Engineering career cluster</i> <b>Practicum in Entrepreneurship</b> (2 credits)

### Aligned Industry-Based Certifications

- Certified Entry-Level Python Programmer (PCEP)



# INFORMATION TECHNOLOGY

## 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 computational thinking, 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, regulations, and best practices 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.

**CREDIT:** 1

**WISD COURSE CODE:** 5FCS

**LEVEL:** 1

**PEIMS:** 03580140

**PREREQUISITE(S):** None

## 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 computational thinking and 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, regulations, and best practices 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.

**CREDIT:** 1

**WISD COURSE CODE:** 5CSI

**LEVEL:** 2

**PEIMS:** 03580200

**PREREQUISITE(S):** Algebra I

## ENTREPRENEURSHIP I

In Entrepreneurship I, students will gain the knowledge and skills needed to become an entrepreneur in a free enterprise system. Students will learn the key concepts necessary to begin and operate a business. The primary focus of the course is to help students identify the types and selection criteria of business structures, understand the components of a business plan, determine the feasibility of an idea using research, and develop and present a business concept. In addition, students will understand the basics of management, accounting, finance, marketing, risk, and product development.

**CREDIT:** 1

**WISD COURSE CODE:** 5ENTPR1

**LEVEL:** 2

**PEIMS:** 13011101

## 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.

**CREDIT:** 1

**LEVEL:** 3

**WISD COURSE CODE:** 5NETWRK

**PEIMS:** 13027400

## AP COMPUTER SCIENCE A

Content requirements for Advanced Placement (AP) Computer Science A are prescribed in the College Board Publication Advanced Placement Course Description: Computer Science A, published by The College Board.

*Note: This course satisfies a high school mathematics graduation and a LOTE graduation requirement.*

**CREDIT:** 1

**LEVEL:** 3

**WISD COURSE CODE:** 5CS2

**PEIMS:** A3580110 (Math) A3580120 (LOTE)

## PRACTICUM IN ENGINEERING

Practicum in Engineering 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 experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. To prepare for careers in engineering, students must attain academic knowledge and skills, acquire technical knowledge and skills related to the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills and technologies in a variety of settings.

**CREDIT:** 2

**LEVEL:** 4

**WISD COURSE CODE:** 5PSTEM

**PEIMS:** 13037400

**PREREQUISITE(S):** Algebra I and Geometry and a minimum of two credits with at least one course in a Level 2 or higher course from the Engineering career cluster

## CAREER AND TECHNICAL EDUCATION PROJECT-BASED CAPSTONE

Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. Students may repeat this course with different course content for up to three credits.

**CREDIT:** 1

**LEVEL:** 4

**WISD COURSE CODE:** 5CTEPBC

**PEIMS:** 12701101



# Engineering Career Cluster

Program of Study: **Engineering Foundations**

Concentration: General Engineering / Engineering Design

<b>1st Class</b>	<b>Principles of Applied Engineering</b> (1 credit)
<b>2nd Class</b>	<b>Robotics I</b> (1 credit)
<b>3rd Class</b>	<b>Engineering Design and Presentation</b> (1 credit) <i>Prerequisites: Algebra I and at least one credit in a course from the Engineering career cluster</i>
<b>4th Class</b>	<b>Engineering Design and Problem Solving</b> (1 credit) <i>Prerequisites: Algebra I, Geometry, and at least one credit in a Level 2 or higher course in the Engineering career cluster</i> <b>Career and Technical Education Project-Based Capstone</b> (1 credit) <b>Practicum in Engineering</b> (2 credits) <i>Prerequisites: Algebra I and Geometry and a minimum of two credits with at least one course in a Level 2 or higher course from the Engineering career cluster</i>

## Aligned Industry-Based Certifications

- Autodesk Associate (Certified User) Inventor for Mechanical Design
- Autodesk Associate (Certified User) AutoCAD
- C-103 Certified Industry 4.0 Associate – Robot System Operations



# ENGINEERING

## PRINCIPLES OF APPLIED ENGINEERING

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.

**CREDIT:** 1

**WISD COURSE CODE:** 5PRNAE

**LEVEL:** 1

**PEIMS:** 13036200

**PREREQUISITE(S):** This course is required for students wanting to enter this pathway.

## ROBOTICS I

Students who are members of the Wimberley Robotics team. Wimberley Robotics competes in UIL BEST Robotics competition and UIL FIRST Robotics Competition. (Note: This class comes with after school and weekend commitments.)

**CREDIT:** 1 credit each year

**WISD COURSE CODE:** 5ROBO1 / 5ROBO2

**LEVEL:** 2

**PEIMS:** 13037000 / 13037050

**PREREQUISITE(S):** None

## ENGINEERING DESIGN AND PRESENTATION I

The primary focus will be an introduction to the principles of drafting to include terminology and fundamentals, including size and shape descriptions, projection methods, geometric construction, sections, auxiliary views, and reproduction processes. This course instructs students in modern graphics and modeling fundamentals for engineering design.

**CREDIT:** 1

**WISD COURSE CODE:** 5ENGP1

**LEVEL:** 3

**PEIMS:** 13036500

**PREREQUISITE(S):** Principles of Applied Engineering

## ENGINEERING DESIGN AND PROBLEM SOLVING

The Engineering Design and Problem-Solving course is the creative process of solving problems by identifying needs and then devising solutions. The solution may be a product, technique, structure, or process depending on the problem.

**CREDIT:** 1 (counts as a 4th science)

**WISD COURSE CODE:** 5ENGPS

**LEVEL:** 4

**PEIMS:** 13037300

**PREREQUISITE(S):** Principles of Applied Engineering and Engineering & Design Presentation I

## PRACTICUM IN ENGINEERING

The Practicum in STEM course 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.

**CREDIT:** 2

**WISD COURSE CODE:** 5PSTEM

**LEVEL:** 4

**PEIMS:** 13037400

**PREREQUISITE(S):** Algebra I and Geometry. It is recommended that you also have taken two STEM Career Cluster Credits.

## CAREER AND TECHNICAL EDUCATION PROJECT-BASED CAPSTONE

Career and Technical Education Project-Based Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students work independently or collaboratively with others within or across career clusters or programs of study. Students partner with mentor(s) or advisor(s) to develop a project. Students conduct research, compile findings, implement project activities appropriate to student contribution, and present their work to a relevant audience that may include industry experts. Students may repeat this course with different course content for up to three credits.

**CREDIT:** 1

**LEVEL:** 4

**WISD COURSE CODE:** 5CTEPBC

**PEIMS:** 12701101

## LOCAL VS STATE-APPROVED ELECTIVES EARNED CREDIT VS GPA CREDIT.

**The following credit situations are for earned credit only  
and will not be used in the calculation of GPA.**

Courses satisfying high school credit requirements completed prior to HS enrollment

Courses taken outside the regular school year

Correspondence Courses

Summer School Courses

Credit by Exam

Credit Recovery

Online Courses provided outside WISD

(Effective for all students entering grade 9 in the 2012-13 School Year and thereafter.)



**WIMBERLEY HIGH SCHOOL**

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# Wimberley High School



## 2026-27 Course Guide Updates

- Pg 41 updated, easier to read Career Clusters and Programs of Study
  - STEM Endorsement- added Cybersecurity program of study under information technology
  - Public Service Endorsement - added Exercise Science, Wellness, and Restoration Programs of Study
- Remove ACC MATH 1324 and 1325. We do not have a teacher to teach these (however, students do have the ability to take online ACC math courses...)
- Pg 25 Remove Honors World Geography - ADD AP Human Geography
  - More AP experience and college credit opportunity
- Incorporated the CTE coursebook into this course guide to streamline
- Pg 42, 47, 52, 55, 59, 60, 64, 67
  - New pages - Career clusters with specific course pathways for each program of study
  - Situated before the course descriptions
  - Includes certifications
- Practicum in Graphic Design and A/V Production has been removed - we do not offer the courses that meet the requirements to offer these practicums. Practicum in Entrepreneurship works in its place.

Course Guide modifications are based on student interest, staff feedback, available staff, and necessary adjustments to enhance success in CCMR and accountability.

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION  
WIMBERLEY, TEXAS**

**Subject:** Discuss and Consider the Winter 2026 Wimberley ISD Library Book Order

**Date:** 2/9/2026

**Presented by:** Jason Valentine



**Action**

**1. BACKGROUND INFORMATION**

In accordance with SB 13 and EFB(LOCAL), the Winter 2026 WISD Library Book Order includes recommended titles from Follett Titlewave, Kirkus Review, and student requests (when available reviews exist). Nonfiction selections are updated more frequently to maintain accuracy and relevance.

The book list has been publicly posted for the required 30-day review period prior to Board approval. It is available on each campus library webpage and the District website. The Winter 2026 WISD Library Book Order is linked through the website of each campus library for public review. The list is universal for the district with the same list posted on each library website. There is also a link on the front page of the District Website as a news story.

**2. ADMINISTRATIVE RECOMMENDATION**

Approve as presented

**3. BOARD ACTION REQUIRED**

*"I move that we approve the Winter 2026 WISD Library Book Order as presented"*

Title	Set/Series Name	Author/Artist	Year	Audience	Interestlevel	Booklist	Kirkus	PW	SLJ	Total Full Text Reviews
<b>WIMBERLEY HIGH SCHOOL</b>										
The last star	5th Wave	Yancey, Richard	2017	Young Adult	YA					
500 AP world history: modern questions to	5 Steps To A 5	McManamon, Sean	2023	Young Adult	YA	Grades 9-12	Ages 14+	Ages 14-up	Gr 9-Up	6
AP biology premium 2026	Barron's Test Prep	Wuerth, Mary	2025	Young Adult	YA					0
AP calculus premium 2026	Barron's Test Prep	Donovan, Dennis	2025	Young Adult	YA					0
AP calculus premium 2026	Barron's Test Prep	Donovan, Dennis	2025	Young Adult	YA					0
AP chemistry premium 2026	Barron's Test Prep	Jespersen, Neil D	2025	Young Adult	YA					0
AP English language and composition	Barron's Test Prep	Schanhals, Michael	2025	Young Adult	YA					0
AP U.S. history premium 2026	Barron's Test Prep	Resnick, Eugene V	2025	Young Adult	YA					0
AP world history: modern premium 2026	Barron's Test Prep	McCannon, John	2024	Young Adult	YA					0
ASVAB : Armed Services Vocational		Johnston, Angie	2012	Young Adult	YA					0
Borrowing basics : a teen guide to credit and	Fund Your Future	Suivski, Nicholas	2025	Young Adult	YA	Grades 7-12				1
Careers in artificial intelligence	Bright Futures Press	Gregory, Josh	2019	Middle School	5-8				Gr 5-8	1
Careers in drone technology	Bright Futures Press	Gregory, Josh	2019	Middle School	5-8	Grades 4-7			Gr 5-8	2
Careers in nanomedicine	Bright Futures Press	Gittlin, Marty	2019	Middle School	5-8				Gr 5-8	1
Charting your path : selecting your major	Let's Go To College	Wells, Stacey	2026	Young Adult	YA					0
Chasing the truth : a young journalist's guide to		Shamir, Ruby	2022	Young Adult	YA	Grades 8-12	Ages 12-18		Gr 9-Up	4
Choosing your college : finding the perfect fit	Let's Go To College	Wells, Stacey	2026	Young Adult	YA					0
Clock striker. Volume 2,The sharing society	Clock Striker	Jones, Frederick L	2024	Young Adult	YA		Ages 13-16			1
College enrollment simplified : navigating the	Let's Go To College	Yager, Jan	2026	Young Adult	YA					0
Digital SAT study guide premium 2026	Barron's SAT Prep	Stewart, Brian W	2025	Young Adult	YA					0
Hi-tech jobs in medical technology	Exploring Hi-Tech Jc	Currie-McGhee, Leanne	2024	Young Adult	YA	Grades 6-12			Gr 6-Up	2
Hi-tech jobs in science	Exploring Hi-Tech Jc	Dougherty, Terri	2024	Young Adult	YA	Grades 6-12			Gr 6-Up	2
Hi-tech jobs in video gaming	Exploring Hi-Tech Jc	Currie-McGhee, Leanne	2024	Young Adult	YA	Grades 6-12			Gr 6-Up	2
NFL century : the one-hundred-year rise of		Horrigan, Joe	2019	Adult	AD					4
Paying for college : financing your future	Let's Go To College	Tell, Julia	2026	Young Adult	YA					0
PSAT/NMSQT study guide premium 2026	Barron's Test Prep	Stewart, Brian W	2025	Young Adult	YA					0
Sisters in the wind		Boulley, Angeline	2025	Young Adult	YA	Grades 9-12	Ages 14-18	Ages 14-up	Gr 9-Up	5
The enigma girls : how ten teenagers broke	Scholastic Focus	Fleming, Candace	2024	Young Adult	YA	Grades 7-11	Ages 9-14		Gr 8-Up	5
The October girl. Book one	October Girl	Smith, Matthew Dow	2025	Young Adult	YA			Ages 14-up	Gr 8-Up	4
Thunderhead	Arc Of A Scythe	Shusterman, Neal	2019	Young Adult	YA	Grades 9-12	Ages 14-adul	Ages 12-up	Gr 9-Up	5
We fell apart	We Were Liars	Lockhart, E	2025	Young Adult	YA	Grades 9-12	Ages 13-18		Gr 10-Up	4
Wheel of wrath	Fifth Realm	Vora, A. A	2025	Young Adult	YA		Ages 13-18			1
<b>DANFORTH JUNIOR HIGH</b>										
11 paper hearts	Underlined	Hartwell, Kelsey	2021	Young Adult	YA		Ages 12-18		Gr 6-10	2
Blood in the water		Jackson, Tiffany D	2025	Middle School		5-8 Grades 5-8	Ages 9-12	Ages 9-12	Gr 4-7	5
Bye forever, I guess		Meadows, Jodi	2025	Middle School		5-8 Grades 5-8	Ages 10-14	Ages 10-14		3
Formula One Grand Prix races	Focus on Formula C	Hewson, Anthony K	2024	Middle School		5-8			Gr 4-6	1
Goalkeeper		Bloor, Edward	2025	Middle School		5-8 Grades 4-7	Ages 10-14		Gr 3-7	4
It watches in the dark	Eek!	Strand, Jeff	2024	Middle School		5-8	Ages 10-14	Ages 10-14		2
Kansas City Chiefs	NFL Teams (Fly!)	Abdo, Kenny	2022	Middle School		5-8				0
Kisses and croissants		Jouhanneau, Anne-Sophie	2022	Young Adult	YA		Ages 12-17		Gr 7-Up	2
Love & gelato		Weich, Jenna Evans	2017	Young Adult	YA	Grades 8-11	Ages 12-16		Gr 7-Up	4
Mexikid : a graphic memoir		Martin, Pedro	2023	Middle School		5-8 Grades 5-8	Ages 9-14	Ages 10-14	Gr 5-8	5
More tales to keep you up at night		Poblocki, Dan	2024	Middle School		5-8	Ages 8-12			1
My life with the Walter boys	My Life with the Wal	Novak, Ali	2019	Young Adult	YA			Ages 12-up	Gr 8-Up	2
Not if you break up with me first		Miller, G. F	2024	Middle School		5-8 Grades 5-8	Ages 10-14		Gr 5-Up	3
One wrong step		Nielsen, Jennifer A	2025	Upper Elementa		3-6 Grades 3-6	Ages 10-14	Ages 8-12		3
Rebellion 1776		Anderson, Laurie Halse	2025	Middle School		5-8 Grades 5-9	Ages 10-14	Ages 10-14	Gr 4-7	5
Red, white, and whole		LaRocca, Rajani	2021	Upper Elementa		3-6 Grades 5-8	Ages 11-15		Gr 5-Up	4
Tales to keep you up at night		Poblocki, Dan	2023	Middle School		5-8	Ages 8-12	Ages 10-up		2

Title	Set/Series Name	Author/Artist	Year	Audience	Interestlevel	Booklist	Kirkus	PW	SLJ	Total Full Text Reviews
The best moments of Formula One	Focus on Formula C	Hewson, Anthony K	2024	Middle School		5-8			Gr 4-6	1
The Cartoonists Club		Telgemeier, Raina	2025	Upper Elementa		3-6 Grades 3-7	Ages 8-13	Ages 8-12	Gr 5-Up	5
The first rule of punk		Perez, Celia C	2018	Middle School		5-8 Grades 4-7	Ages 9-13	Ages 9-12	Gr 3-6	8
The girl in the walls		Kuyatt, Meg Eden	2025	Upper Elementa		3-6 Grades 3-7	Ages 8-12		Gr 4-6	3
The last resort	Last Resort	Kelly, Erin Entrada	2025	Middle School		5-8 Grades 3-6	Ages 8-12	Ages 8-12		4
War games		Gratz, Alan	2025	Upper Elementa		3-6 Grades 4-7	Ages 9-12	Ages 9-12	Gr 4-7	4

### JACOBS WELL ELEMENTARY

Ada Twist, scientist. Bug bonanza!	Ada Twist, Scientist:	Beaty, Andrea	2023	Lower Elementa	K-3				K-Gr 3	1
Agents of S.U.I.T. Wild ghost chase	InvestiGators: Agent	Green, John Patrick	2025	Upper Elementa		3-6			Gr 6-Up	1
Bunns rabbit		Barillaro, Alan	2025	Upper Elementa		3-6 Grades 3-6	Ages 8-12	Ages 8-12	Gr 4-Up	4
Child of the flower-song people : Luz Jimenez,		Amescua, Gloria	2021	Upper Elementa		3-6 Grades 1-4	Ages 6-11	Ages 6-10	Gr 1-5	5
Close up & far out : seeing the world differently		Auld, Mary	2024	Upper Elementa		3-6			Gr 3-6	2
Dog Man. Big Jim believes	Dog Man	Pilkey, Dav	2025	Upper Elementa		3-6			Gr 3-Up	1
Haiku, ew! : celebrating the disgusting side of		Brunelle, Lynn	2024	Lower Elementa	K-3	Grades 2-5	Ages 7-9		Gr 4-6	3
Henry Huggins	Henry Huggins	Cleary, Beverly	2000	Upper Elementa		3-6		Ages 8-12	Gr 2-5	5
Hidden hope : how a toy and a hero saved lives		Boxer, Elisa	2023	Upper Elementa		3-6 Grades 1-4	Ages 8-11		Gr 4-6	4
How to write a poem		Alexander, Kwame	2023	Lower Elementa	K-3	Preschool-Grac	Ages 5-8	Ages 4-8	Gr 3-Up	5
I survived the Great Molasses Flood, 1919	I Survived	Ball, Georgia	2025	Upper Elementa		3-6			Gr 4-8	1
Incredibly Penelope		Myracle, Lauren	2025	Upper Elementa		3-6 Grades 4-7	Ages 8-12	Ages 8-12	Gr 4-6	5
Life after whale : the amazing ecosystem of a		Brunelle, Lynn	2024	Lower Elementa	K-3	Grades 2-5	Ages 6-9	Ages 4-8	Gr 2-4	5
Lila Greer and the shrieking shadow	Questioneers	Beaty, Andrea	2025	Lower Elementa	K-3				Gr 1-4	1
Max Einstein : the genius experiment	Max Einstein	Patterson, James	2019	Upper Elementa		3-6	Ages 8-12	Ages 9-12		2
Max Einstein. Rebels with a cause	Max Einstein	Patterson, James	2019	Upper Elementa		3-6	Ages 9-12			1
Minerva Keen's Detective Club		Patterson, James	2023	Upper Elementa		3-6	Ages 9-13	Ages 8-12		2
Mirror mirror	Whatever After	Mlynowski, Sarah	2025	Upper Elementa		3-6			Gr 3-5	1
Ms. Pennypickle's puzzle quest		Grabenstein, Chris	2025	Upper Elementa		3-6 Grades 4-7	Ages 8-12	Ages 8-12	Gr 4-8	4
Picture purrfect	Bodega Cats	Burgos, Hilda Eunice	2025	Upper Elementa		3-6	Ages 7-10	Ages 7-10		2
Pocket Bear		Applegate, Katherine	2025	Upper Elementa		3-6 Grades 3-6	Ages 8-12	Ages 8-12	Gr 4-6	5
Roswell Johnson saves the world!	Roswell Johnson	Colfer, Chris	2024	Upper Elementa		3-6 Grades 4-7	Ages 8-12	Ages 8-12	Gr 4-7	4
Sea legs		Bakes, Jules	2025	Upper Elementa		3-6 Grades 3-7	Ages 8-12	Ages 8-12	Gr 4-Up	5
The fastest tortoise in town		Calvert, Howard	2023	Lower Elementa	K-3	Preschool-Grac	Ages 3-6	Ages 3-7	Gr 1-4	4
The field guide	Spiderwick Chronicle	DiTerlizzi, Tony	2023	Upper Elementa		3-6	Ages 7-11	Ages 6-10	Gr 3-6	5
The first week of school		Beckmeyer, Drew	2024	Lower Elementa	K-3		Ages 5-9	Ages 4-8	Gr 2-4	4
The flower thief		Hemming, Alice	2025	Lower Elementa	K-3		Ages 4-7			1
The free state of Jax		Nielsen, Jennifer A	2025	Upper Elementa		3-6		Ages 8-12	Gr 3-7	2
The mystery of locked rooms		Currie, Lindsay	2025	Upper Elementa		3-6 Grades 4-6	Ages 8-12	Ages 8-12	Gr 4-8	4
The one and only Ruby	One and Only	Applegate, Katherine	2025	Upper Elementa		3-6 Grades 3-6	Ages 8-12	Ages 8-12		4
The seaquel	My Big Fat Zombie	O'Hara, Mo	2015	Upper Elementa		3-6				1
The snow thief	Squirrel and Bird Bo	Hemming, Alice	2024	Lower Elementa	K-3		Ages 2-7			1
The wild robot on the island		Brown, Peter	2025	Lower Elementa	K-3	Preschool-Grac	Ages 3-6		K-Gr 2	3
War games		Gratz, Alan	2025	Upper Elementa		3-6 Grades 4-7	Ages 9-12	Ages 9-12	Gr 4-7	4
What Fell from the Sky		Cuevas, Adrianna	2026	Upper Elementa		3-6 Grades 3-6	Ages 9-12	Ages 8-12	Gr 3-7	4

### BLUE HOLE PRIMARY

A gift of dust : how Saharan plumes feed the		Brockenbrough, Martha	2025	Lower Elementa	K-3	Preschool-Grac	Ages 4-8	Ages 4-8	Gr 3-6	5
Alice in a winter wonderland		Brett, Jan	2024	Lower Elementa	K-3		Ages 5-7		Gr 3-5	2
Alligators and crocodiles		Gibbons, Gail	2023	Lower Elementa	K-3		Ages 4-9		PreS-Gr 3	6
Bats at the ballgame	Bat Book	Lies, Brian	2010	Lower Elementa	K-3		Ages 5-8	Ages 3-7	PreS-Gr 3	5
Bats at the library	Bat Book	Lies, Brian	2008	Lower Elementa	K-3	Preschool-Grac	Ages 4-8	Ages 4-8	PreS-Gr 3	6
Bibsy Cross and the bad apple	Bibsy Cross	Scanlon, Liz Garton	2024	Lower Elementa	K-3	Grades 1-3	Ages 6-9	Ages 7-10	Gr 2-4	4
Broken		Fang, X	2025	Lower Elementa	K-3	Preschool-Grac	Ages 4-8	Ages 3-7	PreS-Gr 2	5
Cat nap		Lies, Brian	2025	Lower Elementa	K-3	Preschool-Grac	Ages 3-6	Ages 4-8	Gr 1-3	5
Dim Sum Palace		Fang, X	2023	Lower Elementa	K-3	Preschool-Grac	Ages 4-7	Ages 3-7	Gr 1-3	6

Title	Set/Series Name	Author/Artist	Year	Audience	Interestlevel	Booklist	Kirkus	PW	SLJ	Total Full Text Reviews
Dogs : a history of our best friends		Judge, Lita	2023	Lower Elementa	K-3		Ages 4-7			2
Every Monday Mabel		Awan, Jashar	2025	Lower Elementa	K-3	Preschool-Grac	Ages 2-5	Ages 4-8	PreS-Gr 2	4
Flashing fireflies	First Step Nonfiction	Waxman, Laura Hamilton	2017	Lower Elementa	K-3				K-Gr 2	1
How to catch a groundhog	How To Catch...	Walstead, Alice	2024	Lower Elementa	K-3		Ages 4-7		K-Gr 3	2
How to catch Santa Claus	How To Catch...	Walstead, Alice	2023	Lower Elementa	K-3		Ages 3-6		PreS-Gr 2	2
I am we : how crows come together to survive		Booth, Leslie Barnard	2025	Lower Elementa	K-3		Ages 4-7	Ages 5-8		4
Over and under the coral reef	Over and Under	Messner, Kate	2025	Lower Elementa	K-3		Ages 4-8			1
Ripley : fire station five	Dogs With a Purpos	Cameron, W. Bruce	2024	Upper Elementa		3-6	Ages 8-12			1
Stella : ranch patrol	Dogs With a Purpos	Cameron, W. Bruce	2025	Upper Elementa		3-6	Ages 8-12			1
That's not funny, David!	David	Shannon, David	2025	Lower Elementa	K-3		Ages 3-6		PreS-Gr 2	2
The book of turtles		Montgomery, Sy	2023	Lower Elementa	K-3		Ages 5-9	Ages 4-8	Gr 2-5	5
The Christmas sweater		Brett, Jan	2025	Lower Elementa	K-3		Ages 4-8	Ages 4-8		2
The deadliest snake	Deadliest (Norton)	Spicer Rice, Eleanor	2025	Upper Elementa		3-6			K-Gr 4	1
The dreadful fluff		Blabey, Aaron	2017	Lower Elementa	K-3			Ages 3-5		2
The first dog		Brett, Jan	1988	Lower Elementa	K-3			Ages 4-8	PreS-Gr 1	4
The leaf thief	Squirrel and Bird Bo	Hemming, Alice	2021	Lower Elementa	K-3	Preschool-Grac	Ages 4-7			2
Troubling tonsils!	Jasper Rabbit Creeç	Reynolds, Aaron	2025	Lower Elementa	K-3	Grades 1-4	Ages 6-9	Ages 6-9	Gr 1-4	5
Troubling tonsils!	Jasper Rabbit Creeç	Reynolds, Aaron	2025	Lower Elementa	K-3	Grades 1-4	Ages 6-9	Ages 6-9	Gr 1-4	5
Turkeys in disguise		Platt, Cynthia	2025	Lower Elementa	K-3	Preschool-Grac	Ages 4-8	Ages 4-8	PreS-Gr 2	4
Unsettling Salad!	Jasper Rabbit Creeç	Reynolds, Aaron	2025	Lower Elementa	K-3		Ages 6-9			1
We are definitely human		Fang, X	2024	Lower Elementa	K-3	Preschool-Grac	Ages 4-8	Ages 4-8		3
We live in a city	American Communit	Rogers, Amy B	2016	Lower Elementa	K-3				K-Gr 2	1
We live in a small town	American Communit	Austen, Mary	2016	Lower Elementa	K-3				K-Gr 2	1
We live in a state capital	American Communit	Beckett, Leslie	2016	Lower Elementa	K-3				K-Gr 2	1
We live in a suburb	American Communit	Rogers, Amy B	2016	Lower Elementa	K-3				K-Gr 2	1
We live in the country	American Communit	Austen, Mary	2016	Lower Elementa	K-3				K-Gr 2	1
We live on a farm	American Communit	Keiser, Cody	2016	Lower Elementa	K-3				K-Gr 2	1
Zeus : water rescue	Dogs With a Purpos	Cameron, W. Bruce	2023	Upper Elementa		3-6	Ages 8-12			1
Zoom in on fireflies	Zoom In On Insects!	Stewart, Melissa	2014	Lower Elementa	K-3				Pres-Gr 1	3







**WIMBERLEY INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION  
WIMBERLEY, TEXAS**

**Subject:** Senate Bill 11 Requirements and Consideration of Resolution

**Date:** February 9, 2026

**Presented by:** Assistant Superintendent, Mr. Jason Valentine

**Action**

**BACKGROUND INFORMATION**

Texas Education Code Section 25.0823 was added by Senate Bill 11 (SB 11) during the 89th Regular Session of the Texas Legislature. This statute allows a school district's board of trustees to adopt, by record vote on a prescribed resolution, a policy requiring each campus to provide students and employees with an opportunity to participate in a period of prayer and reading of the Bible or other religious text ("Daily Prayer Period") on each instructional day, in accordance with the law.

Adoption of a Daily Prayer Period is optional. However, the Board of Trustees is required to vote on whether to adopt the resolution no later than March 1, 2026.

Under existing law, students have the constitutionally protected right to pray or read religious texts individually, voluntarily, and without disruption of the school day.

If the Board of Trustees votes to adopt the SB 11 resolution, the District would be required to adopt a local policy providing for a Daily Prayer Period in accordance with Texas Education Code Section 25.0823. The policy would require the following:

- Written consent from parents and employees to participate in a Daily Prayer Period
- Assurance that only consenting participants hear or participate in the prayer or readings
- Scheduling of the period of prayer during non-instructional time
- Scheduling of the period of prayer in appropriate locations

If the Board of Trustees votes not to adopt the resolution, students will continue to retain their existing right to pray or read religious texts individually, voluntarily, and without disruption, as provided under current law.

**BOARD ACTION REQUIRED**

Yes

## Possible Motions For Senate Bill 11 Recorded Vote

### **If the Board would like to adopt the SB 11 resolution:**

I move that we adopt the resolution described by Section 25.0823(a-1) of the Texas Education Code and attach said resolution to the minutes of this meeting.

### **If the Board would not like to adopt the SB 11 resolution:**

I move that the Board decline to adopt a resolution described by Section 25.0823(a-1) of the Texas Education Code.

### **If the Board would not like to adopt the SB 11 resolution, but would like to adopt an alternative resolution:**

I move that the Board decline to adopt a resolution described by Section 25.0823(a-1) of the Texas Education Code and further move to adopt the Resolution Affirming Our Constitutional and Legal Right to Choose to Pray in School as presented and attach said resolution to the minutes of this meeting.

# Senate Bill 11 Requirement Wimberley ISD

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Jason Valentine  
Assistant Superintendent  
February 9, 2026, Regular Board Meeting



# Texas Education Code 25.0823

- Added to Senate Bill 11 in the 89th Regular Legislative Session in 2025.
- Allows a school board to adopt, by recorded vote a prescribed resolution, a local policy requiring every campus of the district to provide students and employees an opportunity to participate in a period of daily prayer and reading of the Bible or other religious text.
- Vote must take place by March 1, 2026.



# Policy Requirements

- Signed consent from parents and employees to participate in a Daily Period of Prayer.
- Ensure only participants with signed and returned consent forms hear the prayers or readings.
- Schedule the period for non-instructional time.
- Designated spaces within the school building while providing supervision of those spaces.



# SB 11 Potential Challenges

- Potential for peer pressure for non-participating students.
- Daily administrative challenges to track consent, dedicated time/space and supervision to ensure legal compliance.
- Could foster religious division among the student population.



# Options - All in a Recorded Vote by Trustee

- **If the Board would like to adopt the SB 11 resolution:**

I move that we adopt the resolution described by Section 25.0823(a-1) of the Texas Education Code and attach said resolution to the minutes of this meeting.

- **If the Board would not like to adopt the SB 11 resolution:**

I move that the Board decline to adopt a resolution described by Section 25.0823(a-1) of the Texas Education Code.

- **If the Board would not like to adopt the SB 11 resolution, but would like to adopt an alternative resolution:**

I move that the Board decline to adopt a resolution described by Section 25.0823(a-1) of the Texas Education Code and further move to adopt the Resolution Affirming Our Constitutional and Legal Right to Choose to Pray in School as presented and attach said resolution to the minutes of this meeting.



# QUESTIONS?



**Resolution Regarding Senate Bill 11**  
**Period of Prayer and Reading of the Bible or Other Religious Text**

The Wimberley ISD shall adopt a policy requiring every campus of Wimberley ISD to provide a period of prayer and reading of the Bible or other religious text as provided by Education Code 25.0823.

Adopted this \_\_\_\_\_ (day) of \_\_\_\_\_(month), \_\_\_\_\_ (year), by the  
WISD Board of Trustees.

Board President's Signature: \_\_\_\_\_

Board Secretary's Signature: \_\_\_\_\_

**REGULAR BOARD OF TRUSTEES MEETING**

**February 9, 2026**

**WISD RESOLUTION OF THE BOARD OF TRUSTEES**

**Resolution Affirming Our Constitutional and Legal Right to Choose to Pray in School**

**WHEREAS**, the First Amendment to the U.S. Constitution protects students' religious freedom in public school. Specifically, the Establishment Clause ensures that the government cannot favor any particular religious belief or religion over non-belief, and the Free Exercise Clause ensures that individuals have the right to practice their religious beliefs, free from government interference; and

**WHEREAS**, Article I, § 6 of the Texas Constitution guarantees the principle that “religion is a matter of private conscience with which the state . . . is forbidden to interfere.” *Watts v. Watts*, 563 S.W.2d 314, 317 (Tex. Civ. App. 1978), writ refused NRE (July 5, 1978), disapp’d on other grounds by *Jones v. Cable*, 626 S.W.2d 734 (Tex. 1981); and

**WHEREAS**, the Texas Religious Freedom Restoration Act, Tex. Civ. Prac. & Rem. Code § 110.003, prohibits school districts and other government entities from “substantially burden[ing] a person's free exercise of religion”; and

**WHEREAS**, the Texas Education Code § 25.901 affirms that “[a] public school student has an absolute right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. A person may not require or coerce a student to engage in or refrain from such prayer or meditation during any school activity”; and

**WHEREAS**, the Texas Education Code § 25.082(d) establishes a school district's ability to institute a period of silence during which students may choose to “reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student”

**NOW, LET IT BE HEREBY RESOLVED**

**THAT** the Wimberley ISD Board of Trustees is committed to cultivating and maintaining a respectful school environment for students and teachers of any or no religious background; and supports the rights of individuals to pray in its schools.

Motion made by \_\_\_\_\_ and seconded by \_\_\_\_\_.

RESOLUTION ADOPTED by the Board of Trustees of Wimberley Independent School District by a vote of \_\_\_\_\_.

Voting in favor of this resolution: \_\_\_\_\_

\_\_\_\_\_

Voting against this resolution: \_\_\_\_\_

Absent: \_\_\_\_\_

Abstained: \_\_\_\_\_

Signed this the \_\_\_\_\_ day of February, 2026

By: \_\_\_\_\_

Rob Campbell, President, Board of Trustees

Attest:

\_\_\_\_\_

Chad Canine, Secretary, Board of Trustees

**PRESENTED AND APPROVED** \_\_\_\_\_



**Wimberley ISD**

*Excellence. Innovation. Service.*

# Monthly Financial Report

Reported on February 9, 2026

Financial Data through January 31, 2026



**Wimberley ISD**

*Excellence. Innovation. Service.*

# Combined Balance Sheet Highlights

Total Cash & Investment Balances for all Governmental & Proprietary Funds	\$42,861,471
Total Cash & Investments - General Fund	\$19,293,238
Total Cash & Investments - Debt Service	\$21,656,884
Unaudited Ending General Fund Balance	\$19,398,159

Current position of the unaudited ending General Fund Balance is equivalent to 7.92 operating months



# State of Revenues, Expenditures – General Fund

Revenue	\$25,644,660	82% of the budget revenue
Activity	\$12,876,307	42% of the overall revised budget expenditures

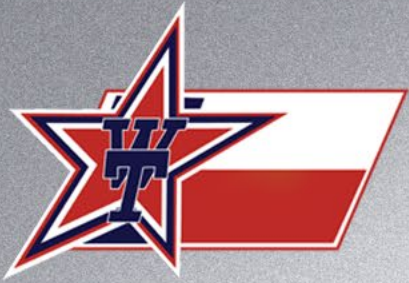


**Wimberley ISD**

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# State of Revenues, Expenditures – Child Nutrition

Revenue	\$515,367	44% of budgeted revenue
Activity	\$523,510	45% of budgeted expenditures



**Wimberley ISD**

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# State of Revenues, Expenditures – Debt Service

Revenue	\$10,158,969	77% of budgeted revenue
Activity	\$0	0% of budgeted expenditures

- Debt Service payment to be paid in February 2026
  - \$4,916,708

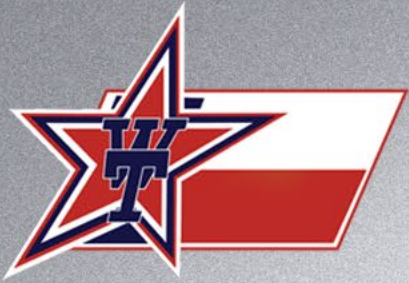


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# State of Revenues, Expenditures – Special Revenue

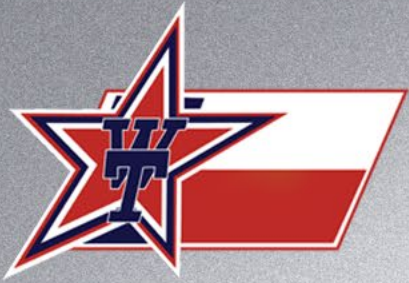
Revenue	\$1,220,784
Activity	\$1,205,343



# State of Revenues, Expenditures – Enterprise Funds

	Blue Hole After School Program	Jacob's Well After School Program	Blue Hole PK Program
Revenue	\$129,463	\$67,695	\$244,588
Activity	\$62,518	\$28,544	\$191,146

Total net profit through the month - \$159,538



**Wimberley ISD**

*Excellence. Innovation. Service.*

# Current Tax Collections

- Total Current Month Tax Collections:
  - \$19,842,216
- Total Fiscal Year to Date Tax Collection:
  - \$28,341,288
  - 74% of Levy
  - Previous year comparison
    - 83%
- Total Budgeted Tax Revenue
  - \$37,829,078
  - Percent of Budget Collected – 75%
  - Previous year comparison
    - 83%

**Wimberley Independent School District**  
**Combined Balance Sheet**  
**for the Month Ending January 31, 2026**  
**(Un-Audited)**

	<u>General</u>	<u>Child Nutrition</u>	<u>Debt Service</u>	<u>Special Revenue</u>	<u>Enterprise</u>		
	<u>Fund</u>	<u>Fund</u>	<u>Fund</u>	<u>Funds</u>	<u>Funds</u>	<u>Total</u>	
<b>Assets:</b>							
11XX	Cash and Cash Equivalents	\$ (612,106.84)	\$ 180,624.91	\$ 9,498.10	\$ 387,149.17	\$ 920,253.03	
	Current Investments	19,905,344.74	328.00	21,647,385.54	387,959.26	41,941,217.54	
	<b>Total Cash and Investments</b>	<b>\$ 19,293,237.90</b>	<b>\$ 180,952.91</b>	<b>\$ 21,656,883.64</b>	<b>\$ 775,108.43</b>	<b>\$ 42,861,470.57</b>	
12XX	Property Taxes - Delinquent	1,402,836.00	-	450,506.00	-	1,853,342.00	
	Allowance for Uncollectible Taxes	(140,284.00)	-	(45,053.00)	-	(185,337.00)	
	Accrued Interest	0.04	-	817.59	-	817.63	
	Due from State Agencies	3,401.45	36,510.06	-	122,452.20	162,363.71	
	Due from other Governments	1,811,783.05	-	770,590.32	213.91	2,582,587.28	
	Due from Other Funds	39,436.07	-	-	3,342.00	42,778.07	
	Other Receivables	17,834.73	87,340.36	-	3,001.86	108,176.95	
	<b>Total Receivables</b>	<b>\$ 3,135,007.34</b>	<b>\$ 123,850.42</b>	<b>\$ 1,176,860.91</b>	<b>\$ 129,009.97</b>	<b>\$ 4,564,728.64</b>	
13XX	Inventories	6,876.60	20,909.53	-	-	27,786.13	
	Prepaid Items	-	-	-	-	-	
	<b>Other Current Assets</b>	<b>\$ 6,876.60</b>	<b>\$ 20,909.53</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 27,786.13</b>	
	<b>Total Current Assets</b>	<b>\$ 22,435,121.84</b>	<b>\$ 325,712.86</b>	<b>\$ 22,833,744.55</b>	<b>\$ 904,118.40</b>	<b>\$ 955,287.69</b>	<b>\$ 47,453,985.34</b>
215X	Accounts Payable	\$ (4,083.13)	(304.68)	-	-	\$ (4,387.81)	
	Other Liabilities	14,252.48	-	-	-	14,252.48	
	Payroll Deductions and Withholdings	108,928.59	-	-	-	108,928.59	
216X	Accrued Wages Payable	1,521,359.16	29,902.11	-	-	1,551,261.27	
	Due to Debt Service	-	-	-	-	-	
	Due to State Agencies	91,551.00	-	2,883.00	-	94,434.00	
	Due to other Governments	3,699.32	-	2,541.67	24,192.67	44,825.66	
22XX	Accrued Expenses	27,095.61	1,010.57	-	-	27,969.00	
23XX	Deferred Revenues	11,608.07	5,710.00	-	-	29,754.87	
	Deferred Inflows	1,262,552.00	-	405,453.00	-	1,668,005.00	
	<b>Total Liabilities</b>	<b>\$ 3,036,963.10</b>	<b>\$ 36,318.00</b>	<b>\$ 410,877.67</b>	<b>\$ 36,629.47</b>	<b>\$ 14,254.82</b>	<b>\$ 3,535,043.06</b>
<b>Fund Balance/Equity</b>							
	Reserved/Designated Fund Balance	9,617.00	252,919.33	3,448,613.06	-	3,711,149.39	
3601	Reserved for Current Year	-	-	-	-	-	
3602	Expenditures/Expenses	-	-	\$ -	-	-	
3600	Unreserved Fund Balance/Fund Equity	\$ 19,388,541.74	36,475.53	18,974,253.82	867,488.93	40,207,792.89	
	<b>Total Fund Balance/Equity</b>	<b>\$ 19,398,158.74</b>	<b>\$ 289,394.86</b>	<b>\$ 22,422,866.88</b>	<b>\$ 867,488.93</b>	<b>\$ 941,032.87</b>	<b>\$ 43,918,942.28</b>
	<b>Total Liabilities and Fund Equity</b>	<b>\$ 22,435,121.84</b>	<b>\$ 325,712.86</b>	<b>\$ 22,833,744.55</b>	<b>\$ 904,118.40</b>	<b>\$ 955,287.69</b>	<b>\$ 47,453,985.34</b>

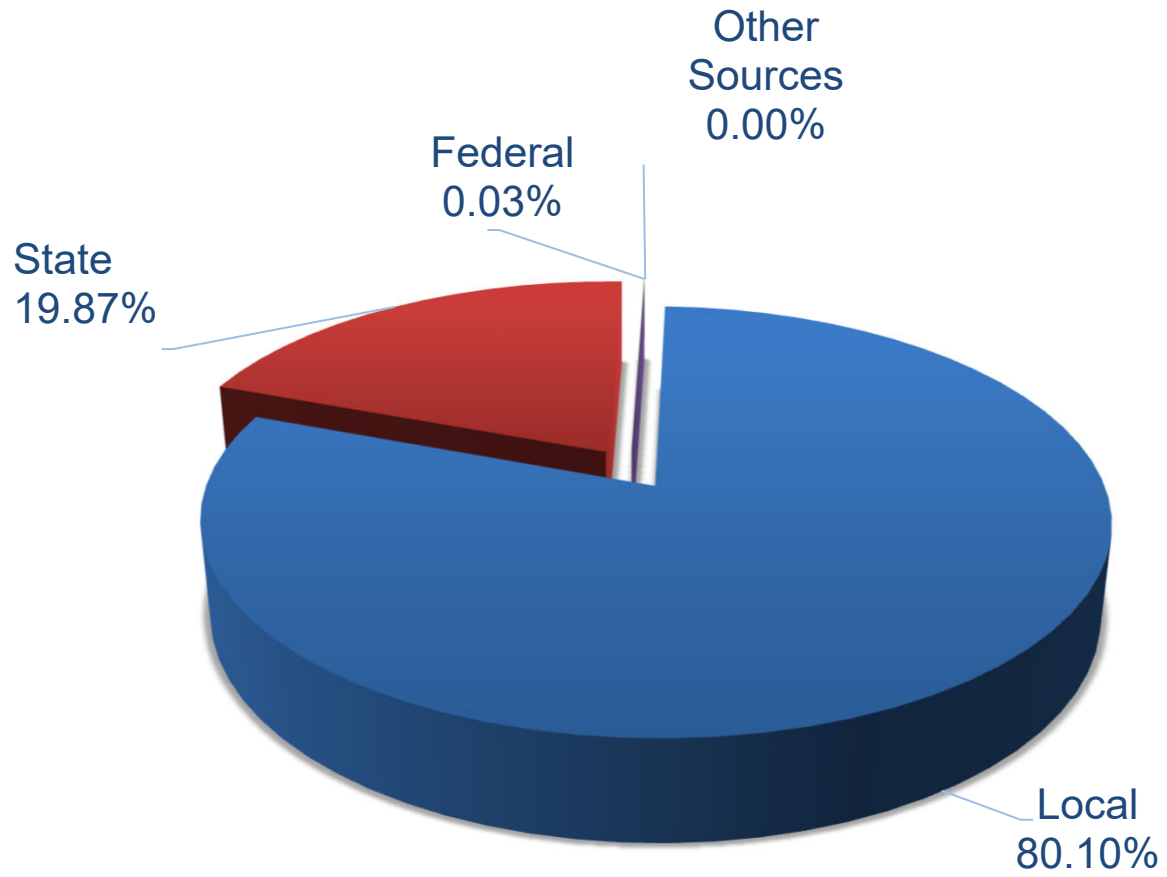
**Wimberley Independent School District**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance**  
**for the Month Ending January 31, 2026**  
**(Un-Audited)**

	GENERAL FUND						
	<u>Prior Year</u>				<u>Current Year</u>	<u>Unrealized/</u>	<u>Percentage</u>
	<u>Actual Revenues/</u>	<u>Original</u>	<u>Revised</u>	<u>Encumbrances</u>	<u>Actual Revenues/</u>	<u>Unexpended</u>	<u>Y-T-D</u>
	<u>Expenditures</u>	<u>Budget</u>	<u>Budget</u>		<u>Expenditures</u>	<u>Budget</u>	
<b>Revenues:</b>							
Local	\$ 21,662,720.01	\$ 27,252,646	\$ 27,254,929	\$ -	\$ 20,540,807.49	-6,714,121.51	75.37%
State	\$ 1,404,960.56	3,742,152	3,742,152	\$ -	\$ 5,096,474.24	1,354,322.24	136.19%
Federal	\$ 10,415.65	100,000	100,000	\$ -	\$ 7,378.33	-92,621.67	7.38%
Other Sources	\$ -	91,878	91,878	\$ -	\$ -	-91,878.00	0.00%
<b>Total Revenues</b>	<b>\$ 23,078,096.22</b>	<b>\$ 31,186,676</b>	<b>\$ 31,188,959</b>	<b>\$ -</b>	<b>\$ 25,644,660.06</b>	-5,544,298.94	82.22%
11-Instruction	\$ 6,557,684.76	16,281,916	16,275,560	127,124.29	7,079,859.76	9,068,575.95	43.50%
12-Library	\$ 101,252.28	244,035	244,035	4,879.49	102,280.37	136,875.14	41.91%
13-Prof Dev	\$ 34,624.36	137,146	137,146	13,485.00	35,353.37	88,307.63	25.78%
21-Instruct Admin	\$ 202,733.04	630,300	633,000	3,988.43	246,121.01	382,890.56	38.88%
23-Campus Admin	\$ 541,135.16	1,354,102	1,354,102	6,750.03	594,865.67	752,486.30	43.93%
31-Counselors	\$ 532,423.07	1,341,931	1,345,785	85,551.50	547,122.82	713,110.68	40.65%
33-Health Services	\$ 115,387.13	294,397	294,397	547.56	123,692.17	170,157.27	42.02%
34-Transportation	\$ 434,254.83	914,645	914,645	97,656.16	479,423.45	337,565.39	52.42%
36-Co-Curricular	\$ 667,819.54	1,398,148	1,398,148	6,668.95	659,674.76	731,804.29	47.18%
41-Gen Admin	\$ 710,247.17	1,489,375	1,489,375	14,817.71	675,169.20	799,388.09	45.33%
51-Maintenance	\$ 1,674,797.17	3,698,927	3,698,927	686,484.25	1,784,237.15	1,228,205.60	48.24%
52-Security	\$ 102,477.02	777,762	777,762	11,910.35	154,435.59	611,416.06	19.86%
53-Data Services	\$ 244,958.54	449,067	451,152	23,013.34	242,304.21	185,834.45	53.71%
81-Facilities Acquisition/Constr.	\$ -	-	36,420	36,419.83	\$ -	-	0.00%
91-Purchase of WADA-Chp 49	\$ -	1,568,375	1,568,375	-	\$ -	1,568,375.00	0.00%
99-Other Intergovernmental charge	\$ 147,438.51	316,600	316,600	-	\$ 151,780.86	164,819.14	47.94%
00-Other Uses	\$ -	21,000	21,000	-	\$ (13.59)	21,013.59	-0.06%
<b>Total Expenditures and Other Uses</b>	<b>\$ 12,067,232.58</b>	<b>\$ 30,917,726</b>	<b>\$ 30,956,429</b>	<b>\$ 1,119,296.89</b>	<b>\$ 12,876,306.80</b>	<b>\$ 16,960,825.14</b>	41.59%
<b>Excess of Revenues Over (Under)</b>							
<b>Expenditures and Other Uses</b>	<b>\$ 11,010,863.64</b>	<b>\$ 268,950</b>	<b>\$ 232,530</b>	<b>(1,119,296.89)</b>	<b>\$ 12,768,353.26</b>		
<b>Fund Balance as of September 1, 2025</b>		<b>\$ 6,629,803</b>	<b>\$ 6,629,803</b>	<b>-</b>	<b>\$ 6,629,803.00</b>		
<b>Fund Balance Ending - Monthly Reporting Period</b>		<b>\$ 6,898,753</b>	<b>\$ 6,862,333</b>	<b>(1,119,296.89)</b>	<b>\$ 19,398,156.26</b>	<b>\$ (13,655,120.15)</b>	

**Wimberley Independent School District**  
**Detail of Expenditures & Other Uses(Program) - General Fund**  
**for the Month Ending January 31, 2026**  
**(Un-Audited)**

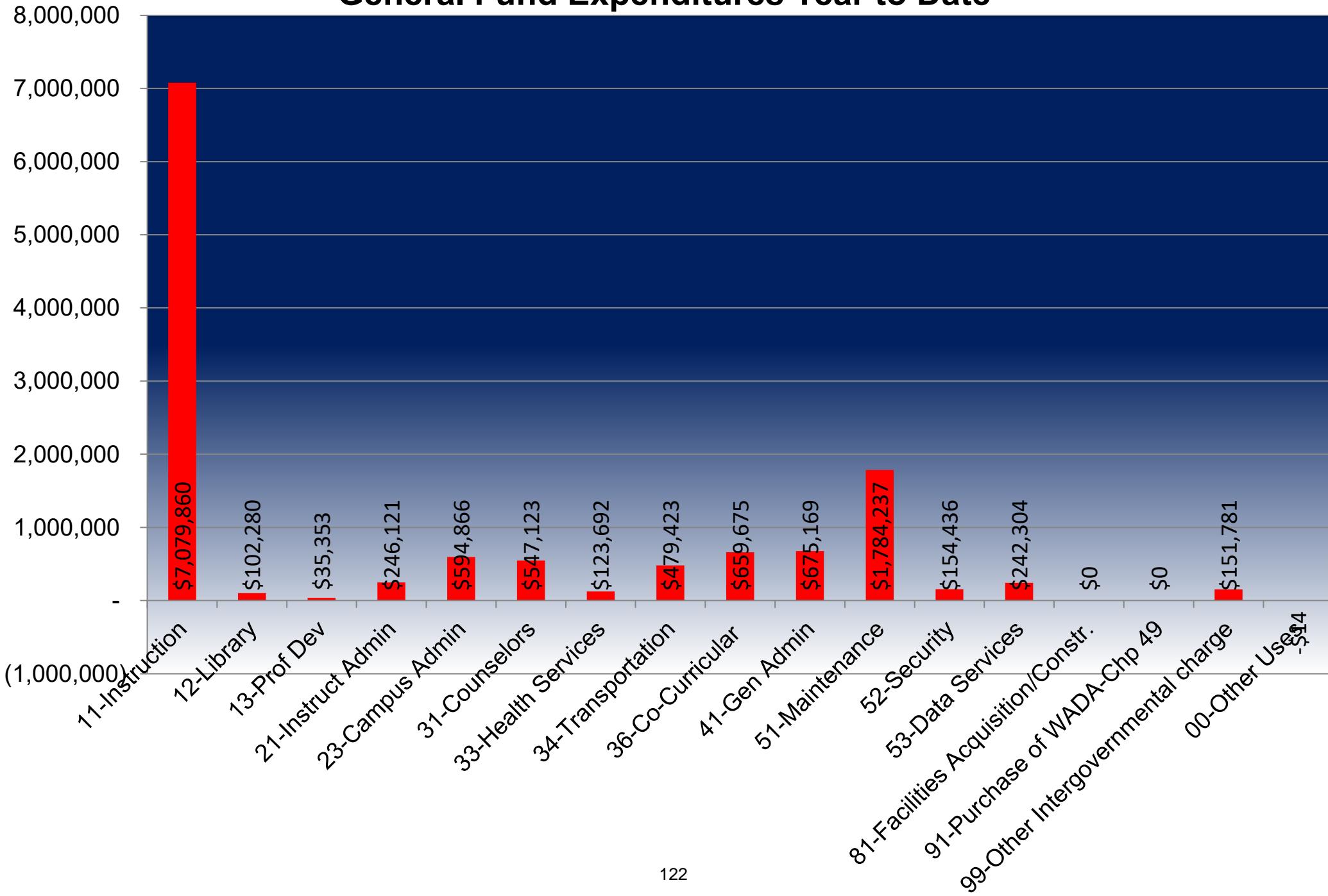
	GENERAL FUND						
	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Original</u> <u>Budget</u>	<u>Revised</u> <u>Budget</u>	<u>Encumbrances</u>	<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
<i>Expenditures and Other Uses by Program Code:</i>							
11-Basic Educational Services	<b>4,297,482.84</b>	10,782,713	10,780,743	47,718.30	4,773,337.54	5,959,687.16	44.28%
21-Gifted and Talented	<b>50,438.51</b>	102,764	101,674	422.40	38,070.56	63,181.04	37.44%
22-Career and Technical	<b>441,461.98</b>	1,146,614	1,146,713	1,070.68	462,576.76	683,065.56	40.34%
23-Services to Students with Disabilities	<b>1,356,043.81</b>	3,779,722	3,782,227	189,226.57	1,519,915.84	2,073,084.59	40.19%
24-Accelerated Education	<b>208,108.56</b>	464,512	463,676	-	175,760.96	287,915.04	37.91%
25-Bilingual Education and Special Language	<b>128,632.86</b>	246,916	246,401	-	95,983.07	150,417.93	38.95%
28-Disciplinary Alternative Education (DAEP)	<b>46,740.04</b>	107,844	107,844	-	46,660.36	61,183.64	43.27%
33-Prekindergarten Special Education Services	<b>61,520.66</b>	108,669	103,569	0.00	40,674.48	62,894.52	39.27%
36-Early Education Allotment	<b>88,872.46</b>	173,995	173,995	-	74,347.77	99,647.23	42.73%
37-Dyslexia	<b>44,855.18</b>	123,685	123,286	2,601.00	58,977.46	61,707.54	47.84%
38-College, Career & Military Readiness	<b>110,809.61</b>	278,020	278,020	-	121,889.99	156,130.01	43.84%
43-Dyslexia - Special Education	<b>105,595.42</b>	242,545	245,344	2,599.00	101,885.99	140,859.01	41.53%
91-Athletics and Related Activities	<b>562,020.80</b>	1,155,270	1,155,270	3,212.57	561,242.70	590,814.73	48.58%
99-Undistributed	<b>4,564,649.85</b>	12,204,457	12,247,667	872,446.37	4,804,996.91	6,570,223.72	39.23%
<b>Total Expenditures and Other Uses</b>	<b>12,067,232.58</b>	<b>30,917,726</b>	<b>30,956,429</b>	<b>1,119,296.89</b>	<b>12,876,320.39</b>	<b>16,960,811.72</b>	<b>41.59%</b>

# General Fund Revenues Collected Year to Date

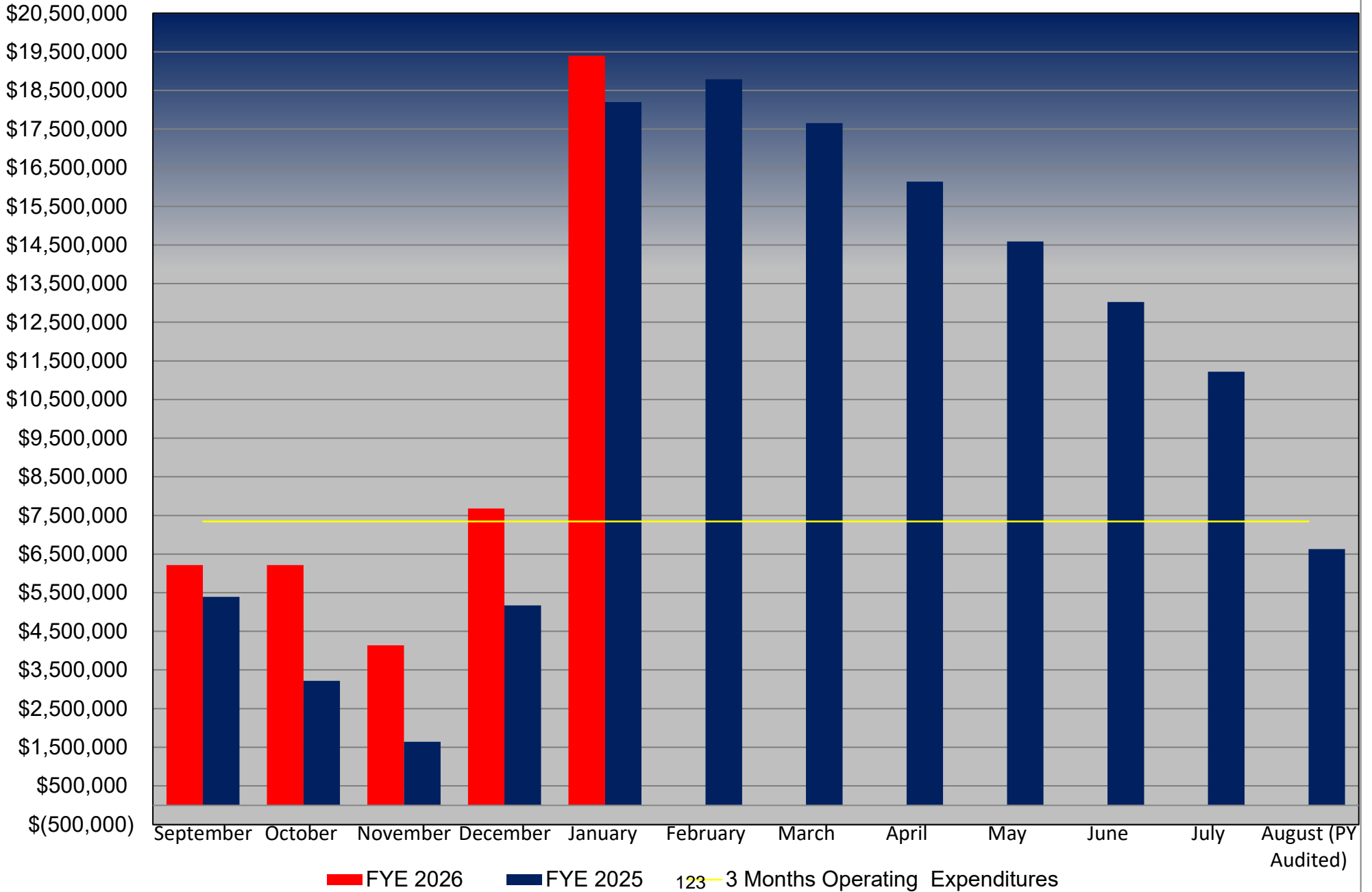


■ Local ■ State ■ Federal ■ Other Sources

# General Fund Expenditures Year to Date



# Fund Balance by Month



**Wimberley Independent School District**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance**  
**for the Month Ending January 31, 2026**  
**(Un-Audited)**

**CHILD NUTRITION FUND**

	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Original</u> <u>Budget</u>	<u>Revised</u> <u>Budget</u>	<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
<b>Revenues and Other Resources:</b>						
Local	\$ 333,298.87	\$ 585,508	\$ 585,508	\$ 317,130.46	\$ 268,377.54	54%
State	-	33,211	33,211	-	33,211.00	0%
Federal	196,977.85	527,351	527,351	198,236.60	329,114.40	38%
Other sources	-	21,000	21,000	-	21,000.00	0%
<b>Total Revenues and Other Resources</b>	<b>\$ 530,276.72</b>	<b>\$ 1,167,070</b>	<b>\$ 1,167,070</b>	<b>\$ 515,367.06</b>	<b>\$ 651,702.94</b>	<b>44%</b>
<b>Expenditures and Other Uses:</b>						
35-6100 Payroll	171,014.87	499,448	499,448	217,504.35	281,943.65	44%
35-6200 Professional and Contracted Services	22.88	5,500	5,500	2.14	5,497.86	0%
35-6300 Supplies & Materials	223,876.45	588,299	588,299	284,848.43	303,450.57	48%
52-6300 Supplies & Materials	-	-	-	-	-	0%
35-6400 Food Service Other Operating Expenses	4,474.64	14,100	14,100	3,151.60	10,948.40	22%
35-6600 Food Service Capital Expenses	4,215.40	60,500	60,500	18,003.13	42,496.87	30%
<b>Total Expenditures</b>	<b>\$ 403,604.24</b>	<b>\$ 1,167,847</b>	<b>\$ 1,167,847</b>	<b>\$ 523,509.65</b>	<b>\$ 644,337.35</b>	<b>45%</b>
<b>Excess of Revenues and Other Resources</b> <b>Over (Under) Expenditures</b>	<b>\$ 126,672.48</b>	<b>\$ (777)</b>	<b>\$ (777)</b>	<b>\$ (8,142.59)</b>		
<b>Fund Balance as of September 1, 2025</b>		<b>297,537</b>	<b>297,537</b>	<b>297,537.00</b>		
<b>Fund Balance Ending - Monthly Reporting Period</b>		<b>\$ 296,760</b>	<b>\$ 296,760</b>	<b>\$ 289,394.41</b>	<b>\$ (7,365.59)</b>	

	Current				Current			
	Prior Year/Mo.	Year/Mo.	Increase/ (Decrease)	% Change	Prior Year/Mo.	Year/Day	Increase / (Decrease)	% Change
<b>School Breakfast Program Meals Served: (Days)</b>					<b>17</b>	<b>16</b>		
Free-Bkfst	1,445	1,577	132	9%	85	99	14	16%
Reduced-Bkfst	141	301	160	113%	8	19	11	N/A
Paid-Bkfst	1,651	1,474	(177)	-11%	97	92	(5)	-5%
<b>Total</b>	<b>3,237</b>	<b>3,352</b>	<b>115</b>	<b>4%</b>	<b>190</b>	<b>210</b>	<b>20</b>	<b>11%</b>
<b>School Lunch Program Meals Served:</b>								
Free-Lunch	5,333	4,835	(498)	-9%	314	302	(12)	-4%
Reduced-Lunch	486	861	375	77%	29	54	25	N/A
Paid-Lunch	10,588	10,104	(484)	-5%	623	632	9	1%
<b>Total</b>	<b>16,407</b>	<b>15,800</b>	<b>(607)</b>	<b>-4%</b>	<b>966</b>	<b>988</b>	<b>22</b>	<b>2%</b>
<b>Grand Totals</b>	<b>19,644</b>	<b>19,152</b>	<b>(492)</b>	<b>-3%</b>	<b>1,156</b>	<b>1,198</b>	<b>42</b>	<b>4%</b>

	Prior Year/Mo.	Current Year/Mo.	Increase/(Decrease)	% Change
Number of Children approved for Free Meals	570	510	(60)	-10.5%
Number of Children approved for Reduced Meals	50	94	44	88.0%
<b>Total</b>	<b>620</b>	<b>604</b>	<b>(16)</b>	<b>-2.6%</b>

**Wimberley Independent School District**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance**  
**for the Month Ending January 31, 2026**  
**(Un-Audited)**

<b>DEBT SERVICE FUND</b>										
	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>		<u>Original</u> <u>Budget</u>		<u>Revised</u> <u>Budget</u>		<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>		<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
<b>Revenues:</b>										
<b>Local Revenue</b>										
Taxes, Current Year Levy	8,091,528.37	\$	11,118,852	\$	11,118,852		8,332,689.56	\$	2,786,162.44	75%
Taxes, Prior Year	28,619.14		45,000		45,000		74,175.60		(29,175.60)	165%
Penalties, Interest and Other Tax Revenues	20,404.72		45,000		45,000		26,812.65	\$	18,187.35	60%
Earnings from Investments	184,581.23		450,000		450,000		239,987.09		210,012.91	53%
Miscellaneous Revenue	12.41		-		-		933.02		933.02	NA
<b>Local Revenue</b>	<b>\$ 8,325,145.87</b>	<b>\$</b>	<b>11,658,852</b>	<b>\$</b>	<b>11,658,852</b>	<b>\$</b>	<b>8,674,597.92</b>	<b>\$</b>	<b>2,986,120.12</b>	<b>74%</b>
<b>State Revenue</b>										
Additional State Aid for Homestead Exemption	512,224.00	\$	572,301	\$	1,484,371	\$	1,484,371.00		-	100%
<b>State Revenue</b>	<b>\$ 512,224.00</b>	<b>\$</b>	<b>572,301</b>	<b>\$</b>	<b>1,484,371</b>	<b>\$</b>	<b>1,484,371.00</b>	<b>\$</b>	<b>-</b>	<b>100%</b>
<b>Other Sources</b>										
Issuance of Bonds	-	\$	-	\$	-	\$	-		-	NA
Operating Transfer In	-	\$	-	\$	-	\$	-		-	NA
Bond Premium/Discount	-	\$	-	\$	-	\$	-		-	NA
<b>Other Source Revenue</b>	<b>\$ -</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>0%</b>
<b>Total Revenue</b>	<b>\$ 8,837,369.87</b>	<b>\$</b>	<b>12,231,153.00</b>	<b>\$</b>	<b>13,143,223.00</b>	<b>\$</b>	<b>10,158,968.92</b>	<b>\$</b>	<b>2,986,120.12</b>	<b>77%</b>
<b>Expenditures:</b>										
71-6511 Bond Principal	-		1,610,000		1,610,000		-		1,610,000.00	0%
71-6511 Bond Principal - DFC	-		-		-		-		-	0%
71-6521 Interest on Bonds	-		9,831,817		9,831,817		-		9,831,817.00	0%
71-6599 Other Debt Service Fees	-		15,000		15,000		-		15,000.00	0%
71-89XX Other Uses Non-Op Exp.	-		-		-		-		-	0%
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$</b>	<b>11,456,817</b>	<b>\$</b>	<b>11,456,817</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>11,456,817.00</b>	<b>0%</b>
<b>Excess of Revenues</b> <b>Over (Under) Expenditures</b>	<b>\$ 8,837,369.87</b>	<b>\$</b>	<b>774,336</b>	<b>\$</b>	<b>1,686,406</b>	<b>\$</b>	<b>10,158,968.92</b>			
<b>Fund Balance as of September 1, 2025</b>			<b>\$ 12,263,898</b>		<b>\$ 12,263,898</b>		<b>\$ 12,263,897.96</b>			
<b>Fund Balance Ending - Monthly Reporting Period</b>			<b>\$ 13,038,234</b>		<b>\$ 13,950,304</b>		<b>\$ 22,422,866.88</b>		<b>\$ (8,472,562.92)</b>	

**Wimberley Independent School District**  
**Statement of Revenues, Expenditures, and Changes in Fund Balance**  
**for the Month Ending January 31, 2026**  
**(Un-Audited)**

**SPECIAL REVENUE FUNDS**

	<u>Prior Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Revised Budget</u>	<u>Current Year</u> <u>Actual Revenues/</u> <u>Expenditures</u>	<u>Unrealized/</u> <u>Unexpended</u> <u>Budget</u>	<u>Percentage</u> <u>Y-T-D</u>
<b>Revenues:</b>					
Local	\$ 413,362.48	\$ 1,111,725.61	\$ 637,269.80	\$ 474,455.81	57%
State	-	\$ 774,082.00	234,290.60	539,791.40	30%
Federal	4,090.00	\$ 916,452.00	349,223.55	567,228.45	38%
<b>Total Revenues</b>	<b>\$ 417,452.48</b>	<b>\$ 2,802,259.61</b>	<b>\$ 1,220,783.95</b>	<b>\$ 1,581,475.66</b>	<b>44%</b>
<b>Expenditures:</b>					
11-Instruction	157,992.22	969,865.76	505,527.10	559,830.64	52%
12-Library	-	-	-	-	NA
13-Prof Dev	-	42,543.00	19,486.70	23,056.30	46%
21-Instruct Admin	-	-	-	-	NA
23-School Leadership	-	13,868.00	5,759.56	8,108.44	42%
31-Counselors	-	95,853.00	15,535.27	80,317.73	16%
33-Health Services	-	8,853.39	1,598.58	7,821.12	18%
34-Transportation	-	-	-	-	NA
36-Co-Curricular	449,916.15	1,217,818.82	594,055.73	619,811.90	49%
41-Gen Admin	1,126.20	20,677.95	1,114.63	19,563.32	5%
51-Maintenance	-	-	-	-	NA
52-Security	-	591,149.00	62,265.35	528,883.65	11%
53-Data Services	-	-	-	-	NA
61-Community Service	-	-	-	-	NA
81-Facilities Acquisition/Constr	-	-	-	-	NA
99-Other Intergovernmental Charges	-	-	-	-	NA
00-Other Uses	-	-	-	-	NA
<b>Total Expenditures</b>	<b>\$ 609,034.57</b>	<b>\$ 2,960,628.92</b>	<b>\$ 1,205,342.92</b>	<b>\$ 1,847,393.10</b>	<b>41%</b>
<b>Excess of Revenues</b>					
<b>Over (Under) Expenditures</b>	<b>\$ (191,582.09)</b>	<b>\$ (158,369.31)</b>	<b>\$ 15,441.03</b>		
<b>Fund Balance September 1, 2025</b>		<b>\$ 852,051.04</b>	<b>\$ 852,051.04</b>		
<b>Fund Balance Ending - Monthly Reporting Period</b>		<b>\$ 693,681.73</b>	<b>\$ 867,492.07</b>	<b>\$ 173,810.34</b>	

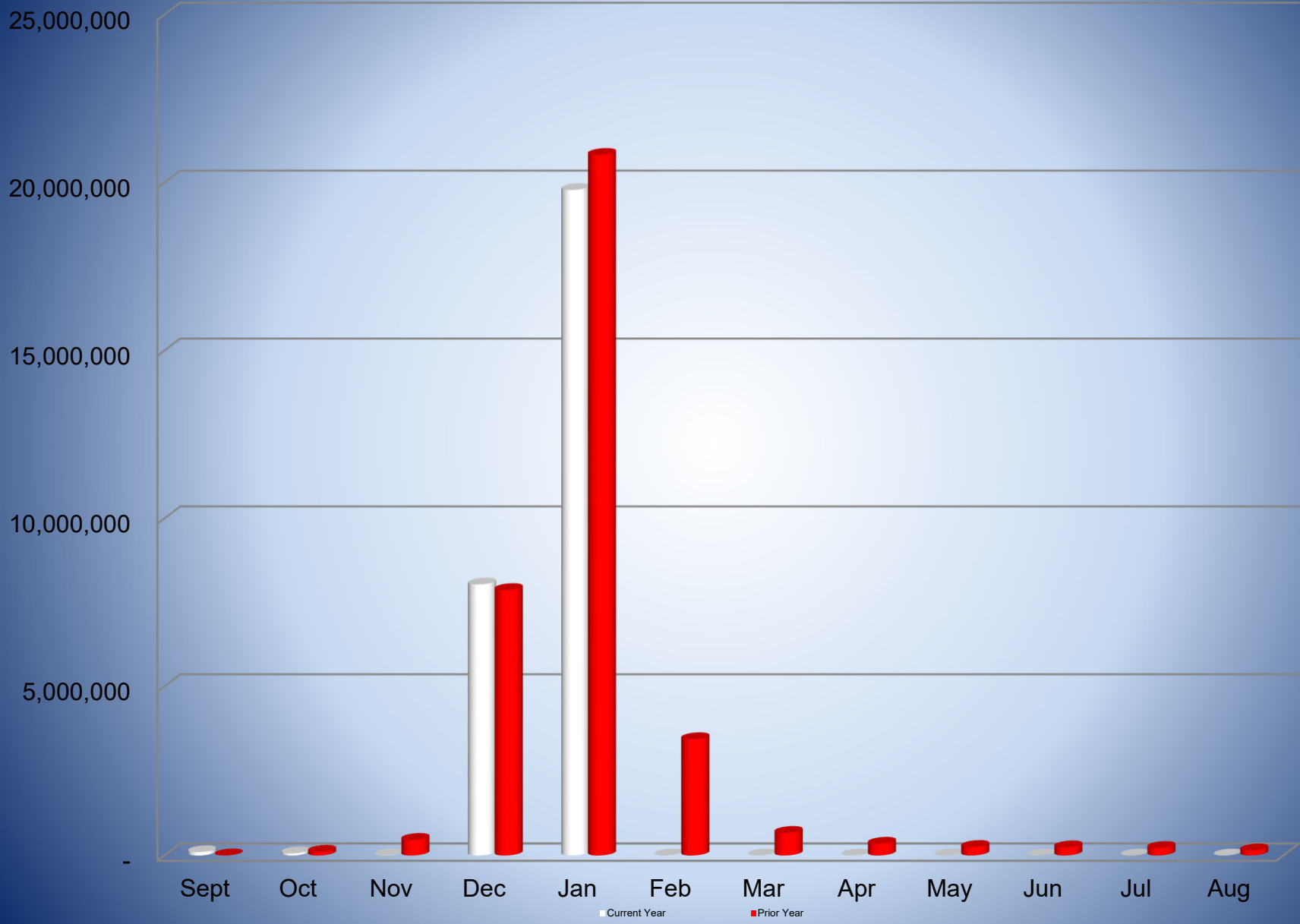
**Wimberley Independent School District**  
**Statement of Revenues, Expenses, and Changes in Equity**  
**for the Month Ending January 31, 2026**  
**(Un-Audited)**

	<b>ENTERPRISE FUNDS</b>			
	<b><u>2025-26</u></b> <b><u>Blue Hole</u></b> <b><u>After School</u></b> <b><u>Program</u></b>	<b><u>2025-26</u></b> <b><u>Jacob's Well</u></b> <b><u>After School</u></b> <b><u>Program</u></b>	<b><u>2025-26</u></b> <b><u>Blue Hole</u></b> <b><u>Pre-K</u></b> <b><u>Program</u></b>	<b><u>2025-26</u></b> <b><u>Total Revenues/</u></b> <b><u>Expenses</u></b>
<b>Revenues and Other Resources:</b>				
Local	\$ 125,254.24	\$ 65,468.62	\$ 230,845.32	\$ 421,568.18
State	4,208.86	2,226.63	13,742.54	20,178.03
Other sources	-	-	-	-
<b>Total Revenues and Other Resources</b>	<b>\$ 129,463.10</b>	<b>\$ 67,695.25</b>	<b>\$ 244,587.86</b>	<b>\$ 441,746.21</b>
<b>Expenses and Other Uses:</b>				
6100 Payroll	59,654.64	27,698.64	191,146.37	278,499.65
6200 Professional and Contracted Services	-	-	-	-
6300 Supplies and Materials	2,863.52	845.24	-	3,708.76
6400 Other Operating Expenses	-	-	-	-
6600 Capital Outlay	-	-	-	-
8000-Other Uses	-	-	-	-
<b>Total Expenses</b>	<b>\$ 62,518.16</b>	<b>\$ 28,543.88</b>	<b>\$ 191,146.37</b>	<b>\$ 282,208.41</b>
<b>Excess of Revenues and Other Resources</b> <b>Over (Under) Expenses</b>	<b>\$ 66,944.94</b>	<b>\$ 39,151.37</b>	<b>\$ 53,441.49</b>	<b>\$ 159,537.80</b>
<b>Fund Balance September 1, 2025</b>	<b>\$ 226,232.68</b>	<b>\$ 93,004.32</b>	<b>\$ 455,584.00</b>	<b>\$ 774,821.00</b>
<b>Fund Balance Ending - Monthly Reporting Period</b>	<b>\$ 293,177.62</b>	<b>\$ 132,155.69</b>	<b>\$ 509,025.49</b>	<b>\$ 934,358.80</b>

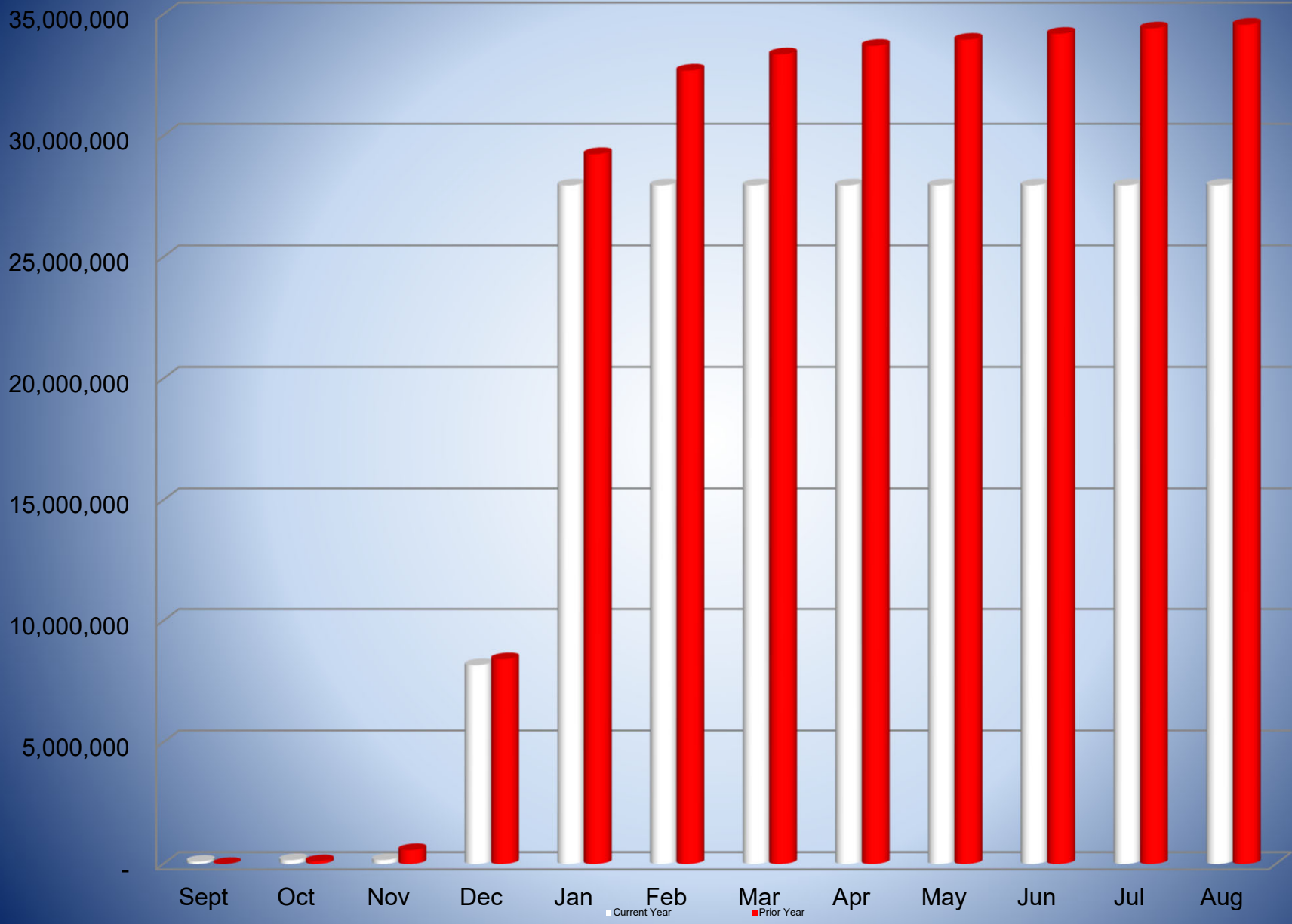
**Wimberley Independent School District**  
**Monthly Tax Collection Report**  
**for the Month Ending January 31, 2026**

	Prior Year 2024-2025				Current Year 2025-2026			
	General Fund	Debt Service		% of Levy	General Fund	Debt Service		% of Levy
		Fund	Total			Fund	Total	
<b>Current Month Tax Collections:</b>								
5711 Taxes-Current Year Tax Levy	\$ 15,063,638.81	\$ 5,761,502.94	\$ 20,825,141.75	58.98%	\$ 13,882,636.74	\$ 5,897,379.30	\$ 19,780,016.04	52.29%
5712 Taxes-Delinquent Collections	\$ 23,699.36	\$ 8,635.88	\$ 32,335.24		\$ 36,276.38	\$ 13,542.73	\$ 49,819.11	
5719 Penalties and Interest	\$ 11,945.20	\$ 3,493.16	\$ 15,438.36		\$ 9,492.83	\$ 2,888.17	\$ 12,381.00	
<b>Total Current Month Collections</b>	<b>\$ 15,099,283.37</b>	<b>\$ 5,773,631.98</b>	<b>\$ 20,872,915.35</b>		<b>\$ 13,928,405.95</b>	<b>\$ 5,913,810.20</b>	<b>\$ 19,842,216.15</b>	
<b>Fiscal Year to Date Collections:</b>								
5711 Taxes-Current Year Tax Levy	\$ 21,155,566.23	\$ 8,091,528.37	\$ 29,247,094.60	82.83%	\$ 19,627,125.47	\$ 8,332,689.56	\$ 27,959,815.03	73.91%
5712 Taxes-Delinquent Collections	\$ 85,630.81	\$ 28,619.14	\$ 114,249.95		\$ 204,326.48	\$ 74,175.60	\$ 278,502.08	
5719 Penalties and Interest	\$ 66,894.34	\$ 21,268.22	\$ 88,162.56		\$ 76,158.44	\$ 26,812.65	\$ 102,971.09	
<b>Total Revenue Collected</b>	<b>\$ 21,308,091.38</b>	<b>\$ 8,141,415.73</b>	<b>\$ 29,449,507.11</b>		<b>19,907,610.39</b>	<b>8,433,677.81</b>	<b>28,341,288.20</b>	
<b>Total Budgeted Tax Revenue (Current, Delinquent, Penalty &amp; Interest)</b>	<b>\$ 25,551,265.09</b>	<b>\$ 9,770,400.56</b>	<b>\$ 35,321,665.65</b>		<b>\$ 26,620,226.00</b>	<b>\$ 11,208,852.00</b>	<b>\$ 37,829,078.00</b>	
<b>Percentage of Budget Collected</b>	<b>83.39%</b>	<b>83.33%</b>	<b>83.38%</b>		<b>74.78%</b>	<b>75.24%</b>	<b>74.92%</b>	

# Month to Date Tax Collections Current Levy



# Year to Date Tax Collections Current Levy

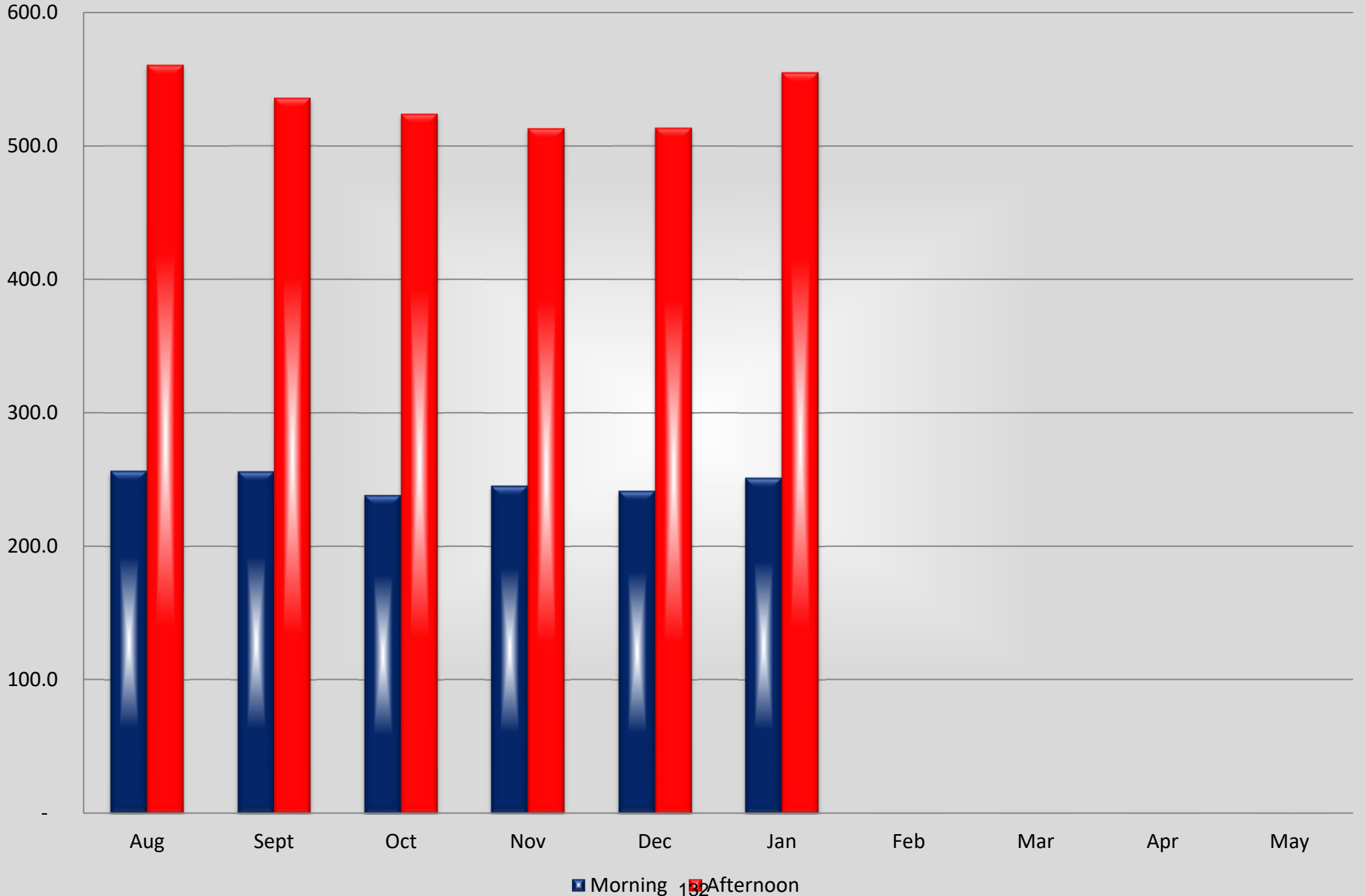


**Wimberley Independent School District**  
**Summary of Transportation - Student Riders**  
**for the Month Ending January 31, 2026**

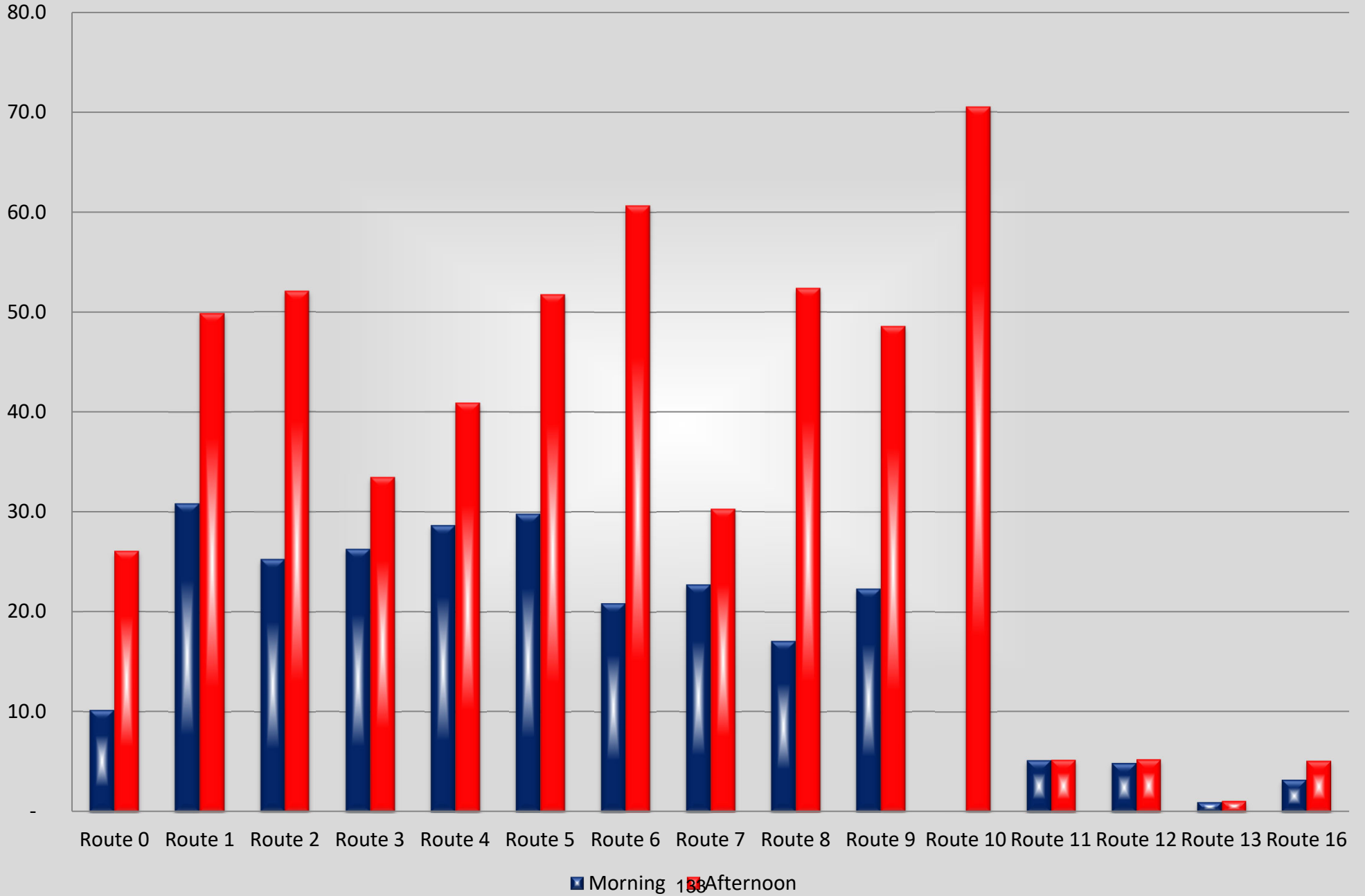
<b>Morning:</b>	Days:	12	21	20	15	14	16					98	Average	Daily	Annual
	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Total</b>	<b>Ridership</b>	<b>Mileage</b>	<b>Mileage</b>	
Route 0	135.0	183.0	170.0	146.0	143.0	219.0					996.0	10.2	31.00	2,500.00	
Route 1	398.0	695.0	587.0	451.0	407.0	487.0					3,025.0	30.9	41.00	3,401.00	
Route 2	312.0	549.0	508.0	373.0	337.0	398.0					2,477.0	25.3	35.00	2,937.00	
Route 3	331.0	581.0	538.0	389.0	357.0	380.0					2,576.0	26.3	38.00	3,107.00	
Route 4	351.0	649.0	614.0	435.0	345.0	416.0					2,810.0	28.7	38.00	3,052.00	
Route 5	349.0	619.0	569.0	428.0	411.0	547.0					2,923.0	29.8	41.00	3,393.00	
Route 6	247.0	488.0	372.0	338.0	285.0	318.0					2,048.0	20.9	34.00	2,772.00	
Route 7	320.0	468.0	387.0	353.0	304.0	393.0					2,225.0	22.7	35.00	2,848.00	
Route 8	179.0	357.0	339.0	250.0	243.0	307.0					1,675.0	17.1	20.00	1,654.00	
Route 9	285.0	497.0	399.0	302.0	358.0	347.0					2,188.0	22.3	31.00	2,526.00	
Route 10	-	-	-	-	-	-					-	-	0.00	0.00	
Route 11	62.0	108.0	104.0	79.0	76.0	75.0					504.0	5.1	22.00	1,930.00	
Route 12	59.0	106.0	94.0	73.0	61.0	77.0					470.0	4.8	37.00	3,110.00	
Route 13	13.0	17.0	20.0	12.0	14.0	16.0					92.0	0.9	50.00	4,101.00	
Route 16	39.0	62.0	69.0	55.0	42.0	45.0					312.0	3.2	16.00	1,395.00	
Route 17	-	-	-	-	-	-	-	-	-	-	-	-	-	0.00	
SS	-	-	-	-	-	-	-	-	-	-	-	-	-	0.00	
<b>Total</b>	<b>3,080.0</b>	<b>5,379.0</b>	<b>4,770.0</b>	<b>3,684.0</b>	<b>3,383.0</b>	<b>4,025.0</b>	-	-	-	-	<b>24,321.0</b>	<b>248.2</b>	<b>469.00</b>	<b>38,726.00</b>	
<b>Average number of students</b>	<b>256.7</b>	<b>256.1</b>	<b>238.5</b>	<b>245.6</b>	<b>241.6</b>	<b>251.6</b>	-	-	-	-	<b>248.2</b>				

<b>Afternoon:</b>	<b>Aug</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>Total</b>	<b>Ridership</b>	<b>Mileage</b>	<b>Mileage</b>
Route 0	328.0	532.0	502.0	360.0	345.0	484.0					2,551.0	26.0	29.00	2,405.00
Route 1	579.0	1,066.0	1,012.0	736.0	666.0	831.0					4,890.0	49.9	30.00	2,482.00
Route 2	604.0	1,106.0	1,056.0	813.0	712.0	814.0					5,105.0	52.1	29.00	2,314.00
Route 3	713.0	639.0	578.0	429.0	408.0	512.0					3,279.0	33.5	34.00	2,799.00
Route 4	496.0	903.0	850.0	628.0	536.0	598.0					4,011.0	40.9	32.00	2,338.00
Route 5	668.0	1,098.0	965.0	711.0	699.0	934.0					5,075.0	51.8	29.00	2,470.00
Route 6	709.0	1,272.0	1,204.0	871.0	849.0	1,043.0					5,948.0	60.7	32.00	2,306.00
Route 7	403.0	604.0	576.0	450.0	402.0	529.0					2,964.0	30.2	34.00	2,844.00
Route 8	595.0	1,121.0	1,037.0	771.0	727.0	885.0					5,136.0	52.4	24.00	1,871.00
Route 9	487.0	890.0	980.0	757.0	736.0	912.0					4,762.0	48.6	24.00	2,002.00
Route 10	951.0	1,662.0	1,389.0	936.0	905.0	1,071.0					6,914.0	70.6	20.00	1,881.00
Route 11	62.0	121.0	106.0	77.0	69.0	72.0					507.0	5.2	20.00	1,656.00
Route 12	69.0	117.0	107.0	74.0	54.0	84.0					505.0	5.2	46.00	3,610.00
Route 13	11.0	19.0	19.0	12.0	13.0	29.0					103.0	1.1	50.00	3,677.00
Route 16	53.0	106.0	102.0	74.0	71.0	87.0					493.0	5.0	27.00	2,377.00
Route 17	-	-	-	-	-	-					-	-	-	0.00
SS	-	-	-	-	-	-					-	-	-	0.00
<b>Total</b>	<b>6,728.0</b>	<b>11,256.0</b>	<b>10,483.0</b>	<b>7,699.0</b>	<b>7,192.0</b>	<b>8,885.0</b>	-	-	-	-	<b>52,243.0</b>	<b>533.1</b>	<b>460.00</b>	<b>37,032.00</b>
<b>Average number of students</b>	<b>560.7</b>	<b>536.0</b>	<b>524.2</b>	<b>513.3</b>	<b>513.7</b>	<b>555.3</b>	-	-	-	-	<b>533.1</b>			
<b>Average daily mileage</b>													<b>929.00</b>	

# Total Average Number of Students



# Average Ridership by Routes



CAMPUS	9/4/2025	TUITION	QUALIFIERS	NON-ENROLLED	CAMPUS	10/15/2025	TUITION	QUALIFIERS	NON-ENROLLED
BLUE HOLE PRIMARY					BLUE HOLE PRIMARY				
EE					EE				
PK-3	46	21	24	1	PK-3	45	21	23	1
PK-4	82	42	40		PK-4	84	45	39	
KG	154				KG	154			
1ST	167				1ST	167			
2ND	164				2ND	163			
JACOBS WELL ELEM					JACOBS WELL ELM				
3RD	174				3RD	174			
4TH	197				4TH	197			
5TH	214				5TH	213			
DANFORTH JH					DANFORTH JH				
6TH	180				6TH	179			
7TH	207				7TH	207			
8TH	200				8TH	201			
WIMBERLEY HS					WIMBERLEY HS				
9TH	252				9TH	250			
10TH	191				10TH	189			
11TH	231				11TH	230			
12TH	191				12TH	190			

CAMPUS	11/11/2025	TUITION	QUALIFIERS	NON-ENROLLED	CAMPUS	12/8/2025	TUITION	QUALIFIERS
BLUE HOLE PRIMARY					BLUE HOLE PRIMARY			
EE					EE			
PK-3	45	20	24		PK-3	46	21	24
PK-4	84	45	39		PK-4	84	45	39
KG	152				KG	152		
1ST	168				1ST	168		
2ND	163				2ND	164		
JACOBS WELL ELEM					JACOBS WELL ELEM			
3RD	172				3RD	172		
4TH	197				4TH	197		
5TH	213				5TH	212		
DANFORTH JH					DANFORTH JH			
6TH	178				6TH	178		
7TH	206				7TH	207		
8TH	201				8TH	201		
WIMBERLEY HS					WIMBERLEY HS			
9TH	250				9TH	247		
10TH	191				10TH	189		
11TH	230				11TH	227		
12TH	191				12TH	188		

CAMPUS	1/8/2026	TUITION	QUALIFIERS	CAMPUS	2/3/2026	TUITION	QUALIFIERS	NON-ENROLLED
BLUE HOLE PRIMARY				BLUE HOLE PRIMARY				
EE				EE	2			
PK-3	45	20	25	PK-3	45	20	24	
PK-4	83	45	38	PK-4	85	45	40	
KG	153			KG	152			
1ST	171			1ST	172			
2ND	165			2ND	164			
JACOBS WELL ELEM				JACOBS WELL ELEM				
3RD	170			3RD	172			
4TH	197			4TH	200			
5TH	213			5TH	212			
DANFORTH JH				DANFORTH JH				
6TH	180			6TH	181			
7TH	207			7TH	203			
8TH	202			8TH	198			
WIMBERLEY HS				WIMBERLEY HS				
9TH	247			9TH	243			
10TH	193			10TH	196			
11TH	227			11TH	222			
12TH	188			12TH	178			



## Minutes of Regular Meeting

### Board of Trustees

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A Regular Meeting of the Board of Trustees of Wimberley Independent School District was held Monday, **Monday, January 12, 2026**, beginning at **6:00 PM** in the WISD Administration Building, 951 FM 2325, Wimberley, TX 78676.

1. Call the meeting to order and determine a quorum - The Regular Meeting of the Board of Trustees of the Wimberley Independent School District was called to order by Dr. Campbell at 6:02pm. A quorum was established with the following members present: Dr. Rob Campbell, Chad Canine, Will Conley, Lindsey Deringer, Lexi Jones, and Andrea Justus. Ken Strange: Absent.

Administrators Present: Dr. Bonewald, Jason Valentine, Michael Doyle, Laurie Grisham, Ryan Wilkes, Joseph Holzmann, SueAnna Thomas, Marlayna Zachary, Christi Moeller  
Directors Present: Allen Bruggman, Lori Pharis

The Pledge of Allegiance to the U.S. flag was led by the Board of Trustees. Dr. Campbell held a moment of reflection and the District's Vision, Mission and Goals were read.

2. Special Recognition – Presenter Dr. Bonewald recognized Board Member Appreciation Month and expressed his sincere appreciation to the Board of Trustees for their continued service, leadership, and dedication to the District. He thanked the Board members for the time, commitment, and thoughtful decision-making they provide in support of students, staff, and the Wimberley ISD community.
3. PUBLIC FORUM - No individual came forward to speak.
4. Information Items
  - A. Strategic Plan Update: Priority 2: Support Staff Excellence  
Mr. Valentine and Dr. Cooper presented an update on Strategic Plan Priority 2: Support Faculty and Staff Excellence, highlighting initiatives focused on staff satisfaction, professional development, and competitive compensation. The update included aligned professional development opportunities, progress related to the Teacher Incentive Allotment (TIA), and recognition of staff achievements such as acknowledged designations and National Board Certification. Administration also reviewed state and regional compensation comparisons for teachers, paraprofessionals, and auxiliary staff, noting that District pay remains competitive within the region
  - B. Bond Update: AGCM and O'Connell Robertson.  
Representatives from AG|CM, Inc., along with the District's construction partners, presented an update on the Wimberley ISD 2025 Bond Program. The presentation included a review of activities completed since the previous update, current budget and expenditure status, project schedules, and upcoming milestones. Updates were provided on multiple bid packages and campus projects, including parking improvements, security and lighting upgrades, mechanical and roofing projects, athletic facilities, and the band practice field. It was reported that bond expenditures remain within approved budgets, with several projects scheduled to

Regular Board Meeting  
January 12, 2026

begin construction in Spring 2026 and overall program completion anticipated by Spring 2028.

5. Action Items

- A. Consideration and Possible Action Regarding Ranking/Selection of Contractors for Bid Package 1 Projects (Blue Hole Primary School Site & Pavement Project), Including Possible Delegation of Authority to the Superintendent or Designee to Negotiate and Execute a Contract.

I move that the Board approve the ranking of the Competitive Sealed Proposals for Bid Package 1 (the Blue Hole Primary School Site & Pavement Project) as presented, select the highest-ranked proposer for contract award, and delegate authority to the Superintendent or designee to negotiate and execute the contract, consistent with Board-approved budgets and procurement requirements. This motion, made by Andrea Justus and seconded by Will Conley Passed. Yea: 6, Nay: 0, Absent: 1

6. CFO's Report - Chief Financial Officer, Michael presented the Monthly Financial Report for December 2025, reviewing the District's financial position through December 31, 2025. He provided an overview of cash and investment balances, fund balances, revenues, expenditures, enterprise fund activity, and tax collections, noting that the District's finances remain stable and within budgeted expectations at this point in the fiscal year.

7. Superintendent's Report

Dr. Bonewald presented highlights from the January 2026 report, recognizing Caleb Hall, Wimberley High School Math Teacher, as December Texan of the Month. Student academic and extracurricular achievements were noted, including participation in State UIL Congress and athletic accomplishments in cheer and basketball. Updates were also shared regarding new student teachers and interns, junior high engagement activities, and recognition of School Board Recognition Month.

8. Consent Agenda - Presiding Officer

Motion to approve the consent agenda as presented except item 8.B. This motion, made by Andrea Justus and seconded by Lindsey Deringer.

Passed. Yea: 6, Nay: 0, Absent: 1

I motion to approved item 8.B in the consent agenda. This motion, made by Lindsey Deringer and seconded by Will Conley,

Passed. Yea: 5, Nay: 0, Absent: 1, Andrea Justus: Abstain

A. Student Enrollment and Attendance

B. Minutes of the Regular Meeting - December 15, 2025

C. Budget Amendment #2

9. Closed Session - The Board adjourned into closed session at 6:48 p.m. pursuant to Texas Government Code Section: 551.071 et seq.

A. Deliberation Regarding Security Devices or Security Audits. *Texas Gov't Code §551.076 and §551.089*

B. Personnel Matters. *Texas Gov't Code §551.074*

1) New hires/terminations/employee discipline

C. Deliberation Regarding Real Property. *Texas Gov't Code §551.072*

D. Consultation with Attorney. *Texas Gov't Code §551.071*

Regular Board Meeting  
January 12, 2026

10. The Board will reconvene and take possible action on items discussed in executive session - The Board reconvened at 7:03 pm
11. Prepare for next meeting - The next regular meeting is scheduled for February 9, 2026.
12. Adjourn - Presiding Officer - There being no further business to discuss, motion to adjourn at 7:04 p.m. This motion, made by Dr. Rob Campbell and seconded by Chad Canine, Passed. Yea: 6, Nay: 0, Absent: 1

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Chad Canine, Secretary

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Dr. Rob Campbell, President



## Minutes of Special Meeting

### Board of Trustees

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A Special Meeting of the Board of Trustees of Wimberley Independent School District was held **Thursday, January 29, 2026**, beginning at **6:00 PM** in the WISD Administration Building, 951 FM 2325, Wimberley, TX 78676.

1. Call the Meeting to Order and Determine a Quorum - The Regular Meeting of the Board of Trustees of the Wimberley Independent School District was called to order by Dr. Campbell at 6:03pm. A quorum was established with the following members present: Dr. Rob Campbell, Chad Canine, Lindsey Deringer, Ken Strange, and Lexi Jones. Absent: Will Conley and Andrea Justus.
2. Public Forum - No individual requested to address the board during Public Forum.
3. Closed Session - The Board may adjourn into closed session at 6:01pm pursuant to Texas Government Code Section: 551.071 *et seq.*
  - A. Deliberation Regarding Security Devices or Security Audits. *Texas Gov't Code §551.076 and §551.089*
  - B. Personnel Matters. *Texas Gov't Code §551.074*
    - 1) New hires/terminations/employee discipline
    - 2) The Board will discuss the Superintendent's annual evaluation and contract.
  - C. Deliberation Regarding Real Property. *Texas Gov't Code §551.072*
  - D. Consultation with Attorney. *Texas Gov't Code §551.071*
4. The Board will reconvene and take possible action on items discussed in executive session- The Board reconvened at 8:06pm. Board Member, Lindsey Deringer - The Board has conducted the Superintendent's evaluation this evening, and I move that we approve the extension and modification of the Superintendent's contract language as discussed in closed session and authorize the Board President to sign the Superintendent's contract.  
This motion, made by Lindsey Deringer and seconded by Ken Strange.  
Passed. Yea: 5, Nay: 0, Absent: 2
7. Adjourn - Presiding Officer - There being no further business to discuss,  
Motion to adjourn at 8:07 p.m.  
This motion, made by Ken Strange and seconded by Chad Canine.  
Passed. Yea: 5, Nay: 0, Absent: 2

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Chad Canine, Secretary

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Dr. Rob Campbell, President

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION  
WIMBERLEY, TEXAS**

**Subject: 2026-2027 School Calendar**

**Date: February 9, 2026**

**Presenter: Jason Valentine**

# Consent

## **BACKGROUND INFORMATION**

Starting in September, the DEIC (District Educational Improvement Committee) and SFAC (Superintendents Faculty Advisory Committee) met and feedback was gathered on what those members would want to include in the school calendar. They were provided a list of requirements of a school calendar and a blank copy to look at the dates in the upcoming year labeled with holidays. Notes were taken on what teachers, staff members, parents and community members would like to see in the 26-27 school calendar. From that conversation, six calendars were developed in an effort to accommodate as many requests as possible. Those six calendars were narrowed to four through extensive conversation of the DEIC. The remaining four calendars were presented to DEIC and SFAC for a vote to narrow down their top two choices with the promise the top two choices would be voted on by the WISD Staff and Faculty. There was a tie for 2nd/3rd, so the WISD Faculty and Staff had three choices to choose from. Below are some of the key points of Option A, which was the preference of the majority.

### **Option A won with 95, Option E had 31 and Option X had 61 votes from ALL WISD Staff and Faculty**

172 Instructional Days + 4 Waiver Days + 2 Exchange Days

187 Teacher Days

Waiver Days on November 2, December 17 (1/2 Day), January 4, February 23, May 26(1/2 Day)

Exchange Days are March 29 and April 30

Inservice begins on 8/3. First Day - August 13th, Last Day on May 26th.

November 2nd is a parent conference day for BHP and JWE, teacher Prof Dev/Staff Day for JH/HS

Christmas is 12/17-1/1 for teachers, 1/4 for students

May 26th is the last day of school, May 27th is Teacher Work Day.

This calendar has 78,220 minutes built into allowing for 5 days of flexibility for bad weather or any other anomalies.

The 26-27 attached calendar is still in draft form with all of the formulas that help make sure we follow minutes/days requirements. The finalized version with advertisements will be completed upon approval.

### **Considerations discussed by DEIC and SFAC for the 2025-2026 Calendar**

- 75,600 minutes of instruction are required for all students
- 420 minimum number of minutes per day if students attend school 180 days.
  - Primary Campuses = 445 minutes per day
  - Secondary Campuses = 455 minutes per day
- Minutes are calculated by the instructional day, entrance bell to exit bell and everything in between. Length of school day will be reflective of number of instructional days
- Length of day will vary with number of instructional days in order to have 3-5 days cushion in case of weather emergencies
- 2,100 minutes of waiver day/professional development can count toward that 75,600 minutes. (2,100 minutes is equivalent to five instructional days).
- Build enough time in the event of a bad weather day or change to school calendar, then we do not have to make up that day.
- Teacher contracts are still 187-day contracts, not counted by minutes as it is for students.

### **Dates for consideration:**

First day of school  
When to release for Christmas Holidays  
When to return in the New Year  
Graduation  
Last day of School

- First vote involved around 50+ members having the opportunity to offer feedback and vote.
- The Second Vote was offered to the entire district of about 416 employees.

### **ADMINISTRATIVE RECOMMENDATION**

Approve as presented

### **BOARD ACTION REQUIRED**



# 2026-2027 Wimberley ISD Calendar

## Draft A

**Wimberley ISD**  
Excellence, Innovation, Service

**First Day of Instruction**  
8/13

**New Teacher Orientation**

**Professional Development**

**November 2**

BHP/JWE Parent Conf  
JH/HS Prof/Staff Day

**Prof Dev/Staff Day**

8/3-8/12; 11/2; 11/20  
1/4; 2/12; 5/27

**Exchange Days (Students Off)**

3/29; 4/30

**Student Holidays**

9/7 - Labor Day  
10/9-10/12 Columbus Day  
11/2 BHP/JWE Parent Conf  
11/20-11/27 Thanksgiving  
12/18 - 1/4 Christmas  
  
1/18 MLK Day  
2/12-2/15 Presidents Day  
3/15-3/19 Spring Break  
3/26-3/29 Easter Holiday  
4/30 Student Holiday

### SECONDARY

**First Semester**

1st 6-Weeks - Aug 13 - Sept 18  
2nd 6-Weeks - Sept 21 - Oct 30

3rd 6-Weeks - Nov 3 - Dec 17

**Second Semester**

4th 6-Weeks - Jan 5 - Feb 11  
5th 6-Weeks - Feb 16 - Apr 2  
6th 6-Weeks - Apr 5 - May 26

### ELEMENTARY

**First Semester**

1st 9-Weeks - Aug 13 - Oct 8  
2nd 9-Weeks - Oct 13 - Dec 17

**Second Semester**

3rd 9-Weeks - Jan 5 - Mar 5  
4th 9-Weeks - Mar 8 - May 26

**May 21 Graduation**

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

New Teacher Orientation  
Professional Development  
First Day of Instruction

Minutes per month EL/S 5785 5915  
Minutes per day EL/SE 445 455  
Teacher/Student Days 21 13

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

2 BHP/JWE Parent Conf  
2 Secondary Prof Development  
23-27 Thanksgiving Break

Minutes per month EL/SE 6230 6370  
Minutes per day EL/SE 445 455  
Teacher/Student Days 16 14

February 2027						
S	M	T	W	T	F	S
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

13 Student Holiday, Teacher Prof Dev  
16 President's Day Holiday

Minutes per month EL/SE 8010 8190  
Minutes per day EL/SE 445 455  
Teacher/Student Days 19 18

May 2027						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

STAAR-Refer to testing calendar  
21 Graduation  
27 Semester Ends  
28 Professional Development  
31 Memorial Day

Minutes per month EL/SE 8010 8190  
Minutes per day EL/SE 445 455  
Teacher/Student Days 19 18

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

7 Labor Day Holiday

Minutes per month EL/S 9345 9555  
Minutes per day EL/SE 445 455  
Teacher/Student Days 21 21

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

STAAR-Refer to testing calendar  
17 Early Release  
17 First Semester Ends  
18-5 Christmas Break

Minutes per month EL/SE 5785 5915  
Minutes per day EL/SE 445 455  
Teacher/Student Days 13 13

March 2027						
S	M	T	W	T	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

15-19 Spring Break  
26 Good Friday Holiday  
29 Easter Monday

Minutes per month EL/SE 7120 7280  
Minutes per day EL/SE 445 455  
Teacher/Student Days 17 16

June 2027						
S	M	T	W	T	F	S
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

STAAR-Refer to testing calendar  
  
WISD Summer Hours  
Mon - Thurs, 7:30 a.m. - 4:30 p.m.

Minutes per month EL/SE 0 0  
Minutes per day EL/SE 445 455

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

9-12 Columbus Day Holiday

Minutes per month EL/S 8900 9100  
Minutes per day EL/SE 445 455  
Teacher/Student Days 20 20

January 2027						
S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 New Year's Day  
5 Professional Development  
6 2nd Semester Start  
18 MLK, Jr. Holiday

Minutes per month EL/SE 8010 8190  
Minutes per day EL/SE 445 455  
Teacher/Student Days 19 18

April 2027						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

STAAR-Refer to testing calendar

Minutes per month EL/SE 9345 9555  
Minutes per day EL/SE 445 455  
Teacher/Student Days 22 21

July 2027						
S	M	T	W	T	F	S
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4 Independence Day  
  
WISD Summer Hours  
Mon - Thurs, 7:30 a.m. - 4:30 p.m.

Minutes per month EL/SE 0 0  
Minutes per day EL/SE 445 455

Student minutes\_\_ days  
24,030 54

Teacher 62

1st Semester # of Days 81

Student minutes\_\_ days  
20,025 45

Teacher 48

Student minutes\_\_ days  
24,475 55

Teacher 58

2nd Semester # of Days 91

Student minutes\_\_ days  
8,010 18

19

Student minutes 76,540  
Plus 1,680  
Total Student Minutes 78,220 172  
Total Teacher days 187

445 Minutes per day

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION  
WIMBERLEY, TEXAS**

**Subject: Approve Resolution Regarding Wage Payments During Emergency School Closing**

**Date: 02/9/2026**

**Presenter: Mike Doyle**

**Consent**

**BACKGROUND INFORMATION**

The Wimberley ISD was closed on January 26 & 27, 2026 due to unsafe conditions for students and staff created by extreme cold and winter weather conditions (snow/ice). WISD Board policy DEA (LOCAL) states "During an emergency closure, all employees shall continue to be paid for their regular duty schedule unless otherwise provided by Board action. Following an emergency closure, the Board shall adopt a resolution or take other Board action establishing the purpose and parameters for such payments." A resolution addressing continued wage payments during the emergency closure and establishing the purpose and parameters for these payments is included with this agenda.

**ADMINISTRATIVE RECOMMENDATION**

Approve the resolution regarding wage payments during the emergency school closing

**BOARD ACTION REQUIRED**

**"I move to approve the resolution as presented."**



*Excellence, Innovation, Service*

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**RESOLUTION OF THE BOARD REGARDING WAGE PAYMENTS  
DURING EMERGENCY SCHOOL CLOSINGS**

**WHEREAS**, the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work, and other employees may be called upon to provide emergency-related services. The Board concludes that a need exists to address wage payments for employees who are idled;

**WHEREAS**, employees who are instructed not to report to work may suffer a loss of pay unless the workdays are made up at a later date. The Board concludes that continuing wage payments to all employees, contractual and non-contractual, salaried and non-salaried, who suffer a loss in pay due to an emergency closing, serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen.

**WHEREAS**, the Board further acknowledges that nonexempt employees, as defined by the Fair Labor Standards Act, who are required to work to mitigate the cause of an emergency school closing are entitled to premium compensation, and that, in accordance with District policy and applicable law, such nonexempt employees shall be compensated at a rate of one and one-half times their regular rate of pay for all hours worked under those circumstances.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees of the Wimberley Independent School District authorizes continued wage payments to all employees, contractual and non-contractual, salaried and non-salaried, who are instructed not to report to work during an emergency closing, unless the workdays are scheduled to be made up at a later date.

The authority granted by this resolution to continue wage payments to idled employees is effective for the closures that occurred January 21, 2026 and January 22, 2026.

Adopted this 9<sup>th</sup> day of February, 2026, by the Board of Trustees.

\_\_\_\_\_  
Presiding Officer

\_\_\_\_\_  
Secretary

**WIMBERLEY INDEPENDENT SCHOOL DISTRICT  
BOARD OF EDUCATION  
WIMBERLEY, TEXAS**

**Subject: Staff Development Minutes Waiver**

**Date: February 9, 2026**

**Presenter: Jason Valentine**

# Consent

## **BACKGROUND INFORMATION**

Pursuant to Texas Education Code (TEC) §25.081 this waiver allows the district or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- 5 days of student instruction for charter schools that provide 180 days of operation

Wimberley ISD would like to utilize up to the available 2,100 minutes for this waiver.

## **ADMINISTRATIVE RECOMMENDATION**

Approve the Waiver Request as presented for the 2026-2027 school year allowing Wimberley ISD to use up to a maximum of 2,100 waiver minutes of professional development for districts providing operational and instructional minutes.

## **BOARD ACTION REQUIRED**

**WIMBERLEY ISD**  
**FY 2025-26**  
**Budget Amendment No. 3**

**February 9, 2026**

**RECOMMENDATION:**

The Administration recommends the listed budget amendments and transfers be approved.

**BACKGROUND INFORMATION:**

In accordance with the TEA budget and accounting procedures and guidelines, the District's official budget includes the General Fund, Food Service Fund, and the Debt Service Fund. The Board of Trustees should approve the adoption of the budgets associated with these funds, and subsequent amendments, at the *Fund Function* level. Other Special Revenue Funds for grants and capital projects should be approved on a *Project Basis*; and consequently, *are* not required to be approved with the same level of detail.

The administration routinely allows transfers of existing budgeted funds within the same fund function in order to accommodate the necessary operations of the requesting department or campus. These transfers usually become necessary due to account coding requirements. Requests for transfers of existing funds between functions are reviewed by the administration to ensure that the related expenditures will not exceed the overall approved budget at the function level. These requests allowed at the administrative level are subject to final approval by the Board of Trustees.

In addition to the transfers of existing budget funds outlined above, the Board of Trustees must approve requests for new appropriations prior to expenditure. These requests include appropriations from fund balance, and reappropriation of designated fund balances.

**ADMINISTRATIVE CONSIDERATIONS:**

The Administration has reviewed the following transfers/re-appropriations and determined the following:

**REVENUES**

- General Fund - Realized Payment from TASB - \$2,085

**Net Change in the Revenue Budget is \$2,085**

**EXPENSES**

- FNC 53 – Allocated funds TASB Payment for scoreboard repairs due to insurance claim, \$2,085
- FNC 81 – Allocated fund from General Fund in order to move fiber/cable at BHP, \$6,765

**Net Change in the Expense Budget is (\$8,850)**

**ACTION REQUIRED:**

Board Approval

**SUPPORT INFORMATION:**

Additional information provided upon request.

Mike Doyle – Chief Financial Officer

**WIMBERLEY ISD**  
**FY2025-26**  
**Budget Amendment 3**

	GENERAL FUND			CHILD NUTRITION PROGRAM			DEBT SERVICE			TOTAL REVISED BUDGET		
	Budget	FY2025-26		Budget	FY2025-26		Budget	FY2025-26		Budget	FY2025-26	
	FY2025-26	Amendment	Revised	FY2025-26	Amendment	Revised	FY2025-26	Amendment	Revised	FY2025-26	Amendment	Revised
Adopted Budget	No. 3	Budget	Adopted Budget	No. 3	Budget	Adopted Budget	No. 3	Budget	Adopted Budget	No. 3	Budget	
5700 - Local Revenue	27,252,844	2,085.00	27,254,929	585,508		585,508	11,658,852		11,658,852	39,497,204	0	39,497,204
5800 - State Revenue	3,742,152		3,742,152	33,211		33,211	1,484,371	0	1,484,371	5,259,734	0	5,259,734
5900 - Federal Revenue	100,000		100,000	527,351		527,351	0		0	627,351	0	627,351
7900 - Other Resources Non-Op Revenue	91,878		91,878	21,000		21,000	0		0	112,878	0	112,878
<b>Total Revenues</b>	<b>31,186,874</b>	<b>0</b>	<b>31,188,959</b>	<b>1,167,070</b>	<b>0</b>	<b>1,167,070</b>	<b>13,143,223</b>	<b>0</b>	<b>13,143,223</b>	<b>45,497,167</b>	<b>0</b>	<b>45,497,167</b>
00 Other Resources Non-Op Expense	21,000	0	21,000	0		0	0		0	21,000	0	21,000
11 Instruction	16,275,560	0	16,275,560	0		0	0		0	16,275,560	0	16,275,560
12 Instructional Resources/Media	244,035	0	244,035	0		0	0		0	244,035	0	244,035
13 Instruction Staff Development	137,146	0	137,146	0		0	0		0	137,146	0	137,146
21 Instructional Leadership	633,000	0	633,000	0		0	0		0	633,000	0	633,000
23 School Leadership	1,354,102	0	1,354,102	0		0	0		0	1,354,102	0	1,354,102
31 Guidance & Counseling Services	1,345,785	0	1,345,785	0		0	0		0	1,345,785	0	1,345,785
33 Health Services	294,397	0	294,397	0		0	0		0	294,397	0	294,397
34 Student (Pupil) Transportation	914,645	0	914,645	0		0	0		0	914,645	0	914,645
35 Food Services	0	0	0	1,167,847		1,167,847	0		0	1,167,847	0	1,167,847
36 Cocurricular/Extracurricular	1,398,148	0	1,398,148	0		0	0		0	1,398,148	0	1,398,148
41 General Administration	1,489,375	0	1,489,375	0		0	0		0	1,489,375	0	1,489,375
51 Plant Maintenance & Operations	3,698,927	0	3,698,927	0		0	0		0	3,698,927	0	3,698,927
52 Security & Monitoring Services	777,762	0	777,762	0		0	0		0	777,762	0	777,762
53 Data Processing Services	449,067	2,085	451,152	0		0	0		0	449,067	2,085	451,152
61 Community Services	0	0	0	0		0	0		0	0	0	0
71 Debt Services	0	0	0	0		0	11,456,817		11,456,817	11,456,817	0	11,456,817
81 Facilities Acquisition/Constr.	29,655	6,765	36,420	0		0	0		0	29,655	6,765	36,420
91 Chapter 49 Payments	1,568,375	0	1,568,375	0		0	0		0	1,568,375	0	1,568,375
99 Other Intergovernmental charge	316,600	0	316,600	0		0	0		0	316,600	0	316,600
<b>Total Expenditures</b>	<b>30,947,579</b>	<b>8,850</b>	<b>30,956,429</b>	<b>1,167,847</b>	<b>0</b>	<b>1,167,847</b>	<b>11,456,817</b>	<b>0</b>	<b>11,456,817</b>	<b>43,572,243</b>	<b>8,850</b>	<b>43,581,093</b>
Unaudited Beginning Fund Balance (as of 9/01/25)	6,629,803	0	6,629,803	297,537	0	297,537	12,263,898	0	12,263,898	19,191,238	0	19,191,238
Net Changes in Fund Balance	239,295	(8,850)	232,530	(777)	0	(777)	1,686,406	0	1,686,406	1,924,924	(8,850)	1,916,074
Projected End of Year Fund Balance	6,869,098	(8,850)	6,862,333	296,760	0	296,760	13,950,304	0	13,950,304	21,116,162	(8,850)	21,107,312