

Agenda of Regular Meeting

The Board of Trustees Brock ISD

A Regular Meeting of the Board of Trustees of Brock ISD will be held February 9, 2026, beginning at 6:00 PM in the Brock High School Cafeteria.

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

- A. CALL TO ORDER
- B. INVOCATION
- C. PLEDGE OF ALLEGIANCE AND TEXAS PLEDGE
- D. ESTABLISH QUORUM
- E. BROCK SPOTLIGHT
 - Brock Elementary — Gifted and Talented (GT)
 - Brock Intermediate — Gifted and Talented (GT)
 - Brock High School — Cheer
- F. PUBLIC COMMENT
 - 1. Items on the Agenda
 - 2. Items not on the Agenda
- G. PUBLIC HEARING: 2024-2025 DISTRICT ANNUAL REPORT
- H. CONSENT AGENDA
 - 1. Approve Minutes of January 12, 2026 Regular Meeting
 - 2. Financial Reports
 - 3. Donations
- I. SUPERINTENDENT REPORT
 - 1. Update on school business, activities and future events
 - a. Recognition of CTE Month by Andy Hudson
 - 2. Update on the Multipurpose Student Center
- J. BUSINESS DISCUSSION
 - 1. 2025-2026 Budget Report
 - 2. Implications of Artificial Intelligence (AI) on Brock ISD Course Catalog & Graduate Readiness - *item requested by Toby Farmer*
 - 3. Discussion of December 2025 parent and staff survey results on 4-day week
- K. BUSINESS ACTION
 - 1. Consider approval of District Advisory Committee (DAC) Approved 2026-2027 Calendar
 - 2. Consider approval of Resolution Regarding Wage Payments during Emergency School Closings DEA(XHIBIT)
 - 3. Consider approval to file Missed School Day Waiver with the Texas Education Agency (TEA)
 - 4. Consider approval of Administrator contracts for the 2026-2027 school year

- 5. Action regarding Record Vote for SB11
- 6. Consider approval of renewal of Brock ISD District of Innovation Plan 2026-2031
- 7. Discuss and consider approval of SB 546 reporting of school bus seatbelt cost
- L. CLOSED SESSION, PURSUANT TO TEXAS GOVERNMENT CODE, SECTIONS 551.071 THROUGH 551.087
- M. RECONVENE FROM CLOSED SESSION, FOR ACTIONS RELATIVE TO ITEMS CONSIDERED DURING CLOSED SESSION.
 - 1. Action on Matters in Closed Session.
- N. ADJOURN

The agenda for this meeting was posted in compliance with the Texas Open Meeting Act on February 3, 2026 at 10:30 AM.



For the Board of Trustees

IN ACCORDANCE WITH TEXAS GOVERNMENT CODE SUBTITLE A, CHAPTER 551, OPEN MEETINGS, THE BOARD MAY ADJOURN INTO EXECUTIVE SESSION.



2024-2025

Brock ISD

District Annual Report

Public Hearing

February 9, 2026

Guided by our traditions. Inspired by our possibilities. Committed to excellence.



2024-2025 Annual Report

1. 2024-25 Texas Academic Performance Report (TAPR)
 - a. District
 - b. Elementary
 - c. Intermediate
 - d. Junior High
 - e. High School
2. PEIMS Financial Standard Report (2023-24 Financial Actual Report)
 - a. **For the District**
3. 2023-24 District Accreditation Status
 - a. **Accredited**
4. Campus Performance Objectives
 - a. District
 - b. Elementary
 - c. Intermediate
 - d. Junior High
 - e. High School
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
7. Progress Toward Board-Adopted HB3 Goals
 - a. **For the District and each Campus in the District**
8. 2024-25 TAPR Glossary

The 2024-25 District Annual Report will be posted on the district's website on the [District Info > Required Postings > Annual Reports page.](#)



Section 1:
2024-2025
Texas Academic Performance Report
(TAPR)



Section 1: 2024-2025 Texas Academic Performance Report (TAPR)

- **Compiled by TEA for every district and campus using**
 - **PEIMS**
 - **Student Assessment Data**
- **2024-25 TAPR is published as a PDF**
 - **Includes a wide range of information on the performance of students in each district and campus in the state**
 - **Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status**
 - **Provides extensive information on school and district staff, programs, and student demographics**



Section 1: 2024-2025 Texas Academic Performance Report (TAPR)

- **Cover Page**

- 2025 Accountability Rating
 - A, B, C, D or F
 - Reported for the District and for each Campus
- 2025 Special Education Determination Status
 - Only reported on the District's TAPR
- 2025 Armed Services Vocational Aptitude Battery (ASVAB) Test
 - Only reported on the District's TAPR and only reported if the District did not offer the ASVAB Test or offered an ASVAB Alternative Test
- 2025 Distinction Designations
 - Reported for the District and for each Campus



Section 1: 2024-2025 Texas Academic Performance Report (TAPR)

- **STAAR Performance – reported for 2025 and 2024**
 - All 3 performance rates
 - ***Approaches Grade Level or Above***
 - ***Meets Grade Level or Above***
 - ***Masters Grade Level***
 - Reported for
 - **Each Assessment** (including SAT/ACT for Accelerated Testers)
 - **All Grades All Subjects**
 - **All Grades by Subject**
 - **By Enrolled Grade** (3rd Graders through 8th Graders) at *Meets Grade Level or Above*
 - Reading and Math
 - Grade 3-8 assessments only and
 - Grade 3-8 assessments and EOCs
 - Reading (Grade 3-8 assessments and EOCs)
 - Math (Grade 3-8 assessments and EOCs)



Section 1: 2024-2025 Texas Academic Performance Report (TAPR)

- **School Progress - Reported for 2025 and 2024**
 - **Annual Growth**
 - Reported by Grade and Subject of assessment
 - RLA
 - Math
 - **Accelerated Learning (1416 Performance)**
 - Reported by Grade and Subject of assessment
 - RLA
 - Math
 - *Academic Growth (Domain 2-A in Accountability) which is a combination of Annual Growth and Accelerated Learning is NOT reported*



Section 1: 2024-2025 Texas Academic Performance Report (TAPR)

- **Bilingual Education (BE) / English as a Second Language (ESL)**
 - Disaggregated data for various BE/ESL program instructional models and groups:

1. Total BE	8. Total ESL
2. BE Trans Early Exit	9. ESL Content Based
3. BE Trans Late Exit	10. ESL Pull-Out
4. BE Dual Two-Way	11. EB/ESL with Parental Denial
5. BE Dual One-Way	12. Never Emergent Bilingual (EB)/English Learner (EL)
6. Alternative Language Program (ALP) Bilingual (Exception)	13. Total EB/EL
7. ALP ESL (Waiver)	14. Monitored and Former EB/EL
 - **STAAR Performance** – reported for 2025 and 2024
 - All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)
 - **Annual Growth** - reported for 2025 and 2024
 - All Grades – Both Subjects, All Grades – RLA, All Grades – Math
 - **Accelerated Learning** - reported for 2025 and 2024
 - All Grades – Both Subjects, All Grades – RLA, All Grades – Math



Section 1: 2024-2025 Texas Academic Performance Report (TAPR)

- **STAAR Participation – reported for 2025 and 2024**
 - Data reported
 - Assessment Participant
 - Included in Accountability
 - Not Included in Accountability: Mobile
 - Not Included in Accountability: Other
 - Exclusions
 - Not Tested
 - Absent
 - Other
 - Reported for All Tests, by Subject Area, and for Accelerated Testers



Section 1: 2024-2025 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2023-24 and 2022-23***
 - Attendance Rate
 - Chronic Absenteeism
 - Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
 - 4-year Longitudinal Graduation Rate
 - 5-year Extended Longitudinal Graduation Rate
 - 6-year Extended Longitudinal Graduation Rate
 - 4-Year Federal Graduation Rate without Exclusions
 - Graduation Plan Rates (Longitudinal and Annual)
 - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates
- **Graduation Profile – 2023-24 Graduates***
 - Total Graduates
 - By Ethnicity
 - By Graduation Type
 - By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

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**Attendance, Graduation and Dropout Data for 2024-2025 are not reported to TEA in time to be included in this TAPR. The most recent years for which the data are available are 2023-2024 and 2022-23.*



Section 1: 2024-2025 Texas Academic Performance Report (TAPR)

- **College, Career and Military Readiness (CCMR) - 2023-24 and 2022-23 graduates***
 - CCMR Graduates
 - College Ready Graduates (overall and by specific college ready indicator)
 - Career/Military Ready Graduates (overall and by specific career/military ready indicator)
- **CCMR-Related Indicators - 2023-24 and 2022-23 graduates***
 - TSIA Results
 - Completed and Received Credit for College Prep Courses
 - AP/IB Results
 - SAT/ACT Results
- **Other Postsecondary Indicators**
 - Advanced Dual-Credit Course Completion – 2023-24 and 2022-23 school years
 - Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2022-23 and 2021-22 school years
 - Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2022-23 and 2021-22 school years

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** CCMR data for 2024-25 graduates was not complete until January 2026 (as part of Fall 2025 PEIMS/TSDS Submission 1). The most recent years for which CCMR data are available are 2023-24 and 2022-23.*

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Section 1: 2024-2025 Texas Academic Performance Report (TAPR)

- **Student Information**
 - Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, class size information, mobility, and student attrition)
- **Staff Information**
 - Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)
- **Program Information**
 - Student Enrollment by Program
 - Teachers by Program (population served)

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Section 2:
PEIMS Financial Standard Reports
(2023-24 Financial Actual Reports)

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Section 2: PEIMS Financial Standard Reports (2023-24 Financial Actual Reports)

2023-24 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2023-24 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2023-2024 is the most recent year for which these data are available.



Section 3: District Accreditation Status (2023-24 School Year)

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Section 3: District Accreditation Status (2023-24 School Year)

- Each year TEA assigns one of four accreditation statuses to each district in the state:
 - *Accredited*
 - *Accredited-Warned*
 - *Accredited-Probation*
 - *Not Accredited-Revoked*
- In assigning an accreditation status to a district, TEA considers
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through Results Driven Accountability (RDA)
- TEA assigned accreditation statuses for the 2023-24 school year on September 25, 2025
- The release of the 2023-24 accreditation statuses was delayed due to the litigation relating to the issuance of 2023 A-F Accountability ratings
- Districts can expect the 2024-25 accreditation statuses to be issued in the spring of 2026
- The 2024-25 District Annual Report must include the District's 2023-24 accreditation status

**The District's 2023-2024
Accreditation Status is:
Accredited**



Section 4: Campus Performance Objectives



Section 4: Campus Performance Objectives

- **Campus Improvement Plans (CIPs)**
 - Each campus has developed and is implementing a CIP, (Balanced Scorecard) as required by TEC §11.253
 - Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
 - Each campus **periodically measures progress** toward its performance objectives
 - Updated CIPs for the 2024-25 school year are posted on the district's website and are available for review at the district's central office or at the applicable campus

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Section 5: Report on Violent or Criminal Incidents

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Section 5: Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - **Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)**
 - **Descriptions of school violence prevention and violence intervention policies and procedures used to protect students**
 - **Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act**
- The district's report for the 2024-25 school year is available for review at the district's central office and at each campus in the district



Section 6: Student Performance in Postsecondary Institutions

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Section 6: Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- **The most current report is for 2022-23 High School Graduates**
 - Student performance is measured by the Grade Point Average (GPA) earned by 2022-23 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2024
 - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2023, Spring 2024, and Summer 2024** are added together and averaged to determine the GPA

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NOTE: The THECB anticipated releasing an updated report for 2023-24 High School Graduates in mid-January 2026. That report, when available, will be posted at: [THECB Website](#)



Section 7: Progress of the District and Each Campus Toward Meeting Board-Adopted HB3 Goals

25



Section 7: Progress of the District and Each Campus Toward Meeting Board-Adopted HB3 Goals

- TEC Section 39.306 requires each district to include, as part of its Annual Report, the progress of the district and each campus in the district toward meeting the goals set in the district's:
 - early childhood literacy and mathematics proficiency plans adopted under TEC §11.185; and
 - CCMR plans adopted under TEC §11.186
- The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board at the August 25, 2025 Special Meeting and is connected to the ongoing progress monitoring of the District and Campus Balanced Scorecards.



Section 8: TAPR Glossary



Section 8: TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The [2024-25 TAPR Glossary](#) provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A [Spanish version](#) of the *TAPR Glossary* is scheduled for release in early 2026

2024–25 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2025 Accountability Rating: The overall rating earned by the district or campus for 2025.

2025 Special Education Determination Status (district TAPR only): This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):

Meets Requirements
Needs Assistance
Needs Intervention Needs
Substantial Intervention

2025 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. (*Data source: PEIMS ArmedServicesVocAptBattery E1625*)

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2025/masking.html>.

Resources and Availability of Annual Report

- The District's 2024-2025 TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:
 - Name: Dr. Shannon Luis
 - Position: Superintendent
 - Phone: (817) 594-7642
 - Email: sluis@brockisd.net







**BROCK INDEPENDENT
SCHOOL DISTRICT**

Guided by our traditions. Inspired by our possibilities.
Committed to excellence.

To: Board of Trustees
From: Lance Rainey, Chief Financial Officer
Date: 02-09-2026
Re: Donations

Included in this memorandum is a list of donations to Brock ISD for the February 9, 2026 Board Meeting.

<u>Donor</u>	<u>Campus</u>	<u>Program/Purpose</u>	<u>Amount</u>
Brock Education Foundation	BHS/BJHS	District Chromebooks	\$ 25,000.00
Jeremy & Kristi White	BHS	UIL Academics	\$ 100.00

February 2026

BROCK ISD MULTIPURPOSE STUDENT CENTER



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February 09, 2026



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Looking Northwest

February 2026

REEDER
CONSTRUCTION



Looking Southeast

February 2026



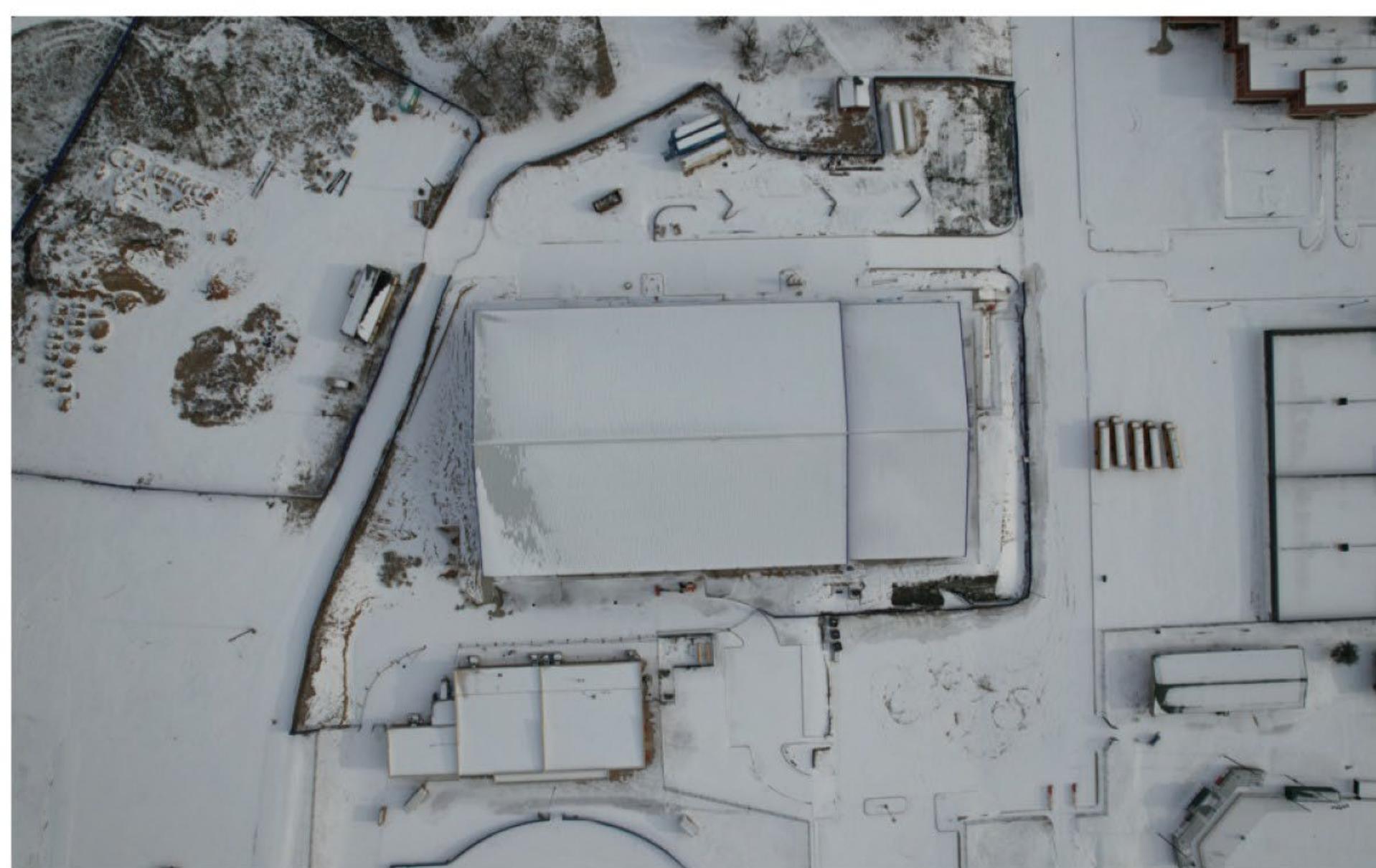
Looking Northeast

February 2026



Looking Southwest

February 2026



Top view



*Metal Framing between
Practice Field and Band Hall*

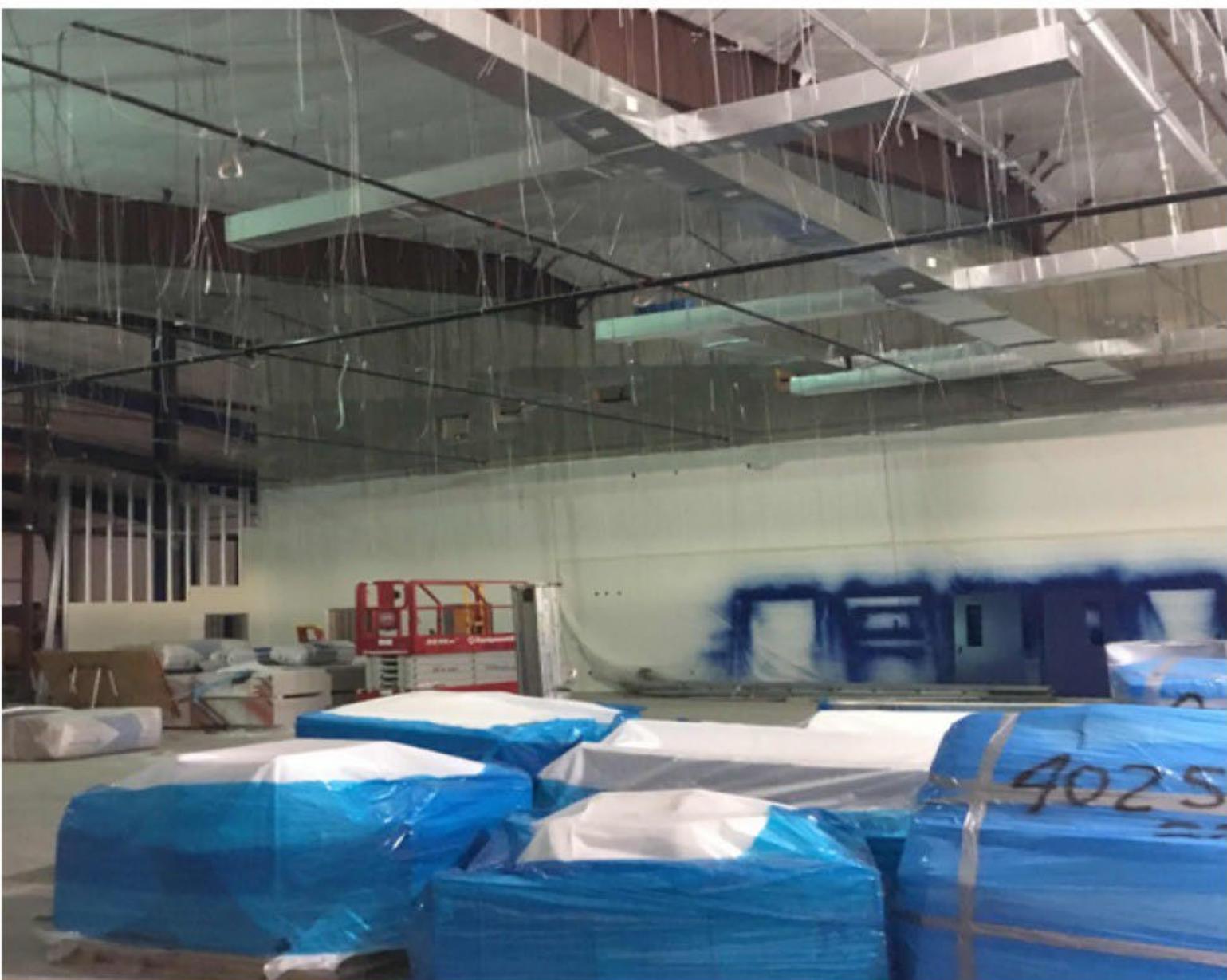


*Progress in Practice Field
Interiors*

February 2026



Metal Guardrail at ADA Ramp Access



Overhead Work at the Band Hall



Interior Doors being Painted

Thank you, Brock ISD.

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Questions?



2025-2026 Budget Report

February 9, 2026

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Budgeted/Actual Enrollment & Refined ADA End of 3rd Six Weeks



	<u>RADA</u>	<u>Enrollment</u>
<u>2024-2025</u>		
Actuals:	2040 (-7 From PY)	2191** (+20 PY)
<u>2025-2026</u>		
Original Budget:	2081* (+41)	2191** (+0)
Amended Budget 10/2025:	2062*	2191** (+0)
Actuals (3rd 6 Weeks)	2045 (-17)	2176** (-15)
* Based on 96% Attendance Rate ** Includes PK (1/2 Day Funding)		



Questions?

BROCK HIGH SCHOOL

ONLINE COURSE GUIDE



**INSPIRED BY
OUR
POSSIBILITIES**

**COMMITTED
TO EXCELLENCE**

**GUIDED BY
OUR
TRADITIONS**

GRADUATION INFORMATION

Requirements

To graduate from Brock ISD, students must fulfill all requirements established by the State of Texas and the Board of Trustees. To learn about the current requirements for each please see:

Texas Education Agency: <http://www.tea.state.tx.us/graduation.aspx>

[Brock Independent School District: Graduation Requirements](#)

Note that graduation requirements may change after the printing of this catalog. Please refer to the link above and/or check with your counselor for the latest updates.

Graduation requirements include:

- 26 credits (The Foundation High School Program with Endorsement)
- Five End-of-Course Exams (English I, English II, Algebra I, Biology, United States History)
- Senate Bill 673 from the 80th Texas Legislature ensures that students who receive special education services but who have not yet completed the requirements of their IEPs, have the opportunity to participate in a graduation ceremony upon completion of four years of high school.

Additional Requirements for Graduation

- Students must complete CPR Chest Compression training
- Students must complete Appropriate Interaction with a Peace Officer training
- Students must complete one of the following:
 - Submit a Free Application for Federal Student Aid (FAFSA)
 - Submit a Texas Application for State Financial Aid (TASFA)
 - Submit a signed opt-out form

High School Graduation Plans

Brock ISD has graduation plans to serve the post-secondary needs of all students. As students create four-year plans of study, they should carefully select courses to provide for multiple education or career-related options after high school. Students planning to attend an institution of higher education after graduation should investigate postsecondary entrance requirements prior to selecting their courses and completing a graduation plan. It is important for students to create a rigorous four-year plan while maintaining a healthy balance of extracurricular and/or part-time work opportunities. Choosing courses that meet your educational needs or interests is the best way to prepare for your future. Click [here](#) for information on the Texas First Program.

Grade Level Classifications and Promotion with a Student's Cohort

Below are the *minimum* credits a student must attain to promote *with his/her cohort*. Should a student request to graduate early as an 11th grader, he/she will remain classified as an 11th grader. Early 11th grade graduate candidates *will not* be eligible for off-campus lunch, early release, and/or late arrival.

Freshman	Must have been promoted from the 8th grade .
Sophomore	Must have satisfactorily completed a minimum of 5 credits .
Junior	Must have satisfactorily completed a minimum of 10 credits .
Senior	Must have satisfactorily completed a minimum of 15 credits .

Students will be reclassified and promoted with their cohort after successfully completing requirements for that school year. Students remain with their original cohort throughout high school unless they have been retained. Credits earned through summer school, credit-by-exam, competency-based, or correspondence should be on file in the registrar’s office before the first day of school for classification purposes. A correspondence course is not considered completed until the final grade is recorded in the registrar’s office. Please consult your counselor for clarification regarding extracurricular eligibility requirements.

Performance Acknowledgments

State Assessments Required for Graduation	Performance Acknowledgements	Questions?
English I; English II; Algebra I; U.S. History; Biology	Outstanding performance: SAT®, ACT®, PSAT®, dual credit, bilingualism/ biliteracy and business/industry certifications	Contact your student’s counselor, or visit www.brockisd.net

You may earn Performance Acknowledgments on your transcript in multiple areas.

- **Outstanding Performance in Dual Credit Courses** by successfully completing 12 college hours (4 courses) of dual credit courses with a minimum grade of 3.0 on a 4.0 scale OR by earning an associate degree while in high school.
- **Outstanding Performance in Bilingualism and Biliteracy** in two or more languages by completing all English Language Arts requirements and maintaining an 80% average AND one of the following:
 - Earning 3 credits in the same language in a Language Other Than English (LOTE) with 80% average
 - Demonstrating proficiency in TEKS Level 4 or higher LOTE with 80% average grade.
 - Scoring a 3 on an AP LOTE exam or scoring an Intermediate - High or equivalent on a national LOTE assessment exam.
 - Additional requirements for English language learners. See counselor.
- **Outstanding Performance in College Advanced Placement** by scoring a 3 or above on an AP exam.
- **Outstanding Performance on the PSAT, ACT-Plan, SAT, or ACT by attaining scores of:**
 - Commended scholar or higher by the College Board on the PSAT/NMSQT
 - College readiness benchmark scores on at least 2 of 4 on ACT PLAN
 - Composite without writing of 29 on ACT (excluding the writing subscore)
 - At least a total score of 1350 on the SAT
- **Earning a Nationally or Internationally Recognized business or industry certification or license or government-required credential.** [The SBOE defines this as a credential that complies with knowledge and skills standards recognized and supported by a national or internationally known business, industry, profession, or government.]

Foundation + Endorsements

26 CREDITS

English..... 4 Credits
ELA I, II, III, IV

Math 4 Credits
Algebra I, Geometry, two credits in any authorized Math course

Science 4 Credits
Biology; IPC, Chemistry and/or Physics; and two credits in any authorized Science course

Social Studies3 Credits
World Geography or World History; U.S. History; U.S. Government (.5 credit); Personal Financial Literacy and Economics (.5)

Languages Other Than English.....2 Credits

Physical Education 1 Credit

Fine Arts 1 Credit

***Professional Communications ... 1 Credit**
(Meets Speech Requirement)

Electives..... 6 Credits

Credit requirements specific to at least one endorsement.

Distinguished Level of Achievement

26 CREDITS

English..... 4 Credits
ELA I, II, III, one credit in any authorized English course**

Math..... 4 Credits
Algebra I, Geometry, Algebra II, one credit in any authorized Math course**

Science..... 4 Credits
Biology; IPC, Chemistry and/or Physics; and two credits in any authorized Science course**

Social Studies..... 3 Credits
World Geography or World History; U.S. History; U.S. Government (.5 credit); Personal Financial Literacy and Economics (.5)

Languages Other Than English.....2 Credits

Physical Education1 Credit

Fine Arts..... 1 Credit

Professional Communications1 Credit
(Meets Speech Requirement)

Electives6 Credits

Credit requirements specific to at least one endorsement.

The Distinguished Level of Achievement graduation plan is required to qualify for Automatic (Top 10%) Admission to Texas state colleges and universities. Recognition is given to seniors who graduate on the Distinguished plan with Honors.

** Dual credit courses may be substituted for requirements in appropriate areas; check with your counselor for available options.

All 9th grade Brock ISD students are required to take Professional Communications/Interpersonal Studies as a year-long state elective to meet the required communication skills component. Chapter §74.11. of Texas Education Code requires students to demonstrate proficiency in communication skills needed for professional and social success.

***Students who enroll in Brock High School after 9th grade will meet the Speech required objectives (TEKS) by successfully completing one of the following: English 2, Honors English 2, English 3, Honors English 3, English 4, Honors English 4, Dual Credit Speech, Economics, Personal Financial Literacy and Economics, Government, or an approved online Speech course.**

Students must choose an “Endorsement,” or area of concentration, upon entering the ninth grade. Each student can choose more than one endorsement area. Achieved endorsements will be noted on high school transcripts. Students can earn an endorsement by successfully completing at least one of the “Program of Study” requirements. Please see the specific course requirements for each Program of Study listed in the course guide. Courses chosen during high school become the foundation for the future; therefore, careful selection of courses will form a Program of Study related to a chosen post-secondary educational goal.

BROCK ISD ENDORSEMENT AREAS

ARTS AND HUMANITIES ENDORSEMENT

Program of Study	1st Course	2nd Course	3rd Course	4th & 5th Courses	
Art	Art I	Art II	Art II	Art IV	
Band	Band I	Band II	Band III	Band IV	
Choir	Choir I	Choir II	Choir III	Choir IV	
Social Studies	World Geography	World History	US History <u>OR</u> Dual Credit US History	US Government & Personal Financial Literacy and Economics <u>AND</u> a 5th applicable Social Studies Credit	
Theater	Theater I	Theater II	Theater III	Theater IV	
Theater Production	Theater Production I	Theater Production II	Theater Production III	Theater Production IV	

BUSINESS AND INDUSTRY ENDORSEMENTS

AGRICULTURAL, FOOD AND NATURAL RESOURCES

Program of Study	1st Course	2nd Course	3rd Course	4th & 5th Courses	<u>PLUS</u> an Industry Based Certification
Agricultural Technology & Mechanical Systems (Welding)	Principles of Agriculture, Food, and Natural Resources	Ag Mechanics and Metal Technologies	Ag Structures Design and Fabrication with Lab	Ag Equipment Design and Fabrication with Lab; Practicum in Agriculture, Food, and	AWS D1.1 Structural Steel <u>OR</u> AWS D9.1 Sheet Metal Welding

				Natural Resources (See Ag Staff); Project Based Research	
Animal Science	Principles of Agriculture, Food, and Natural Resources	Small Animal Management and Equine Science <u>OR</u> Livestock and Poultry Production (Course offerings rotate every other year)	Small Animal Management and Equine Science <u>OR</u> Livestock and Poultry Production (Course offerings rotate every other year)	Advanced Animal Science; Practicum in Agriculture, Food and Natural Resources (See Ag Staff); Project Based Research	Elanco Fundamentals of Animal Science
Plant Science	Principles of Agriculture, Food, and Natural Resources	Floral Design I	Horticulture Science	Advanced Floral Design; Advanced Plant and Soil Science, Practicum in Agriculture, Food, and Natural Resources (See Ag Staff); Project Based Research	Texas State Florist's Association Knowledge Based Floral Certification

ENGLISH COMMUNICATIONS

Program of Study	1st Course	2nd Course	3rd Course	4th & 5th Courses	<u>PLUS</u> an Industry Based Certification
Debate	Debate I	Debate II	Debate III	Oral Interpretation (12th grade only)	

ARTS, AUDIO VISUAL TECHNOLOGY, AND COMMUNICATIONS

Program of Study	1st Course	2nd Course	3rd Course	4th & 5th Courses	<u>PLUS</u> an Industry Based Certification
Digital Communication	Principles of Arts, A/V Technology, and Communications	AV Production I	AV Production II with Lab	Practicum in Entrepreneurship	TBD
Graphic Design and Interactive Arts	Principles of Arts, A/V Technology, and Communications	Graphic Design I	Graphic Design II	Practicum in Entrepreneurship	Adobe Certified Professional in Graphic Design & Illustration <u>OR</u> Print and Digital

					Media <u>OR</u> Visual Design <u>OR</u> Visual Effects <u>OR</u> Illustrator
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MANUFACTURING

Program of Study	1st Course	2nd Course	3rd Course	4th & 5th Courses	<u>PLUS</u> an Industry Based Certification
Drone (Unmanned Vehicle)	Robotics I	Robotics II	Robotics III	Practicum in Robotics	FAA Part 107 Remote Drone Test

MARKETING AND SALES

Program of Study	1st Course	2nd Course	3rd Course	4th & 5th Courses	<u>PLUS</u> an Industry Based Certification
Marketing and Sales	Entrepreneurship I	Principles of Business, Marketing, and Finance	Social Media <u>AND</u> Sports Entertainment Marketing I	Sports Entertainment Marketing II <u>AND</u> Advertising	Aligned IBC

ENGINEERING FOUNDATIONS

(Algebra II, Chemistry, and Physics are required)

Computer Science

Program of Study	1st Course	2nd Course	3rd Course	4th & 5th Courses	
Information Technology Support & Services (Computer Science)	Computer Science I <u>OR</u> AP Computer Science Principles	Computer Science II	Computer Science III	Practicum in STEM	Information Technology Specialist - JAVA

Engineering

Engineering	Principles of Applied Engineering	Manufacturing Engineering Technology	Engineering Design and Presentation	Advanced Engineering and Design Presentation	AutoCad OR Engineering Technology Foundations by Nocti
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Mathematics

Mathematics	Algebra I (Grade 8); Algebra I; Geometry; Honors Geometry	Geometry, Honors Geometry; Algebra II; Honors Algebra II	Algebra II, Honors Algebra II; Any Advanced Mathematics Course Offered; Dual Credit Mathematics Courses	Any Advanced Mathematics Courses Offered; Dual Credit Mathematics Courses, <u>AND</u> a 5th Advanced Mathematics Course	
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Science

Science	Biology; Honors Biology	Chemistry, Honors Chemistry, <u>Physics OR</u> Honors Physics	Chemistry, Honors Chemistry, <u>Physics OR</u> Honors Physics	An Advanced Science: Dual Credit Biology for Non-Majors; Dual Credit Biology for Medical Majors; Dual Credit Anatomy and Physiology; Anatomy and Physiology Honors; Forensic Science; Advanced Animal Science (Prerequisites: Livestock Production and Poultry, Small Animal Management <u>OR</u> Equine Science); <u>AND</u> a 5th Advanced Science Course	
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MULTIDISCIPLINARY

Program of Study	1st Course	2nd Course	3rd Course	4th & 5th Courses
Four Credits in English, Math,	English I Algebra I World Geography	English II Geometry	English III Algebra II	English IV 4th Mathematics

Science, and Social Studies	Biology	World History Chemistry OR Physics	US History Chemistry OR Physics	Government/Personal Financial Literacy and Economics 4th Science
Four Credits (8 semesters) in Dual Credit courses selected from English, Mathematics, Science, and Social Studies				

PUBLIC SERVICE ENDORSEMENTS

EDUCATION AND TRAINING

Program of Study	1st Course	2nd Course	3rd Course	4th & 5th Courses	<u>PLUS</u> an Industry Based Certification
Teaching and Training	Principles of Education and Training	Communication and Technology in Education	Instructional Practices in Education	Practicum in Education and Training	Educational Aide I

HEALTH SCIENCE

Program of Study	1st Course	2nd Course	3rd Course	4th & 5th Courses	<u>PLUS</u> an Industry Based Certification
Diagnostic & Therapeutic Services	Principles of Health Science	Medical Terminology	Health Science Theory	Practicum in Health Science Certified Medical Assistant	Certified Clinical Medical Assistant
Exercise Science, Wellness and Restoration	Principles of Exercise Science and Wellness	Kinesiology I	Kinesiology II	Kinesiology III OR Practicum in Health Science Athletic Training	Certified Personal Trainer

*****If you are an 11th or 12th grader and want another CTE pathway that we do not offer, you will need to set up an appointment with your counselor and the BHS CTE Director to inquire about available opportunities. Students in these programs will be subject to the receiving entity's academic calendar.**

The information in this catalog is subject to change based on new information mandated through the Texas Legislature, the Texas Education Agency or the State Board of Education. This course guide will be updated periodically online as new information is received.

Texas College and Career Readiness Standards

Section 28.008 of the Texas Education Code, entitled "Advancement of College Readiness in Curriculum," was created by the Third Special Called Session of the 79th Texas Legislature. This section requires that the Texas Education Agency (TEA) and Texas Higher Education Coordinating Board (THECB) establish discipline-based faculty teams to develop criteria that address what students must know and be able to do in order to succeed in entry-level college courses offered at Texas public community/technical colleges and universities. For more information go to:

<https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/crs-tx-ccrs-final-2009/>

BROCK ISD GENERAL INFORMATION

NOTES REGARDING CLASS RANK AND GPA

For GPA information please see Brock ISD local policy EIC (Local). Information on weighted courses and GPA calculations are provided at this link. [Brock ISD EIC \(LOCAL\)](#) Additionally, your counselor can provide you with GPA calculation information. Eligible courses for GPA calculation are listed below:

ENGLISH/LANGUAGE ARTS (Up to Eight Semesters)	SEMESTER(S) COURSE LENGTH	ELIGIBLE CREDIT
English I	2	1
English I Honors	2	1
English II	2	1
English II Honors	2	1
English III	2	1
English III Honors	2	1
*English 1301 (English 3A)	1	0.5
*English 1302 (English 3B)	1	0.5
English IV	2	1
English IV Honors	2	1
*English 1301 (English 4A)	1	0.5
*English 1302 (English 4B)	1	0.5
*May only be taken once for either English III or English IV		

MATHEMATICS (Up to Eight Semesters)	SEMESTER(S) COURSE LENGTH	ELIGIBLE CREDIT
Algebra I	2	1
Algebra I Honors	2	1
Algebra II	2	1
Algebra II Honors	2	1
Algebraic Reasoning (Course discontinued at BHS after 2024-2025)	2	1
Dual Credit Business Calculus (MATH 1325)	1	0.5
Dual Credit Calculus (MATH 2413)	1	0.5
Dual Credit College Algebra (MATH 1314)	1	0.5
Dual Credit Contemporary Math (MATH 1332)	1	0.5
Dual Credit Precalculus (MATH 2412)	1	0.5
Dual Credit Statistics (MATH 1342)	1	0.5
Financial Mathematics	2	1
Geometry	2	1
Geometry Honors	2	1
Mathematical Models with Applications	2	1
Precalculus Honors	2	1
Statistics	2	1

SCIENCE (Up to Eight Semesters)	SEMESTER(S) COURSE LENGTH	ELIGIBLE CREDIT
Advanced Animal Science	2	1
Advanced Plant and Soil Science	2	1
Anatomy and Physiology	2	1
Biology I	2	1
Biology I Honors	2	1
Chemistry	2	1
Chemistry Honors	2	1
Dual Credit Biology 1408 (Non-Medical Majors)	1	0.5
Dual Credit Biology 1409 (Non-Medical Majors)	1	0.5
Dual Credit Biology 1406 (Medical Majors)	1	0.5
Dual Credit Biology 1407 (Medical Majors)	1	0.5
Dual Credit Biology 2401 (Anatomy and Physiology)	1	0.5
Dual Credit Biology 2402 (Anatomy and Physiology)	1	0.5
Environmental Systems (Course discontinued at BHS after 2024-2025)	2	1

Forensic Science	2	1
Integrated Physics and Chemistry	2	1
Physics	2	1
Physics Honors	2	1

	SEMESTER(S) COURSE LENGTH	ELIGIBLE CREDIT
SOCIAL STUDIES (Up to Six Semesters)		
Dual Credit Economics 2301 (Macroeconomics)	1	0.5
Dual Credit Federal Government 2305	1	0.5
Dual Credit History 1301 (United States History A)	1	0.5
Dual Credit History 1302 (United States History B)	1	0.5
Economics with the Emphasis on the Free Enterprise System and Its Benefits	1	0.5
Personal Financial Literacy and Economics	1	0.5
United States Government	1	0.5
United States History	2	1
World Geography	2	1
World Geography Honors	2	1
World History	2	1
World History Honors	2	1

Grades earned in approved dual credit courses taken on the BHS campus will be included in class rank calculations. For an approved dual credit course (whether it is online or face-to-face) to count toward a student's GPA, it must be taken during the regular semester and assigned as a course on the student's Brock High School schedule. Dual Credit courses approved and listed in the Weatherford College Memorandum of Understanding (MOU) that are taken over the summer or in addition to the regular school day can be reflected as college credit on the transcript but **will not** factor into the student's GPA. Courses not included in the MOU **will not** be transcribed on the Brock High School transcript.

Students must graduate on the Distinguished Level of Achievement to qualify for Top 10 Percent Automatic Admission at a Texas public university. Beginning in **Fall 2026**, the University of Texas at Austin requires students to be in the top **5 percent** of their graduating class.

VALEDICTORIAN AND SALUTATORIAN

The Valedictorian and Salutatorian shall be the eligible students with the highest and second-highest ranking, respectively. To be eligible for such recognition, a student must:

1. Have been continuously enrolled in the District high school for the two school years (4 semesters) immediately preceding graduation;
2. Be graduating after exactly eight semesters of enrollment in high school.
3. Students must graduate on the Distinguished Level of Achievement to qualify for Valedictorian/Salutatorian.

SCHEDULE CHANGES

During the course selection process in the Spring semester, students will have the opportunity to add/drop courses they have selected. **The last day to make changes to any of those selected courses, including honors and dual credit courses, is the first Friday in May. If the first Friday in May falls on a holiday, the deadline will be the following Monday.** All schedule changes for honors and dual credit courses require parent and administrative approval.

GUIDELINES FOR SCHEDULE CHANGES

Students and parents are asked to give course selections thorough consideration and careful thought. Scheduling and assignment of classes are completed prior to the end of each school year. If a student believes that he/she has been incorrectly placed in a class, a request for change may be made to the counselor. Approval of schedule changes will be limited to those judged to be within school guidelines and in the best interest of the student. When a student transfers from one course to another, his/her grade transfers, and the student must complete any necessary makeup work in the new course. ***After school begins, changes will be made only to correct scheduling errors or to equalize class enrollments.***

During the first week of school, schedule changes will be granted for the following reasons:

- A student is in a class for which he/she has already received credit
- A student was placed in a course when the original course did not make
- A student needs to be moved to balance classes
- A student's schedule has the same class listed twice or is missing a class
- A student is a senior and does not have a course required for graduation
- A student has been dismissed from an IEP program where approval for placement must be granted
- A data entry error made by the school
- Other changes deemed necessary by the administration

REQUIRED COURSES FOR GRADUATION

Students are not permitted to drop required courses for graduation.

ELECTIVE COURSE CHANGES

Elective courses include any courses not specifically required for graduation. ***Students will not be permitted to change from one elective to another after the first Friday in May deadline. If the first Friday in May falls on a holiday, the deadline will be the following Monday.***

SENIOR EARLY RELEASE AND/OR LATE ARRIVAL PERIOD(S) GUIDELINES BEGINNING IN 2024-2025

At Brock High School, we are committed to providing exceptional learning opportunities for EVERY student. Our mission revolves around preparing our students for a successful future, be it in college, their chosen careers, or military service, ensuring they are College, Career, and Military Ready (CCMR) upon graduation. We take on the responsibility of offering comprehensive guidance and support to each student and their family, empowering them to achieve CCMR status during their time with us.

Focusing on this critical responsibility has led us to make a change to the district's off-campus privileges for seniors (early release/ late arrival) effective for the 2024-2025 school year and beyond. In essence, only seniors who fulfill the criteria for College, Career, and Military Readiness (CCMR) will be eligible for an off-campus period in their schedules. Additionally, students must have earned a minimum of 15 credits and completed 3-years of high school to be classified with their cohort as a senior. Students must also be on track to graduate on time, including having passed all End-of-Course exams.

Eleventh grade students requesting to graduate early will retain their 11th grade classification and are not eligible for off-campus lunch, early release, and/or late arrival.

^^Below are the indicators that classify a student as CCMR. Students must only meet **ONE** of the indicators to qualify:

1. Successfully completing a dual credit course(s)
 - 9 hours in any subject or
 - 3 hours English or
 - 3 hours Math
2. Graduate with completed IEP and workforce readiness (Special Education)
3. Meet TSIA2 criteria* via the SAT, ACT, or TSIA2. Score criteria below:
 - SAT: 1010 score total with at least a 480 IN EBRW and 530 in Math
 - ACT: Composite score of 23 with at least a 19 in Math and a 19 in Reading
 - TSIA2:
 - English:
 - Score \geq 945 on the ELAR College Readiness Classification (CRC) and Score \geq 5 on the essay OR
 - Score $<$ 945 on the ELAR CRC and Score \geq 5 on the diagnostic and Score \geq 5 on the essay
 - Math
 - Score \geq 950 on the Mathematics CRC OR
 - Score $<$ 950 on the Mathematics CRC and Score = 6 on the diagnostic

**Please note that TSIA2 criteria above can be met via any combination of the above tests.*

4. Complete one of the following programs of study (4 credits) in CTE **AND** earn an Industry-Based Certification (IBC):
 - **Animal Science Program of Study**
 - Principles of Agriculture (1 cr.)
 - Small Animal (.5 cr.) & Equine Science (.5 cr.)
 - Livestock Production and Poultry (1 cr.)
 - Advanced Animal Science (1 cr.)
 - Practicum in Agriculture (2 cr.)
 - Plus the following Industry Based Certification (IBC): Elanco Fundamentals of Animal Science Certification
 - **Marketing and Sales Program of Study**
 - Principles of Business, Marketing and Finance (1 cr)
 - Entrepreneurship I (1 cr)
 - Social Media Marketing (.5 cr.)
 - Sports Entertainment Marketing I (.5 cr.)
 - Advertising (.5 cr.)
 - Sports and Entertainment Marketing II (.5 cr.)
 - Plus the following Industry Based Certification (IBC): Industry Aligned Certification TBD
 - **Plant Science Program of Study**

- Principles of Agriculture (1 cr.)
 - Floral Design (1 cr.)
 - Horticulture Science (1 cr.)
 - Advanced Floral Design (1 cr.)
 - Advanced Plant & Soil (1 cr.)
 - Practicum of Agriculture (2 cr.)
 - Plus the following Industry Based Certification (IBC): Texas State Florist's Association Knowledge Based Floral Certification
- **Agricultural Technology & Mechanical Systems (Welding) Program of Study**
 - Principles of Agriculture (1 cr.)
 - Ag Mechanics & Metal (1 cr.)
 - Ag Structures Design (2 cr.)
 - Ag Fabrication (2 cr.)
 - Practicum in Agriculture (2 cr.)
 - Plus the following Industry Based Certification (IBC): AWS D1.1 Structural Steel or AWS D9.1 Sheet Metal Welding
- **Graphic Design & Interactive Media Program of Study**
 - Principles of Arts, A/V Technology & Communications (1 cr.)
 - Graphic Design I (1 cr.)
 - Graphic Design II (1 cr.)
 - Practicum in Graphic Design or Entrepreneurship (2 cr.)
 - Plus the following Industry Based Certification (IBC): Adobe Certified Professional in Graphic Design & Illustration, or Print & Digital Media, or Visual Design, or Visual Effects, or Illustrator
- **Digital Communications (Audio/ Video) Program of Study**
 - Principles of Arts, A/V Technology & Communications (1 cr.)
 - Audio Video Production I (1 cr.)
 - Audio Video Production II with Lab (2 cr.)
 - Practicum in Audio Production or Entrepreneurship (2 cr.)
 - Plus the following Industry Based Certification (IBC): Adobe Certified Professional in Print & Digital Media Publications Using Adobe InDesign
- **Teaching & Training Program of Study**
 - Principles of Education & Training (1 cr.)
 - Communication & Technology in Education (1 cr.)
 - Instructional Practices in Education (2 cr.)
 - Practicum in Education & Training (2 cr.)
 - Plus the following Industry Based Certification (IBC): Educational Aide I
- **Diagnostic & Therapeutic Services Program of Study - Certified Clinical Medical Assistant**
 - Principles of Health Science (1 cr.)
 - Medical Terminology (1 cr.)
 - Health Science Theory
 - Practicum in Health Science Certified Clinical Medical Assistant (2 cr.)
 - Plus the following Industry Based Certification (IBC): Certified Clinical Medical Assistant
- **Exercise Science, Wellness & Restoration Program of Study - Athletic Trainer**
 - Principles of Exercise Science & Wellness (1 cr.)
 - Kinesiology I (1 cr.)
 - Kinesiology II (1 cr.)
 - Kinesiology III (1 cr.)
 - Practicum in Health Science Athletic Training (2 cr.)
 - Plus the following Industry Based Certification (IBC): Certified Personal Trainer
- **Engineering Program of Study**
 - Principles of Applied Engineering (1 cr.)
 - Manufacturing Engineering Technology I (1 cr.)
 - Engineering Design (1 cr.)
 - Advanced Engineering Design (2 cr.)
 - Plus the following Industry Based Certification (IBC): AutoCad or Engineering Technology

Foundations by Nocti

- **Drone (Unmanned Vehicle) Program of Study**
 - Robotics I
 - Robotics II
 - Robotics III
 - Practicum in Robotics
 - Plus the following Industry Based Certification (IBC): FAA Part 107 Remote Drone Pilot
- **Information Technology Support & Services (Computer Science) Program of Study**
 - Computer Science I (1 cr.)
 - Computer Science II (1 cr.)
 - Computer Science III (1 cr.)
 - Practicum in STEM (2 cr.)
 - Plus the following Industry Based Certification (IBC): Information Technology Specialist-Java

^^Criteria may change subject to the Texas Education Agency's future rulings.

***In addition, students must be classified as a senior and be on track to graduate on time, including having passed all End-Of-Course STAAR exams (English I, English II, Algebra I, Biology, U.S. History).

Please note: We are offering the SAT in the Spring to all juniors during the school day. We are also offering multiple dates to take the TSIA2.

Thank you for your partnership as we prepare our students to graduate with the knowledge and skills they need to succeed after high school.

HONORS SCHEDULE CHANGES

Approval for exiting an honors class will be determined by the Advanced Academic Drop Intervention process as follows:

- The student has attended tutorials regularly for a 3-week period
- The student has completed his/her assignments in a timely manner and given best effort
- The student has conferenced with the teacher
- The parent must conference with the teacher before an honors level course change is considered

This process is designed to support and retain the student using best practice classroom strategies. Students must have made a sincere effort to succeed in the class by doing the above. Course level changes to a corresponding on-level course will only be considered after the first progress reporting period. ***In the event there is not an appropriate course in which to enter, or in the event class loads in other courses are negatively affected, students will be expected to remain in the honors or dual credit class and do their best until the end of the school year.***

DUAL CREDIT SCHEDULE CHANGES

1. Dual Credit withdrawal dates vary. It is important that you pay close attention to your institution's guidelines for your withdrawal decisions. In some cases, you may be issued a WD (withdraw), WP (withdraw passing), WF (withdraw failing), or other coding that will affect your college transcript. High School Counselor (or designee) approval is required.

2. Students who withdraw from a dual credit class for which there is a course equivalent will be given the option of moving into those classes. The withdrawal grade earned in the exited class will be substituted for assignments missed.

3. Students who wish to withdraw from a dual credit class for which there is no non-dual credit equivalent will be placed in another course for which they may or may not receive high school credit towards graduation.

Tuition reimbursement is subject to the policies of the college institution. For more information about dropping Weatherford College Dual Credit classes visit the Weatherford College Dual Credit website.

CORRESPONDENCE, DISTANCE AND VIRTUAL COURSES

All high school students may take correspondence, distance, and virtual courses and earn credit toward graduation. Students may choose to take correspondence, distance, and virtual courses outside the school day at their own expense. BISD recommends that any correspondence, distance, or virtual courses required for graduation are completed by the end of the Fall semester of a student's senior year. **Prior to enrollment in these courses, students MUST make a written request for approval to enroll in the course through their high school counselor.** Credit toward state graduation requirements shall be granted under the following conditions:

1. The institution offering the course is The University of Texas (UT), Texas Tech University, Texas Virtual School Network (TxVSN), or other public institutions of higher education approved by the Commissioner of Education.
2. The course includes the state-required Texas Essential Knowledge and Skills for a course.

Students must receive approval from their high school counselor prior to enrolling in a course from a provider other than UT, Texas Tech, or TxVSN. Grades earned in correspondence, distance and virtual courses **are not** used to determine grade point average (GPA). Seniors who are enrolled in correspondence, distance, or virtual courses to earn units required for graduation shall complete the course and submit the grade for recording at least 30 days prior to the graduation date in order to be eligible for graduation at the

end of the term. **Student athletes who are considering correspondence, distance, or virtual courses must check with the NCAA to inquire if a course of this type is acceptable as part of the NCAA core curriculum requirements. Please visit the NCAA website www.eligibilitycenter.org or 1-877-262-1492.** A correspondence, distance, or virtual course is not considered completed until the final grade is recorded in the campus registrar's office. In certain circumstances, Texas Virtual School Network may be provided free of charge.

PHYSICAL EDUCATION SUBSTITUTES

Physical Education substitution credit may be awarded for the successful completion of certain courses. Students may earn Physical Education substitution credits through participation in Marching Band (one credit maximum), Athletics (four credit maximum), Cheerleading (one credit maximum) and TEA approved Private/Commercially sponsored activities (four credit maximum). Credits may not be earned for a PE course more than once and no more than four substitutions may be earned through any combination of allowable substitutions. In order for a student to earn credit for one of these activities. Upon completion of one semester's participation in one of these activities, the student is awarded an equivalent 0.5 PE substitution credit per semester.

In accordance with local district policy, a school district may award up to four credits for physical education for appropriate private or commercially-sponsored physical activity programs conducted on or off-campus. The district must apply to the commissioner of education for approval of such programs, which may be substituted for state graduation credit in physical education. Such approval may be granted under the following conditions: Category (1) Olympic- level participation and/or competition including a minimum of 15 hours per week of highly intensive, professional, supervised training. The training facility, instructors, and the activities involved in the program must be certified by the superintendent to be of exceptional quality. Students certified to participate at this level may not be dismissed from any part of the regular school day. Category (2) Private or commercially-sponsored physical activities including those certified by the superintendent to be of high quality and well supervised by appropriately trained instructors. Student participation of at least 5 hours per week must be required. Students certified to participate at this level may not be dismissed from any part of the regular school day. For more information in regards to Off-Campus PE, please contact your school counselor.

LANGUAGE OTHER THAN ENGLISH (LOTE) SUBSTITUTES

The Foundation High School Program (FHSP) requires students to have two credits of a language other than English (LOTE). The credits may be selected from the following:

- two levels in the same language other than English.
- two credits in computer science language.

Students selecting the computer programming option should review admissions requirements for the colleges/universities they are considering. Most institutions of higher education in Texas require/ prefer LOTE courses over computer science.

If a student, in completing the first credit of LOTE, demonstrates that the student is unlikely to be able to complete the second credit, the student may substitute another appropriate course. The determination regarding a student's ability to complete the second credit of LOTE must be agreed upon by

- the teacher of the first LOTE credit course or another LOTE teacher designated by the school district, the principal or designee, and the student's parent/guardian;
- the student's admission, review, and dismissal (ARD) committee if the student receives special education services; or
- the committee established for the student under Section 504, Rehabilitation Act of 1973.

If a substitution is granted, it will **ONLY** satisfy the credit required for the LOTE Level II course and may not satisfy any other graduation requirement. In addition, it may not fulfill the requirement for admission to the college/university for which the student is applying.

Please see your assigned high school counselor for more information regarding approved LOTE substitutions. A student, who due to a disability, is unable to complete two credits in the same language in LOTE, may substitute a combination of two credits from

- English Language Arts,
- Mathematics,
- Science,
- Social Studies,

Or two credits in

- Career and Technical Education,
- Technology Applications.

The determination regarding a student's disability to complete the LOTE credit requirements will be made by:

- The student's ARD committee if the student receives special education services, or
- The committee established for the student under Section 504 of the Rehabilitation Act of 1973.

ADVANCED ACADEMICS

Advanced Courses/Honors

Honor courses require completion of summer assignments for enrollment and instructor approval.

- Honors English I, Honors English II, Honors English III, Honors English IV
- Honors Algebra I, Honors Algebra II, Honors Geometry, Honors Precalculus
- Honors Biology, Honors Chemistry, Honors Physics, Honors Anatomy & Physiology
- Honors World Geography, Honors World History

Dual Credit

While in high school, students may earn credit for both college and high school by participating in and successfully completing a dual credit course. Dual credit means that the grade the student earns ~~on~~ the course will count for both college credit and high school credit. Students must meet admission requirements and potential prerequisites for the college in order to participate in dual credit

courses. Students will register for dual credit courses with Weatherford College after selecting the dual credit course for BISD. **Students requesting to take a dual credit course MUST complete the mandatory Google course by the first Friday in May deadline. If the first Friday in May falls on a holiday, the deadline is the following Monday. A student who has not completed all required registration items will be scheduled in an Honors course if available or in a regular course if an Honors course is not offered.**

Students who finish the first semester with a term grade of below 70 in a Dual Credit may be prohibited from continuing dual credit classes in the spring semester at the discretion of the Principal. A parent conference will be mandatory. The student may be placed in a regular high school credit section of the courses. **Students will not receive a high school credit for a dual credit course that received a term grade below a 70.**

Dual Credit Courses may qualify for weighted grade points if they are on the approved Memorandum of Understanding Crosswalk and if taken during the school day on the BISD campus. Online courses taken outside of the school day will not count for weighted grade points. See your campus counselor for courses that qualify.

Dual Credit Partnership Agreement Course Crosswalk Weatherford College and Brock Independent School District

NOTE: Courses indicated in black print are offered face-to-face on the BHS campus. Please note that face-to-face instruction is subject to change based on staffing availability.

All other courses are offered online. ***Only courses listed in the Approved Dual Credit Crosswalk below are eligible for dual credit at Brock High School.***

Weatherford College Course Name	Weatherford College Course Code	# of College Credits	High School Equivalent	# of High School Credits	H.S. PEIMS Code
Art Appreciation	ARTS 1301	3	Art 1, Art Appreciation	0.5	3500110
Biology for Science Majors I	BIOL 1406	4	Scientific Research and Design	0.5	13037200
Biology for Science Majors II	BIOL 1407	4	Scientific Research and Design	0.5	13037200
Biology for Non-Science Majors I	BIOL 1408	4	Scientific Research and Design	0.5	13037210
Biology for Non-Science Majors II	BIOL 1409	4	Scientific Research and Design	0.5	13037210
Human Anatomy and Physiology I	BIOL 2401	4	Scientific Research and Design	0.5	13037200
Human Anatomy and Physiology II	BIOL 2402	4	Scientific Research and Design	0.5	13037200

Principles of Economics (Macro)	ECON 2301	3	Economics with Emphasis on Free Enterprise Systems and Its Benefits	0.5	3310300
Freshman College English I	ENGL 1301	3	English 3A or 4A	0.5	03220300 or 3220400
Freshman College English II	ENGL 1302	3	English 3B or 4B	0.5	03220300 or 3220400
Federal Government	GOVT 2305	3	United States Government	0.5	3330100
Texas Government	GOVT 2306	3	Special Topics in Social Studies	0.5	3380001
US History to 1877	HIST 1301	3	US History A	0.5	3340100
US History from 1877	HIST 1302	3	US History B	0.5	3340100
College Algebra	MATH 1314	3	Independent Study in Math	0.5	3102500
Business Calculus	MATH 1325	3	Independent Study in Math	0.5	3102502
Contemporary Math	MATH 1332	3	Independent Study in Math	0.5	3102501
Elementary Statistics	MATH 1342	3	Statistics	0.5	3102530
Calculus	MATH 2413	4	Engineering Mathematics	0.5	13036700
Precalculus Mathematics	MATH 2412	4	Precalculus	0.5	3101100
Music Appreciation	MUSI 1306	3	Music Appreciation I	0.5	3155600
General Psychology	PSYC 2301	3	Psychology	0.5	3350100
Introductory Sociology	SOCI 1301	3	Sociology	0.5	3370100
Introduction to Speech Communication	SPCH 1311	3	Independent Study in Speech	0.5	3241210
Public Speaking	SPCH 1315	3	Independent Study in Speech	0.5	3241200

CAREER TECHNICAL EDUCATION DUAL CREDIT					
Orientation to Cosmetology	CSME 1401	4	Cosmetology IA (11th Graders)	1.5	13025210
Fundamentals of Cosmetology	CSME 1504	5	Cosmetology IA (11th Graders)	See Above	13025210
Principles of Hair Coloring/Theory	CSME 2501	5	Cosmetology IB (11th Graders)	1.5	13025210
Artistry of Hair/Theory/Practice	CSME 1451	4	Cosmetology IB (11th Graders)	See Above	13025210
Salon Development	CSME 2343	3	Cosmetology IIA (12th Graders)	1.5	13025310
Manicuring and Related Theory	CSME 1543	5	Cosmetology IIA (12th Graders)	See Above	13025310
Principles of Skin Care/Face	CSME 1547	5	Cosmetology IIA (12th Graders)	See Above	13025310
Chemical Reformation/Theory	CSME 1553	5	Cosmetology IIB (12th Graders)	1.5	13025310
Advanced Hair Cutting Theory	CSME 2310	3	Cosmetology IIB (12th Graders)	See Above	13025310
Prep for State Licensing Exam	CSME 2350	3	Cosmetology IIB (12th Graders)	See Above	13025310
Introduction to Welding	WLDG 1200	2	Ag Mechanics & Metal Technologies A	0.5	13002200
Fundamentals of Oxy-Fuel Welding/Cutting	WLDG 1204	2	Ag Mechanics & Metal Technologies B	0.5	13002200
Fundamentals of GMAW	WLDG 1202	2	Ag Structures Design and Fabrication/Agricultural Laboratory and Field Experience A	1	13002310
Fundamentals of GTAW	WLDG 1206	2	Ag Structures Design and Fabrication/Agricultural Laboratory and Field Experience A	See Above	13002310

Introduction to Blueprint Reading	WLDG 1313	3	Ag Structures Design and Fabrication/Agricultural Laboratory and Field Experience B	1	13002310
Welding Codes and Standards	WLDG 1327	3	Ag Structures Design and Fabrication/Agricultural Laboratory and Field Experience B	See Above	13002310
Introduction to Welding Multi-Processes	WLDG 1307	3	Ag Equipment Design and Fabrication	0.5	13002350

All course offerings are subject to change based on participant numbers and availability of instructors. Grades are based on academic performance and attendance. Tuition must be paid to Weatherford College before the first day of instruction. For more information, visit <https://mywc.wc.edu/ics>

Weatherford College Core Transfer Curriculum

Taken from WC Course Catalog: <https://catalog.wc.edu/weatherford-college-core-transfer-curriculum>

All public colleges and universities in Texas must accept transfer credit for successfully completed courses identified by the Texas Higher Education Coordinating Board (THECB) as the Core Transfer Curriculum in a particular major for an associate or bachelor degree. No institution shall be required to accept in transfer more credit hours than in the granting institution's approved Core Transfer Curriculum.

In accordance with these requirements, Weatherford College has established for its students a 42 semester credit hour core curriculum to enhance communication and critical thinking skills; to develop skills and knowledge in empirical and quantitative reasoning; to promote teamwork; to foster personal and social responsibility. Once a student has successfully completed core curriculum coursework at Weatherford College, those courses may be transferred to any other Texas public institution of higher education and must be substituted for the receiving institution's core curriculum. Students will receive academic credit for each of the courses transferred and may only be required to take additional core courses for the purposes of meeting the degree requirements for specific majors approved by the THECB.

Students should visit with an advisor to select courses above the core curriculum that will transfer to the senior institution to which they plan to transfer. No university shall be required to accept in transfer toward a degree, more than sixty-six (66) semester credit hours of academic credits earned by a student in a community college. Universities, however, may choose to accept additional credit hours. In any major for which there is no coordinating board-approved transfer curriculum, no institution is required to accept in transfer more lower division course credit in the major applicable to a baccalaureate degree than the institution allows their non-transfer students in that major. A university may deny the transfer of credit in courses with a grade of "D" as applicable to a student's field of study courses, core curriculum courses, or major if it denies credit in those same courses with a grade of "D" to its native students.

Please see the [WC website](#) or contact a college advisor for more information about Core Complete.

Note: Students who finish the first semester with a term grade of below 70 in a Dual Credit may be prohibited from continuing dual credit classes in the spring semester at the discretion of the Principal. A parent conference will be mandatory. The student may be placed in a regular high school credit section of the courses. Students will not receive a high school credit for a dual credit course that received a term grade below a 70.

Are Advanced Academic Courses Right for You?

Academic Preparation	Habits of Mind & Study Skills	Family & Personal Commitments	Future Goals
<p>How would teachers/family describe your strengths?</p> <p>What are your strong subjects?</p> <p>Are your current grades a reflection of your effort/ability?</p> <p>Are you satisfied with your current level of challenge?</p> <p>How have you performed on STAAR, PSAT, and classroom assessments?</p>	<p>How do you study, take notes, and stay organized?</p> <p>When you are confused or absent, do you ask for help and/or access campus resources?</p> <p>Do you value hard work and challenging course content over GPA?</p>	<p>Are your goals and your parents' goals for the future the same?</p> <p>What are your family and extracurricular commitments outside the school day? How do you balance commitments?</p> <p>Do you miss school regularly?</p>	<p>What are your career interests?</p> <p>What education is required?</p> <ul style="list-style-type: none"> ● 4-year University ● 2-year College ● Career/Technology ● Apprenticeship ● Military <p>Do your selected courses help you reach your goal?</p>

STUDENT-ATHLETE INFORMATION

UIL No Pass/No Play

Students must pass courses every six weeks to be eligible to participate in **all** extracurricular activities. FFA, archery, and other clubs and organizations are included. BHS shall follow all UIL requirements for all UIL competitions, including UIL Academics.

Eligibility for UIL Participants For The First Six Weeks

UIL participants are eligible to participate in contests during the first six weeks of the school year provided the following standards have been met:

- Students beginning in grades nine and below must have been promoted from the previous grade prior to the beginning of the current school year.
- Students beginning their second year of high school must have earned five credits, which count toward state high school graduation requirements.
- Students beginning their third year of high school either must have earned a total of ten credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.
- Students beginning their fourth year of high school either must have earned a total of 15 credits which count toward state high school graduation credits or have earned a total of five credits which count toward state high school graduation requirements during the 12 months preceding the first day of the current school year.

Exceptions:

(a) When a migrant student enrolls for the first time during a school year, all criteria cited above applies. All other students who enroll too late to earn a passing grade for a grading period are ineligible.

(b) High school students transferring from out-of-state may be eligible the first six weeks of school if they meet the criteria cited above or school officials are able to determine that they would have been eligible if they had remained in the out-of-state school from which they are transferring.

Students who are not in compliance with these provisions may request a hardship appeal of their academic eligibility through the UIL state office.

Local school boards may elect to adopt these standards for all activities in order to avoid having different standards for student participants (e.g., football, drill team, cheerleading, and all other extracurricular activities as defined by Commissioner of Education rule [19 TAC Chapter §76]).

Eligibility for All Extracurricular Participants After First Six Weeks of the School Year

A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any class (other than an identified class eligible for exemption) or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for three school weeks

An ineligible student may practice or rehearse, however. The student regains eligibility after the seven calendar day waiting period has ended following a grading period or the three school week evaluation period when the principal and teachers determine that he or she has earned a passing grade (70 or above) in all classes, other than those that are exempted.

All schools must check grades for all participants at the end of the first six weeks of the school year. For more information see [UIL No Pass/No Play](#).

National Collegiate Athletic Association (NCAA)

The National Collegiate Athletic Association (NCAA) is the governing body for college athletics. Students wishing to participate in any college sport must meet eligibility requirements, as defined in the NCAA Eligibility Center. Eligibility requirements depend on the Division and are based on the unweighted GPA in core classes, as compared to SAT/ACT scores.

[Register with the NCAA Eligibility Center](#)

Division I Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division I school, you must graduate high school and meet ALL the following requirements:

- Complete 16 core courses:
 - Four years of English
 - Three years of math (Algebra 1 or higher)
 - Two years of natural/physical science (including one year of lab science if your high school offers it)
 - One additional year of English, math or natural/physical science
 - Two years of social science
 - Four additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy
- Complete 10 core courses, including seven in English, math or natural/physical science, before your seventh semester. Once you begin your seventh semester, you may not repeat or replace any of those 10 courses to improve your core-course GPA
- Refer to the NCAA Eligibility Center for more information related to academic eligibility.
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division I sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.

Division II Academic Eligibility

To be eligible to compete in NCAA sports during your first year at a Division II school, you must meet academic requirements for your core courses, grade-point average (GPA) and test scores.

You must graduate high school and meet **ALL** the following requirements:

- Complete 16 core courses:
 - Three years of English.
 - Two years of math (Algebra 1 or higher).
 - Two years of natural or physical science (including one year of lab science if your high school offers it).
 - Three additional years of English, math or natural or physical science
 - Two years of social science
 - Four additional years of English, math, natural or physical science, social science, foreign language, comparative religion or philosophy
- Earn an SAT combined score or ACT sum score matching your core-course GPA on the Division II sliding scale, which balances your test score and core-course GPA. If you have a low test score, you need a higher core-course GPA to be eligible. If you have a low core-course GPA, you need a higher test score to be eligible.
- Refer to the NCAA Eligibility Center for more information related to academic eligibility.

[Division I Academic Requirements Flyer](#)

[Division II Academic Requirements Flyer](#)

Nation Association of Intercollegiate Athletes (NAIA)

The [PlayNAIA.org](#) website is where all work related to the NAIA Eligibility Center for students, NAIA members, and high school counselors takes place. Students can track their progress online or through their mobile phones. NAIA coaches can easily monitor recruits through the registration process through their school's PlayNAIA dashboard.

With NAIA rules, prospective students don't have to worry about navigating a complex web of eligibility and recruiting contact rules. High school students have three academic eligibility criteria to focus on. If a student meets two of the criteria, then the student is eligible upon high school graduation:

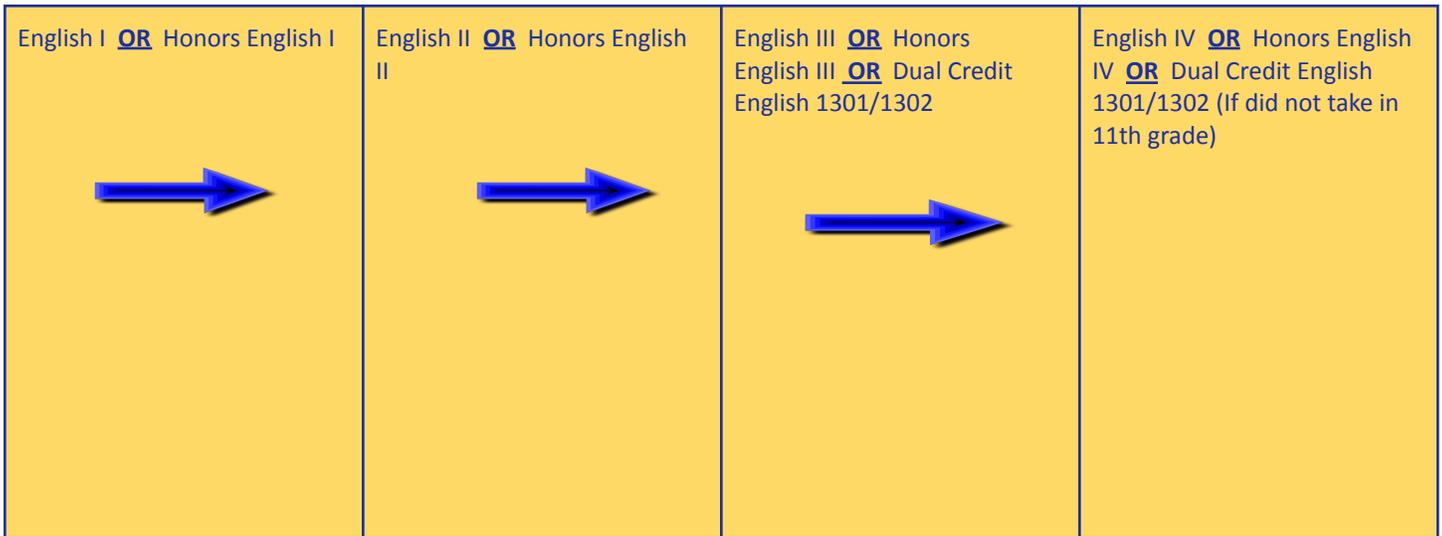
- Cumulative GPA of 2.0 on a 4.0 scale
- Class rank in the top 50% of graduating class
- If no class rank is on the transcript, nine college credits can be used in place of this requirement. (Effective May 1, 2020.)
- ACT of 18 or SAT of 970 Critical Reading and Math*

High academic performers in high school can even receive a final eligibility determination before high school graduation if they meet a higher GPA standard and have qualifying test scores.

NAIA Information link: [NAIA.org](#)

BHS COURSE DESCRIPTIONS

RECOMMENDED ENGLISH SEQUENCE



English I
03220100

Credit: 1
Prerequisite: None
Grade: 9

NCAA Approved

This course emphasizes the application of oral communication skills and reading skills, including comprehension, use of reference aids, and vocabulary. Vocabulary instruction emphasizes the application of vocabulary words in writing samples. Various types of writing are taught in the format of the writing process. Mechanics and grammar are emphasized and reinforced in various methods. Literature and literacy concepts aligned with TEKS are also a focus. Literature at the English I level is genre-based.

English I Honors
03220100

Credit: 1
Prerequisite: Summer Reading Assignment
Grade: 9

NCAA Approved

This challenging course is recommended for a freshman planning to take Dual Credit College English in 11th or 12th grade. The course will require intensive study of both literature and language to prepare the serious student for advanced studies. Students are encouraged to purchase or obtain outside novels for use in this class. **Note: Students will have a required summer reading assignment which will be communicated later this spring, along with the required summer reading.**

English II
03220200

Credit: 1
Prerequisite: None
Grade: 10
NCAA Approved

English II continues to increase and refine students' communication skills, building on the skills they developed in English I in reading, writing, speaking, listening, viewing, and representing. Students practice a variety of writing forms, as they plan, draft, and complete written compositions on a regular basis. They edit these papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English. In addition, they read extensively in multiple genres from world literature, analyzing the works, and interpreting the possible influences of historical context.

English II Honors
03220200

Credit: 1
Prerequisite: Summer Reading Assignment
Grade: 10
NCAA Approved

English II is recommended for a sophomore who is planning to take the Dual Credit College English in 11th or 12th grade. The course will require intensive study of both literature and language to prepare the serious student for advanced studies. Students are encouraged to purchase or obtain outside novels for use in this class. Summer reading is required as is a summer assignment. **Note: Students will have a required summer reading assignment which will be communicated later this spring, along with the required summer reading.**

English III
03220300

Credit: 1
Prerequisite: None
Grade: 11
NCAA Approved

This course refines the above basic skills learned in English I and II courses in the framework of American literature. Students study reading, writing, speaking, listening, viewing, and representing. They practice a variety of writing forms, as they plan, draft, and complete written compositions on a regular basis. Writing will focus on literary analysis, research, and preparation for the writing component of the SAT.

English III Honors
03220300

Prerequisite: Summer Reading Assignment
Grade: 11
NCAA Approved

English III Honors is recommended for a junior who is planning to take the Dual Credit College English in 12th grade. The course will require intensive study of both literature and language to prepare the serious student for advanced studies. Students are encouraged to purchase or obtain outside novels for use in this class. Summer reading is required as is a summer assignment. **Note: Students will have a required summer reading assignment which will be communicated later this spring, along with the required summer reading.**

Dual Credit English III (English 1301/1302)
03220300

Credit: 1
Prerequisite: TSIA2 Compliant. Enrollment and fees with Weatherford College
Grade: 11
NCAA Approved

English 1301 (Fall Semester) - Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis

English 1302 (Spring Semester) - Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

English IV

03220400

Credit: 1

Prerequisite: None

Grade: 12

NCAA Approved

English IV continues to increase and refine the necessary skills for effective reading, writing, speaking, listening, viewing, and representing. Students write for varied audiences and purposes. As they revise their writing, they focus on the development of precision in meaning through sophisticated language and rhetorical choices that keep the audience and purpose in mind. The students study major works of literature to explore the development of the English language and the historical content, major themes, and authors of representative British and other world literature. English IV prepares students for college admission.

English IV Honors

03220400

Credit: 1

Prerequisite: Summer Reading Assignment

Grade: 12

NCAA Approved

This course is designed for students who wish to have a more challenging and rigorous English IV experience. In addition to the emphasis areas listed above, English IV Honors students will be afforded opportunities to engage in lengthier and more challenging reading and writing experience with more sophisticated levels of instruction and more advanced skill work.

***Dual Credit English IV (English 1301/1302)**

03220400

Credit: 1

Prerequisite: TSIA2 Compliant. Enrollment and fees with Weatherford College.

Grade: 12

NCAA Approved

English 1301 (Fall Semester) - Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis

English 1302 (Spring Semester) - Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions.

Yearbook I, II, III, & Photojournalism

03230110, 03230120, 032301130, 032330800

Credit: 1

Prerequisite: Application Process Only

Grades: 09, 10, 11, 12

Students will produce the school yearbook. Duties/assignments may include planning, writing, producing, selling, and distributing the yearbook. Students will also be responsible for working as part of the yearbook staff, creating thematic concepts, communicating with various school personnel and students, writing copy, shooting photos, designing pages, efficiently using computer desktop publishing programs, designing and selling ads, and meeting deadlines. Students will also be responsible for marketing and selling

the publication. Objectives include management and production of the yearbook, using editorial judgment and journalistic integrity, as well as working within time constraints and budget limitations. *Application Process Only*

***May not take English 1301/1302 if already completed in 11th grade.**

RECOMMENDED MATHEMATICS SEQUENCE

Algebra I OR Honors Algebra 1 	Geometry OR Honors Geometry 	Algebra 2 OR Honors Algebra 2 OR Financial Mathematics (Must be counselor approved)	<p>4th Math Options: Statistics, Precalculus Honors, Financial Mathematics, College Prep Mathematics, Dual Credit Statistics (Math 1342), Dual Credit Precalculus (Math 2412), Dual Credit Contemporary Math (Math 1332), Dual Credit College Algebra (Math 1314)</p> <p>Algebra 2 if took Financial Math in 11th grade</p>
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Recommended Mathematic Course Pairings

FALL SEMESTER	SPRING SEMESTER
Financial Mathematics	Financial Mathematics
Precalculus Honors	Precalculus Honors
Statistics	Statistics
Dual Credit Contemporary Math (Math 1332)	Dual Credit Statistics (Math 1342)
Dual Credit College Algebra (Math 1314)	Dual Credit Precalculus (Math 2412)
Dual Credit College Algebra (Math 1314)	Dual Credit Statistics (Math 1342)
Dual Credit Contemporary Math (Math 1332)	Dual Credit College Algebra (Math 1314)

The main difference in Algebra II and Honors Algebra II:

Algebra II goals:

*to prepare you for **college algebra**

Honors Algebra II goals:

*to prepare you for **any college math course**

*to prepare you for college science courses with higher level math and include **ACT/SAT enrichment**

High School Precalculus is equivalent to College Algebra and Trigonometry combined

Algebra I**03100500****Credit: 1****Prerequisite: Mathematics, Grade 8 or equivalent****Grade: 9****NCAA Approved**

Algebra I will include the following concepts: operations with real numbers and properties of real numbers, linear equations and inequalities in one variable, linear equations and inequalities in two variables, skills associated with polynomials and rational expressions of roots, operations with radicals, and quadratic equations.

Algebra I Honors**03100500****Credit: 1****Prerequisite: Mathematics, Grade 8 or equivalent****Grade: 9****NCAA Approved**

Algebra I will include the following concepts: operations with real numbers and properties of real numbers, linear equations and inequalities in one variable, linear equations and inequalities in two variables, skills associated with polynomials and rational expressions of roots, operations with radicals, and quadratic equations. This course will study in-depth real-world application of algebraic concepts. Word problems will touch on topics such as linear and non-linear projectile motion and simple and compounded interest.

Geometry**03100700****Credit: 1****Prerequisite: Algebra I****Grade: 10****NCAA Approved**

Geometry will include the following skills: deductive reasoning, lines and angles, basic postulates and theorems, triangles, inequalities, parallel lines, quadrilaterals, area, polygons, circles, and geometric solids.

Geometry Honors**03100700****Credit: 1****Prerequisite: Algebra I****Grade: 10****NCAA Approved**

This course covers the same topics of Geometry with more depth. There is a strong emphasis on problem-solving, geometry proofs, logic, and applications of geometric concepts. A variety of activities are integrated into this course. Students should have a strong background in solving equations and working with variables.

Mathematical Models with Applications**032102400****Credit: 1****Prerequisite: Algebra I****Grades: 11, 12**

In Mathematical Models with Applications students use algebraic, graphical, and geometric reasoning to recognize patterns and structure to model information and solve problems from various disciplines. Students use mathematical methods to model and solve real-life applied problems involving money, data, chance, patterns, music, design, and science. Mathematical models from algebra, geometry, probability, statistics, and technology are used to solve application problems in both mathematical and non-mathematical situations.

Algebra II
03100600

Credit: 1

Prerequisite: Algebra I, Geometry

Grades: 10, 11, 12

NCAA Approved

Algebra II will include skills associated with open sentences, properties of relations and functions, properties of the complex number system, polynomials and rational expressions, quadratic functions, exponential and logarithmic functions, and conic sections.

Algebra II Honors

03100600

Credit: 1

Prerequisite: Algebra I, Geometry

Grades: 10, 11, 12

NCAA Approved

This course covers the same topics as regular Algebra 2, but with extensions of each topic and more problem-solving than regular Algebra 2. The only additional topic is Probability and Statistics.

Statistics

03102530

Credit: 1

Prerequisite: Algebra I, Geometry, Algebra II

Grades: 11, 12

NCAA Approved

In this course, students will broaden their knowledge of variability and statistical processes. Students will study sampling and experimentation, categorical and quantitative data, probability and random variables, inference, and bivariate data. Students will connect data and statistical processes to real-world situations. In addition, students will extend their knowledge of data analysis.

Precalculus Honors

03101100

Credit: 1

Prerequisite: Algebra 1, Geometry, Algebra 2

Grades: 11, 12

NCAA Approved

This course is designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are: functions and their graphs, trigonometric functions, applications of trigonometry, trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series, and introduction to limits.

Financial Mathematics

13018000

Credit: 1

Prerequisite: Algebra I

Grades: 11, 12

This course is designed to cover personal money management. Students will apply critical thinking skills to analyze personal financial decisions based on current and projected economic factors.

Dual Credit College Elementary Statistics (Math 1342)**03102530****Credit: 0.5****Prerequisite: Algebra II. TSIA2 Compliant in Mathematics. Enrollment and fees with Weatherford College****Grades: 11, 12****NCAA Approved**

Collection, analysis, presentation and interpretation of data, and probability. The analysis includes descriptive statistics, correlation and regression, confidence intervals, and hypothesis testing. Use of appropriate technology is recommended. An elementary course in statistics including the following topics and their applications in various fields: probability, populations sampling, collection and analysis of data tabulation and graphing data, frequency distributions, mean, mode, standard deviation correlation and regression, the normal distribution, confidence intervals, and binomial distribution, and hypothesis testing.

Dual Credit College Calculus I, (Math 2413)**03102502****Credit: 0.5****Prerequisite: Grade of C or better in Math 1314 and Math 2412****Grade: 12****NCAA Approved**

This course presents terminology, concepts, and techniques needed to study limits, continuity, differentiation, and integrating of algebraic, trigonometric, exponential, and logarithmic functions. Exercises are designed to allow students to demonstrate their reasoning ability, determine maxima and minima, and analyze functions and their graphs. A Maple component is included in this course.

Dual Credit College Calculus II (Math 2414)**03102502****Credit: 0.5****Prerequisite: Grade of C or better in Math 2413****Grade: 12**

Differentiation and integration of transcendental functions; parametric equations and polar coordinates; techniques of integration; sequences and series; improper integrals. The Maple computer algebra system will be used throughout the course. Six hours of lecture per week includes a Maple lab.

Dual Credit Precalculus (Math 2412)**03101100****Credit: 0.5****Prerequisite: Grade of C or better in Math 1314 or Math 1414****Grades: 11, 12****NCAA Approved**

This course includes the applications of algebra and trigonometry to the study of elementary functions and their graphs including polynomial, rational, exponential, logarithmic, and trigonometric functions. This course is designed to assist students to prepare for their study of the calculus sequence, and it includes five contact hours per week.

Dual Credit Contemporary Mathematics (Math 1332)**03102501****Credit: 0.5****Prerequisites: TSIA2 Compliant in Mathematics. Enrollment and fees with Weatherford College****Grades: 11, 12****NCAA Approved**

Topics may include introductory treatments of sets, logic, numbers systems, number theory, relations, functions, probability, and statistics. Appropriate applications are included. This course is designed for liberal arts students. It will provide knowledge of the nature of mathematics as well as mathematical thinking and problem-solving. All topics are motivated by real-world applications and

may include logic, problem-solving, financial management, probability, statistics, modeling, and the mathematics of politics.

Dual Credit College Algebra (Math 1314)

03102500

Credit: 0.5

Prerequisite: TSIA2 Compliant in Math. Enrollment and fees with Weatherford College.

Grades: 11, 12

NCAA Approved

In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions and systems of equations using matrices. Additional topics such as sequences, series, probability, and conics may be included. This course includes the study of linear, quadratic, polynomial, logarithmic and exponential functions and their graphs; characteristics of other basic functions, graphing techniques, and operations on functions; systems of equations; and matrices.

Dual Credit College Calculus for Business and Social Sciences (Business Calculus, Math 1325)

03102500

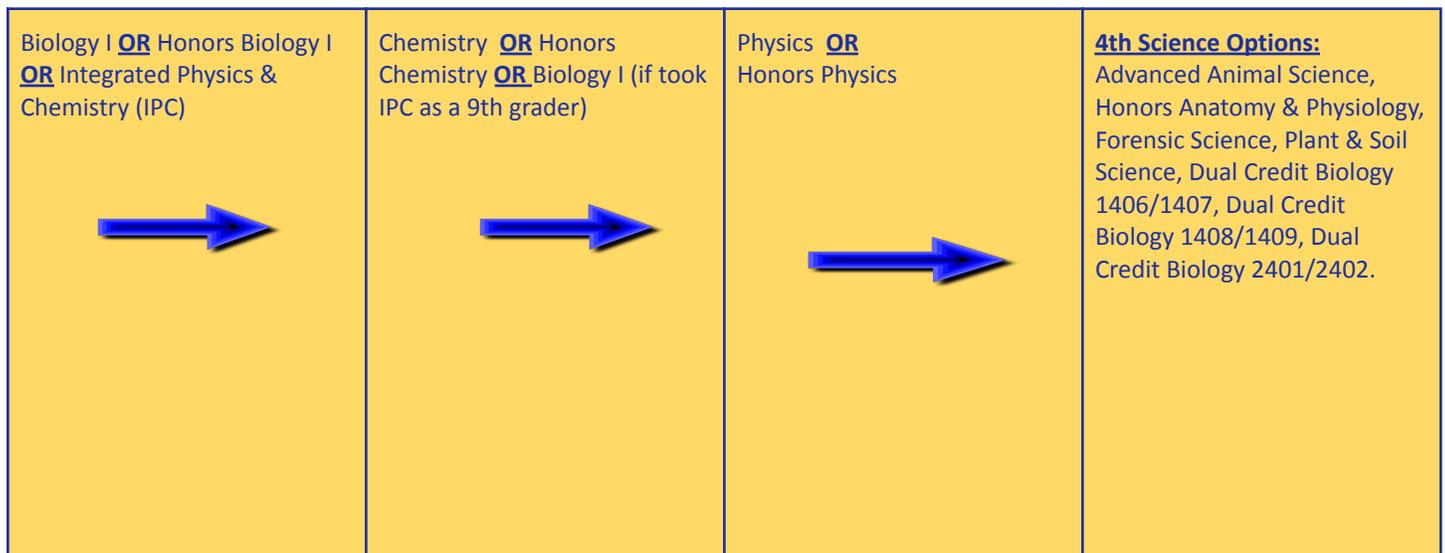
Credit: 0.5

Prerequisite: Grade of C or better in Math 1314

NCAA Approved

Limits and continuity, derivatives, graphing and optimization, exponential and logarithmic functions, and antiderivatives, integration, applications to management, economics, and business.

RECOMMENDED SCIENCE SEQUENCE



Integrated Physics and Chemistry (IPC)

03060201

Credit: 1

Prerequisite: None

Grades: 9, 10

NCAA Approved

This course will provide a practical foundation in conceptual physics and chemistry. It is designed for those students seeking additional skill development before continuing on with more advanced science courses. An emphasis will be placed on scientific thought and inquiry while students explore relationships between variables through laboratory activities. This course does not count for the Distinguished Achievement Plan. Some four-year colleges do not recognize this course as a science credit.

Biology I
03010200

Credit: 1

Prerequisite: None

Grades: 9, 10

NCAA Approved

This course provides a study of life. Students will conduct laboratory and field investigations, and make informed decisions using critical thinking and scientific problem-solving. A variety of topics will be covered including cell structure and function, mechanisms of genetics, biological evolution and classification, biological processes and systems, and interdependence within environmental systems. Students will be required to take the STAAR EOC for graduation.

Biology I Honors

03010200

Credit: 1

Prerequisite: None

Grades: 9, 10

NCAA Approved

This course provides a study of life. Students will conduct laboratory and field investigations, and make informed decisions using critical thinking and scientific problem-solving. A variety of topics will be covered including cell structure and function, mechanisms of genetics, biological evolution and classification, biological processes and systems, and interdependence within environmental systems. This advanced class will include the same scope and sequence as biology but will be rigorous in pacing and expectations, which permits the investigation of topics at a greater depth. They will have more complex tasks, questions, assessments as well as outside assignments/projects. Students will gather information from lectures, videos, outside reading, group work, projects, and labs. Students will be required to take the STAAR EOC for graduation.

Chemistry

03040000

Credit: 1

Prerequisites: Biology, Algebra I

Grades: 10, 11

NCAA Approved

Chemistry is a course that is designed for students to study the properties of elements, compounds, and mixtures. Other topics include atomic structure, chemical bonding, chemical reactions, acids and bases, and solutions. The students will conduct laboratory investigations and make informed decisions using critical thinking and scientific problem-solving. Chemistry is a concept-oriented course. Mathematical skills are essential for success in this class. Lab safety and technique are emphasized throughout the year.

Chemistry Honors

03040000

Credit: 1

Prerequisite: Biology, Algebra I

Grades: 10, 11

NCAA Approved

Honors Chemistry is designed to challenge the thought process and problem-solving skills at an advanced achievement level in the thought process and problem-solving skills at an advanced achievement level in the chemical science domain of study. Topics include but are not limited to: properties of matter, atomic structure, chemical bonding, chemical reactions, acids and bases, and solutions. This course shall exceed the content and depth of a standard course both in the classroom and laboratory experiences. Honors chemistry will strive for higher levels of learning, creative thinking, and application of the content areas in the past, present, and future situations with a mathematical approach for recording experimental data and critical evaluation for analyzing, synthesizing, and formulating logical conclusions. Students must have strong math skills.

Physics

03050000

Credit: 1

Prerequisites: Chemistry, Algebra I and Geometry

Grades: 11, 12

NCAA Approved

Students will conduct laboratory and field investigations to study physical laws and devices that govern the world around us. Physics

students will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. Students will study a variety of topics including force, motion, energy, waves, and electricity.

Honors Physics

03050000

Credit: 1

Prerequisites: Honors Chemistry, Algebra I, and Geometry

Grades: 11, 12

NCAA Approved

Students will conduct laboratory and field investigations to study physical laws and devices that govern the world around us. Physics students will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. Students will study a variety of topics including force, motion, energy, waves, and electricity. This course is specifically designed to challenge students for higher and diverse achievement. To be successful in this course students are expected to go above and beyond what is asked, utilize effective time management skills, be genuinely interested in the subject matter, be willing to accept constructive criticism, know when and how to ask for help, maintain strong study skills and be self-motivated. This course will be both math intensive and writing intensive.

Honors Anatomy and Physiology

13020600

Credit: 1

Prerequisites: Chemistry, Physics

Grades: 11, 12

NCAA Approved

This is a laboratory-oriented course that will provide opportunities for the student to observe anatomical structures and examine physiological systems. Acquiring, classifying, sequencing data, experiences in oral and written communication of data, and job and career explorations are skills that will be stressed in this course. The course is divided into five principal areas of concentration: organization, support and movement, control systems, maintenance, and continuity. The first area covers the organization of the body from the molecular level to organ systems. The second area is a study of the skeletal and muscular systems. Included in control systems is a study of the nervous system and the endocrine system. The maintenance area focuses on the roles of the cardiovascular, respiratory, digestive, and excretory systems. In each of the areas, both homeostasis and pathology are considered. Laboratory work is an integral part of the course. This course may count as 4th science credit in the recommended and DAP graduation plans.

Advanced Animal Science

13000700

Credit: 1

Prerequisites: 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

Grades: 11, 12

To be prepared for careers in the field of animal science, students need to attain academic skills and knowledge, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry standards. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings. This course examines the interrelatedness of human, scientific, and technological dimensions of livestock and poultry production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory.

Advanced Plant & Soil Science

130002100

Credit: 1

Prerequisites: Biology and IPC, Physics, or Chemistry and 1 Ag Course

Grades: 11, 12

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. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and 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. This course can satisfy a graduation science requirement.

Forensic Science**13029500****Credit: 1****Prerequisites: Biology, Chemistry or IPC or Physics****Grades: 11, 12****NCAA Approved**

This course will count as a 4th year science credit. Forensic Science is the application of concepts learned in Biology, Chemistry and Physics to the criminal and civil laws enforced by law enforcement in the criminal justice system. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics and scientific procedures used to solve crimes.

Dual Credit Biology 1408 (Biology for Non-Science Majors I) (Fall Semester)**13037210****Credit: 0.5****Prerequisites: TSIA2 Compliant. Biology, Chemistry and Physics****Enrollment and fees with Weatherford College****Grades: 11, 12****NCAA Approved**

This course provides a survey of biological principles with an emphasis on humans, including chemistry of life, cells, structure, function, and reproduction. Three hours of lecture and three hours of laboratory work per week.

Dual Credit Biology 1409 (Biology for Non-Science Majors II) (Spring Semester)**13037210****Credit: 0.5****Prerequisites: TSIA2 Compliant. Enrollment and fees with Weatherford College. Biology, Chemistry and Physics, Biology 1408.****Grades: 11, 12****NCAA Approved**

This course will provide a survey of biological principles with an emphasis on humans, including evolution, ecology, plant and animal diversity, and physiology. Three hours of lecture and three hours of laboratory work per week.

Dual Credit Biology 1406 – (Biology for Science Majors) (Fall Semester)**13037200****Credit: 0.5****Prerequisites: TSIA2 Compliant. Enrollment and fees with Weatherford College.****Biology, Chemistry and Physics****Grades: 11, 12****NCAA Approved**

Fundamental principles of living organisms will be studied, including physical and chemical properties of life, organization, function, evolutionary adaptation, and classification. Concepts of cytology, reproduction, genetics and scientific reasoning are included. Three hours of lecture and three hours of lab per week.

Dual Credit Biology 1407 – (Biology for Science Majors II) (Spring Semester)**13037200****Credit: 0.5****Prerequisites: TSIA2 Compliant. Enrollment and fees with Weatherford College. Biology, Chemistry and Physics, Biology 1406****Grades: 11, 12****NCAA Approved**

The diversity and classification of life will be studied, including animals, plants, protists, fungi, and prokaryotes. Special emphasis will be given to the anatomy, physiology, ecology, and evolution of plants and animals. Three hours of lecture and three hours of lab per week.

Dual Credit Biology 2401 – Human Anatomy and Physiology I (Fall Semester)**13037200****Credit: 0.5****Prerequisites: TSIA2 Compliant. Enrollment and fees with Weatherford College.****Biology, Chemistry, and Physics****Grades: 11, 12****NCAA Approved**

Anatomy and Physiology I is the first part of a two course sequence. It is a study of the structure and function of the human body

including cells, tissues and organs of the following systems: integumentary, skeletal, muscular, nervous and special senses. Emphasis

is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. Three hours lecture and three hours lab per week.

Dual Credit Biology 2402 – Human Anatomy and Physiology I (Spring Semester)

13037200

Credit: 0.5

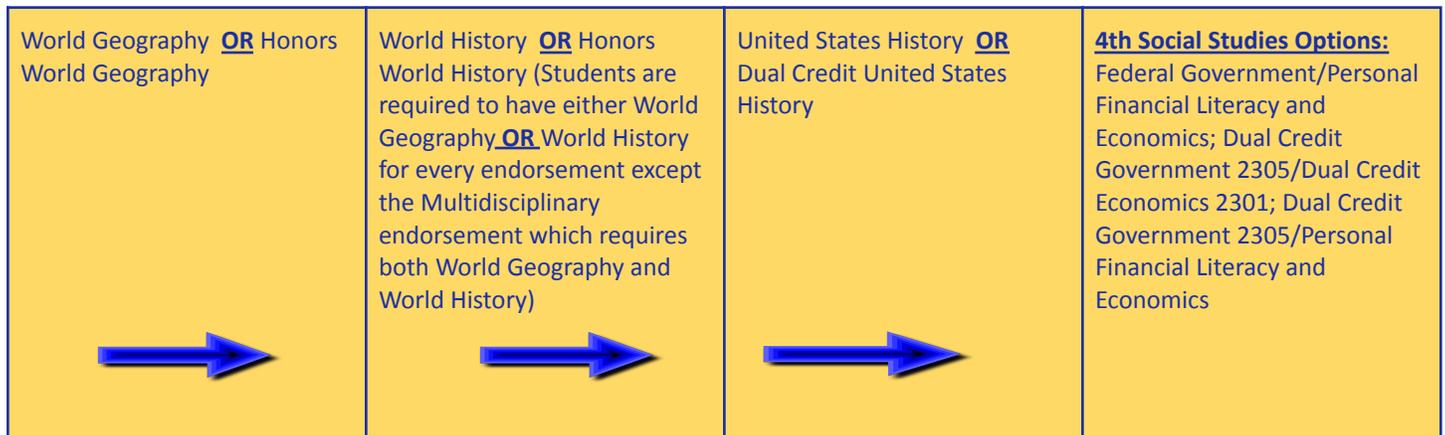
Prerequisite: TSIA2 Compliant. Enrollment and fees with Weatherford College. Biology, Chemistry, and Physics, Biology 2401

Grades: 11, 12

NCAA Approved

Anatomy and Physiology II is the second part of a two-course sequence. It is a study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. Three hours lecture and three hours lab per week.

RECOMMENDED SOCIAL STUDIES SEQUENCE



World Geography

03320100

Credit: 1

Prerequisite: None

Grade: 9

NCAA Approved

This course is a two-semester course taught at the freshman level. Students will examine people, places, and environments on local, regional, national, and international scales. Students will examine the interrelations that exist between governments, history, geography, and the economy.

World Geography Honors

03320100

Credit: 1

Prerequisite: Completion of Summer Assignments

Grade: 9

NCAA Approved

This course is designed to prepare students for dual credit opportunities in social studies. Similar to on-level Political Science, students will examine people, places, and environments on local, regional, national, and international scales. Students will examine the interrelations that exist between governments, history, geography, and the economy. Students should be aware there is an emphasis on the use of historical inquiry in order to research, interpret and write their analysis of their studies and of current

events.

World History

03340400

Credit: 1

Prerequisite: None

Grade: 10

NCAA Approved

This course is a two-semester course taught at the sophomore level. It covers the time period from the development of civilization to the present (1500 A.D.-Present). This comprehensive course combines world history and world geography with various topics, skills, and cultural aspects of each important civilization during its time period (Western and Non-western). Integrated into this curriculum are important geographic themes and map skills.

World History Honors

03340400

Credit: 1

Prerequisite: Completion of Summer Assignments

Grade: 10

NCAA Approved

This course is designed to prepare students for dual credit opportunities in social studies. Similar to on-level World History, it covers the time period from the development of civilization to the present (1500 A.D.-Present). This comprehensive course combines world history and world geography with various topics, skills, and cultural aspects of each important civilization during its time period (Western and Non-western). Integrated into this curriculum are important geographic themes and map skills. Students should be aware there is a strong focus on writing emphasizing continuity and change, comparisons across time, as well as analyzing primary source documents.

United States History

03340100

Credit: 1

Prerequisite: None

Grade: 11

NCAA Approved

This course covers the period after Reconstruction to the present and will include the following: the emergence of the United States as a world power, the economic development and growth of the United States, and the social and cultural development of the United States. This course is assessed with an End of Course exam required for graduation.

Dual Credit U.S. History, 1301- Fall Semester, 1302- Spring Semester

0334100

Credit: 1

Prerequisite: TSIA2 Compliant. Enrollment and fees with Weatherford College.

Grade 11

NCAA Approved

This course incorporates the essential elements of the high school course with a more accelerated college instruction format. The students must pay tuition to Weatherford College and purchase books. Please note that this course is taught by BISD staff. Taking college classes while still in high school requires a heightened sense of responsibility and maturity.

U.S. Government

03330100

Credit: 0.5

Prerequisite: None

Grade: 12

NCAA Approved

This course provides an opportunity for students to study the foundations of the United States political system, the development of the United States governmental system, the structure and functions of the United States government, and the role of decision-making in civic affairs.

Personal Financial Literacy and Economics (Meets the Economics Graduation Requirement)

03380083

Credit: 0.5

Prerequisite: None

Grade: 12

The Personal Financial Literacy and Economics Course emphasizes the economic way of thinking, which serves as a framework for the personal financial decision-making opportunities introduced in the course. Students will demonstrate the ability to anticipate and address financial challenges as these challenges occur over their lifetime. In addition, students are introduced to common economic and personal financial planning terms and concepts. As a result of learning objective concepts and integrating subjective information, students gain the ability to lead productive and financially self-sufficient lives.

College Federal Government 2305

03330100

Credit: 0.5

Prerequisite: TSIA2 Compliant. Enrollment and fees with Weatherford College.

Grade 12

NCAA Approved

Dual Credit Government is a survey of national, state, and local government, including such topics as the U.S. and Texas Constitutions; democratic theory; federalism; political culture, political socialization, and public opinion; political participation and electoral behavior; political parties and interest groups; press; and local government. These phenomena are examined at the national, state, and local levels with an emphasis placed on linkages with the formulation of public policy. This course incorporates the essential elements of the high school course with a more accelerated college instruction format. The students must pay tuition to Weatherford College and purchase books. Please note that this course is taught by college professors, not BISD staff. Taking college classes while still in high school requires a heightened sense of responsibility and maturity. Failing college government could prevent a student from graduating from high school.

College Principles of Economics (MACRO) 2301

03310300

Credit: 0.5

Prerequisite: TSIA2 Compliant. Enrollment and fees with Weatherford College.

Grade: 12

An analysis of the economy as a whole including measurement and determination of Aggregate Demand and Aggregate Supply, national income, inflation, and unemployment. Other topics include international trade, economic growth, business cycles, fiscal policy, and monetary policy.

FINE ARTS

Band I, II, III, IV

03150100, 03150200, 03150300, 03150400

Credit: 1 Per Level

Grades: 9, 10, 11, 12

The curriculum focuses mainly on marching band in the fall and concert band in the spring. The rehearsal and performance schedules include Summer Band Camp, after school practices, football games, pep rallies, contests, sectionals, and concerts. Participating in fall marching band allows students to waive ½ credit of the required P.E. credits. Students enrolling in any band course are required to participate in marching band. Membership does not require an audition if a student has been part of a band program the previous year. If the student has not been part of a band program the previous year, a meeting with the band director will be necessary to discuss the possibility of becoming a member.

Applied Music I, II, III, IV

03152500, 031520200, 03152601, 03152602

Credit: 1 Per Level

Grades: 9, 10, 11, 12

This course is designed to develop the instrumental music literacy and instrumental music skills of each individual student. Applied music supplements the band class, students must be enrolled in band before being able to be in Applied Music – band. The class is utilized for a structured time during the school day to allow more one-on-one practice in an individual practice environment. Students are required to audition for All-Region with the possibility of advancing to All-Area/State. Students will also be required to perform a solo for UIL Solo and Ensemble. Students will also perform consistently in front of their peers for peer-to-peer interaction and feedback.

Theater I, II, III, IV**03250100, 03250200, 03250300, 0320400****Credit: 1 Per Level****Grades: 9, 10, 11, 12**

Students will study the fundamentals of theater including basic acting techniques, movement, voice and diction, and theater history. Students will gain experience in basic technical theater techniques such as set construction, lighting operation, sound operation, and costume construction. Theatre Arts I students will be expected to act in front of the classroom at various times throughout the school year.

Technical Theater I**03250500****Credit: 1****Prerequisite: None****Grades: 9, 10, 11, 12**

Students in Technical Theatre will study the fundamentals of stage design, set, costumes, stage management, prop design, basic building, set painting, as well as the principles of sound and stage lighting. Theatrical production is an integral part of this class and will require students to participate in the overall construction of shows. Each student will be required to attend some play rehearsals and will serve as a crew member on a production. Students will be required to read plays and see live theatrical productions. Students will also be required to submit an entry into the UIL Theatrical Design Contest.

Theater Production I**03250700****Credit: 1****Prerequisite: Audition****Grades: 9, 10, 11, 12**

This class will work together to build a community to create the UIL One Act Play for competition. This will cover all aspects of acting and Technical Theatre.

Theater Production II**03250800****Credit: 1****Prerequisite: Audition****Grades: 9, 10, 11, 12**

This class will work together to build a community to create the UIL One Act Play for competition. This will cover all aspects of acting and Technical Theatre.

Art I, II, III, IV**03500100, 03500200, 03500300, 03500400****Credit: 1 Per Level****Grades: 9, 10, 11, 12**

Art I is an introduction to the use of the elements and principles of design, and the different materials used for self-expression. The student will be given opportunities to design and create original works of art. Art II is a continuation of the use of the elements and principles of design in three-dimensional issues. Students will be provided an opportunity to work in ceramics, sculpture, and three-dimensional mixed media while gaining an understanding of self and others through creative expression. This course is a continuation of the use of the elements and principles of design. Students will be provided an opportunity to work in drawing, painting, mixed media, and more while gaining an understanding of self and others through creative expression.

Choir I, II, III, IV**03150900, 03151000, 03151100, 03151200****Credit: 1 Per Level****Grades: 9, 10, 11, 12**

Choir courses place a strong emphasis on music reading and vocal technique, as well as the development of self-discipline, team building, and a strong work ethic in a positive atmosphere. Students perform in a variety of musical styles in large and small ensembles and have the opportunity to perform as soloists. Performance opportunities include Choir Concerts, UIL Concert, Sight-reading Evaluation, UIL Solo Contests, and state auditions.

FOREIGN LANGUAGE

Spanish 1

03440100

Credit: 1

Prerequisite: None

Grades: 9, 10, 11, 12

NCAA Approved

This course begins the development of the four basic language skills: listening, speaking, reading, and writing through the use of vocabulary building, basic conversation and speaking assignments, hands-on practice, and partial immersion (by the end of this course the class will be instructed at 90% in Spanish). Additionally, students will analyze and compare the cultural practices, products, and perspectives of various Spanish-speaking countries. Students are expected to be actively engaged as this course is vocabulary intensive and requires good study skills/habits and organization.

Spanish II

03440200

Credit: 1

Prerequisite: Spanish I

Grades: 9, 10, 11, 12

NCAA Approved

Spanish II emphasizes the continued development of the basic skills of reading, writing, listening, and speaking. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. The course continues the exploration of the culture, customs, and folklore of the Spanish-speaking world. Course work includes oral drills, vocabulary building, and dialogue reading of cultural material, creative and expository writing. (Halfway through the course it will be a Spanish-only classroom).

Computer Science I

03580200

Credit: 1

Recommended Prerequisite: Algebra 1

Grades: 9, 10, 11, 12

This is a beginner's level approach to computer science. Students who enroll in this class are not expected to have any prior knowledge of programming, web design, or game design. Students will be taught structured programming concepts and the use of algorithms for problem-solving. The object-oriented programming class uses the Java programming language to discuss basic concepts of programming. This course may fulfill the first credit of Foreign Language/Language other than English.

AP Computer Science Principles

A3580300

Credit: 1

Recommended Prerequisite: Algebra 1

Grades: 9, 10, 11, 12

This is a beginner's level approach to computer science. Students who enroll in this class are not expected to have any prior knowledge of programming, web design, or game design. Students will be taught structured programming concepts and the use of algorithms for problem-solving. The object-oriented programming class uses the Java programming language to discuss basic concepts of programming. This course may fulfill the first credit of Foreign Language/Language other than English.

Computer Science II

03580300

Credit: 1

Recommended Prerequisite: Algebra 1

Grades: 10, 11, 12

Computer Science II builds on introductory concepts by focusing on object oriented programming (OOP) using the JAVA programming language, including data structures, algorithms, and the design of interactive applications

Computer Science III

03580350

Credit: 1

Recommended Prerequisite: Algebra 1

Grades: 10, 11, 12

Computer Science III builds on prior programming experience by focusing on advanced data structures, algorithms, recursion, software design principles and the broader software development lifecycle.

ADDITIONAL ELECTIVES

Professional Communications (*Required course for all BISD freshmen students*)

1300990

Credit: 0.5

Prerequisite: None

Grade: 9

Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.

Interpersonal Studies

N1290012

Credit: 0.5

Prerequisite: None

Grade: 9

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.

The following courses are designed for students who participate in UIL academics.

UIL Social Studies I, II, III, IV	Grades: 9-12	Current Issues & Events, Social Studies, Informative Speaking, Persuasive Speaking
UIL Science I, II, III, IV	Grades: 9-12	Science
UIL Technology Classes	Grades: 9-12	Computer Science, Robotics, Computer Applications
UIL English I, II, III, IV	Grades: 9-12	Spelling & Vocabulary, Literary Criticism, Poetry Interpretation, Prose Interpretation, Journalism, Editorial Writing, Copy Editing, Feature Writing, Headline Writing, News Writing, Ready Writing
UIL Math I, II, III, IV	Grades: 9-12	Calculator Application, Number Sense, Mathematics, Accounting
Debate I, II, III, Oral Interpretation	Grades: 9-12	Congress, Cross-Examination Debate, Lincoln-Douglas Debate

CAREER TECHNICAL COURSES

Programs of Study Business/Industry-Based Certifications Performance Acknowledgements

Agricultural Technology & Mechanical Systems:	American Welding Society (AWS) - SENSE Level 1 Certification, D1.1 Structural Steel
Animal Science:	Elanco Fundamentals of Animal Science Certification
Diagnostic & Therapeutic Services:	Certified Medical Assistant
Digital Communications	Industry Aligned Certification TBD
Drone Unmanned Vehicle:	FAA Part 107 Remote Drone Pilot
Engineering:	AutoCad or Engineering Technology Foundations by NOCTI
Graphic Design and Interactive Media:	Adobe Certified Professional in Print and Digital
Information Technology Support & Services:	Information Technology Specialist-Java Media Publications Using Adobe InDesign
Marketing & Sales	Industry Aligned Certification TBD
Plant Science:	Texas State Florist's Association Knowledge Based Floral Certification
Teaching and Training:	Educational Aide I

AGRICULTURE BUSINESS, LEADERSHIP & COMMUNICATIONS

Agricultural Leadership, Research and Communications

13000950

Credit: 1

Prerequisite: None

Grades 10, 11, 12

Agricultural Leadership, Research and Communications focuses on challenging students to use higher level thinking skills, develop leadership abilities, employ standard research principles, and communicate agricultural positions effectively with all stakeholders.

AGRICULTURE TECHNOLOGY AND MECHANICAL SYSTEMS

Principles of Agriculture, Food, & Natural Resources

13000200

Credit: 1

Prerequisite: None

Grade: 9

Principles of Agriculture, Food, and Natural Resources will allow students to develop knowledge and skills regarding career research and exploration, Ag industry, leadership and personal skills, plant and soil science, animal science, introduction to carpentry and developing a supervised Ag experience.

Agricultural Mechanics & Metal Technologies

13002200

Credit: 1

Recommended Prerequisite: Principles of Ag

Grades: 10, 11, 12

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 metalworking 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. **Students have an opportunity in Agricultural Mechanics & Metal Technologies to also take the following technical dual credit courses through Weatherford College: Introduction to Welding (WLDG 1200) and Fundamentals of Oxy-Fuel Welding/Cutting (WLDG 1204).**

Ag Structures Design and Fabrication/Lab

13002310

Credits: 2

Recommended Prerequisite: Agricultural Mechanics & Metal Technologies

Grades: 11, 12

Welding I provide the knowledge, skills, and technologies required for employment in metal technology systems. Students will develop knowledge and skills related to this system and apply them to personal career development. This course supports the integration of academic and technical knowledge and skills. Students will reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. Knowledge about career opportunities, requirements, and expectations and the development of workplace skills prepare students for future success in Welding II. **Students in Ag Structures Design and Fabrication/Lab have an opportunity to take the following technical dual credit courses through Weatherford College: Fundamentals of GMAW (WLDG 1202); Fundamentals of GTAW (WLDG 1206); Introduction to Blueprint Reading (WLDG 1313); and Welding Codes and Standards (WLDG 1327).**

Ag Equipment Design and Fabrication/Lab

13002360

Credits: 2

Recommended: Ag Structures Design and Fabrication/Lab

Grade: 12

Builds on the knowledge and skills developed in Ag Structures Design and Fabrication. Students will develop advanced welding concepts and skills related to personal and career development. Students will integrate academic and technical knowledge and skills. Students will have opportunities to reinforce, apply, and transfer knowledge and skills to a variety of settings and problems. **Students in Ag Equipment Design and Fabrication/Lab have the opportunity to take the following technical dual credit course through Weatherford College: Introduction to Welding Multi-Process (WLDG 1307).**

Project Based Research

12701500

Credit: 1

Prerequisite: Instructor Approval

Grade: 12

Project Based Research is a course for students to research a real-world problem. Students are matched with a mentor from the business or professional community to develop an original project on a topic related to career interests. Students use scientific methods of investigation to conduct in-depth research, compile findings, and present their findings to an audience that includes experts in the field. To attain academic success, students must have opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

ANIMAL SCIENCE

Small Animal Management (Offered Alternate Years)

13000400

Credit: 0.5

Prerequisite: None

Grades: 10, 11, 12

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

Equine Science (Offered Alternate Years)

13000500

Credit: 0.5

Prerequisite: None

Grades: 10, 11, 12

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

Livestock and Poultry Production (Offered Alternate Years)

13000300

Credit: 1

Prerequisite: None

Grades: 11, 12

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

Veterinary Science**13000600****Credit: 1****Prerequisite: Livestock and Poultry Production, Equine Science or Small Animal Management****Grade: 12**

Veterinary Science covers topics relating to veterinary practices, including practices for large and small Veterinary Practices. Veterinary Science is designed to introduce students to the basic concepts and skills related to the veterinary science industry, such as safety and sanitation, terminology, hospital management, and proper handling and restraining techniques. Live animals will be used in this class for skill development.

Advanced Animal Science**13000700****Credit: 1****Prerequisite: 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.****Recommended Prerequisite: Veterinary Science.****Grade 12**

Advanced Animal Science examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Note: This course satisfies a science credit requirement for students on the Foundation High School Program.**Practicum in Agriculture, Food, and Natural Resources (see Ag Staff)****13002500****Credits: 2****Prerequisite: (See Ag Staff)****Grade 12**

The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Agriculture, Food, and Natural Resources Career Cluster. Recommended prerequisite: a minimum of one credit from the courses in the Agriculture, Food, and Natural Resources Career Cluster. Students shall be awarded two credits for successful completion of this course. A student may repeat this course once for credit provided that the student is experiencing different aspects of the industry and demonstrating proficiency in additional and more advanced knowledge and skills.

DIGITAL COMMUNICATIONS

Professional Communications**13009900****Credit: 0.5****Prerequisite: None****Grade: 9**

Professional Communications is a program in which students develop communication skills by learning leadership, professional, and business skills. They gain an appreciation for the importance of having a vision when setting personal and professional goals. They investigate emotional intelligence and the parameters it measures: self-awareness, self-control, self-motivation, and effective social skills. Students learn skills in public speaking, communication, and problem-solving. They also investigate the concept of personal image, the process of principle-based decision-making, and the importance of making responsible financial decisions.

Principles of Arts, Audio/Video Technology, and Communications**13008200****Credit: 1****Prerequisite: None****Grade: 10**

Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to 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. Topics such as introductions to graphic design and audio/video production will be included.

Audio/Video Production I

13008500

Credit: 1

Recommended Prerequisite: Princ. of Arts, AV Technology, & Communications

Grade: 11

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

Audio/Video Production II with Lab

13008610

Credits: 2

Recommended Prerequisite: Audio/Video Production I

Grade: 12

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 advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and postproduction activities.

Practicum in Audio/Video Production

13008700

Credits: 2

Recommended prerequisite: Audio/Video Production I and II

Grade: 12

The Practicum in Audio Video Production course is designed and structured to work as an open and largely self-directed lab course that allows students to expand and deepen the skills they learned in Advanced Audio Video Production.

DIAGNOSTIC & THERAPEUTIC SERVICES

Principles of Health Science

1302200

Credit: 1

Prerequisite: None

Grade: 9

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 healthcare industry. Course content includes interpersonal relationships, anatomy and physiology, ethical/legal responsibilities, healthcare team concept, medical terminology, basic medical emergency practices, and investigation of various health service-related careers.

Medical Terminology

13020300

Credit: 1

Prerequisite: Biology and IPC or concurrent enrollment in Chemistry

Grade: 10

Medical Terminology is a course that uses the human body as a guide to familiarize students with vocabulary concerning abbreviations, symbols, medical procedures, and pathological conditions. Students will gain knowledge of medical terminology

through the course of study by identifying word parts and the meanings of the words parts.

Health Science Theory

13020400

Credit: 1

Prerequisite: Medical Terminology and Biology

Grades: 11, 12

This course is for students seriously interested in a healthcare career. It is designed to provide for the development of advanced knowledge and skills related to a wide variety of health careers. Students will have in-class and hands-on experiences for continued knowledge and skill development. Students will have the opportunity to investigate and observe a large variety of health care areas rather than a single healthcare field.

Practicum in Health Science Certified Clinical Medical Assistant

13020500

Credits: 2

Prerequisite: Medical Terminology and Anatomy and Physiology; May be concurrently enrolled in Health Science Theory

Grade: 12

The Practicum in Health Science Certified Clinical Medical Assistant 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.

DRONE (UNMANNED VEHICLE)

Robotics I

13037000

Credit: 1

Prerequisite: None

Grades: 9

In Robotics I, students will transfer academic skills to component designs in a project-based environment through implementation of the design process. Students will build prototypes or use simulation software to test their designs.

Robotics II

13037000

Credit: 1

Prerequisite: Robotics I

Grades: 10

In Robotics II, students will explore artificial intelligence and programming in the robotic and automation industry. Through implementation of the design process, students will transfer academic skills to component designs in a project-based environment. Students will build prototypes and use software to test their designs.

Robotics III Capstone

12701101

Credit: 1

Prerequisite: Robotics I, Robotics II

Grade: 11

Robotics III Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students will work collaboratively with others in this program of study.

Practicum in Robotics

13033000

Credits: 2

Prerequisite: Robotics I, Robotics II, Robotics III

Grade: 12

The Practicum in Robotics 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.

ENGINEERING FOUNDATIONS

Principles of Applied Engineering

13036200

Credit: 1

Prerequisite: None

Grade: 9

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

Manufacturing Engineering Technology I

13032900

Credit: 1

Prerequisite: Principles of Applied Engineering

Grade: 10

In Manufacturing Engineering Technology I, students will gain knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. Students will prepare for success in the global economy. The study of manufacturing engineering will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in a manufacturing setting.

Engineering Design and Presentation

13036500

Credit: 1

Prerequisite: Manufacturing Engineering Technology I

Grade: 11

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

Advanced Engineering Design and Presentation

13036600

Credit: 1

Prerequisite: Engineering Design and Presentation

Grade: 12

Advanced Engineering Design and Presentation I is a continuation of knowledge and skills learned in Engineering Design and Presentation. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects.

Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping.

EXERCISE SCIENCE, WELLNESS & RESTORATION

Principles of Exercise and Wellness

N1302107

Credit: 1

Prerequisite: None

Grade: 9

The Principles of Exercise Science and Wellness course is designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards. Students who take this course are ideally interested in such careers as physical therapy, athletic training, nutrition, personal training, and recreational therapy. The central focus of this course is to provide students with a solid foundation in the topics of health and wellness and increase their interest in the various careers available in these fields.

Kinesiology I

N1302104

Credit: 1

Prerequisite: None

Grade: 10

This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer.

Kinesiology II

N1302124

Credit: 1

Prerequisite: Kinesiology I

Grade: 11

The Kinesiology II course is designed to provide students an advanced level of knowledge, skills, and understanding of body composition and the effect on health, nutritional needs of physically active individuals, qualitative biomechanics, application of therapeutic modalities, appropriate rehabilitation services, and aerobic training intensity programs. The course is designed to allow students to advance their understanding of professional standards, employability skills, and ethical and legal standards. Throughout this course, students explore the healthcare/exercise business model and gain an understanding of therapeutic sports psychology. Students develop proper aerobic fitness programs and rehabilitation programs. Kinesiology II prepares students for an industry certification exam such as Certified Personal Trainer.

Kinesiology III Capstone

12701101

Credit: 1

Prerequisite: Kinesiology I, Kinesiology II

Grade: 11

Kinesiology III Capstone is a course designed for students to develop and enhance essential skills while investigating real-world problems, issues, or interests. Students will work collaboratively with others in this program of study.

Practicum in Health Science (Athletic Training)

13020500

Credits: 2

Prerequisite: Kinesiology I, Kinesiology II, Kinesiology III

Grade: 12

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.

GRAPHIC DESIGN AND INTERACTIVE MEDIA

Principles of Arts, Audio/Video Technology, and Communications**13008200****Credit: 1****Prerequisite: None****Grade: 10**

Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to 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. Topics such as introductions to graphic design and audio/video production will be included.

Graphic Design and Illustration I**13008800****Credit: 1****Recommended Prerequisite: Principles of Arts, AV Technology & Communications****Grade: 10**

Graphic Design and Illustration is a hands-on, lab-based class where students are introduced to various Graphic Design & Illustration applications. Students will study image editing, animation, graphic design, and digital color. Portfolio development is required.

Graphic Design and Illustration II**13008900****Credit: 1****Prerequisite: Graphic Design & Illustration I****Grade: 11**

Graphic Design II will allow students to develop advanced knowledge and skills that build on what was learned in Graphic Design I. Students will demonstrate the ability to interpret, evaluate and make design decisions to produce innovative projects while following ethical decision-making skills related to technology in art and design. Students will develop an electronic portfolio to document mastery of skills.

Practicum in Entrepreneurship**N1303425****Credits: 2****Prerequisite: Entrepreneurship, Entrepreneurship II****Grade: 11, 12**

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

MARKETING AND SALES

Principles of Business, Marketing and Finance

13011200

Credit: 1

Prerequisite: None

Grade: 9, 10, 11, 12

In this course, 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.

Sports and Entertainment Marketing

13034600

Credit: 0.5

Prerequisite: None

Grades: 11

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

Social Media Marketing

13034650

Credit: 0.5

Prerequisite: None

Grades: 11

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.

Sports and Entertainment Marketing II

N1303422

Credit: 0.5

Prerequisite: None

Grades: 12

Sports and Entertainment Marketing II is an advanced course designed to build upon students' prior knowledge of sports and entertainment marketing. Students will develop a thorough understanding of advanced marketing concepts and theories as they relate to the sports and entertainment industries. Students will investigate the components of branding, sponsorships and endorsements, as well as promotion plans needed for sports and entertainment events. The course also supports career development skills and explores career options.

Advertising

13034200

Credit: 0.5

Prerequisite: None

Grades: 12

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.

PLANT SCIENCE

Horticulture Science

13002000

Credit: 1

Prerequisite: None

Grades: 10, 11

Horticulture Science is designed to develop an understanding of common horticultural management practices as they relate to food and ornamental plant production. Plant growth, propagation, and identification processes will be studied to prepare for success in the industry. Hands-on experiences will occur in a greenhouse, garden area, and other settings.

Floral Design I

13001800

Credit: 1

Prerequisite: None

Grades: 9, 10

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. Through the analysis of artistic floral styles and historical periods, students will develop respect for the traditions and contributions of diverse cultures. Students will respond to and analyze floral designs, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

This course satisfies the graduation requirement for Fine Arts.

Advanced Floral Design

13001850

Credit: 1

Prerequisite: Floral Design I

Grade: 11, 12

Advanced Floral Design is designed to allow students to further study the floriculture industry. Most of the time will be spent on lectures, projects, and floral events. Workplace skills will be taught along with keeping a record of proficiencies accomplished with the students' projects. Community service and participation in floral event experiences will be required to allow the student to experience the industry first hand

Advanced Plant & Soil Science

13002100

Credit: 1

Recommended Prerequisite: Biology and IPC, Physics, or Chemistry and 1 Ag Course

Grades: 11, 12

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. To prepare for careers in plant and soil science, students must attain academic skills and knowledge, acquire technical knowledge and skills related to plant and soil science and 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 veterinary settings. This course can satisfy a graduation science requirement.

TEACHING AND TRAINING

Principles of Education and Training

13014200

Credit: 1

Prerequisite: None

Grade: 9

Ready, Set, Teach 1 covers a variety of topics including learning processes, education theory, classroom management, child development, and lesson planning. Students will research careers and topics in education including teacher training, interview processes, and ethics in the workplace. Students will experience field-based observations during this course with a highly-qualified cooperating teacher in local elementary schools. A portfolio that will serve as a resource for teaching will be completed throughout the year. There may be costs associated with taking this course.

Communication and Technology in Education

N1300510

Credit: 1

Recommended Prerequisite: Principles of Education & Training

Grade: 10

Communication and Technology in Education will provide students with the fundamentals of planning, managing, and training services needed to provide learning support services in K-12 classrooms. Students will develop knowledge and skills regarding the professional, ethical, and legal responsibilities in teaching related to educational technology; as well as, understand laws and pedagogical justifications regarding classroom technology use.

Instructional Practices

13014400

Credits: 2

Prerequisite: 1 credit from Education and Training Career Cluster

Grade 11

Instructional Practices is a field-based (practicum) internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators or trainers in direct instructional roles with elementary-, middle school-, and high school-aged students. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop materials for educational environments, assist with record keeping, and complete other responsibilities of teachers, trainers, paraprofessionals, or other educational personnel. Students shall be awarded two credits for successful completion of this course.

Peer Assistance and Leadership I (PAALs)

N1290005

Credit: 1

Prerequisite: Application Process

Grades: 11

Peer Assistance and Leadership allows specially trained students to serve as role models and mentors for students in our district. PAALs are trained in listening, communication, facilitation, problem-solving, and decision-making skills. In addition, PAALs participate in various community service projects.

Peer Assistance and Leadership II (PAALs)

N1290006

Credit: 1

Prerequisites: Application Process and PAAL 1

Grades: 12

Peer Assistance and Leadership allows specially trained students to serve as role models and mentors for students in our district. PAALs are trained in listening, communication, facilitation, problem-solving, and decision-making skills.

In addition, PAALs participate in various community service projects.

Practicum in Education and Training

13014500

Credits: 2

13014505

Credits: 3

Prerequisite: Instructional Practices

Grade: 12

Practicum in Education and Training is a field-based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of both a teacher with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary-, middle school-, and high school-aged students.

*****If you are an 11th or 12th grader and want another CTE pathway that we do not offer, you will need to set up an appointment with your counselor and the BHS CTE Director to inquire about available opportunities. Students in these programs will be subject to the receiving entity's academic calendar.**

BROCK HS ATHLETICS AND PHYSICAL EDUCATION

Athletics

Credit: 1 per year with no more than 4 total

Grades: 9-12

UIL Competitive Sports Information:

- | | |
|------------------|----------------|
| * Baseball | * Powerlifting |
| * Basketball | * Softball |
| * Cheerleading^^ | * Tennis |
| * Cross Country | * Track |
| * Football | * Volleyball |
| * Golf | * Wrestling |

^^Cheerleading (year 1) may substitute for the required graduation PE credit. However, if a student is scheduled in Cheerleading and a sport, he/she will receive LOCAL credit for Cheerleading and the substitute PE credit for the sport.

UIL Eligibility

The following UIL standards are used to determine academic eligibility for the first six weeks for the school year.

- Grade 9 and below: Students must have been promoted from the previous grade.
- Grade 10: Five accumulated credits that count toward state graduation requirements.
- Grade 11: Ten accumulated credits that count toward state graduation requirements or a student must have earned at least five credits within the last twelve months.
- Grade 12: Fifteen accumulated credits that count toward state graduation requirements, or a student must have earned at least five credits within the last twelve months.

Skill-Based Lifetime Activities (PE)

PES00056

Credit: 1

Prerequisite: None

Grades: 9, 10, 11, 12

This course offers students the opportunity to demonstrate mastery in basic sports skills, basic sport knowledge, and health and fitness principles. Students will experience opportunities that promote physical literacy and lifetime wellness. Students will participate in a minimum of one lifelong activity from each of the following five categories during the course: • Target games. • Striking and fielding games • Fitness activities • Rhythmic activities • Innovative games and activities. **Students must earn 1 credit in Physical Education to meet the P.E. graduation requirement. No more than 4 P.E. credits may be counted in the total graduation credit requirement.**

Lifetime Fitness & Wellness (PE)

PES00051

Credit: 1

Prerequisite: None

Grades: 9, 10, 11, 12

This course offers current approaches for the foundation of personal fitness, physical literacy, lifetime wellness, and healthy living. Students will apply the knowledge and skills to demonstrate mastery of the concepts needed to achieve lifetime wellness. Students will participate in a variety of physical activities for attaining personal fitness and lifetime wellness. **Students must earn 1 credit in Physical Education to meet the P.E. graduation requirement. No more than 4 P.E. credits may be counted in the total graduation credit requirement**

Lifetime Recreation & Outdoor Pursuits (PE)

PES00053

Credit: 1

Prerequisite: None

Grades: 9, 10, 11, 12

This course provides opportunities to develop competency in five or more life-long recreational and outdoor pursuits for enjoyment and challenge. Students will participate in activities that promote physical literacy, enhance self-worth and support community engagement. **Students must earn 1 credit in Physical Education to meet the P.E. graduation requirement. No more than 4 P.E. credits may be counted in the total graduation credit requirement.**

BROCK HS CLUBS AND ORGANIZATIONS

***Other opportunities available for students who are interested in participating in sports or clubs (i.e., bass fishing, archery, rodeo, robotics). See the Counselor or Athletic Director for information on how we can support your endeavors.**



Brock ISD offers career and technical education programs in many educational pathways. Admission to these programs is based on enrollment in Brock ISD. It is the policy of Brock ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. It is the policy of (District) not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended. Brock 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.

*For information about your rights or grievance procedures, contact the Title IX Coordinator at
410 Eagle Spirit Lane
Brock, TX 76088
Troy Roberts, troberts@brockisd.net
817-501-7642
and the Section 504 Coordinator at
410 Eagle Spirit Lane
Brock, TX 76087*



Brock ISD Staff Survey Results 4-day Week

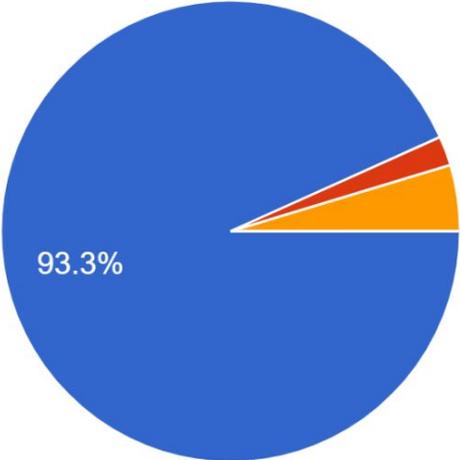
December 2025



- **195 staff completed the survey Dec. 2025 (74%)**
- **155 staff completed the survey April 2025 (60%)**

Do you feel the 4-day work week has impacted the culture at Brock ISD in a positive or negative way?

194 responses



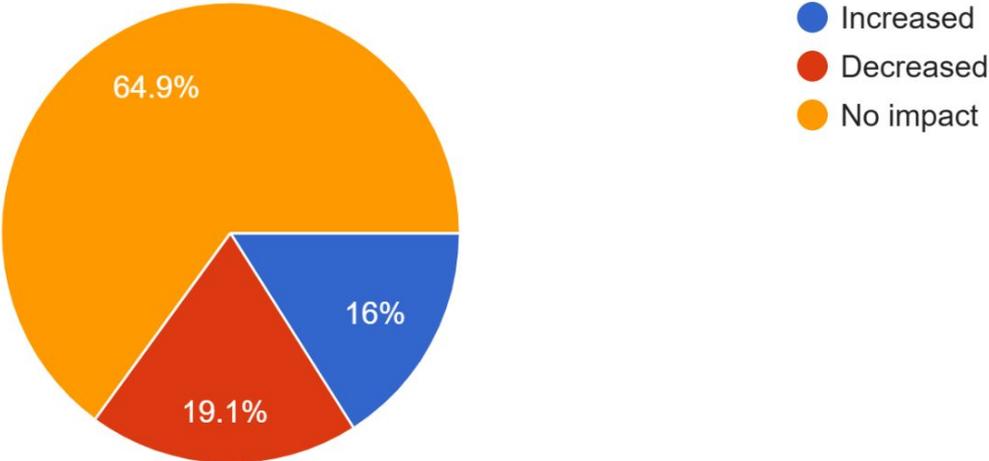
- Positive
- Negative
- No Impact

107

85% in April 2025

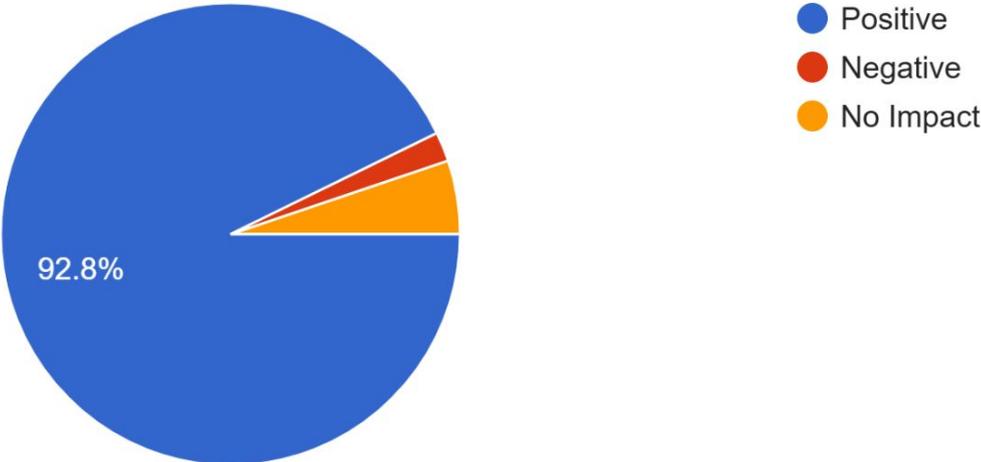
Do you feel that your workload has increased or decreased with the 4-day work week?

194 responses



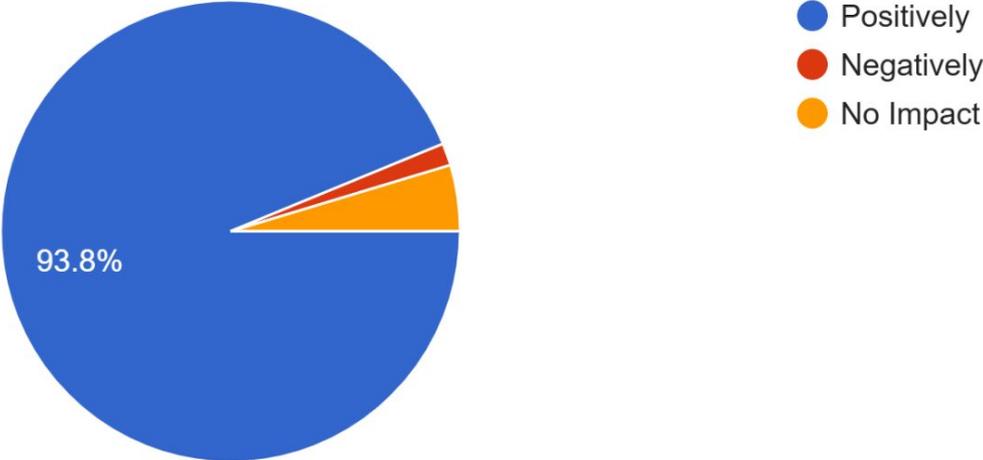
Has the 4-day work week impacted your work-life balance in a positive or negative way?

194 responses



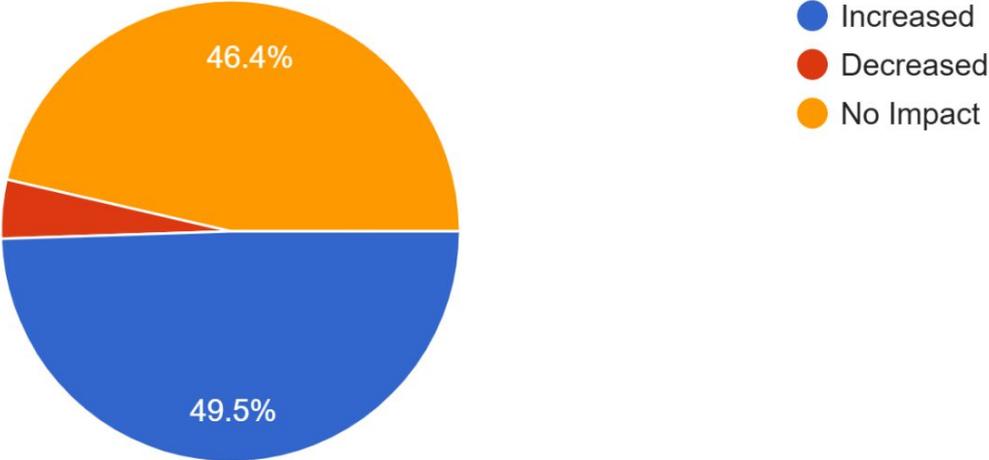
Do you feel that the 4-day work week has positively or negatively impacted your mental and physical well-being?

194 responses



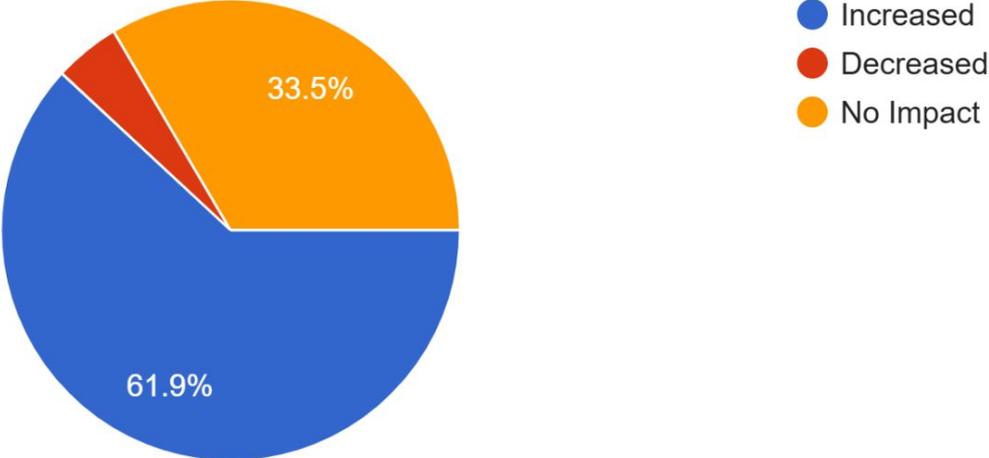
Has the quality of your work increased or decreased since the implementation of the 4-day work week?

194 responses



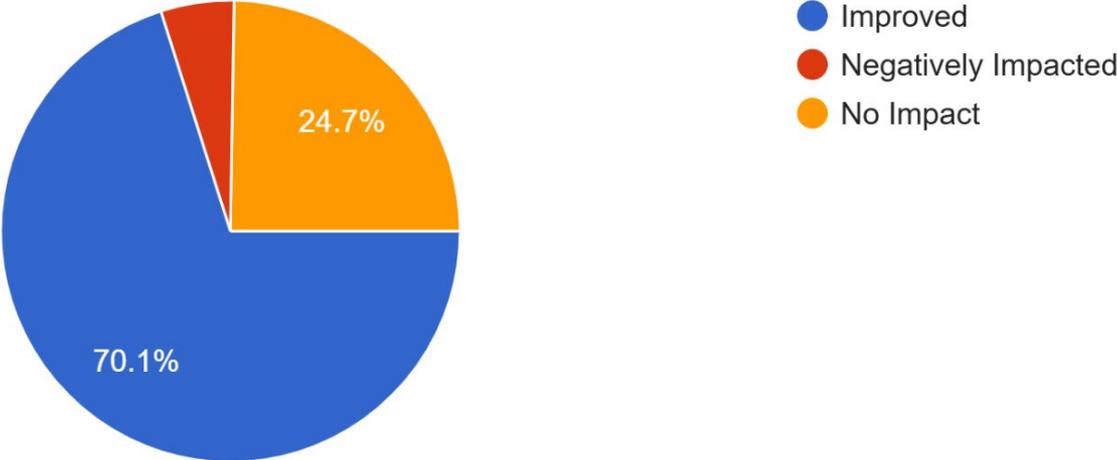
Has the 4-day work week increased or decreased your ability to manage your time and tasks?

194 responses



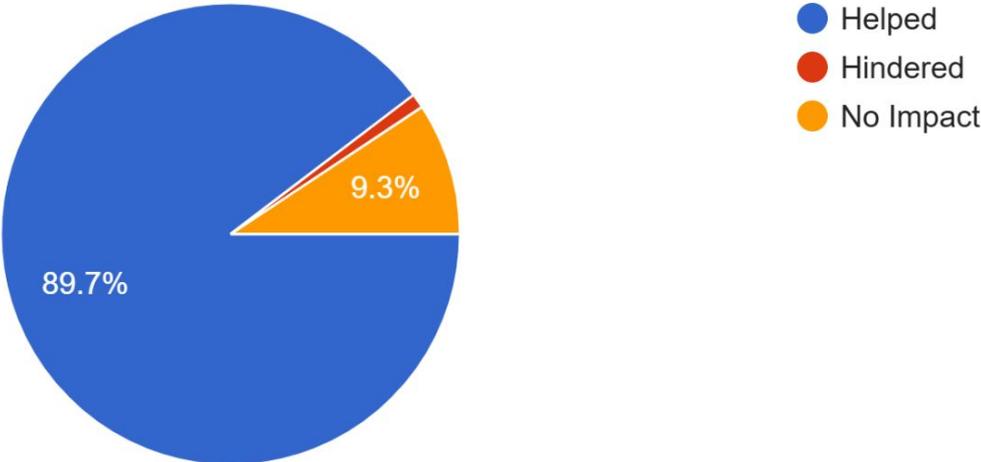
Do you feel the 4-day work week has improved or negatively impacted your ability to plan and prepare for your work?

194 responses



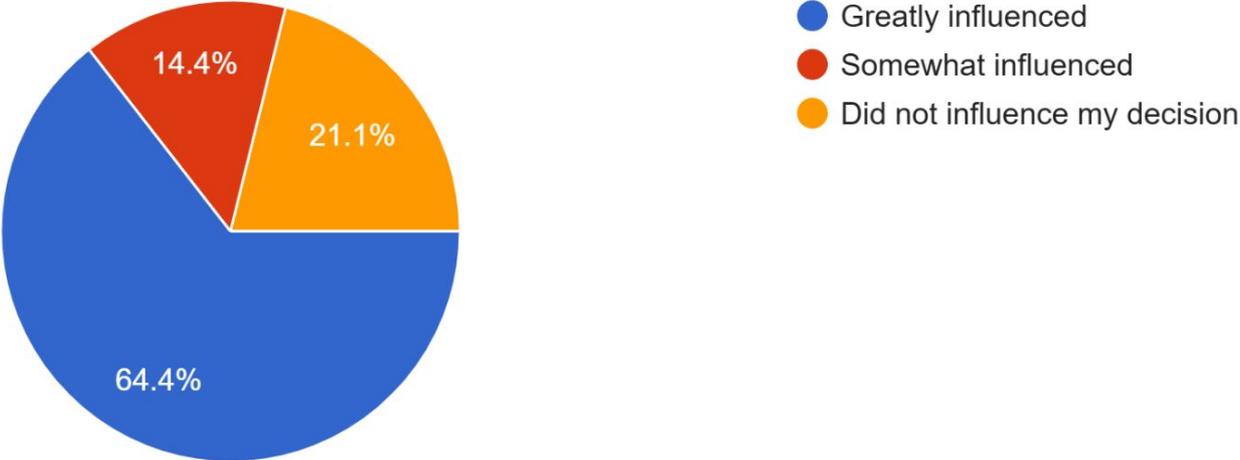
Do you think the 4-day work week has helped or hindered our ability to recruit and retain staff?

194 responses



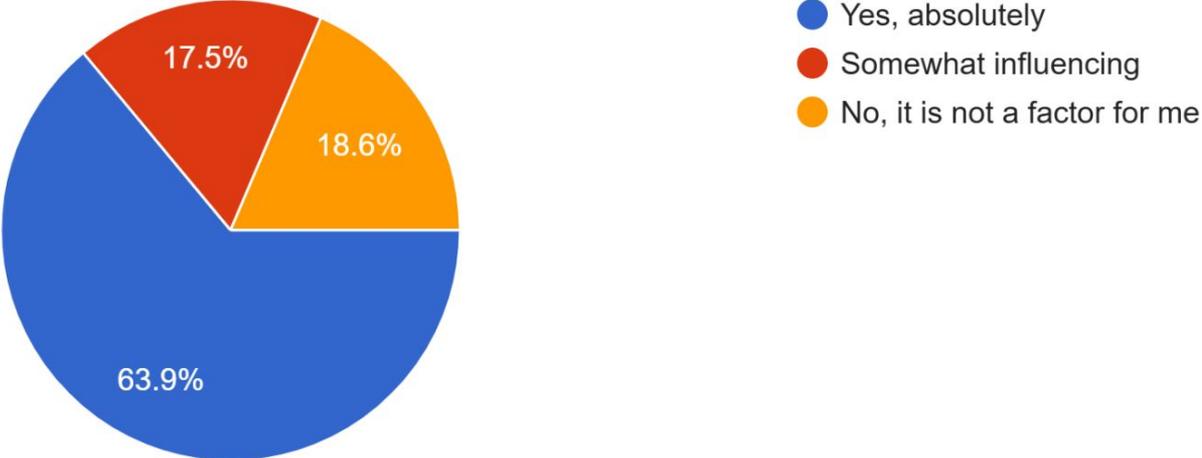
How did the 4-day work week influence your decision to remain in Brock ISD for the 2025-2026 school year?

194 responses



Is the 4-day work week influencing your decision to stay in Brock ISD for the 2026-2027 school year?

194 responses





OPEN-ENDED QUESTIONS

Key Strengths

- Overwhelmingly positive staff support
- Improved morale and wellness
- Strong retention benefits
- Enhanced job satisfaction
- Better work-life balance

Areas for Improvement

- Managing workload compression
- Reducing fatigue from longer days
- Improving scheduling and planning structures 117
- Monitoring student engagement and stamina





Parent Survey Results

4-day Week

December 2025

Survey Background:

- Identical to survey used in May 2025; developed with input from the School Board
- Parents were provided a 2-week window to complete the survey in December
- Emails were sent directly to parents with the survey link
- Survey link was posted on the District FB page twice during the window
- Campuses shared the information in their parent communication platforms

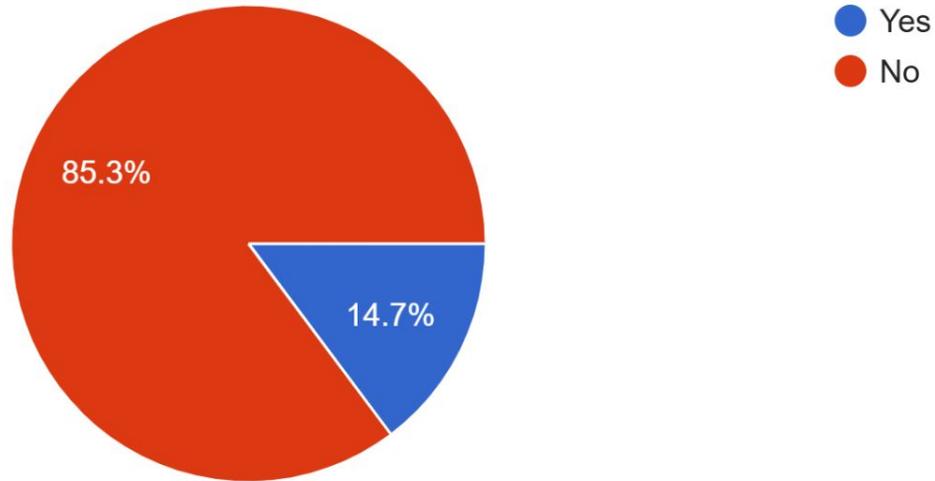




Student 1 - Section 1

Are you or your spouse/partner employed by Brock ISD?

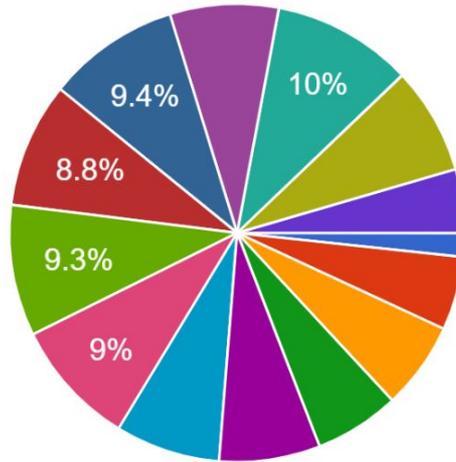
712 responses



122

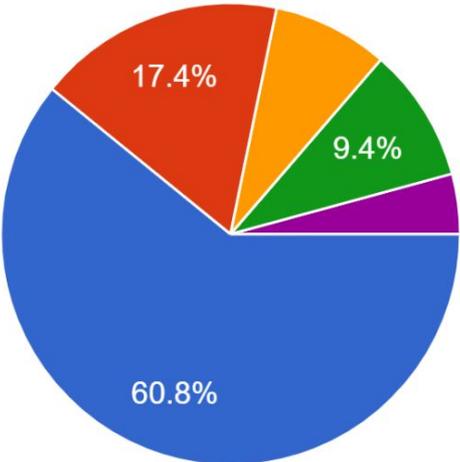
What grade is your student in currently?

712 responses



How would you rate your overall satisfaction with the 4-day school week?

712 responses

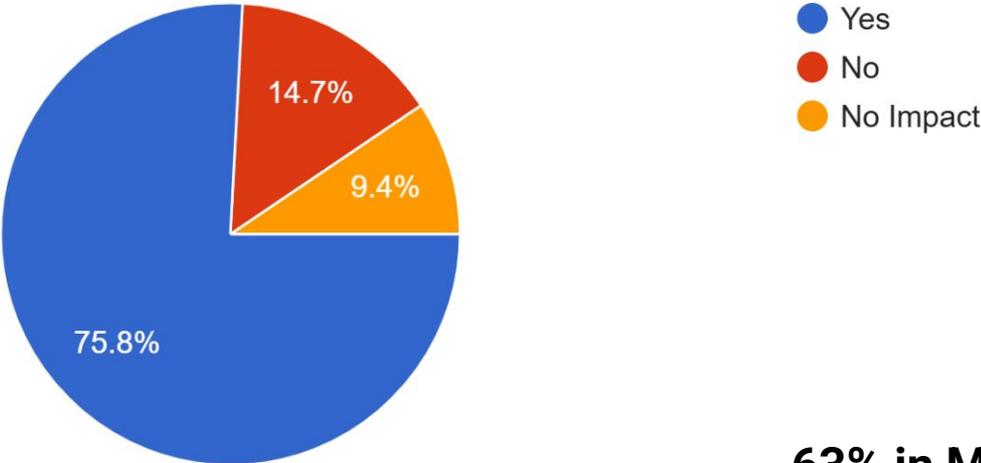


- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

Very Satisfied increased from 47% in May 2025 (742 responses)

Has the 4-day school week improved your family's ability to spend time together?

712 responses

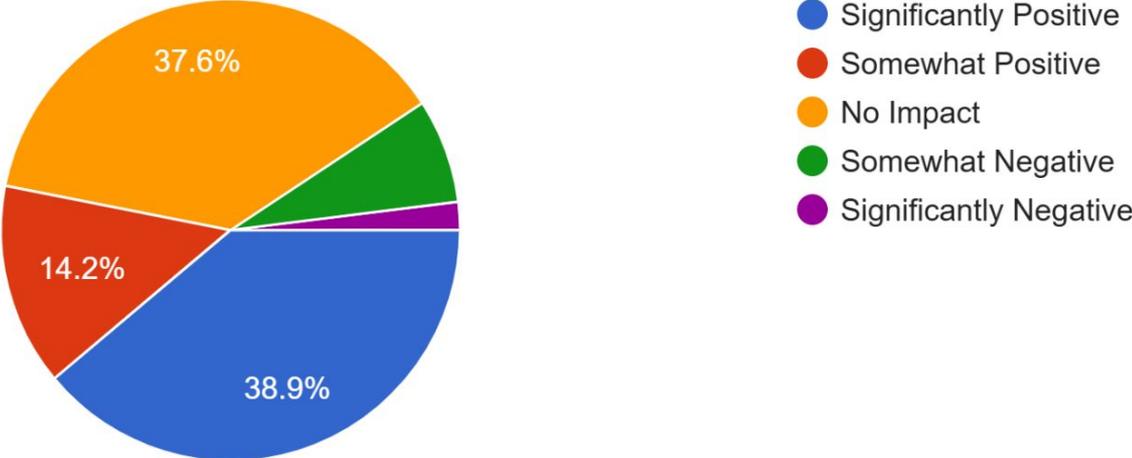


125

63% in May 2025

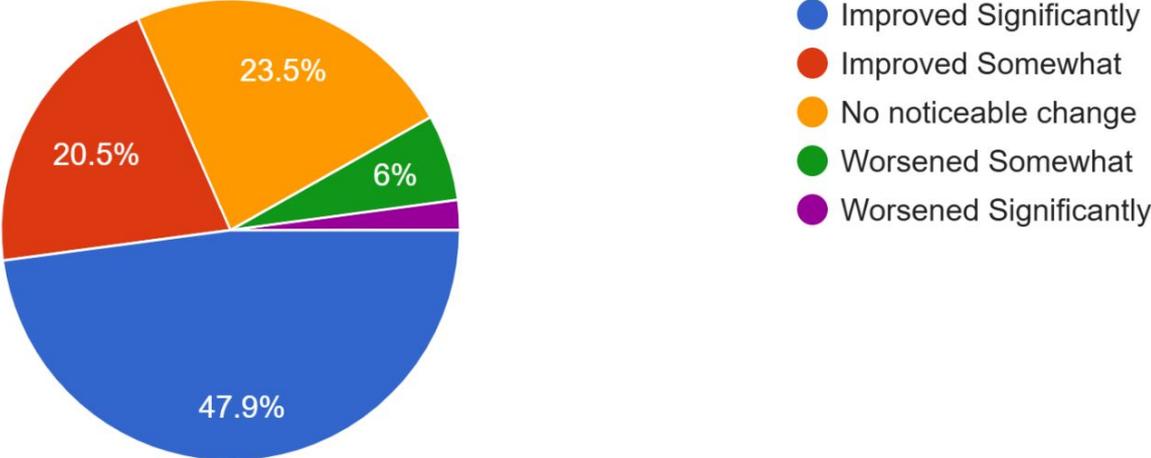
What impact, if any, has the 4-day school week had on your child's social interactions with peers?

712 responses



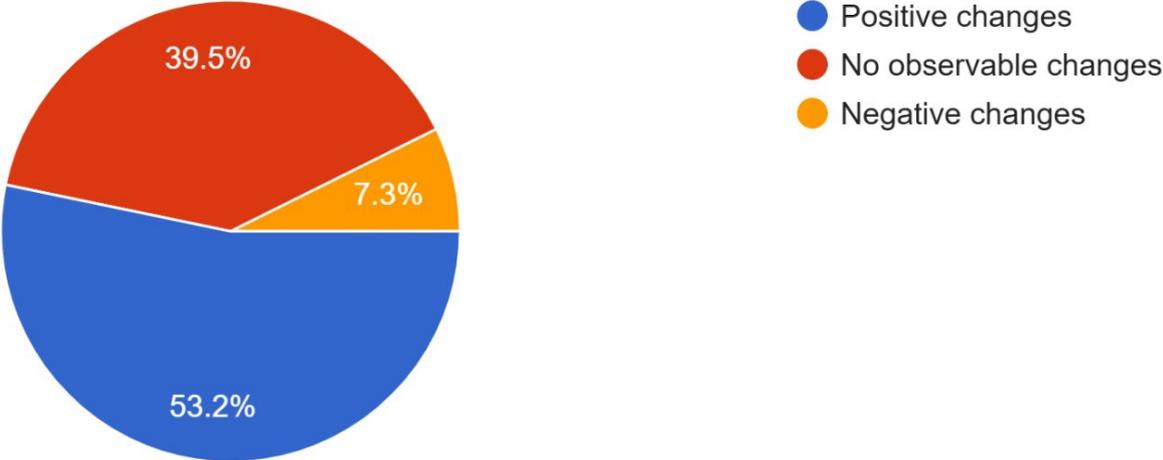
Has the 4-day school week influenced your child's overall well-being?

712 responses



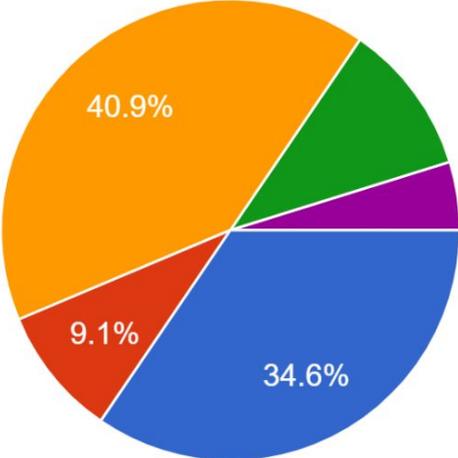
Have you observed any changes in your child's behavior or mental health since the implementation of the 4-day schedule?

712 responses



Has the 4-day school week affected your child's ability to manage their academic workload?

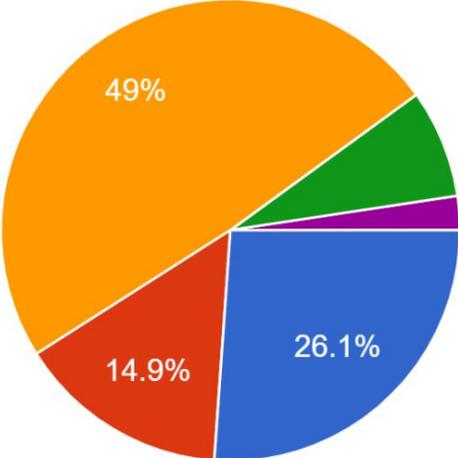
712 responses



- Easier to manage workload
- Slightly easier to manage workload
- No noticeable difference
- Slightly harder to manage workload
- Much harder to manage workload

How has the 4-day school week impacted your child's academic performance overall?

712 responses



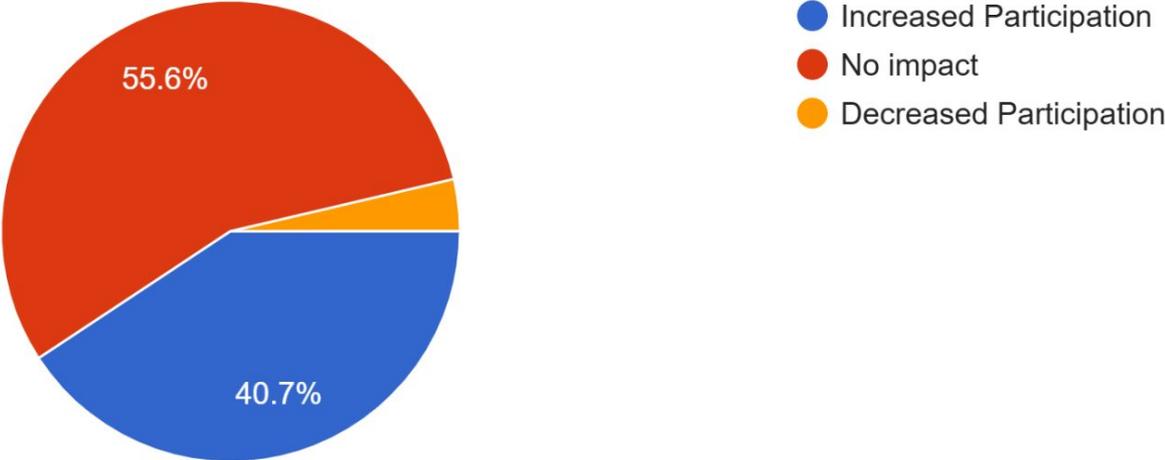
- Improved Significantly
- Improved Slightly
- No impact
- Declined Slightly
- Declined Significantly

130

May 2025 Improvement 30%
Dec. 2025 Improvement 41%

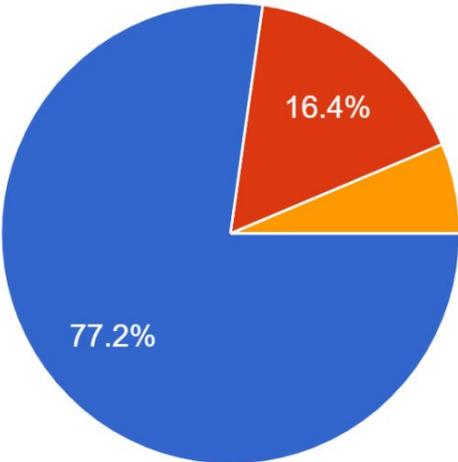
What impact has the 4-day school week had on your child's participation in extracurricular activities?

712 responses



If given the choice, which school schedule would you prefer for your child?

712 responses



- Continue with the current 4-day school week.
- Return to a traditional 5-day school week.
- Undecided/No preference

132

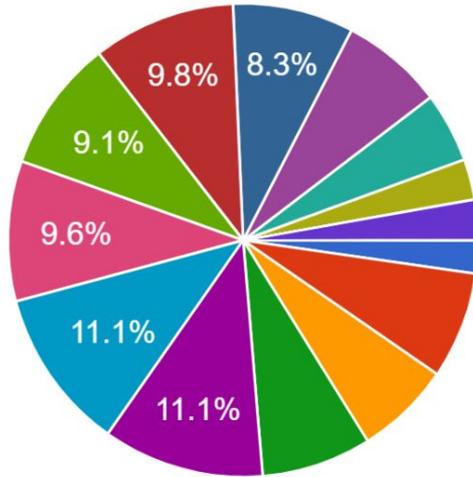
**May 2025:
Continue with 4-day 65%;
Return to 5-day 28%**



Student 2 - Section 2

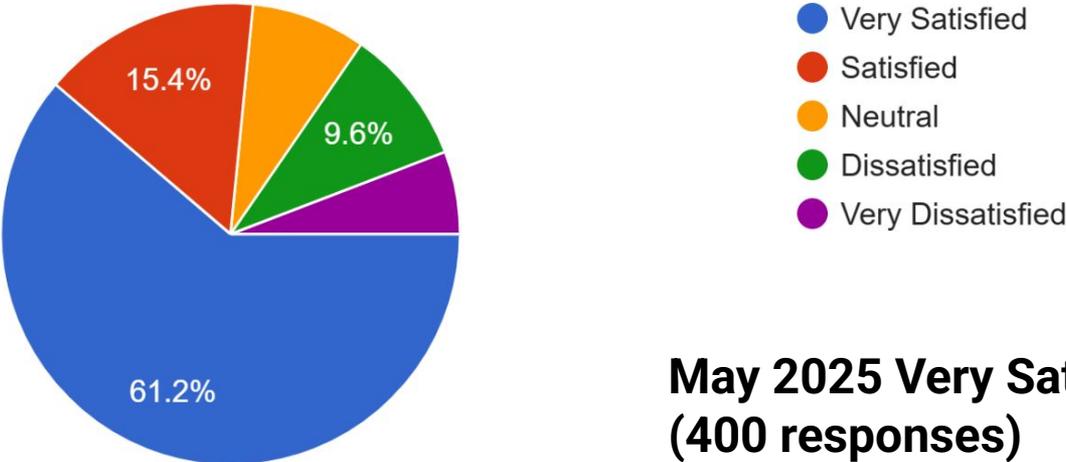
What grade is your student in currently?

397 responses



How would you rate your overall satisfaction with the 4-day school week?

397 responses

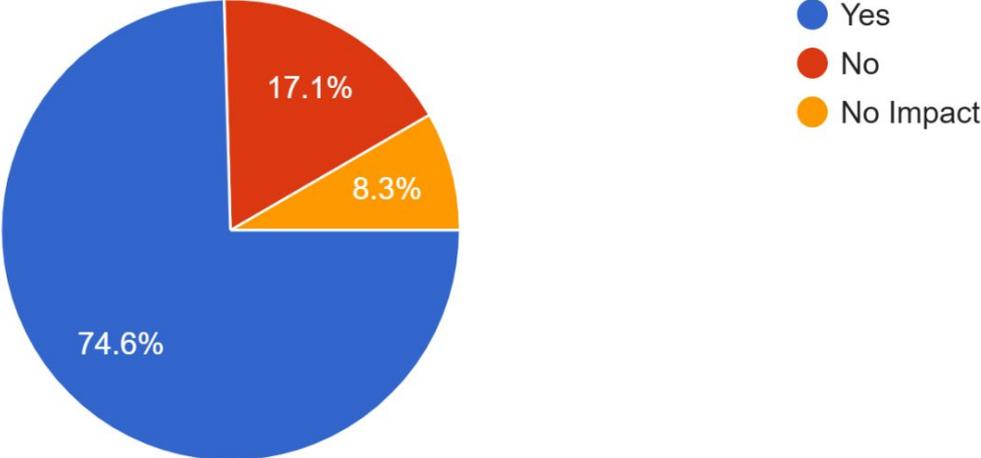


135

**May 2025 Very Satisfied 49%
(400 responses)**

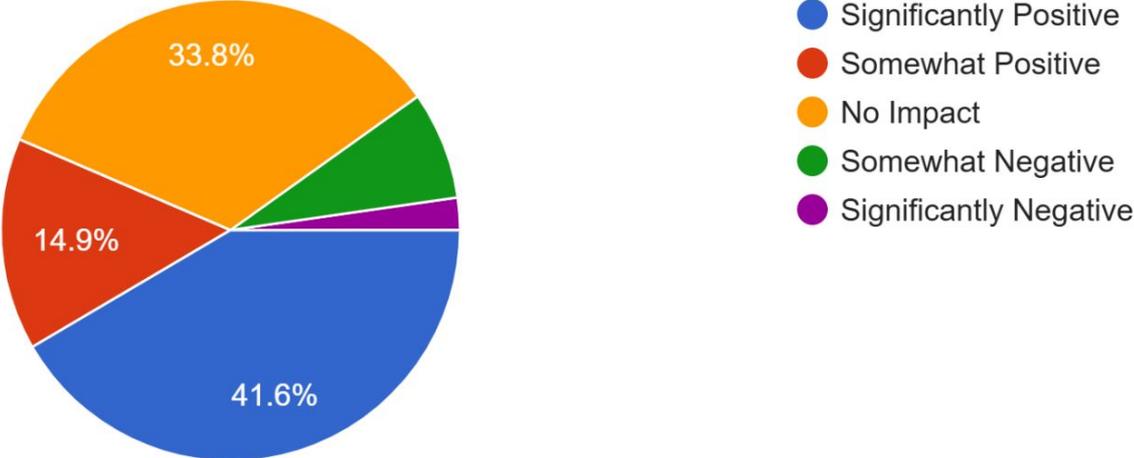
Has the 4-day school week improved your family's ability to spend time together?

397 responses



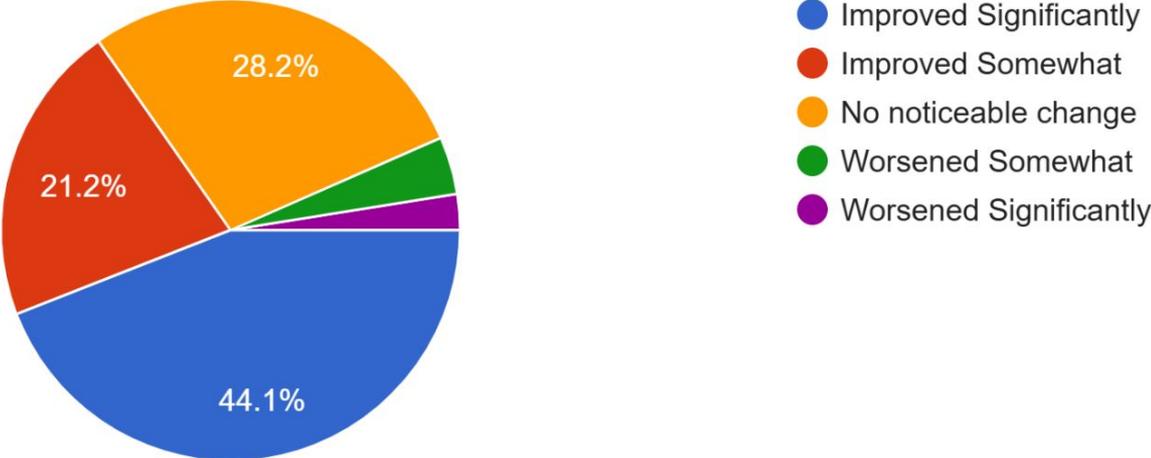
What impact, if any, has the 4-day school week had on your child's social interactions with peers?

397 responses



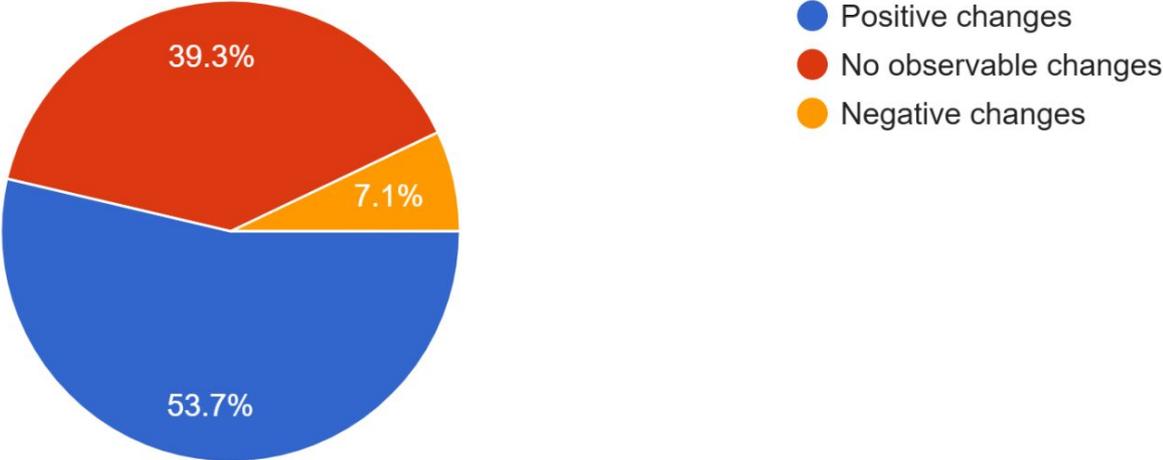
Has the 4-day school week influenced your child's overall well-being?

397 responses



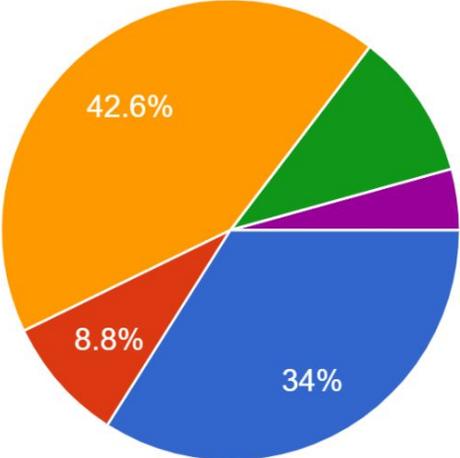
Have you observed any changes in your child's behavior or mental health since the implementation of the 4-day schedule?

397 responses



Has the 4-day school week affected your child's ability to manage their academic workload?

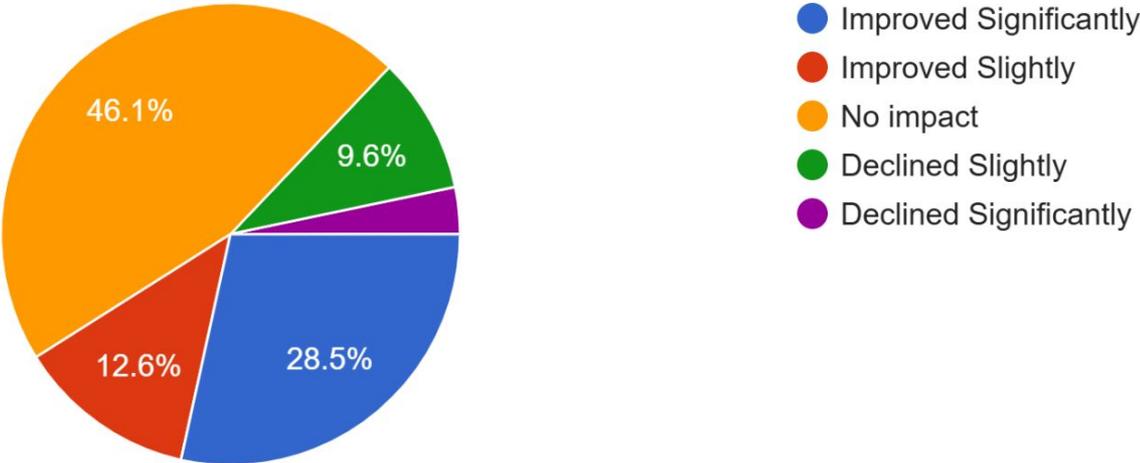
397 responses



- Easier to manage workload
- Slightly easier to manage workload
- No noticeable difference
- Slightly harder to manage workload
- Much harder to manage workload

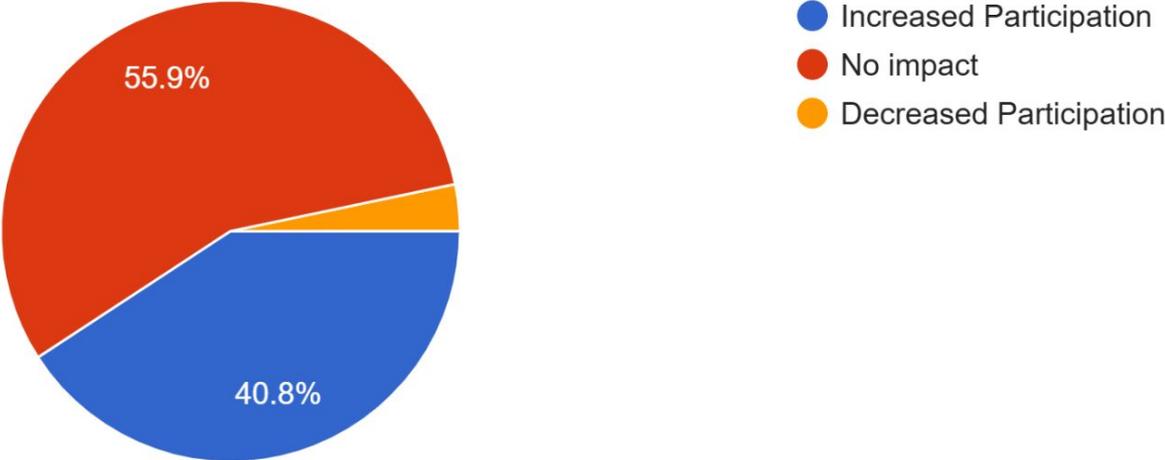
How has the 4-day school week impacted your child's academic performance overall?

397 responses



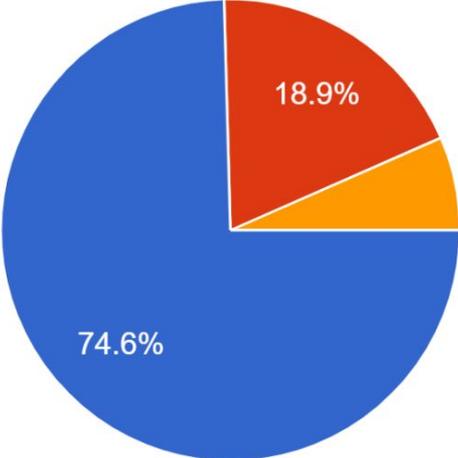
What impact has the 4-day school week had on your child's participation in extracurricular activities?

397 responses



If given the choice, which school schedule would you prefer for your child?

397 responses



- Continue with the current 4-day school week.
- Return to a traditional 5-day school week.
- Undecided/No preference

143

**May 2025:
Continue with 4-day 67%;
Return to 5-day 27%**

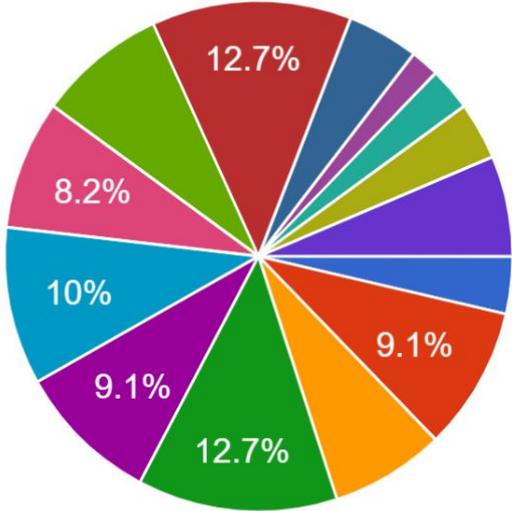


Student 3 - Section 3

144

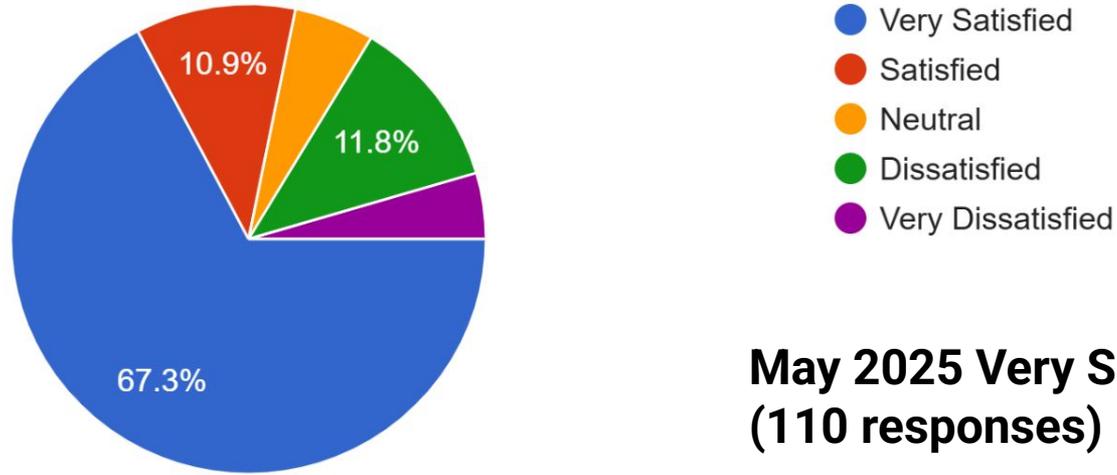
What grade is your student in currently?

110 responses



How would you rate your overall satisfaction with the 4-day school week?

110 responses

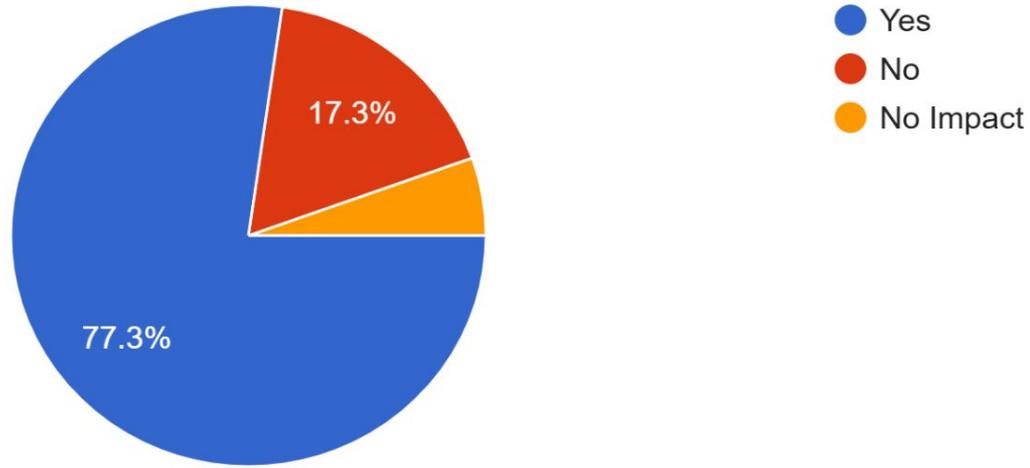


146

**May 2025 Very Satisfied 51%
(110 responses)**

Has the 4-day school week improved your family's ability to spend time together?

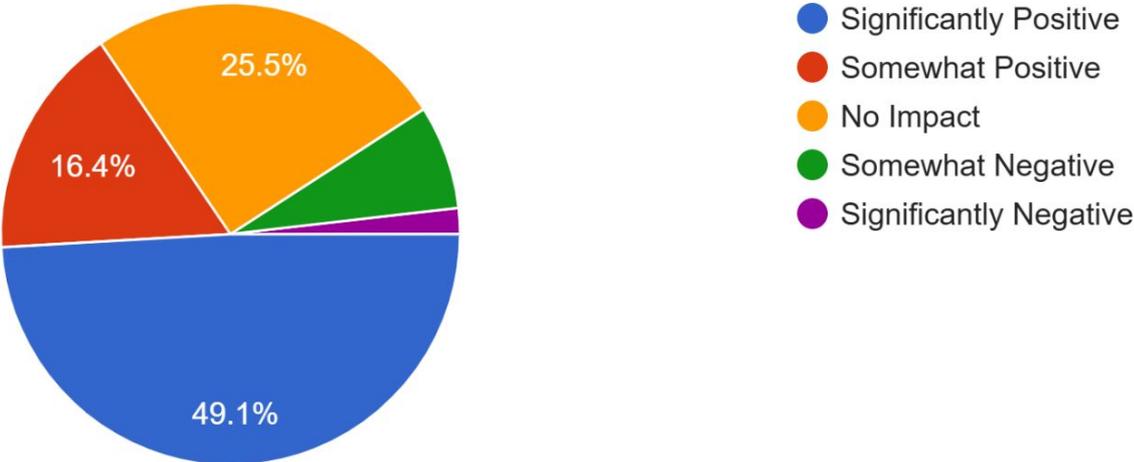
110 responses



147

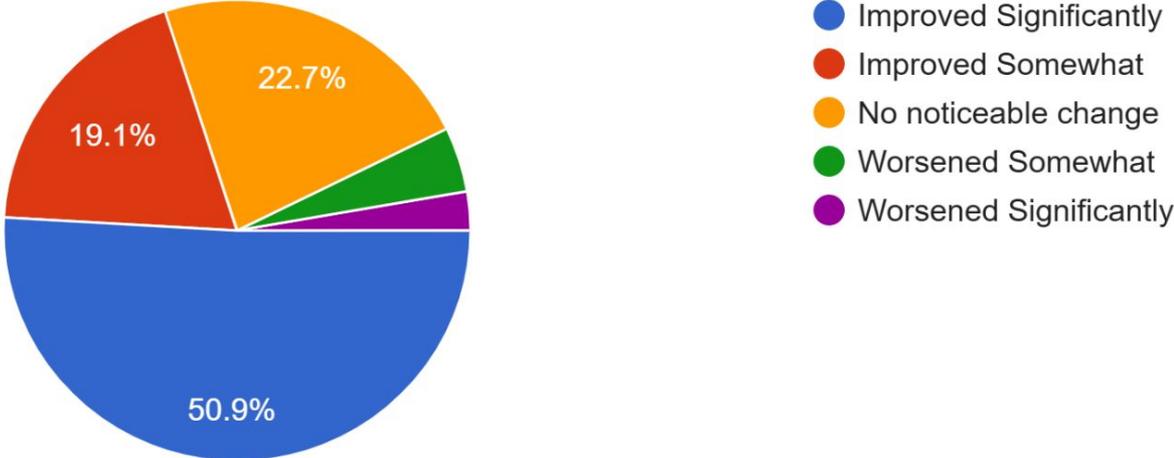
What impact, if any, has the 4-day school week had on your child's social interactions with peers?

110 responses



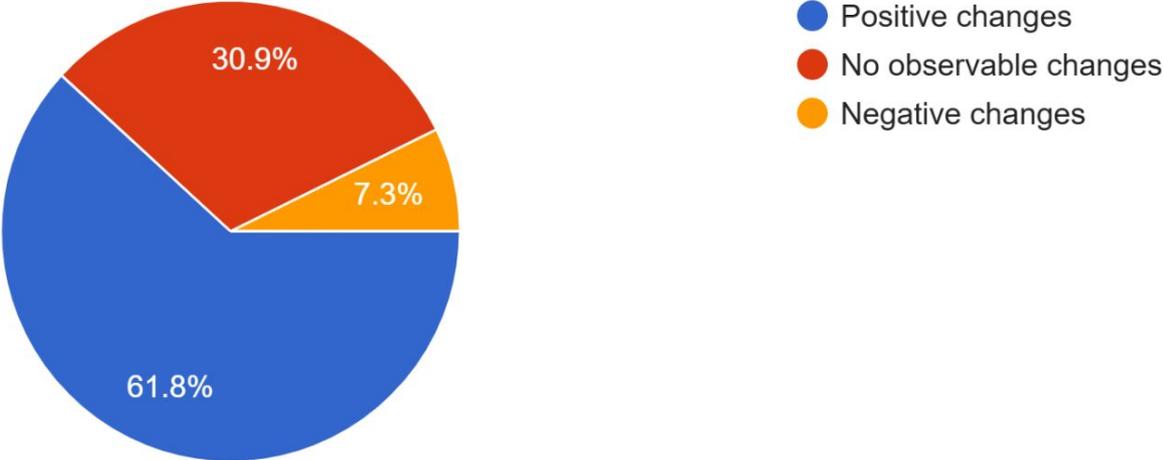
Has the 4-day school week influenced your child's overall well-being?

110 responses



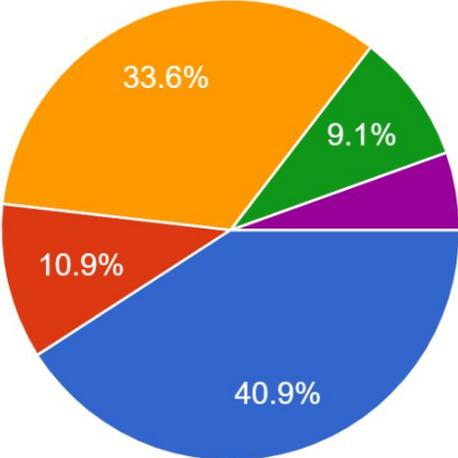
Have you observed any changes in your child's behavior or mental health since the implementation of the 4-day schedule?

110 responses



Has the 4-day school week affected your child's ability to manage their academic workload?

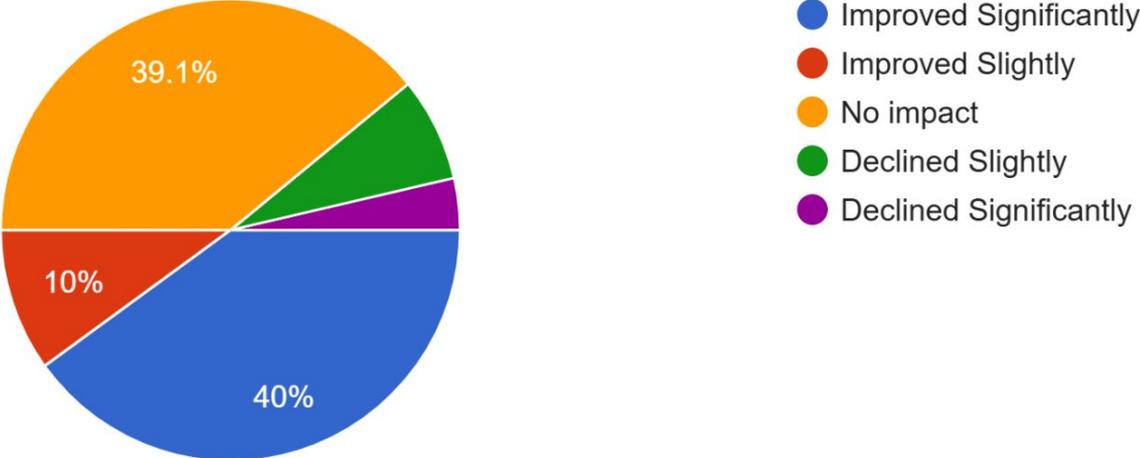
110 responses



- Easier to manage workload
- Slightly easier to manage workload
- No noticeable difference
- Slightly harder to manage workload
- Much harder to manage workload

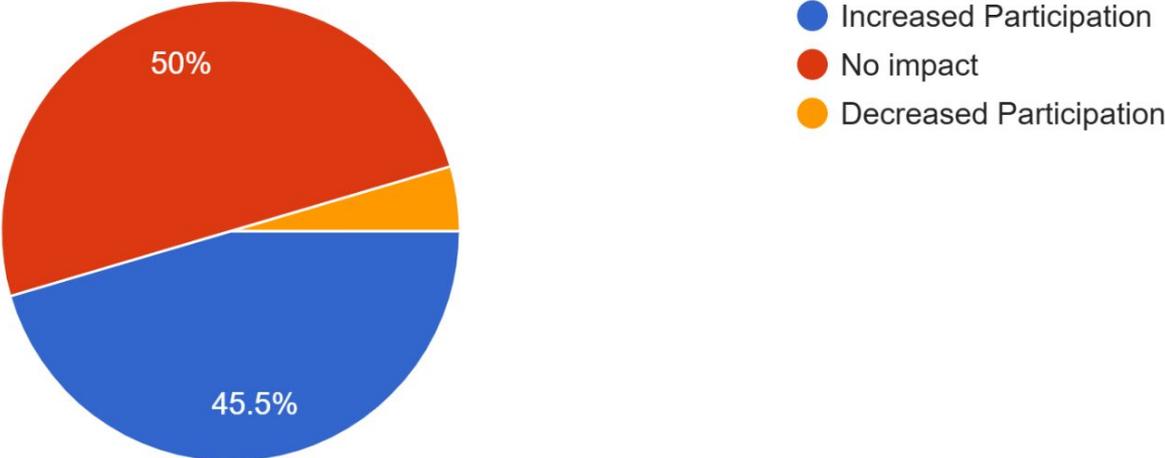
How has the 4-day school week impacted your child's academic performance overall?

110 responses



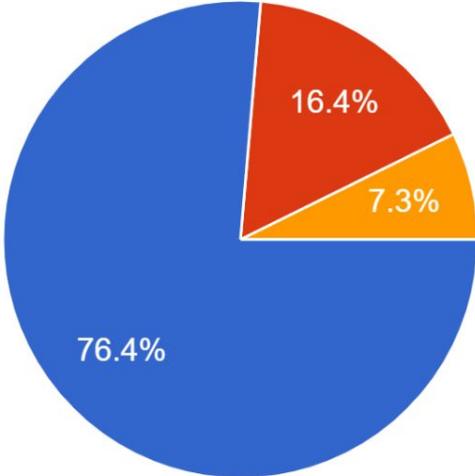
What impact has the 4-day school week had on your child's participation in extracurricular activities?

110 responses



If given the choice, which school schedule would you prefer for your child?

110 responses



- Continue with the current 4-day school week.
- Return to a traditional 5-day school week.
- Undecided/No preference

154

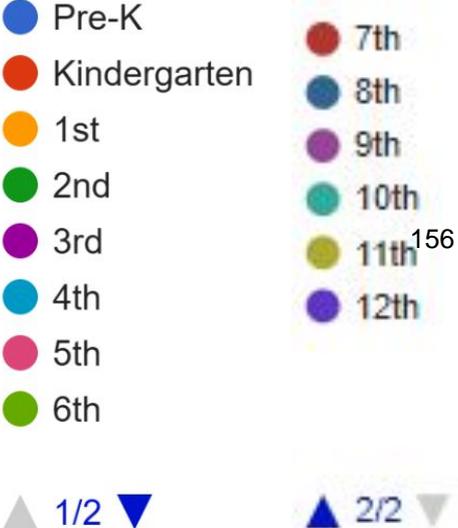
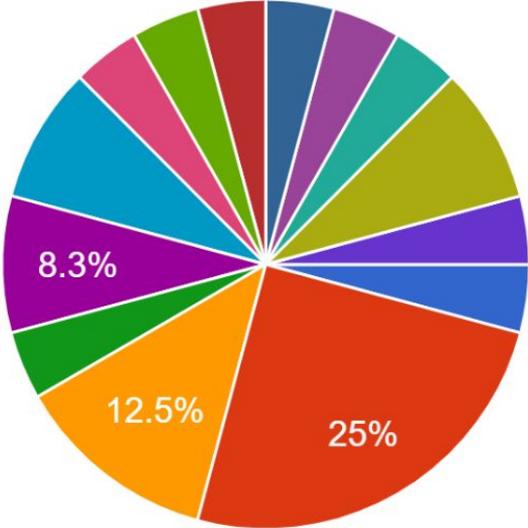
**May 2025:
Continue with 4-day 61%;
Return to 5-day 32%**



Student 4 - Section 4

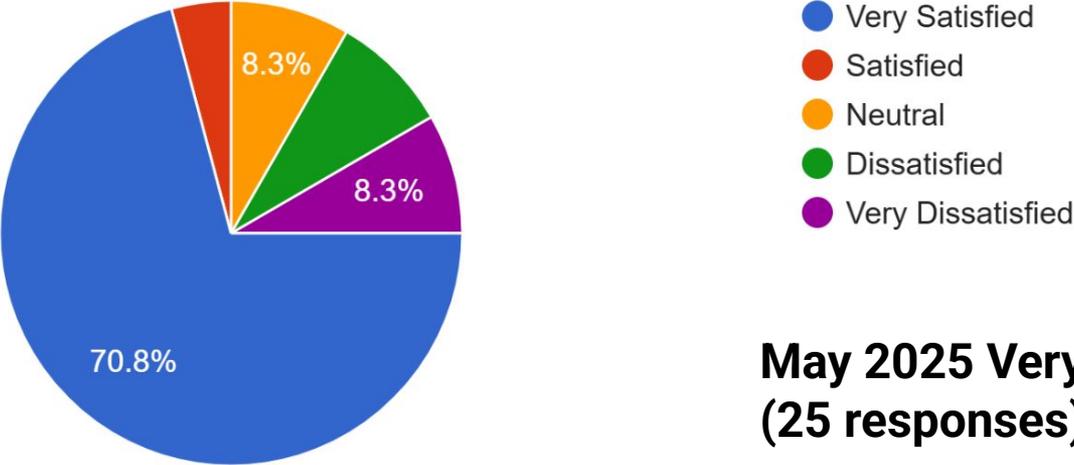
What grade is your student in currently?

24 responses



How would you rate your overall satisfaction with the 4-day school week?

24 responses

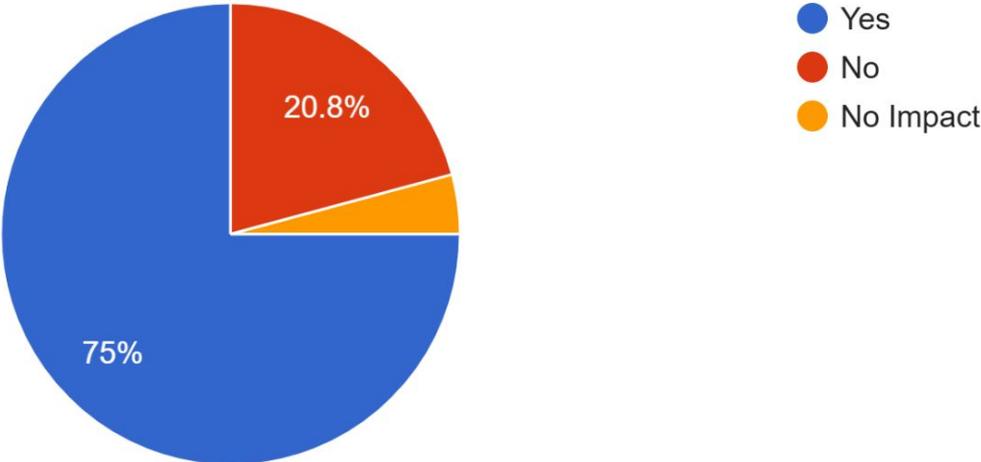


157

**May 2025 Very Satisfied 44%
(25 responses)**

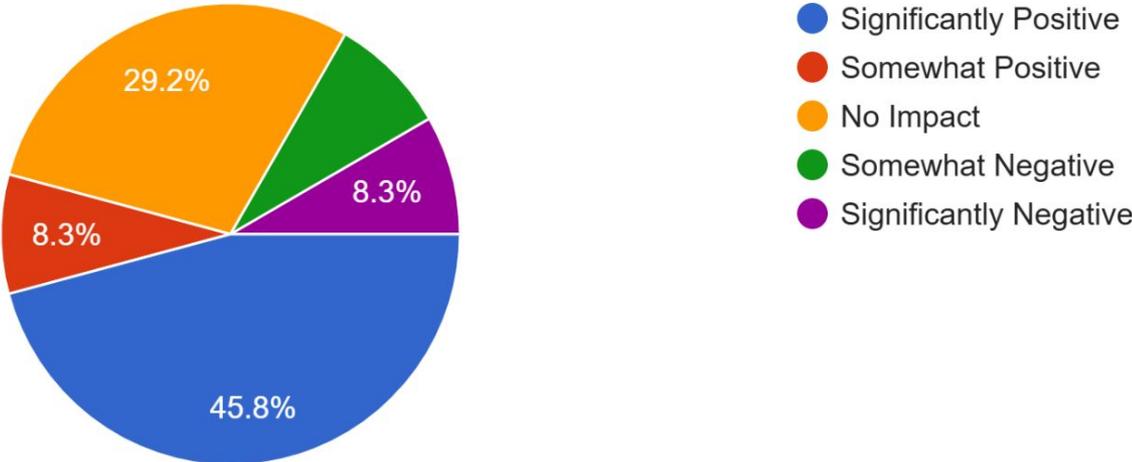
Has the 4-day school week improved your family's ability to spend time together?

24 responses



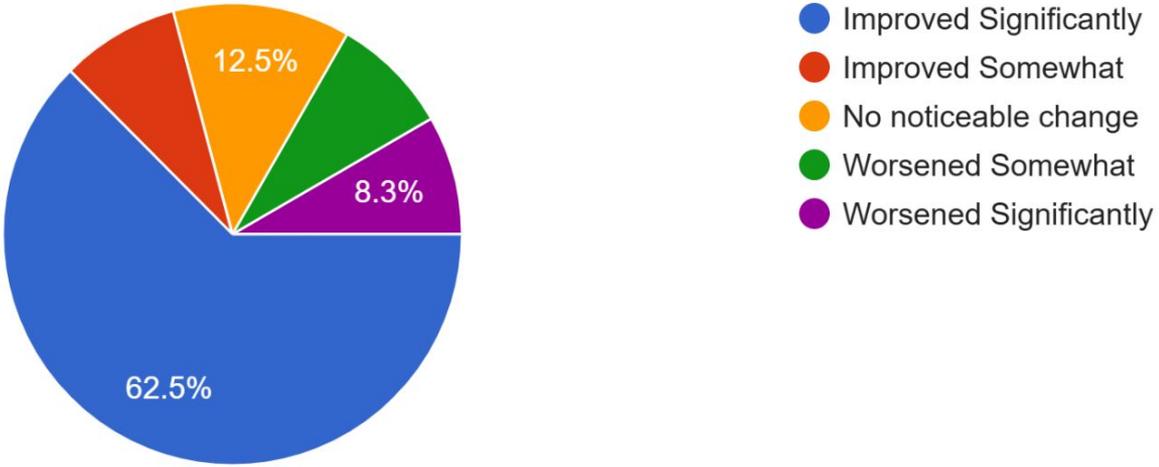
What impact, if any, has the 4-day school week had on your child's social interactions with peers?

24 responses



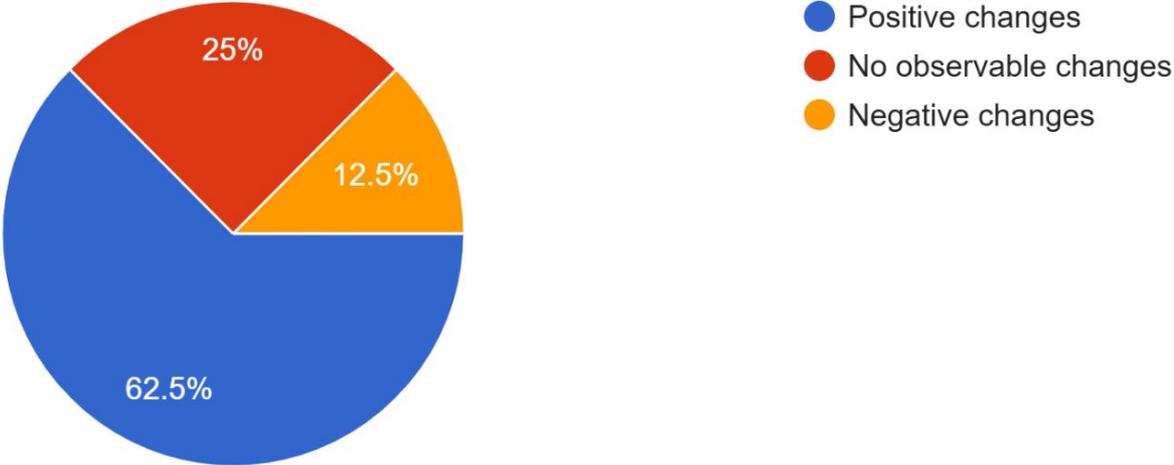
Has the 4-day school week influenced your child's overall well-being?

24 responses



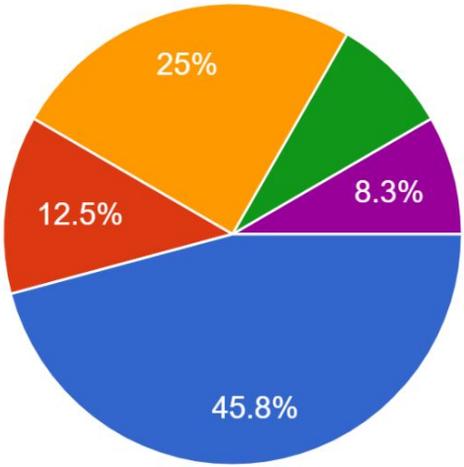
Have you observed any changes in your child's behavior or mental health since the implementation of the 4-day schedule?

24 responses



Has the 4-day school week affected your child's ability to manage their academic workload?

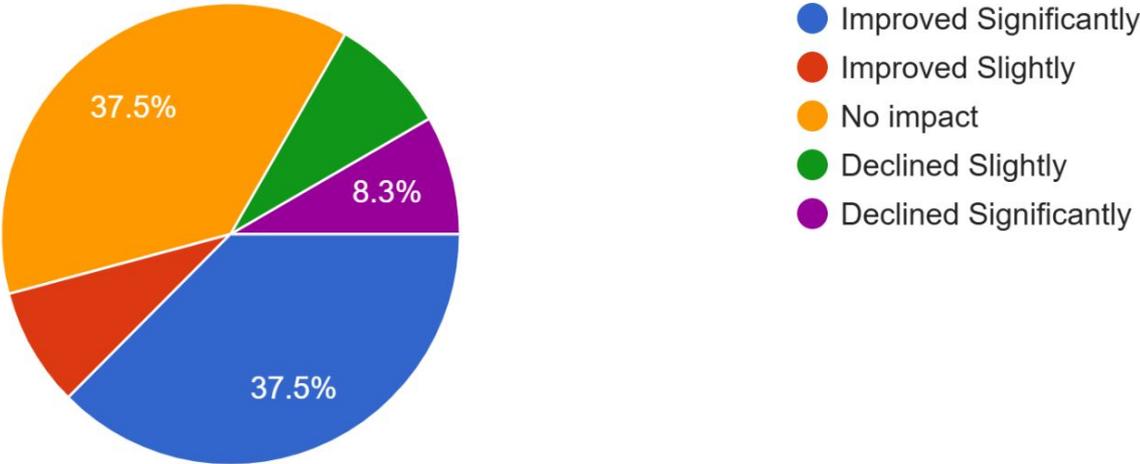
24 responses



- Easier to manage workload
- Slightly easier to manage workload
- No noticeable difference
- Slightly harder to manage workload
- Much harder to manage workload

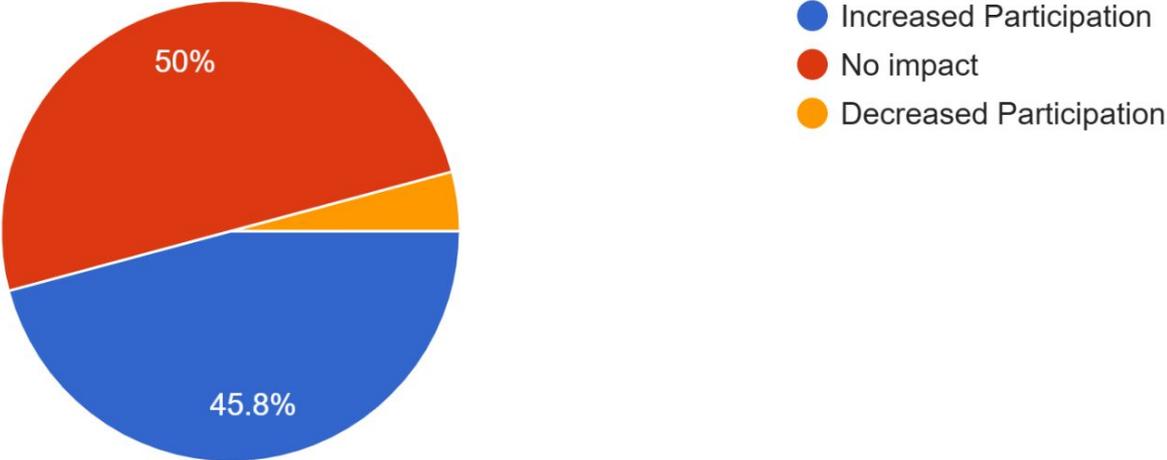
How has the 4-day school week impacted your child's academic performance overall?

24 responses



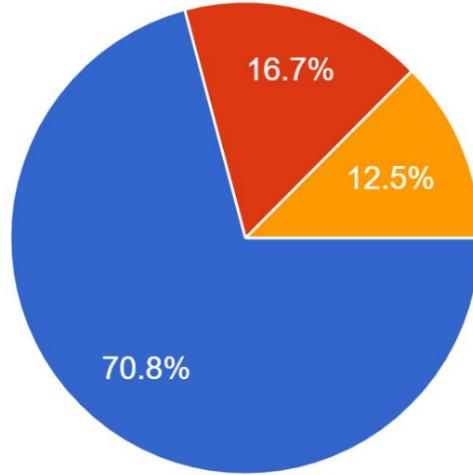
What impact has the 4-day school week had on your child's participation in extracurricular activities?

24 responses



If given the choice, which school schedule would you prefer for your child?

24 responses



- Continue with the current 4-day school week.
- Return to a traditional 5-day school week.
- Undecided/No preference

165

**May 2025:
Continue with 4-day 64%;
Return to 5-day 36%**

Overall Survey Responses:

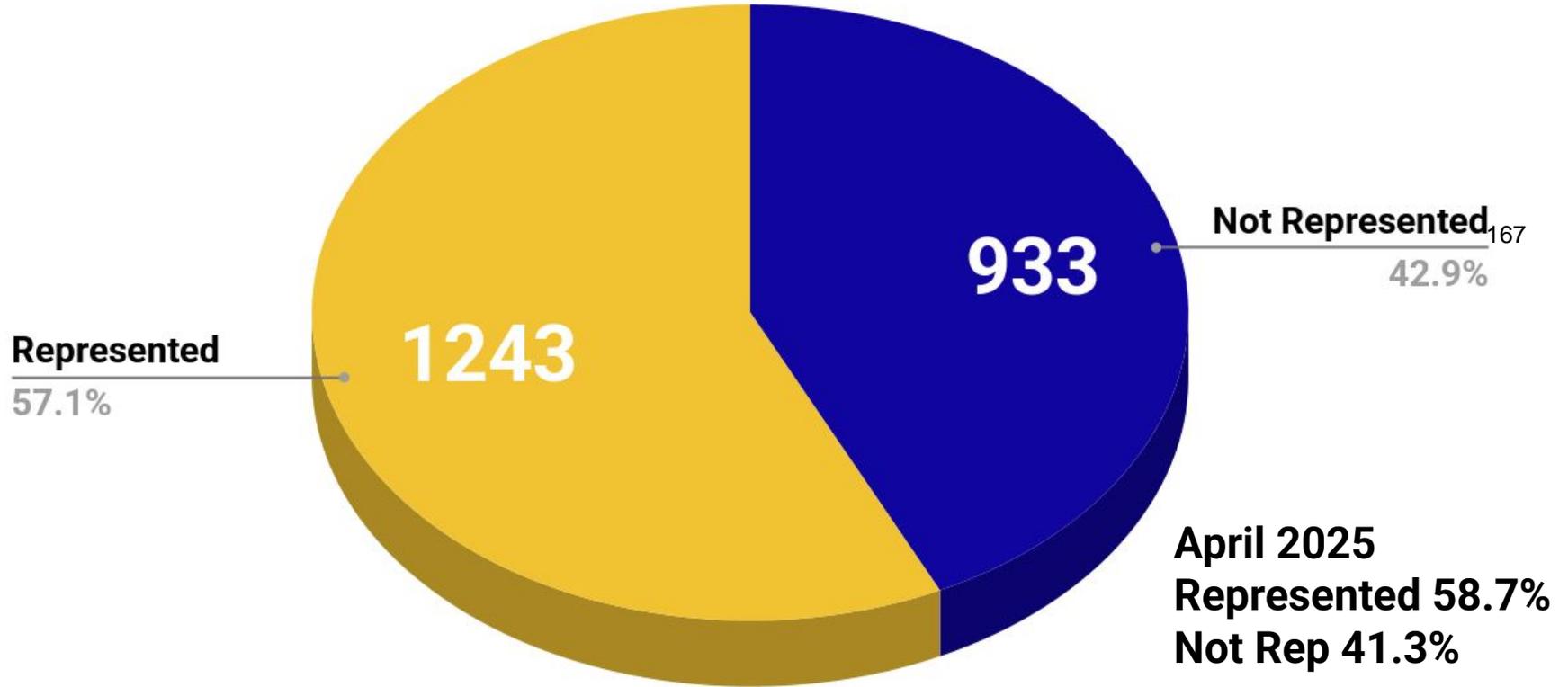
“If given a choice, what school schedule would you prefer for your child?”

Grade	# Students Represented	Remain 4-day	% Dec. 2025	% April 2025
Pre-K	26	24	92%	72%
K	82	70	85%	65%
1st	81	64	79%	59%
2nd	88	69	78%	59%
3rd	107	82	77%	69%
4th	110	85	77%	71%
5th	112	94	84%	60%

Grade	# Students Represented	Remain 4-day	% Dec. 2025	% April 2025
6th	112	91	81%	71%
7th	117	94	75%	75%
8th	106	89	80%	79%
9th	86	76	88%	79%
10th	94	82	87%	82%
11th	71	67	94%	81%
12th	51	43	83%	68%

166

STUDENTS REPRESENTED (12/19/2025)





OPEN-ENDED QUESTIONS

Key Strengths

- Significant increase in family time
- Improved student well-being
- Better rest and recovery
- Greater schedule flexibility
- Generally positive student attitudes

Areas with Challenges

- Managing student fatigue from longer days
- Academic compression
- Friday childcare
- Helping students maintain routines
- Continuing to refine daily schedules



Thank you

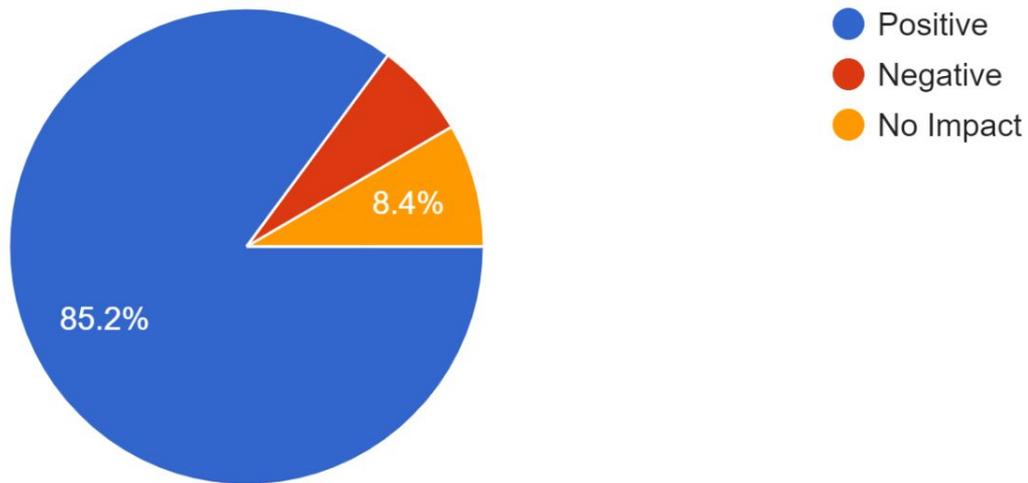


Brock ISD Staff Survey Results 4-day Week

April 2025

Do you feel the 4-day work week has impacted the culture at Brock ISD in a positive or negative way?

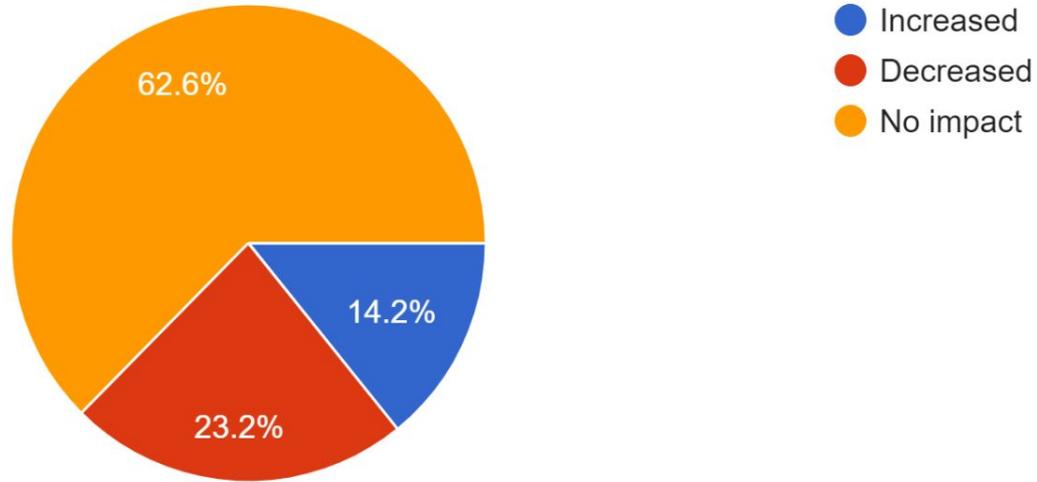
155 responses



171

Do you feel that your workload has increased or decreased with the 4-day work week?

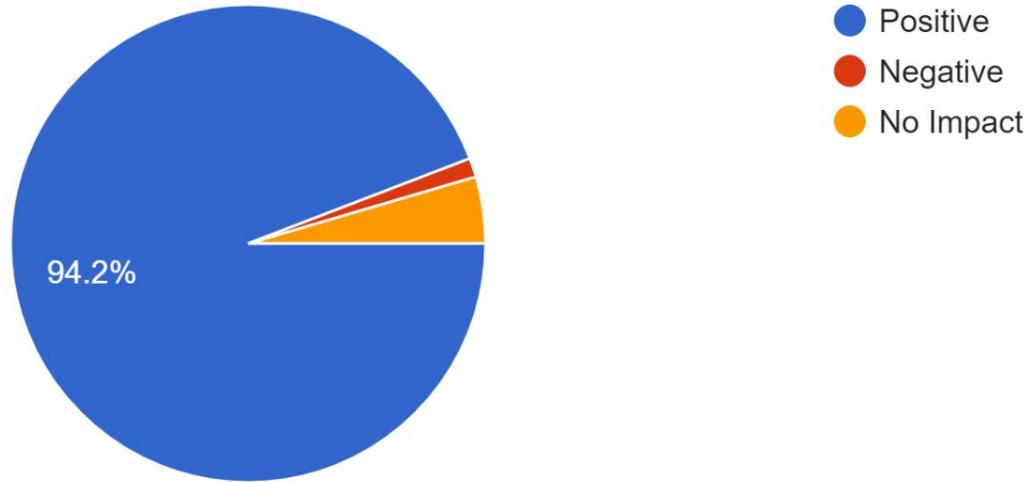
155 responses



172

Has the 4-day work week impacted your work-life balance in a positive or negative way?

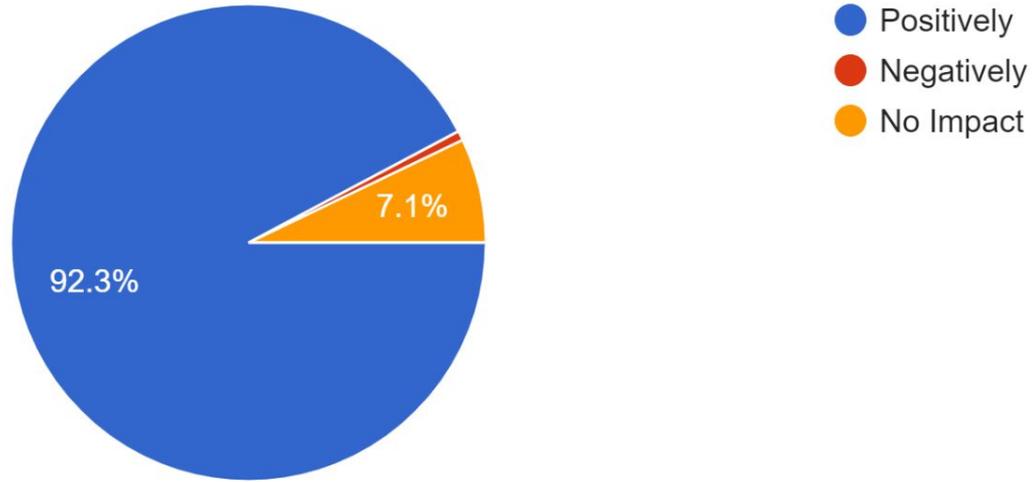
155 responses



173

Do you feel that the 4-day work week has positively or negatively impacted your mental and physical well-being?

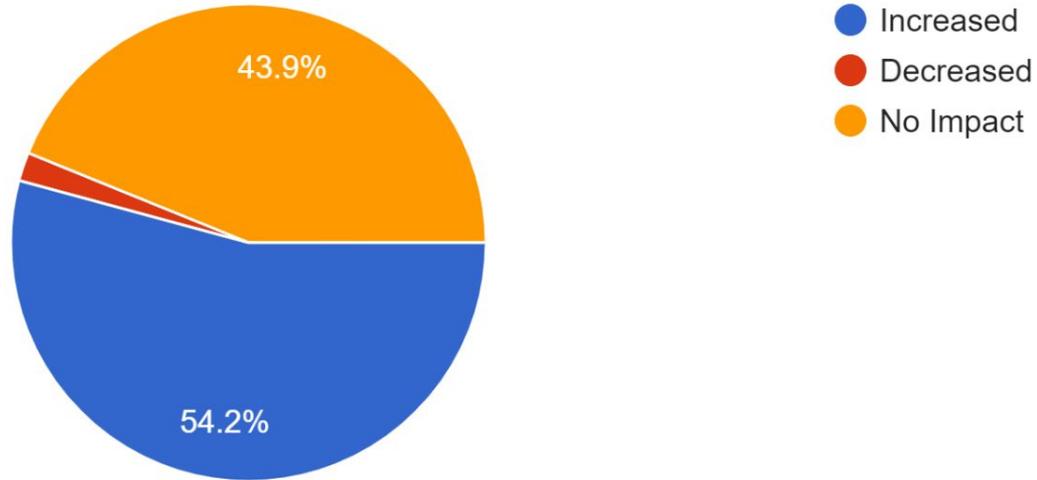
155 responses



174

Has the quality of your work increased or decreased since the implementation of the 4-day work week?

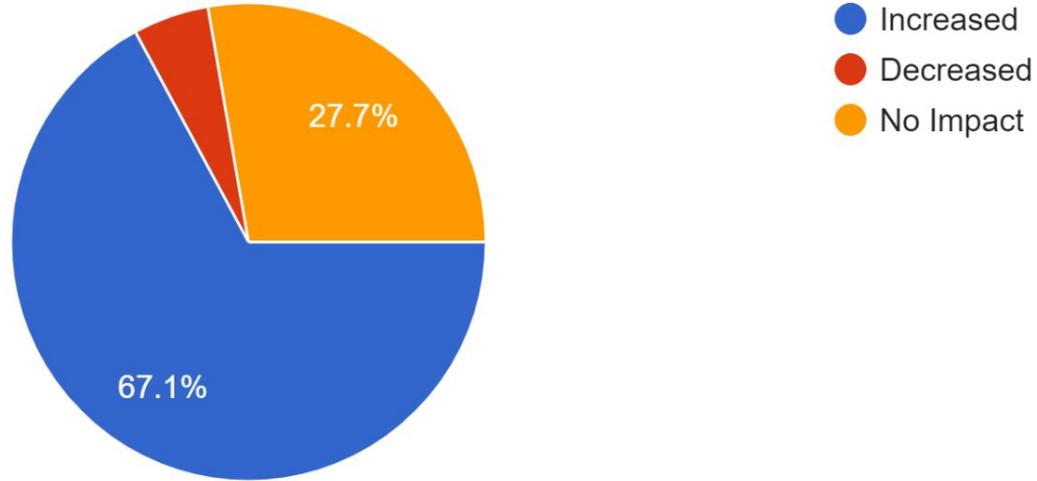
155 responses



175

Has the 4-day work week increased or decreased your ability to manage your time and tasks?

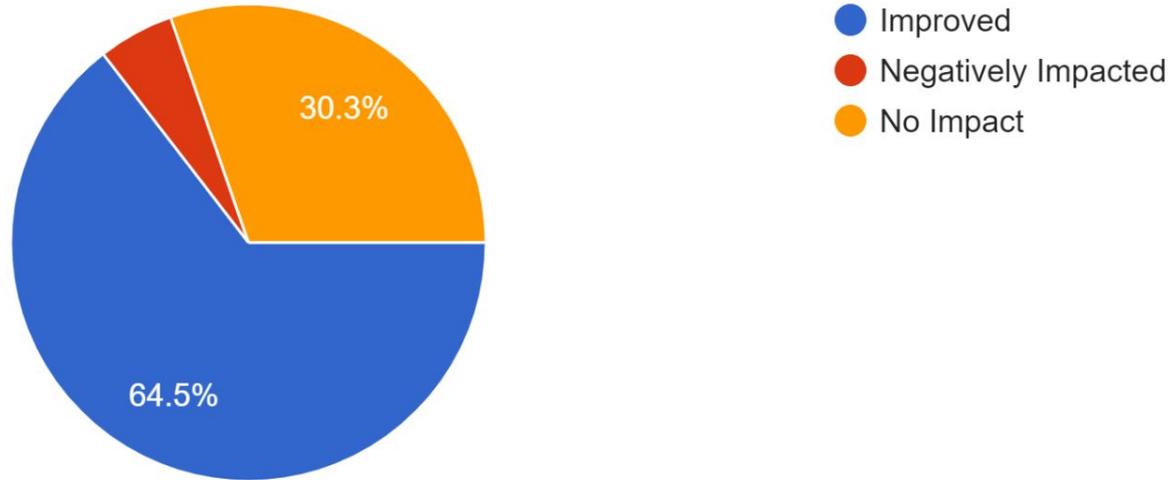
155 responses



176

Do you feel the 4-day work week has improved or negatively impacted your ability to plan and prepare for your work?

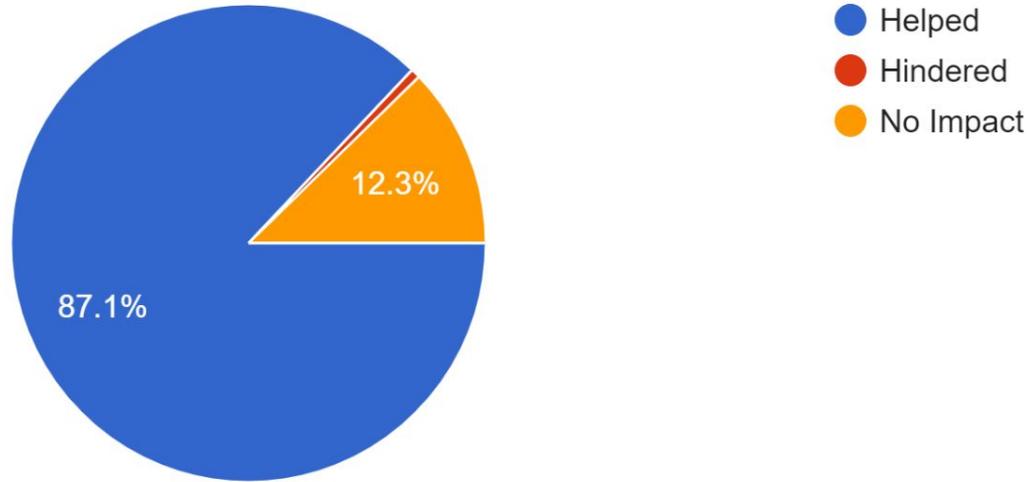
155 responses



177

Do you think the 4-day work week has helped or hindered our ability to recruit and retain staff?

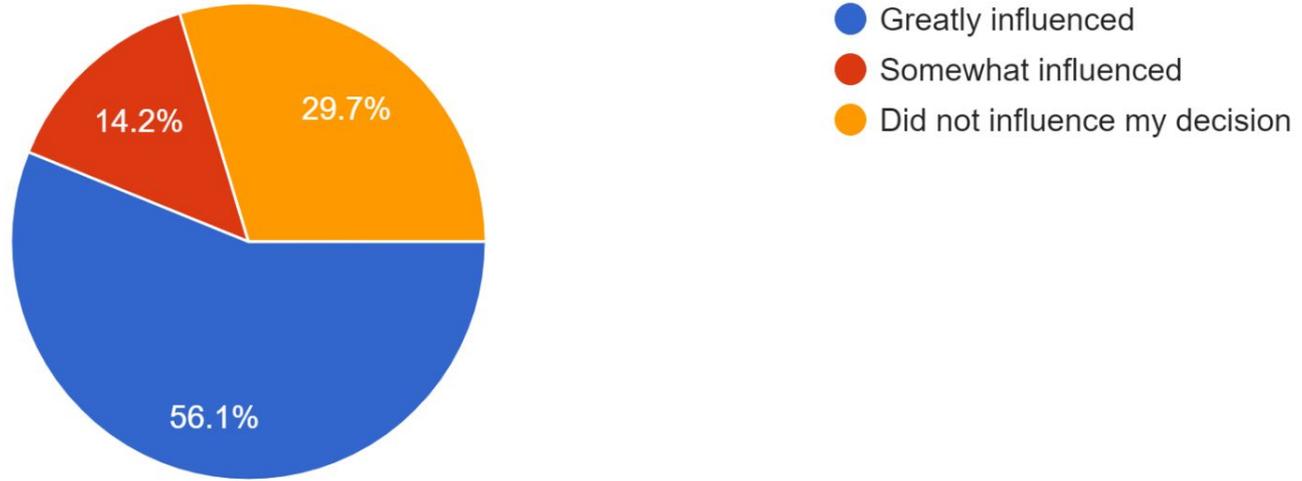
155 responses



178

How did the 4-day work week influence your decision to remain in Brock ISD for the 2024-2025 school year?

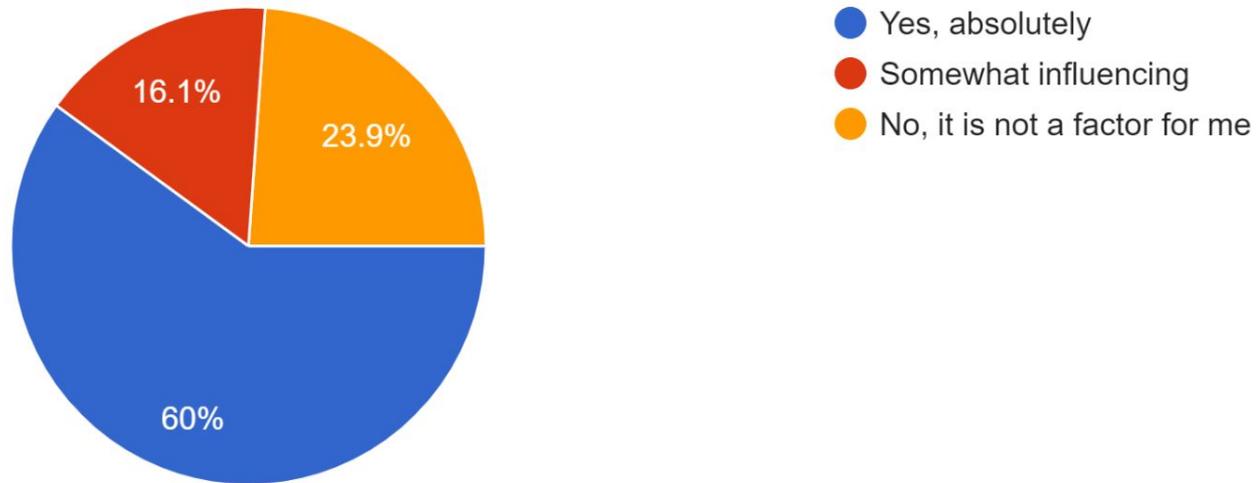
155 responses



179

Is the 4-day work week influencing your decision to stay in Brock ISD for the 2025-2026 school year?

155 responses



180



OPEN-ENDED QUESTIONS

Positive Themes

- More consistent days off in 2025-2026
- Knowing what to expect now
- Great for teacher morale
- Improved work/life balance
- More intentional with time during the day
- Dedicated time for professional development
- TSIA for high school students on Fridays so not missing class
- Kids exploring interests outside of school

Negative Themes

- Took getting used to this year
- Learning curve in adjusting the scope and sequence this first semester





Parent Survey Results

4-day Week

May 2025

Survey Background:

- Developed with input from the School Board
- Parents were provided a 2-week window to complete the survey in May
- Emails were sent directly to parents with the survey link
- Survey link was posted on the District FB page twice during the window
- Campuses shared the information in their parent communication platforms

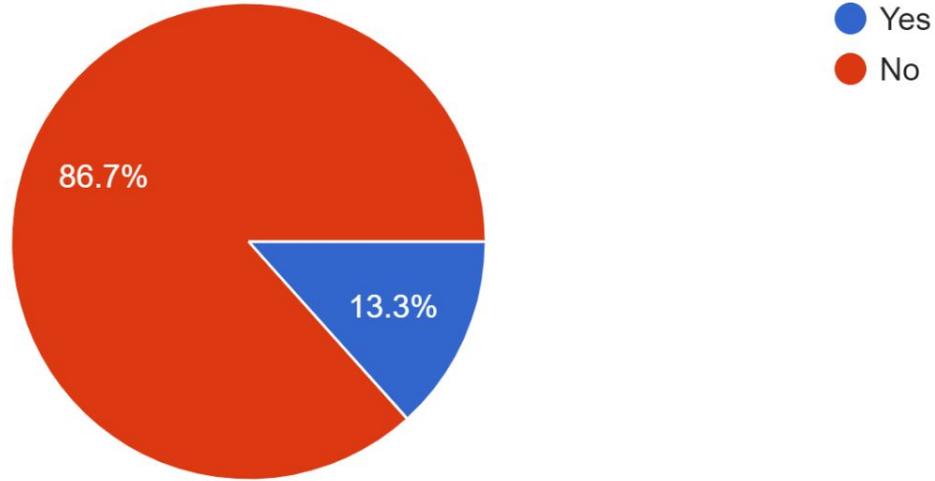




Student 1 - Section 1

Are you or your spouse/partner employed by Brock ISD?

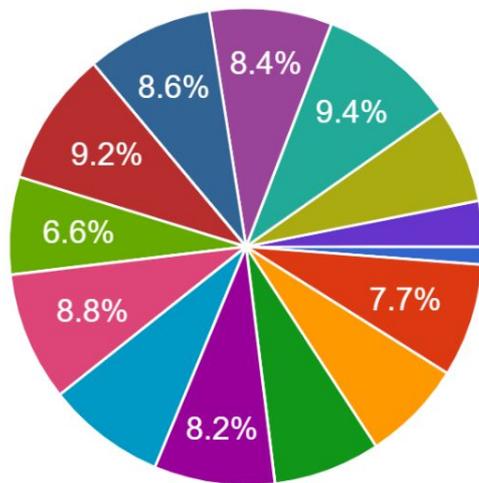
742 responses



186

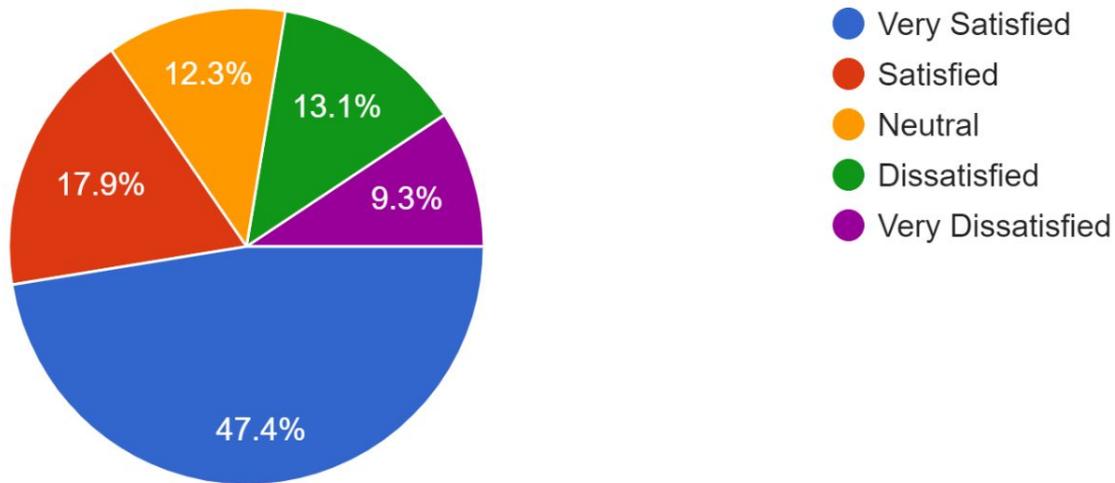
What grade is your student in currently?

742 responses



How would you rate your overall satisfaction with the 4-day school week during this first semester?

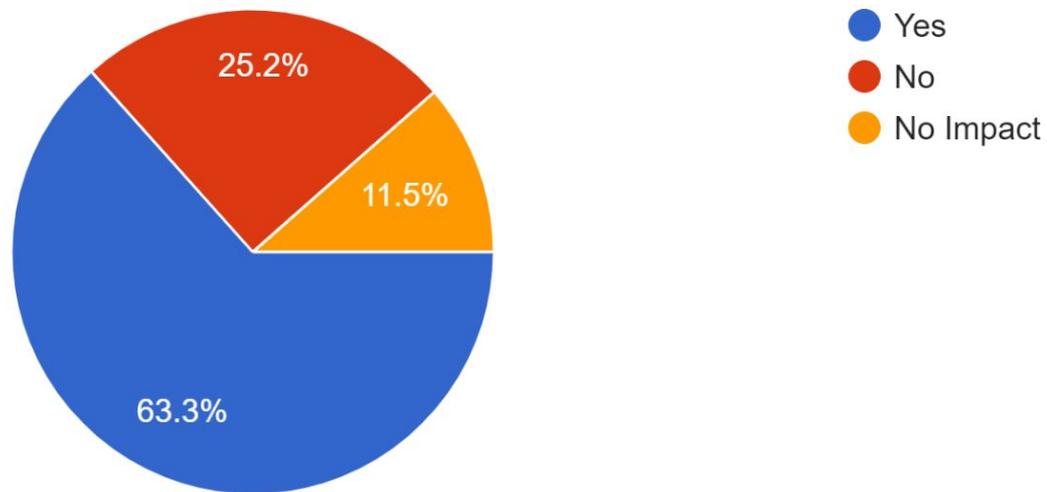
742 responses



188

Has the 4-day school week improved your family's ability to spend time together?

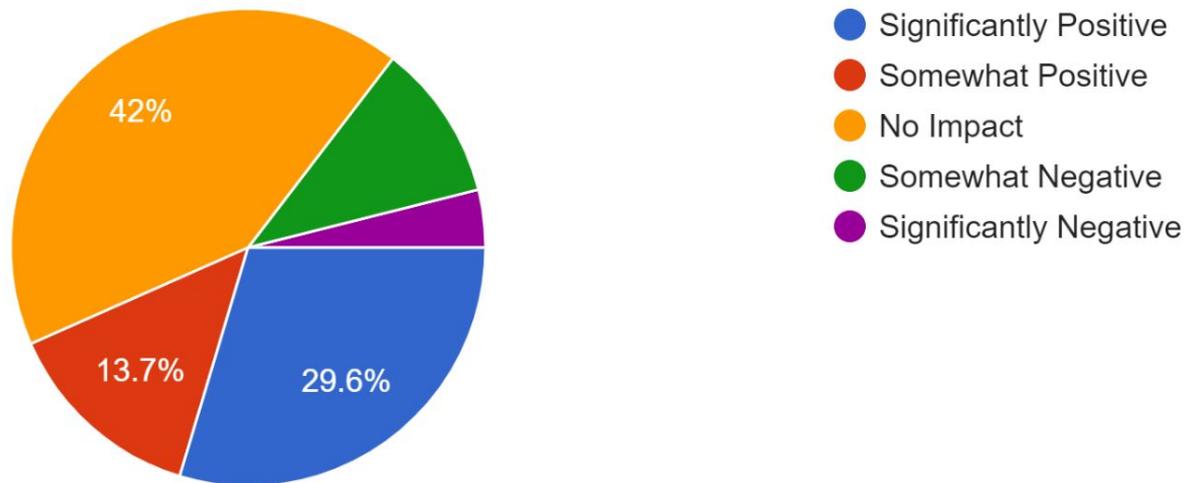
742 responses



189

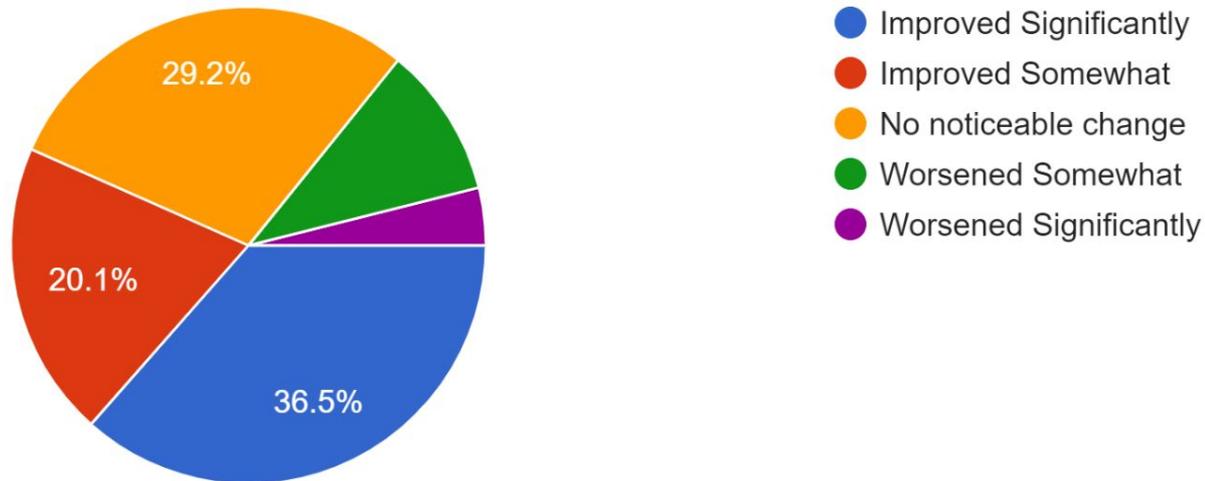
What impact, if any, has the 4-day school week had on your child's social interactions with peers?

742 responses



Has the 4-day school week influenced your child's overall well-being?

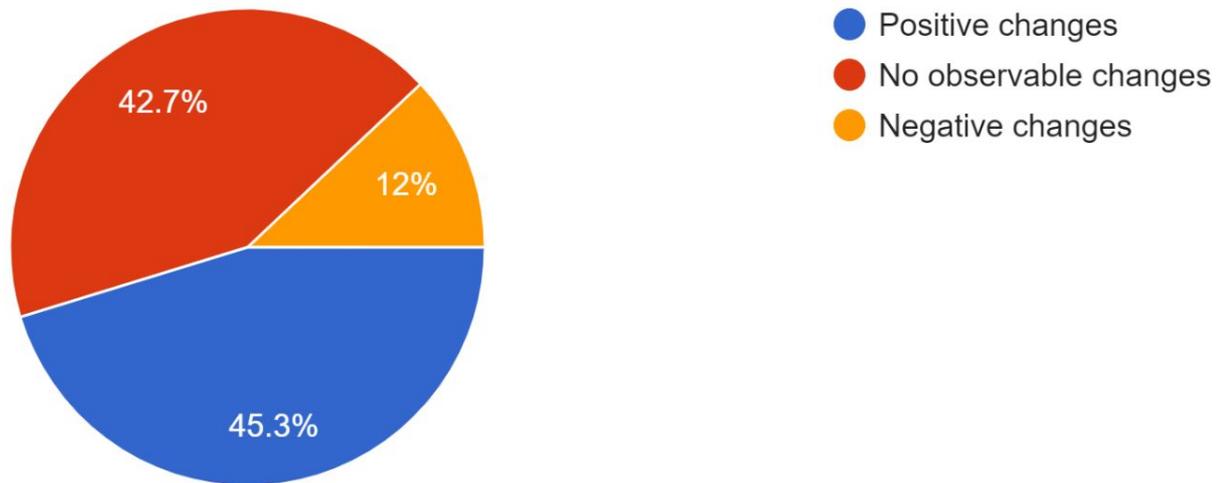
742 responses



191

Have you observed any changes in your child's behavior or mental health since the implementation of the 4-day schedule?

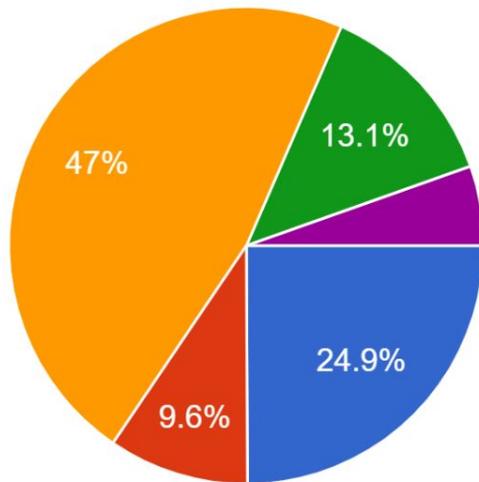
742 responses



192

Has the 4-day school week affected your child's ability to manage their academic workload?

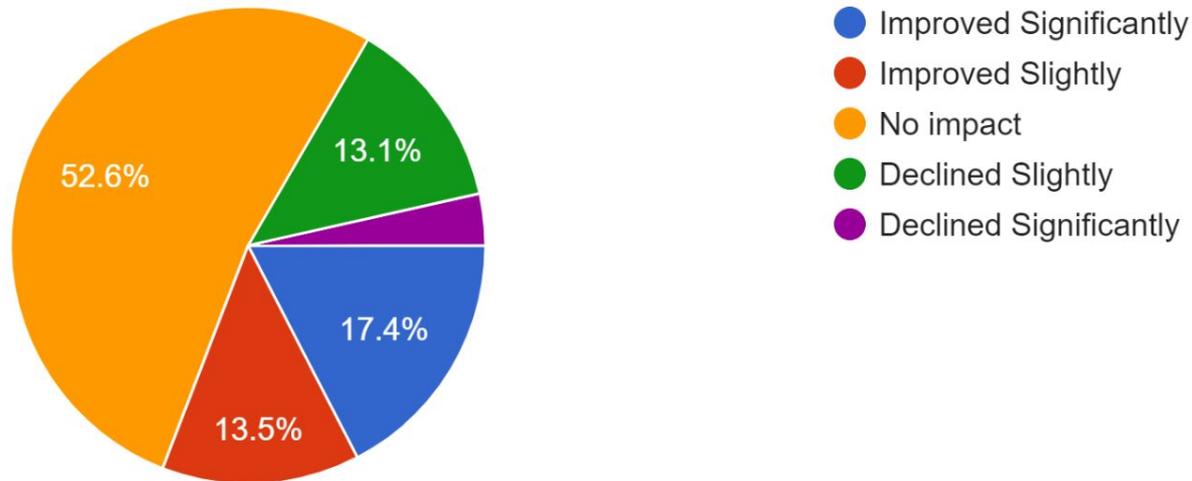
742 responses



- Easier to manage workload
- Slightly easier to manage workload
- No noticeable difference
- Slightly harder to manage workload
- Much harder to manage workload

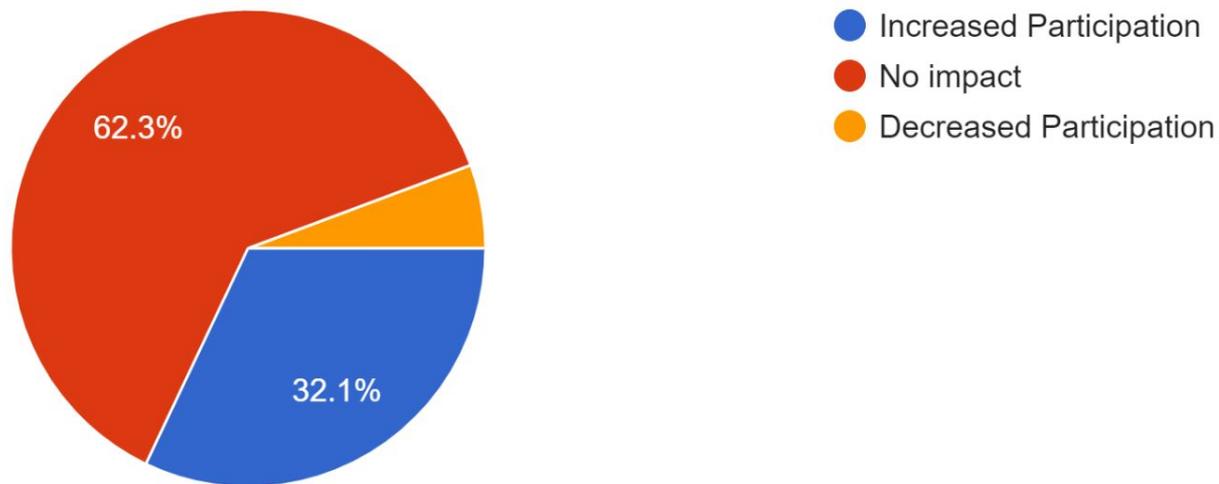
How has the 4-day school week impacted your child's academic performance overall?

742 responses



What impact has the 4-day school week had on your child's participation in extracurricular activities?

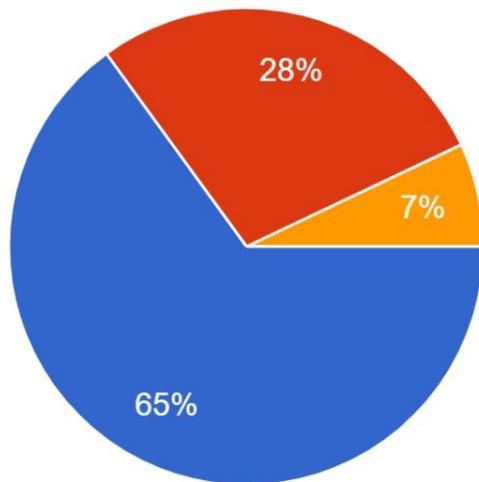
742 responses



195

If given the choice, which school schedule would you prefer for your child?

742 responses



- Continue with the current 4-day school week.
- Return to a traditional 5-day school week.
- Undecided/No preference

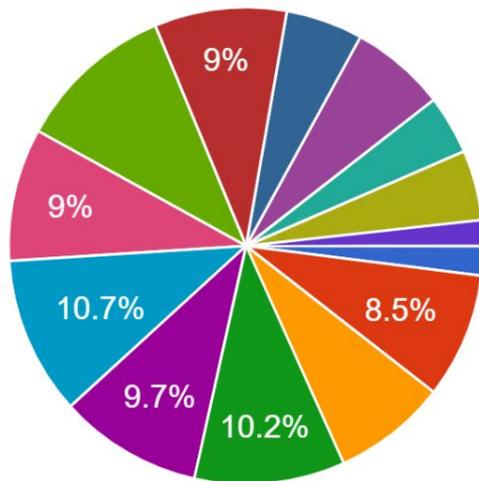
196



Student 2 - Section 2

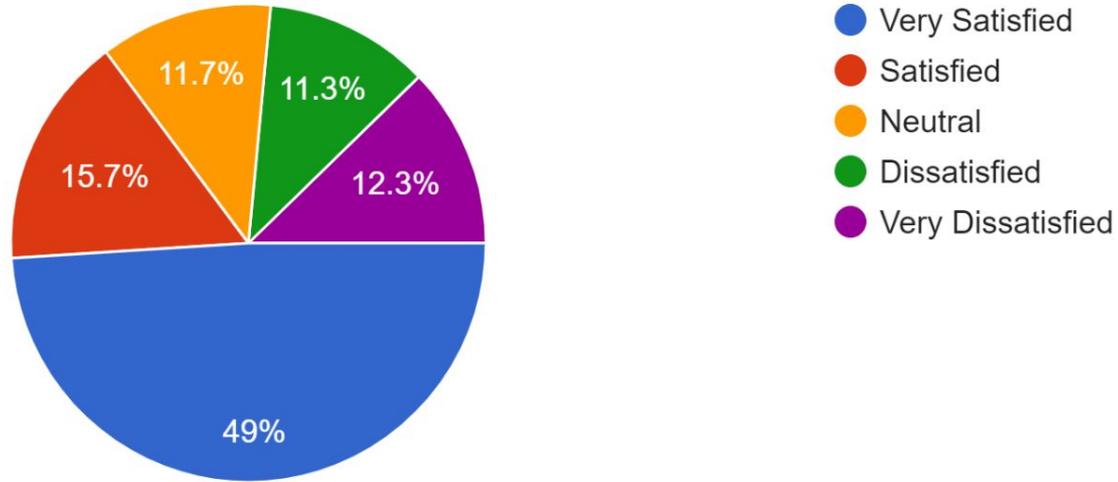
What grade is your student in currently?

400 responses



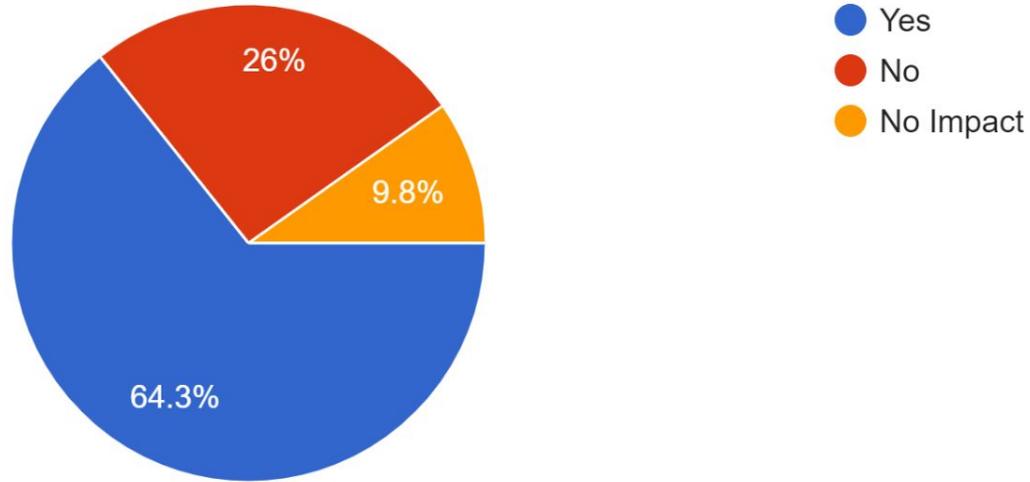
How would you rate your overall satisfaction with the 4-day school week during this first semester?

400 responses



Has the 4-day school week improved your family's ability to spend time together?

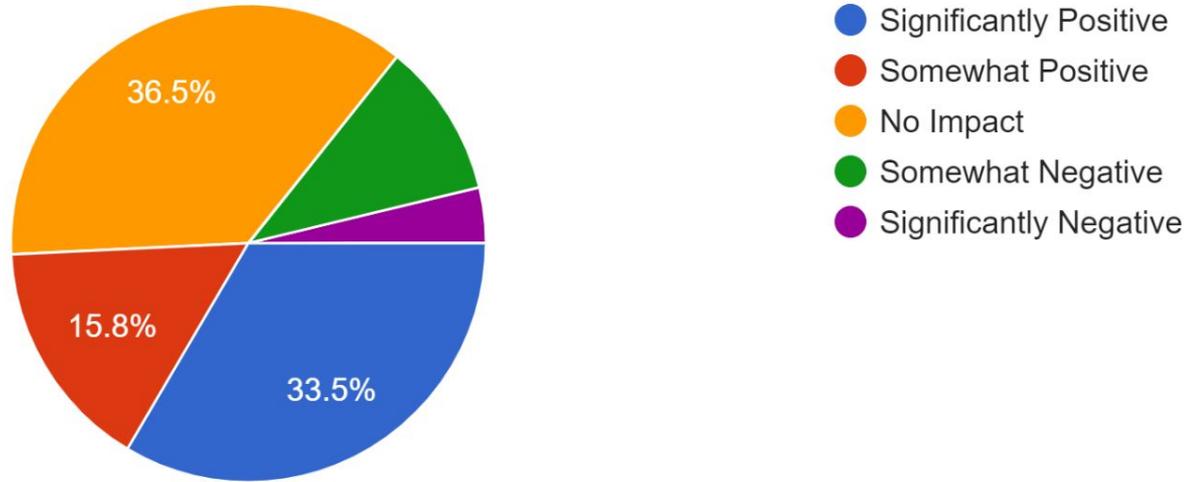
400 responses



200

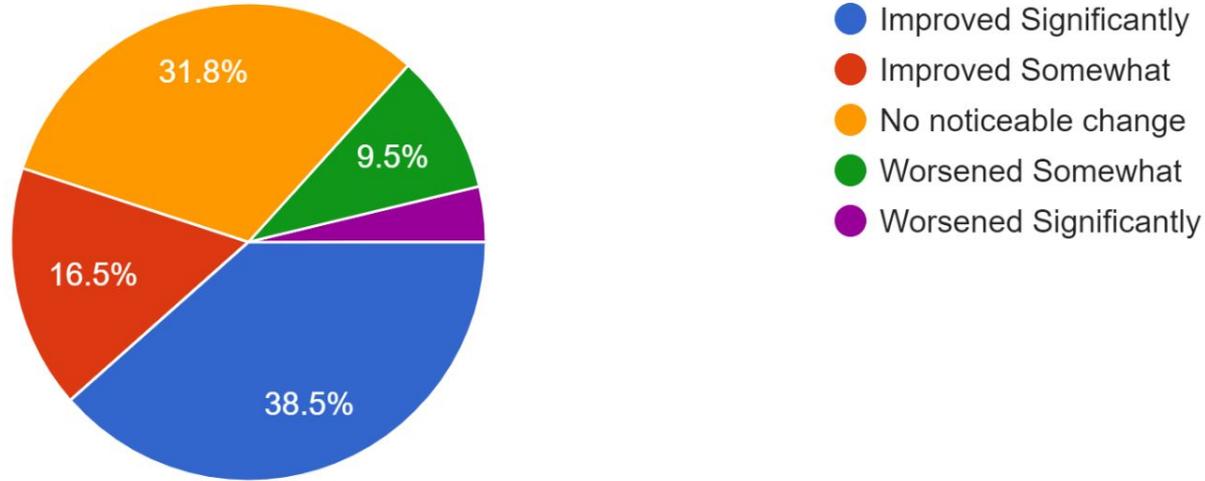
What impact, if any, has the 4-day school week had on your child's social interactions with peers?

400 responses



Has the 4-day school week influenced your child's overall well-being?

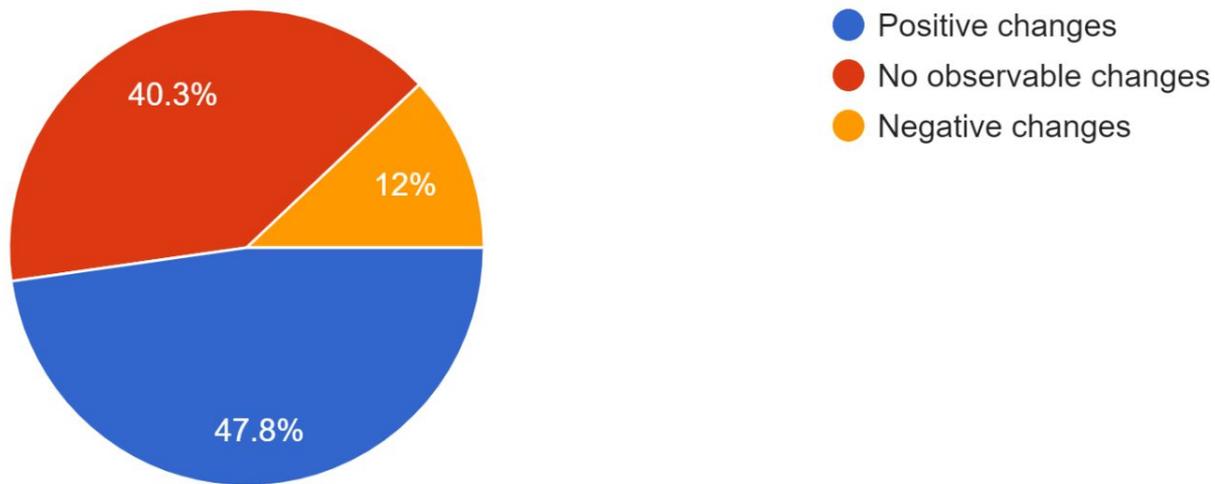
400 responses



202

Have you observed any changes in your child's behavior or mental health since the implementation of the 4-day schedule?

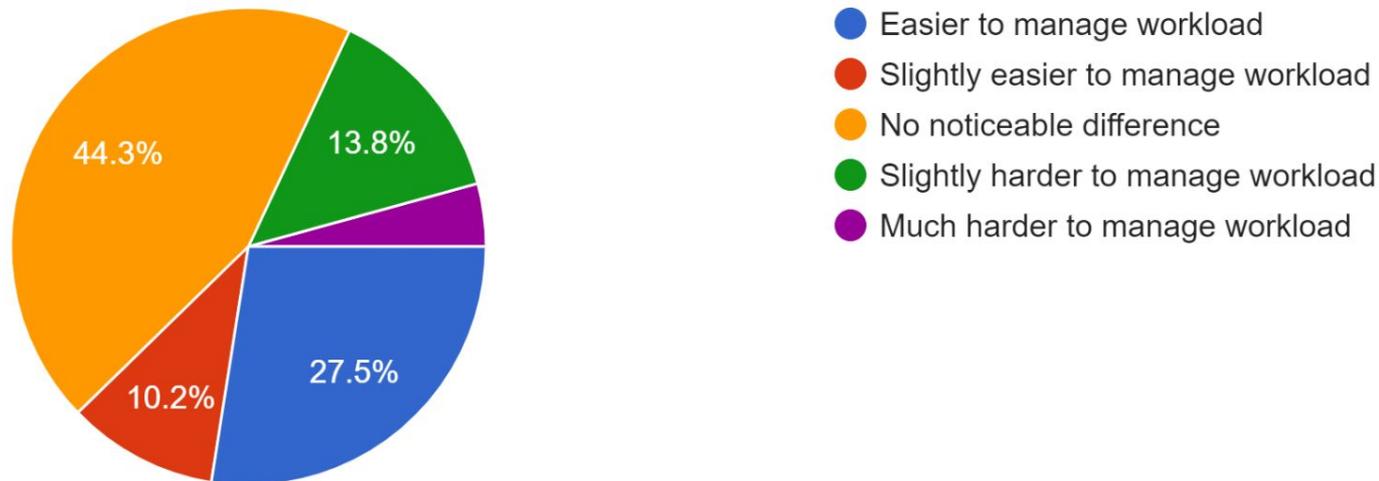
400 responses



203

Has the 4-day school week affected your child's ability to manage their academic workload?

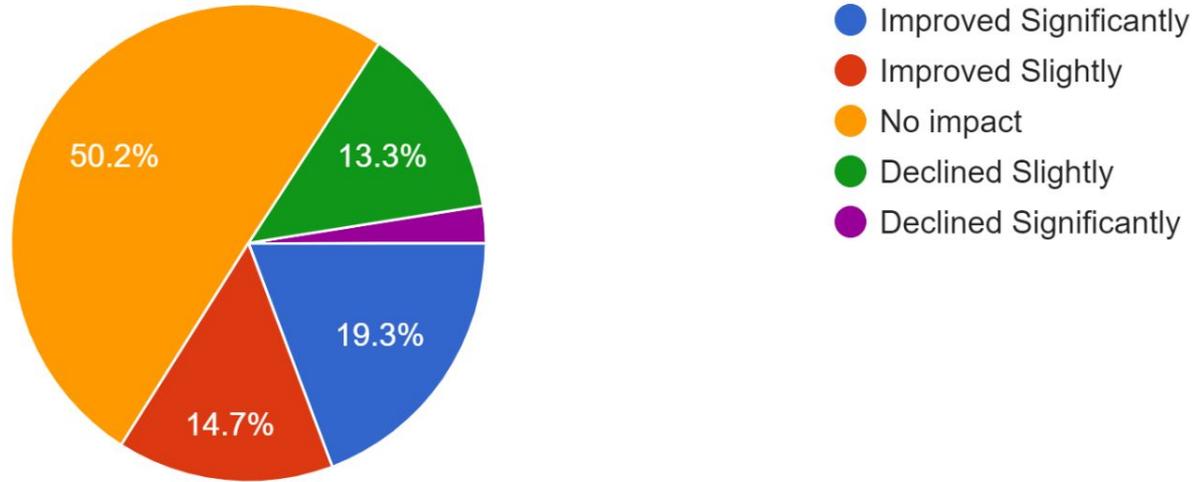
400 responses



204

How has the 4-day school week impacted your child's academic performance overall?

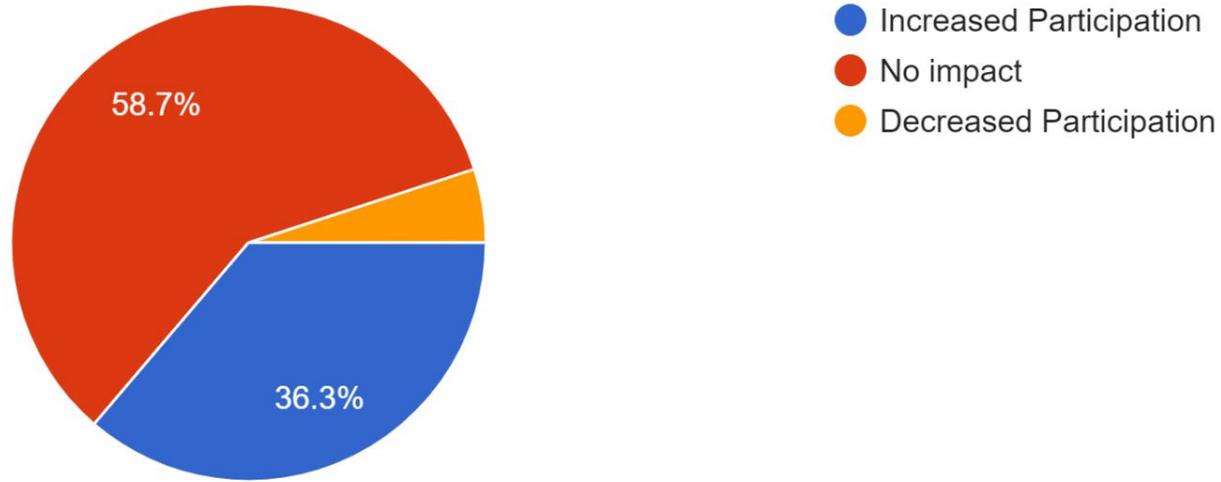
400 responses



205

What impact has the 4-day school week had on your child's participation in extracurricular activities?

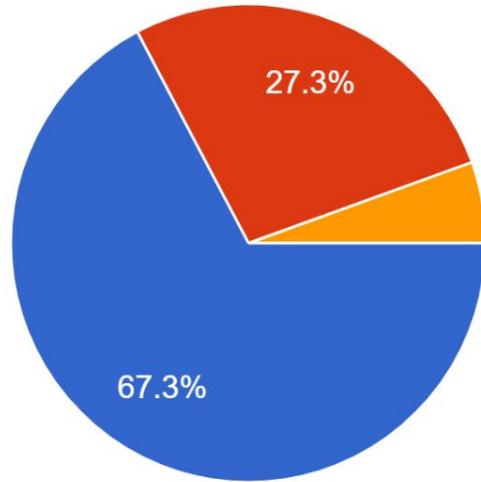
400 responses



206

If given the choice, which school schedule would you prefer for your child?

400 responses



- Continue with the current 4-day school week.
- Return to a traditional 5-day school week.
- Undecided/No preference

207

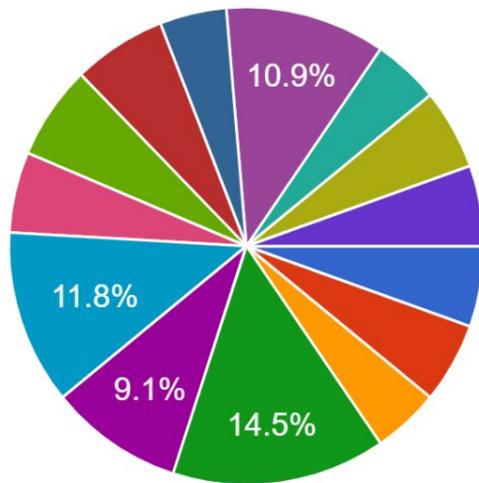


Student 3 - Section 3

208

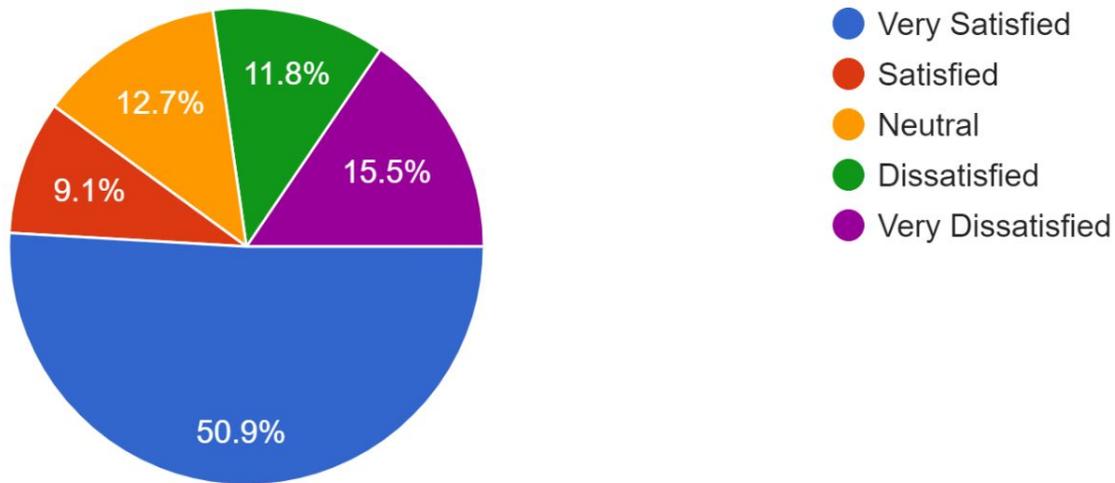
What grade is your student in currently?

110 responses



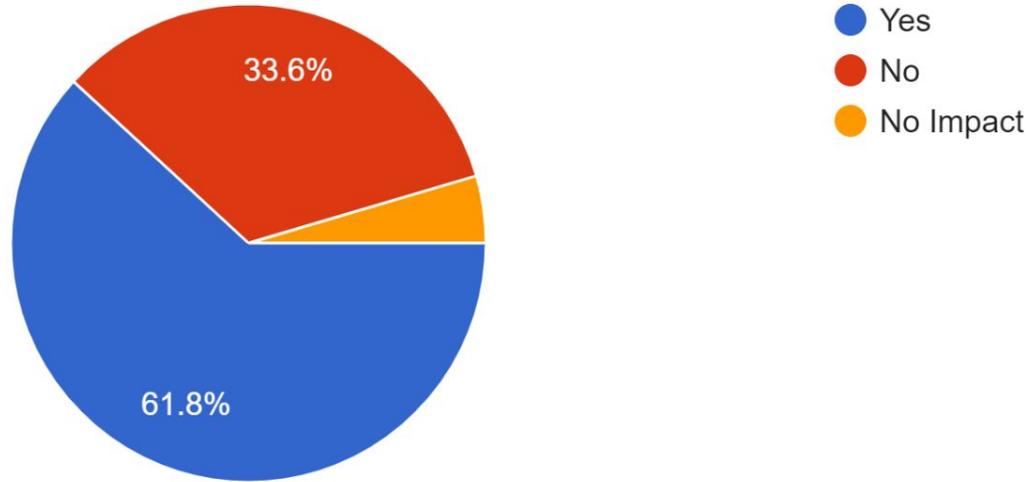
How would you rate your overall satisfaction with the 4-day school week during this first semester?

110 responses



Has the 4-day school week improved your family's ability to spend time together?

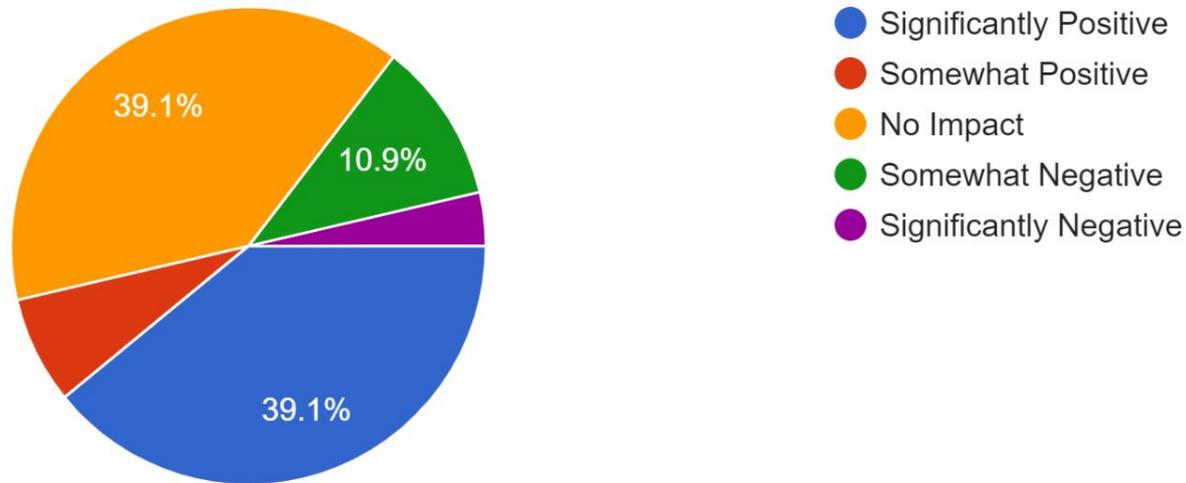
110 responses



211

What impact, if any, has the 4-day school week had on your child's social interactions with peers?

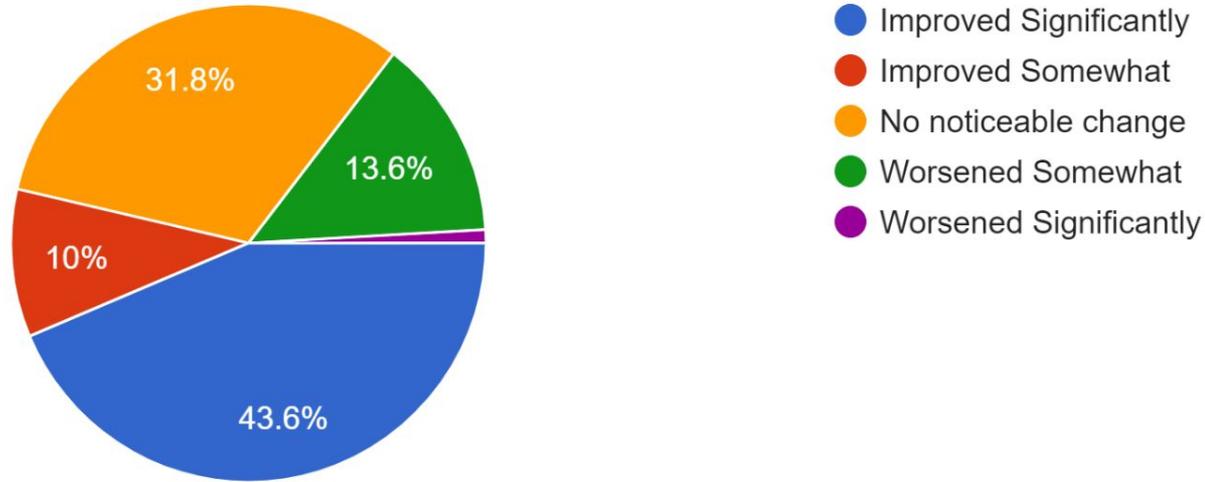
110 responses



212

Has the 4-day school week influenced your child's overall well-being?

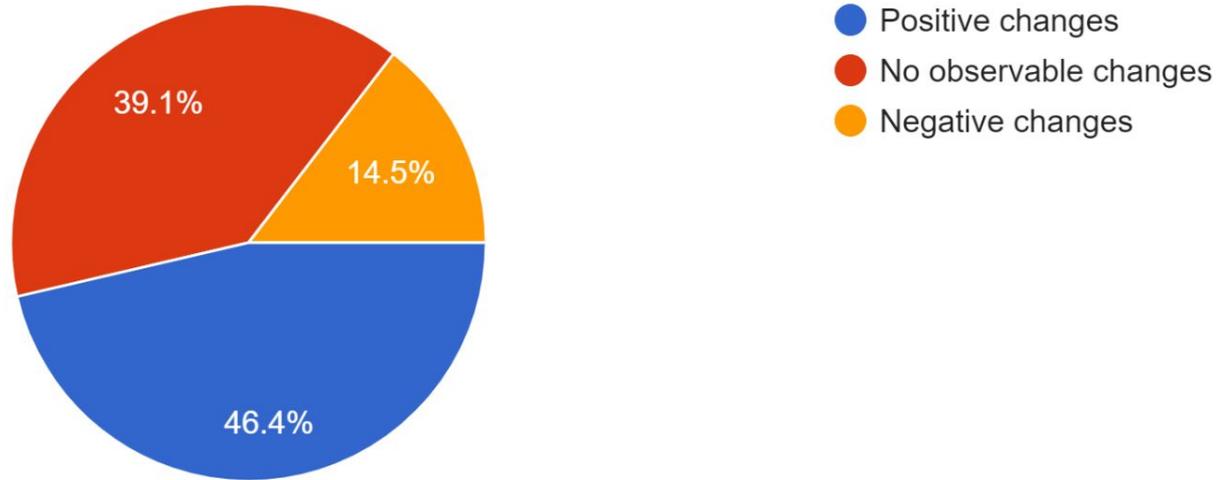
110 responses



213

Have you observed any changes in your child's behavior or mental health since the implementation of the 4-day schedule?

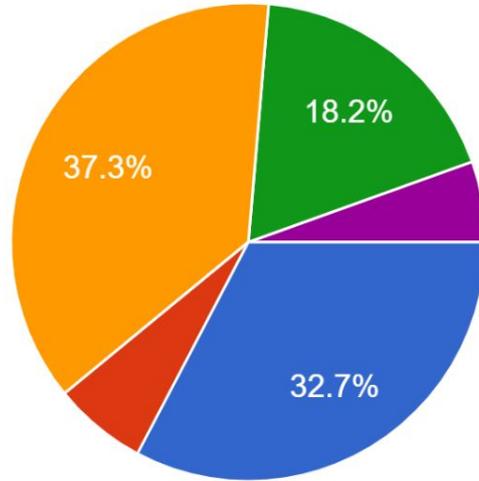
110 responses



214

Has the 4-day school week affected your child's ability to manage their academic workload?

110 responses

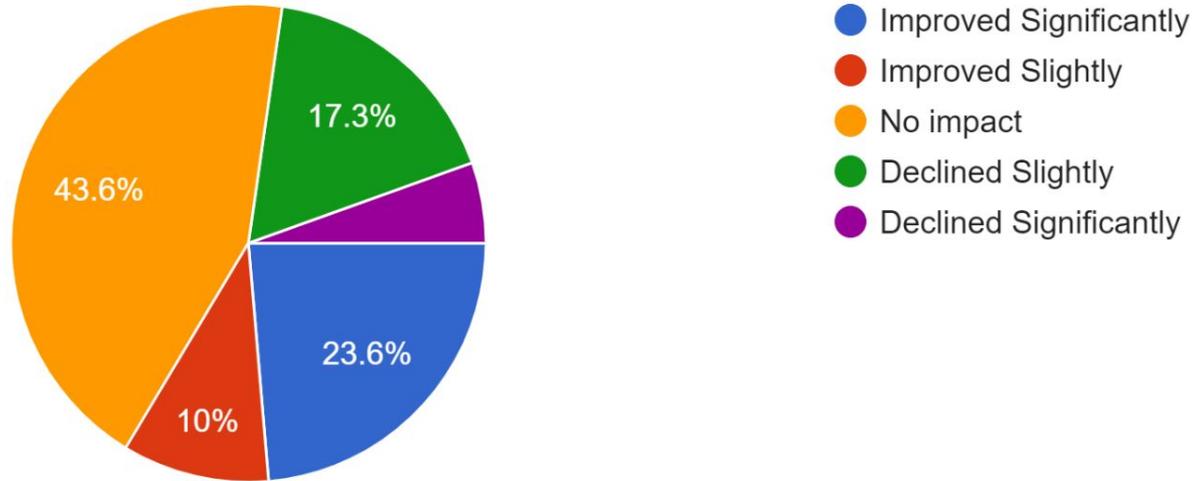


- Easier to manage workload
- Slightly easier to manage workload
- No noticeable difference
- Slightly harder to manage workload
- Much harder to manage workload

215

How has the 4-day school week impacted your child's academic performance overall?

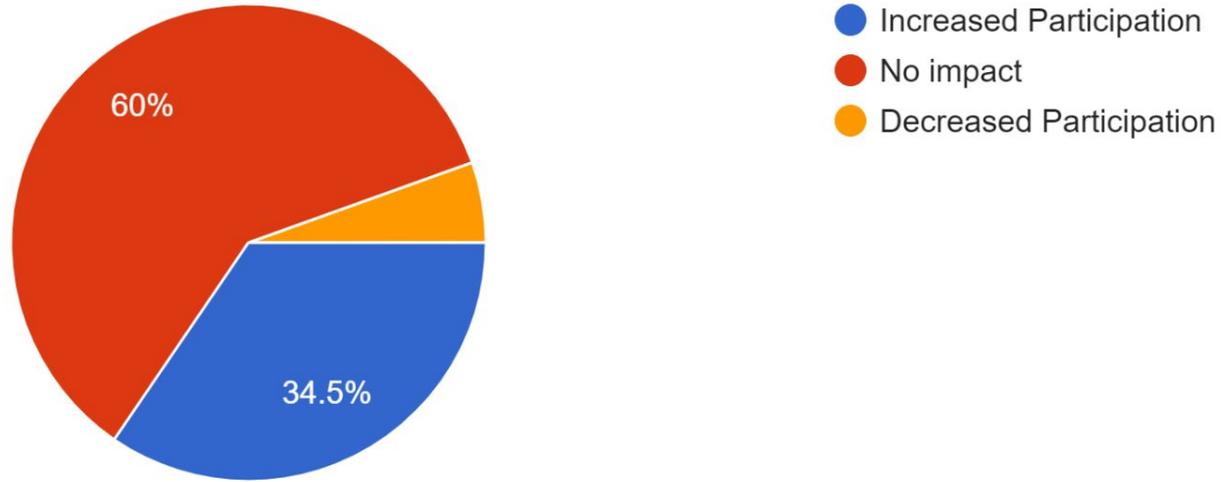
110 responses



216

What impact has the 4-day school week had on your child's participation in extracurricular activities?

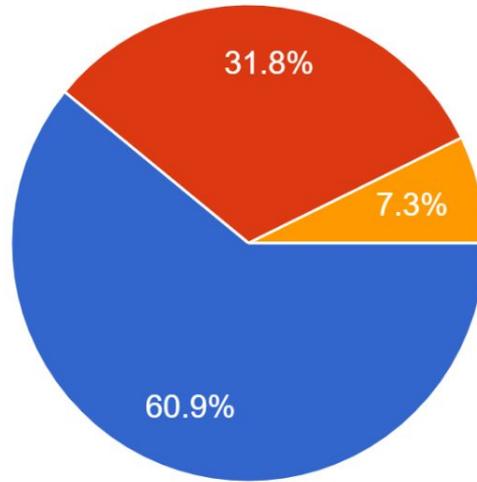
110 responses



217

If given the choice, which school schedule would you prefer for your child?

110 responses



- Continue with the current 4-day school week.
- Return to a traditional 5-day school week.
- Undecided/No preference

218

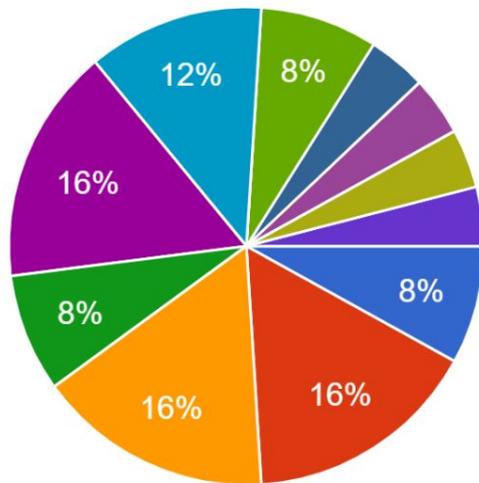


Student 4 - Section 4

219

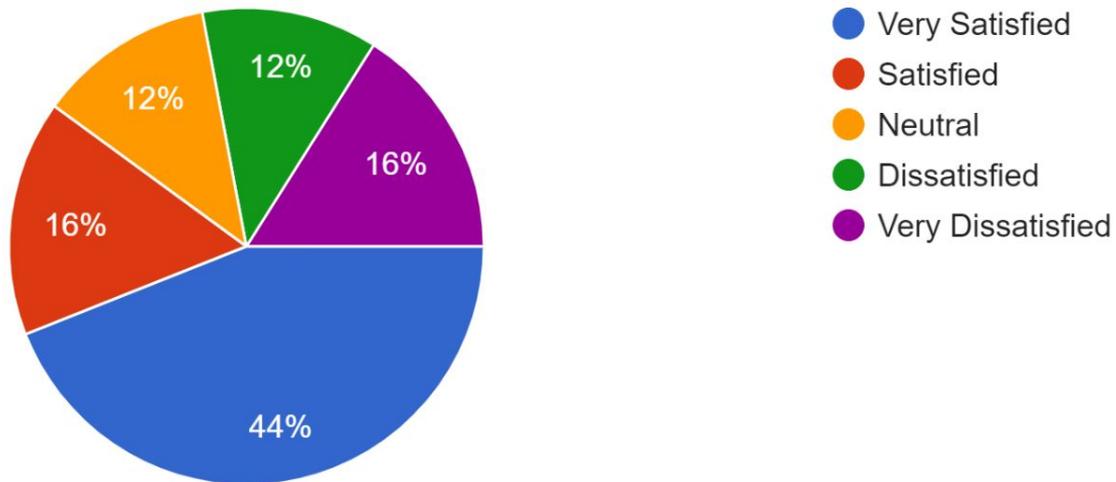
What grade is your student in currently?

25 responses



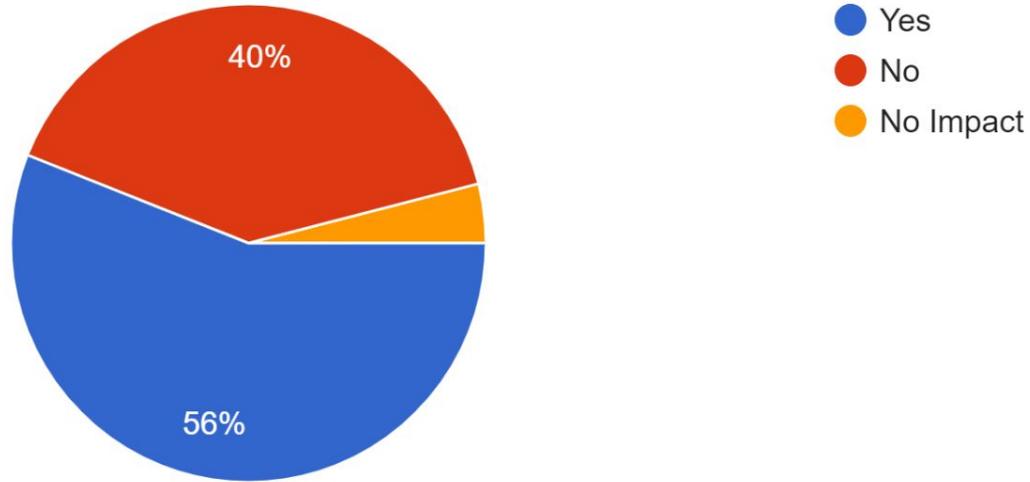
How would you rate your overall satisfaction with the 4-day school week during this first semester?

25 responses



Has the 4-day school week improved your family's ability to spend time together?

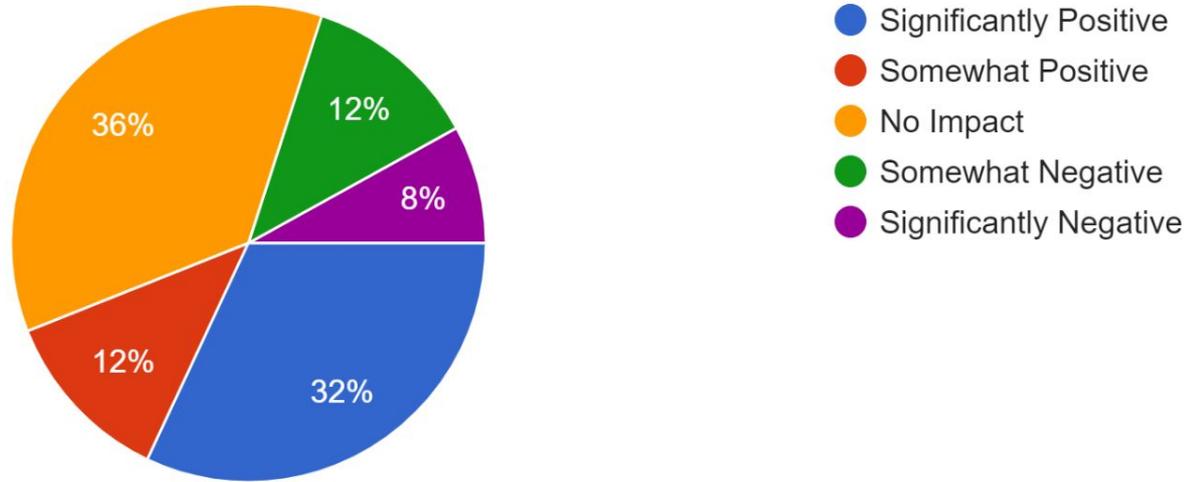
25 responses



222

What impact, if any, has the 4-day school week had on your child's social interactions with peers?

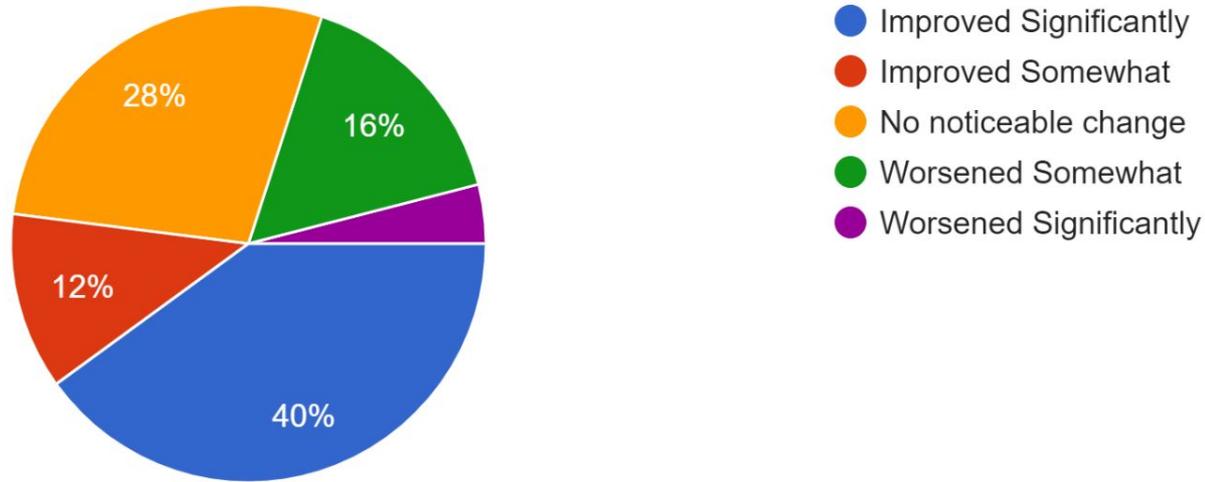
25 responses



223

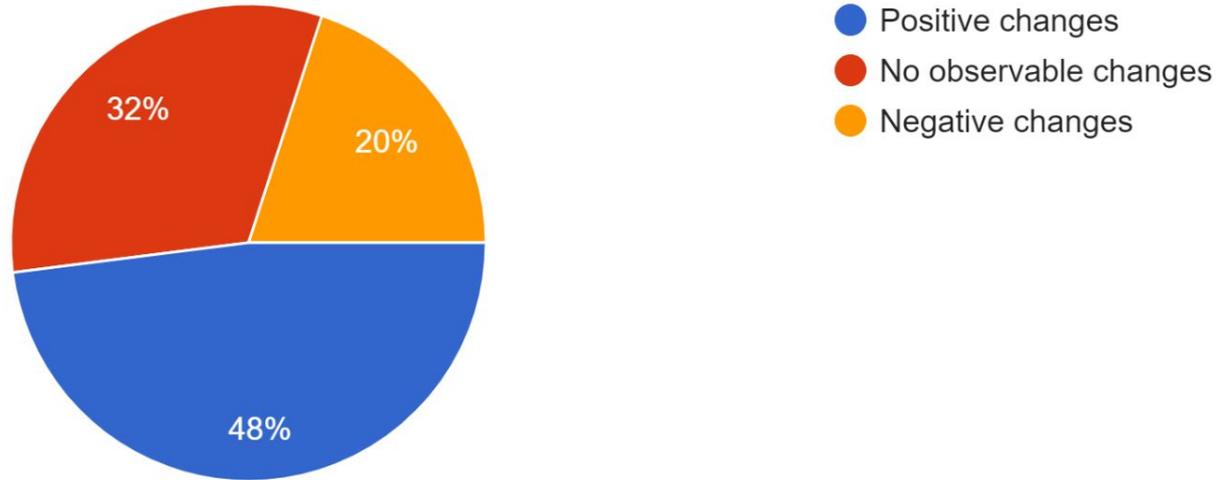
Has the 4-day school week influenced your child's overall well-being?

25 responses



Have you observed any changes in your child's behavior or mental health since the implementation of the 4-day schedule?

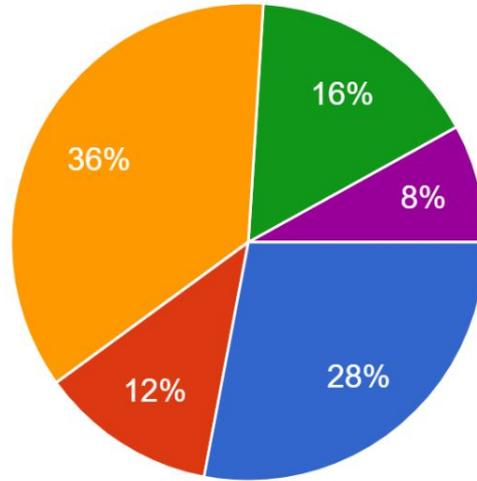
25 responses



225

Has the 4-day school week affected your child's ability to manage their academic workload?

25 responses

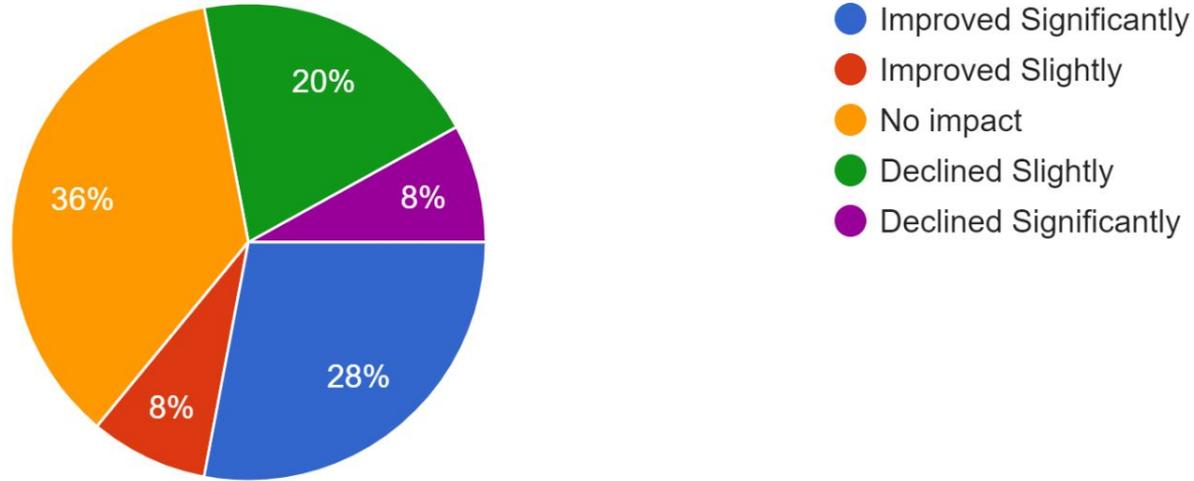


- Easier to manage workload
- Slightly easier to manage workload
- No noticeable difference
- Slightly harder to manage workload
- Much harder to manage workload

226

How has the 4-day school week impacted your child's academic performance overall?

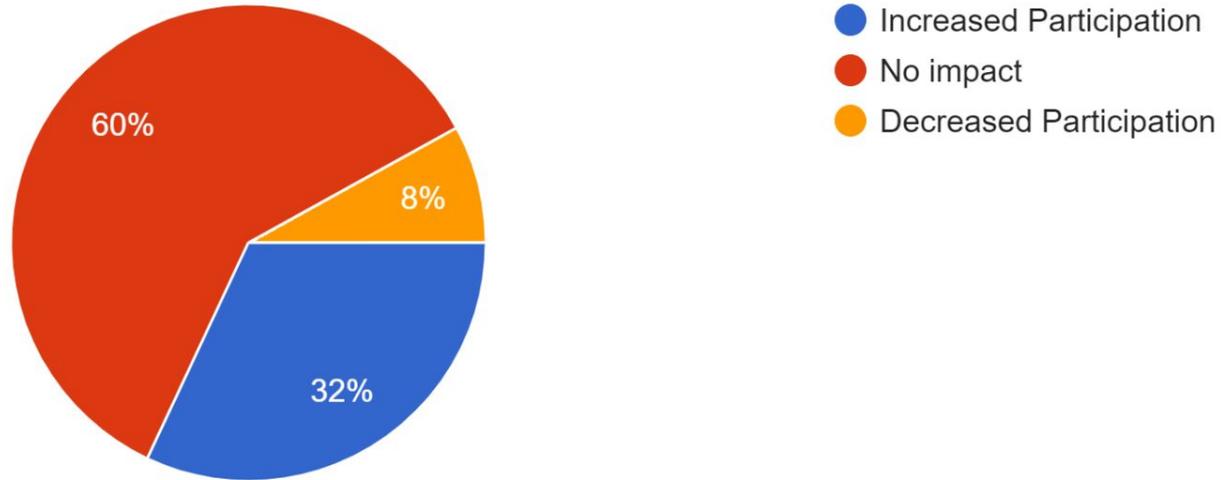
25 responses



227

What impact has the 4-day school week had on your child's participation in extracurricular activities?

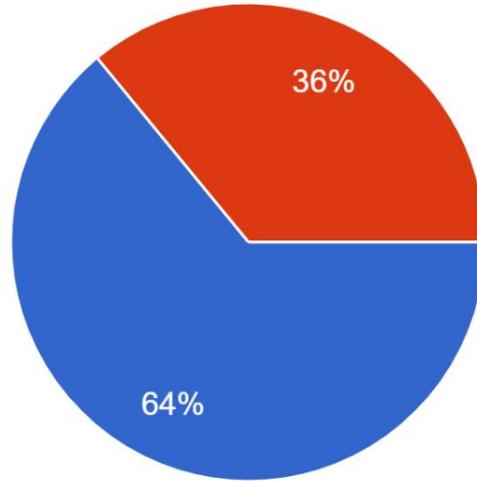
25 responses



228

If given the choice, which school schedule would you prefer for your child?

25 responses



- Continue with the current 4-day school week.
- Return to a traditional 5-day school week.
- Undecided/No preference

229

Overall Survey Responses:

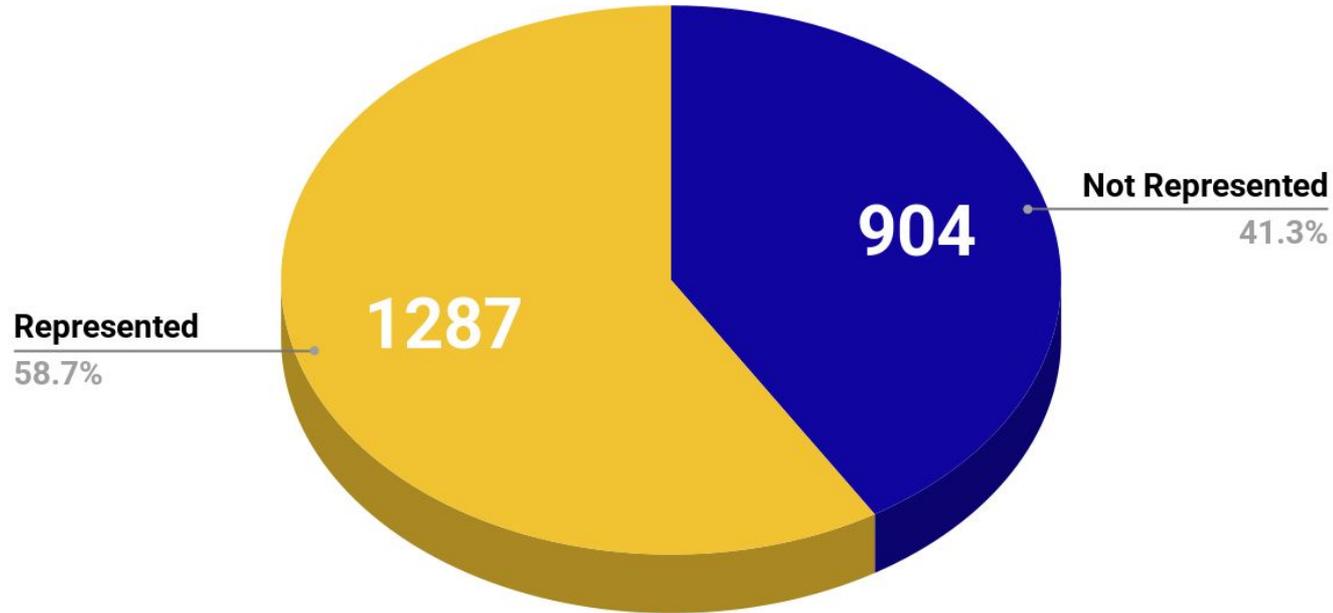
"If given a choice, what school schedule would you prefer for your child?"

Grade	# Students Represented	Remain 4-day	Percentage
Pre-K	25	18	72%
K	111	72	65%
1st	91	54	59%
2nd	113	67	59%
3rd	114	79	69%
4th	119	85	71%
5th	107	64	60%

Grade	# Students Represented	Remain 4-day	Percentage
6th	101	72	71%
7th	111	83	75%
8th	91	72	79%
9th	101	80	79%
10th	91	75	82%
11th	75	61	81%
12th	37	25	68%

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STUDENTS REPRESENTED



231



OPEN-ENDED QUESTIONS

Positive Themes

- Time with family
- work/life balance: not feeling rushed on the weekend
- Easier on kids/kids are well-rested
- Kids' mental health
- Everyone getting a mental break
- Easier to get to non-school activities
- Time to complete assignments/projects

Negative Themes

- Longer days (20 minutes)
- Hybrid calendar in 2024-2025
- The day off being inconsistent
- Practices on Fridays
- Teachers and students learning to manage the workload²³²
- Childcare on the day off



Thank you

2026-2027 District Calendar

BROCK ISD



July 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	31	

August 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	31					

September 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		

October 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	31

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						

December 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	31	

January 2027						
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
31						

February 2027						
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	31					

March 2027						
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	31					

April 2027						
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	31					

May 2027						
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	31					

June 2027						
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	31					

	Days	Minutes	Days	Minutes	
1st	26	12610	4th	28	13580
2nd	24	11640	5th	31	15035
3rd	24	11640	6th	26	12610
Total Days	74	35890	85	41225	

July 4	Independence Day
Aug 4	New Staff Orientation
Aug 5-10	Staff PD/Workdays
Aug 11	First Day of School for Students
Sep 7	Labor Day
Oct 30	Student Holiday- Staff PD
Nov 23-27	Thanksgiving Break
Dec 21-Jan 4	Christmas Break
Jan 4	Student Holiday - Staff WD
Jan 5	First Day of Second Semester
Jan 19	Martin Luther King, Jr. Day
Feb 12	Student Holiday- Staff PD
Mar 12	Student Holiday- Staff PD
Mar 15-19	Spring Break
May 14	Student Holiday- Staff PD
May 27	Last Day of School
May 28	Student Holiday - Staff WD
May 28	Graduation
May 31	Memorial Day

74	Student / Teacher Holiday
	New Staff Orientation
	Student Holiday / Staff PD
	Student Holiday/Staff Workday

85	State Testing Day
	Start of Six Weeks
	End of Six Weeks
	Holiday

**Exhibit B—Resolution of the Board Regarding Wage Payments
during Emergency School Closings (No Premium Payment)**

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of Brock Independent School District for purposes necessary in the conduct of the public schools as determined by the Board;

WHEREAS, the Board acknowledges that during an emergency closing, most District employees are instructed not to report for work;

WHEREAS, the Board finds that a need exists to address wage payments for employees who are idled;

WHEREAS, the Board determines that employees who are instructed not to report to work may suffer a loss of pay if the District is closed; and

WHEREAS, the Board concludes that continuing wage payments to all regular employees—contractual and noncontractual, 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;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Brock Independent School District authorizes continued wage payments to all regular employees—contractual and noncontractual, salaried and non-salaried—who are instructed not to report to work during an emergency closing.

The authority granted by this resolution to continue wage payments to idled employees is effective for a closure with a maximum duration of four (4) days unless the Board takes action to authorize payment for a longer duration.

Adopted this 9th day of February, 2026, by the Board of Trustees.

Presiding Officer

Secretary

**BROCK INDEPENDENT
SCHOOL DISTRICT**

DISTRICT OF INNOVATION

Guided by our traditions.
Inspired by our possibilities.
Committed to excellence.



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INTRODUCTION

House Bill 1842 was passed during the 84th Legislative Session. This bill provides the opportunity for Texas public school districts to pursue becoming a District of Innovation, which allows districts to obtain exemptions from certain provisions of the Texas Education Code to allow more flexibility and local control for innovative programming.

District of Innovation provides opportunities for:

- Greater local control;
- Increased flexibility governing education programming; and
- Empowerment to innovate and think differently.

Districts are not exempt from statutes related to curriculum, graduation requirements, or academic and financial accountability.

This plan is the renewal of the original plan adopted on March 21, 2017.

PLANNING TIMELINE

Date	Description of Event
May 6, 2021	The Brock ISD District of Innovation Committee met to review and amend the current BISD DOI plan. Additional meeting discussions included March 22, 2022, the expiration date of the current BISD District of Innovation plan, a discussion of plan renewal, and set a tentative date for the renewal process in October 2021.
October 25, 2021	The Brock ISD District of Innovation Planning Committee conducted its first meeting at 5:00 PM in the Brock High School library. Committee introductions, an explanation of the committee's role, and opportunities/options for the DOI plan were discussed. DOI Committee reviewed Chapter 12 options and selected exemptions that support BISD goals and the goals of the DOIC – Develop a plan that will impact student achievement and maximize all BISD students' potential by expanding educational opportunities.
November 17, 2021	The District of Innovation Plan draft is reviewed. Corrections and changes to the language in the plan will be finalized. The plan was voted on and approved unanimously by the District of Innovation Planning Committee. The proposed District of Innovation Plan will be posted on the Brock ISD website, www.brockisd.net .



Date	Description of Event
	The plan will be presented in a public forum and to Brock ISD Board Trustees on December 13, 2021.
December 13, 2021	Public Forum & BISD Board Meeting - The proposed District of Innovation Plan will be presented to the public and the BISD Board of Trustees for comment. The Commissioner of Education will be notified of the Board's intent to renew the District of Innovation Plan. Notification will include the intended adoption date and a link to the final proposed plan. Notification will be made by the Asst. Superintendent on behalf of the Board of Trustees.
February 16, 2022	BISD School Board meeting. The BISD Trustees approved the plan and voted to terminate the current DOI plan that expires on March 21, 2022. This plan expires February 16, 2027.

Amendment Information:

- February 20, 2024 - District of Innovation Committee and District Improvement Committee Meetings
- May 13, 2024 - Proposed amendment to BISD Board Trustees
- June 10, 2024 - BISD Board Approval, plan posted on the website

TERM

The term of the Local Innovation Plan will be in place from February 16, 2022, through February 16, 2027, unless amended renewed or terminated by the Board of Trustees in accordance with the law. The Local Innovation Committee will revisit the plan annually to ensure that the recommendations still meet the needs of the district. Any recommended changes will require approval of the Local Innovation Committee, The BISD Site-Based Decision-Making District Advisory Committee, and a 2/3 vote of the Board of Trustees.

CONTINUAL IMPROVEMENT

The Local Innovation Plan is guided by and aligned with the Board of Trustees Mission and Priorities for the district as follows:

- **BISD Vision**
 - Guided by our traditions. Inspired by our possibilities. Committed to excellence.



- **BISD Mission**
 - Empowering every student to discover and pursue their passion.
- **BISD Core Values**
 - **The Spirit of Brock**
 - Pride of the Community
 - High Expectations for All
 - Service above Self
 - **Power of Relationships**
 - Everyone Matters
 - Invest the Time
 - Support One Another
 - **Personal Responsibility**
 - Do the Right Thing
 - Learn from Mistakes
 - Be the Best Version of You

BISD Strategic Priorities

- Priority 1: ~~Exceptional Student Performance~~ Student Growth, Excellence, & Retention
 Priority 2: ~~High Performing & Engaged Workforce~~ Teacher Excellence & Competitive Compensation
 Priority 3: ~~Quality Service~~ Proactive Partnerships
 Priority 4: ~~Efficient District and Campus Operations~~ Efficient and Effective Operations

Brock District of Innovation Committee Goal

Develop a plan that will impact student achievement and maximize all BISD students’ potential by expanding educational opportunities.

To support the District’s Mission and achieve the District’s goals, as well as align to the DOI Committee goal, BISD needs the flexibility to exert local control at both the District and campus levels to:

- Promote what is BEST for all BISD students
- Promote innovative instructional practices and innovative curricular approaches
- Promote innovative ideas regarding campus governance
- Promote innovative ideas regarding parent and community involvement
- Promote innovative use of learning time by modifying the school calendar and the use of learning time.

In order to achieve BISD’s goals, the district needs flexibility in the areas above to improve student learning and ensure that graduates are responsible citizens, empowered learners, and career and college ready. Scheduling flexibility supports new innovative approaches that engage students in enriched learning opportunities. This plan emphasizes a commitment to establishing priorities for teaching and learning.



DISTRICT OF INNOVATION COMMITTEE MEMBERS

The District of Innovation Committee contains members from the Brock ISD District Advisory Committee to ensure representation from all stakeholder groups.

EXEMPTIONS REQUESTED IN THE TEXAS EDUCATION CODE

- I. ~~Uniform School Start Date~~ – First Day of Instruction
- II. Educator Certification Requirement
- III. Probationary Contracts
- IV. ~~Teacher and Administrator Appraisal System~~
- V. ~~Student/Teacher Ratios and Class Size and Notice of Class Size~~
- VI. District-Level Planning and Decision-Making
- VII. Campus-Level Planning and Decision Making
- VIII. Teacher Mentors
- IX. ~~Campus Behavior Coordinator Designation~~
- X. ~~Removal of Unwanted Visitors~~
- XI. Transfer Students
- XII. Bank Depositories
- XIII. ~~Retire/Rehire Teacher~~
- XIV. Minimum Attendance for Class Credit or Final Grade
- XV. Teacher Contract Days

I. ~~Uniform School Start Date~~ – First Day of Instruction

Texas Education Code §25.0811

Current Requirements: *First Day of Instruction* – A school district may not begin instruction for students for a school year before the fourth Monday in August. ~~no exceptions.~~

Proposed Flexibility: Innovation Strategies: *Flexible Calendar* – Brock ISD will waive the fourth Monday of August start date to create greater flexibility in the school calendar, which will enable the district to be more responsive to students by balancing the amount of instructional time in the semesters, allowing teachers to better pace and deliver instruction. Local Guidelines: The ~~District Calendar Committee~~ **District Calendar Committee Advisory Committee** will receive staff and community input to build the school calendar. The recommended school calendar is subject to Board approval.

II. Educator Certification Requirement

Texas Education Code §21.003, §21.051, §21.057



Current Requirements: A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certification or permit issued by the appropriate state agency.

Proposed Flexibility: Innovation Strategies: *Flexible Scheduling and Course Offerings* –BISD is committed to placing qualified, dynamic instructional leaders in every classroom. Current teacher certification requirements restrict the District’s ability to hire teachers to teach hard to fill, high-demand dual credit and Career and Technical Education/STEAM (Science, Technology, Engineering, Arts, and Math) elective courses ~~and allow for teachers to teach one elective out of their field.~~ The District ~~seeks to establish~~ will follow its own local qualification requirements and its own requirements for the training of professionals to teach such courses in lieu of the requirement set forth by law. ~~This supports the Every Student Succeeds Act (ESSA, new federal requirements).~~

Local Guidelines: This will allow more flexibility in our scheduling and more options for our students in class offerings and industry certifications.

- a. Local certification will be issued for teachers only.
- b. Local teaching certificates will be ~~for one year.~~ re-issued if courses ~~change.~~
- c. The employee will be at will.
- d. The district will establish local criteria such as years of experience, qualifications, and industry certification to qualify for a local teaching certificate for CTE and STEAM electives and dual ~~enrollment credit~~ courses and allow certified teachers to teach one elective out of their field if qualified.
- e. The campus principal shall submit to the superintendent a request to allow a certified teacher to teach one subject out of their certified field. The principal must specify in writing the reason for the request and document what credentials the certified teacher possesses that qualify this individual to teach this subject.
- f. An individual with experience in a CTE field could be eligible to teach a vocational skill or course through a local teaching certificate. The principal will submit the request to the superintendent with all the individual’s credentials. ~~The superintendent will determine whether it is in the best interest of students to approve the request, then approve the request if they feel the individual could be an asset to students.~~ The superintendent will then report this action to the Board of Trustees before the individual begins any employment. ~~Required training with deadlines for completion will be assigned.~~

III. Probationary Contracts

Texas Education Code §21.102b



Current Requirements: Under current guidelines, probationary periods for newly hired teachers who have been in public education for at least five of the previous eight years cannot exceed one year. This limited period is insufficient in some cases to fully determine the teacher’s effectiveness in the classroom.

Proposed Flexibility: Innovation Strategies: Relief from Texas Education Code 21.102 will permit the District the option to issue a probationary contract for a period of up to two years for experienced teachers, counselors, or nurses newly hired in BISD. This will allow BISD to better evaluate a teacher’s effectiveness.

IV. ~~Teacher and Administrator Appraisal System~~

~~Texas Education Code §21.352, §21.354, §21.3541~~

Current Requirements: ~~The state of Texas has used the Professional Development and Appraisal System (PDAS) teacher appraisal system since 1997. The state issued a new teacher and principal appraisal system in 2016-2017, the Texas Teacher Evaluation and Support System (T-TESS) and the Texas Principal Evaluation and Support System (T-PESS).~~

Proposed Flexibility: ~~A committee of administrators and teachers would have the option to develop a principal and a teacher evaluation system that would be a combination of PDAS, T-TESS, T-PESS, and other best practices to develop a local instrument and/or process that fits the needs and goals of BISD.~~

~~BISD will utilize a locally developed teacher and principal evaluation tool.~~

- ~~a) This instrument will be developed with input from central administration, campus administration, and teachers. It will use staff input, PDAS, T-TESS, T-PESS, and other relevant best practices.~~
- ~~b) Broek ISD will follow DNA (LOCAL) guidelines for annual or less than annual evaluation requirements, exceptions & eligibility, frequency, and annual review process.~~
- ~~c) Every teacher will receive a minimum of 45 minutes of walk-throughs per year.~~
- ~~d) Principals will continue to be evaluated annually on a locally developed plan.~~
- ~~e) These locally developed plans should reflect the strengths, areas of concern, and goals of BISD.~~

V. ~~Student/Teacher Ratios and Class Size and Notice of Class Size~~

~~Texas Education Code §25.112, §25.113, Sec. 25.112 (a)~~



Current Requirements: Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth-grade class. On application of a school district, the commissioner may except the district from the limit if the commissioner finds the limit works an undue hardship on the district. An exception expires at the end of the school year for which it is granted.

Proposed Flexibility: Innovation Strategies: ~~As a fast-growing district, Brock ISD carefully analyzes growth predictions to make responsible staffing decisions to support engaging instruction in the classroom.~~

BISD recognizes the value of reasonable class sizes in elementary grade levels and will continue with the priority to maintain a student-to-teacher ratio of 22:1 per Kindergarten-4th grade homeroom class. Local considerations will include timing of enrollment of new students, consistency of instruction for students in the grade level, availability of high quality applicants, and availability of space and resources. Exceptions for class sizes will not be sought from the Commissioner of Education; consequently, notices of exceptions will not be required.

~~When a class exceeds the 22:1 limit, the Texas Education Code requires districts to obtain board approval and apply for a waiver through the Texas Education Agency. This flexibility will eliminate the requirement of the waiver process and support student success by allowing local decisions regarding the division of classes, disrupted instruction, and/or finding quality applicants.~~

VI. District-Level Planning and Decision-Making

Texas Education Code §11.252, §11.251

Current Requirements: Texas Education Code § 11.252 DISTRICT-LEVEL PLANNING AND DECISION-MAKING. (a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators adopted under Sections 39.053(c)(1)-(4). The district improvement plan must include provisions for: (1) a comprehensive needs assessment addressing district student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29; (2) measurable district performance objectives for all appropriate achievement indicators



for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment; (3) strategies for improvement of student performance that include: (A) instructional methods for addressing the needs of student groups not achieving their full potential; (B) methods for addressing the needs of students for special programs, including: (i) suicide prevention programs, in accordance with Subchapter O-1, Chapter 161, Health and Safety Code, which includes a parental or guardian notification procedure; (ii) conflict resolution programs; (iii) violence prevention programs; and (iv) dyslexia treatment programs; (C) dropout reduction; (D) integration of technology in instructional and administrative programs; (E) discipline management; (F) staff development for professional staff of the district; (G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and (H) accelerated education; (4) strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about: (A) higher education admissions and financial aid opportunities; (B) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56; (C) the need for students to make informed curriculum choices to be prepared for success beyond high school; and (D) sources of information on higher education admissions and financial aid; (5) resources needed to implement identified strategies; (6) staff responsible for ensuring the accomplishment of each strategy; (7) timelines for ongoing monitoring of the implementation of each improvement strategy; (8) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance; and (9) the policy under Section 38.0041 addressing sexual abuse and other maltreatment of children. (b) A district's plan for the improvement of student performance is not filed with the agency, but the district must make the plan available to the agency on request. (c) In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan. (d) At least every two years, each district shall evaluate the effectiveness of the district's decision making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance. (d-1) Expired. (e) The district-level committee established under Section 11.251 shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives. District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. This section does not



create a new cause of action or require collective bargaining. (f) A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.

Proposed Flexibility: Innovation Strategies: Site-based decision-making has existed in Texas for over 30 years. The original intent of classroom teachers making informed decisions has been replaced with a list of compliance measures that have removed meaning and relevance from this district decision-making process. The requirements in content and format of the district improvement plan have shifted an otherwise important planning process into a bureaucratic process that detracts from the importance of thoughtful planning and implementation.

BISD has a strong history of involving teachers, administrators, parents, community members, and students in decision-making. Under the Local Innovation Plan, the prescriptive list of requirements in the district improvement plan will be replaced by the Strategic Planning process. Those items listed in TEC 11.251 detailing the selection of representatives for the District **Improvement Advisory** Committee will continue to be implemented. Those items listed in TEC 11.252 of a compliance nature will no longer be implemented and will be replaced by relevant strategic plan components.

VII. Campus-Level Planning and Decision-Making

Texas Education Code §11.253, §11.251

Current Requirements: Texas Education Code §11.253 CAMPUS PLANNING AND SITE-BASED DECISION-MAKING. (a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students. (b) Each district's policy and procedures shall establish campus-level planning and decision making committees as provided for through the procedures provided by Sections 11.251(b)-(e). (c) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the achievement indicators adopted under Sections 39.053(c)(1)-(4) and any other appropriate performance measures for special needs populations. (d) Each campus improvement plan must: (1) assess the academic achievement for each student in the school using the achievement indicator system as described by Section 39.053; (2) set the campus performance objectives based on the achievement indicator system, including objectives for



special needs populations, including students in special education programs under Subchapter A, Chapter 29; (3) identify how the campus goals will be met for each student; (4) determine the resources needed to implement the plan; (5) identify staff needed to implement the plan; (6) set timelines for reaching the goals; (7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement; (8) include goals and methods for violence prevention and intervention on campus; (9) provide for a program to encourage parental involvement at the campus; and (10) if the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on: (A) student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention; (B) student academic performance data; (C) student attendance rates; (D) the percentage of students who are educationally disadvantaged; (E) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and (F) any other indicator recommended by the local school health advisory council. (e) In accordance with the administrative procedures established under Section 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs. (f) This section does not create a new cause of action or require collective bargaining. (g) Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. (h) A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

Proposed Flexibility: Innovation Strategies: The original intent of campus site-based decision-making has been replaced with a list of compliance measures that have removed meaning and relevance from this campus decision making process. The requirements in content and format of the Campus Improvement Plan have shifted an otherwise important planning process into a bureaucratic process that detracts from the importance of thoughtful planning and implementation.

BISD has a strong history of involving teachers, administrators, parents, community members, and students in the decision-making process. Under the Local Innovation Plan the prescriptive list of requirements in the



campus improvement plan will be replaced by the Campus Strategic Planning process. Those items listed in Section 11.251 detailing the selection of representatives for the Campus Improvement Committee will continue to be implemented. Those items listed in Section 11.253 that are of a compliance nature will no longer be implemented and will be replaced by relevant campus strategic plan components.

VIII. Teacher Mentors

Texas Education Code §21.458

Current Requirements: Each school district may assign a mentor teacher to each classroom teacher with less than two years of teaching experience in the subject or grade level to which the teacher is assigned. The rules concerning qualifications must require that to serve as a mentor, the teacher must complete a research-based mentor and induction training program approved by the commissioner, complete a mentor training program provided by the district, have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance; demonstrate interpersonal skills, instructional effectiveness, and leadership skills.

Proposed Flexibility: Innovation Strategies: The District seeks exemption from Section 21.458 to provide flexibility in designating exceptional teachers with less than three years of experience to serve as mentors for novice teachers and provide flexibility in training program requirements, allowing the district to develop local requirements.

IX. Behavior Coordinator Exemption

Texas Education Code § 37.0012

Current Requirements: State law requires districts to name one individual per campus to serve as a behavior coordinator. This requirement can create inefficiencies and limit the effectiveness of our administrators. The burden of placing this on one person is not sustainable, and the possible delays it creates for staff, students, and families should be avoided.

Proposed Flexibility: Local Guidelines and Innovations Strategies: Brock ISD is seeking a more collaborative approach to behavior management where the principal may delegate the duties to campus administrator(s) to best serve the needs of students and families.

X. Removal of Unwanted Visitors

Texas Education Code §37.105



Current Requirements: For unruly guests at school functions or events, a school district must first give a warning before he or she is ejected. Upon ejection, the guest must also be given notice of how he or she can appeal the ejection. Texas Education Code §37.105 A school administrator, school resource officer, or school district peace officer of a school district may refuse to allow a person to enter or may eject a person from property under the district's control if the person refuses to leave peacefully on request and the person poses a substantial risk of harm to any person; or the person behaves in a manner that is inappropriate for a school setting. Prior to refusing entry or ejecting any person, the administrator, resource officer, or peace officer must issue a verbal warning to the person that the person's behavior is inappropriate and may result in the person's refusal of entry or ejection, and the person persists in that behavior. In addition, at the time a person is refused entry or rejected, the district must provide written notice regarding the appeal process.

Proposed: BISD will make all reasonable attempts to diffuse situations in the case of unruly guests at school and District functions and events; however, in the case of situations where immediate action must be taken, the District would allow designated staff members the authority to remove an attendee whose behavior is deemed inappropriate without warning or written notice regarding the appeal process.

XI. Transfer Students Full Year Requirement

Texas Education Code §25.036

Current Requirements: (a) Any child, other than a high school graduate, who is younger than 21 years of age and eligible for enrollment on September 1 of any school year may transfer annually from the child's school district of residence to another district in the state if both the receiving district and the applicant parent or guardian or person having lawful control of the child jointly approve and timely agree in writing to the transfer.

(b) A transfer agreement under this section shall be filed and preserved as receiving district records for the agency's audit purposes.

Proposed Flexibility: Innovation Strategies: The District shall be exempt from state law requiring a transfer to be for a one-year period. Therefore, the Superintendent may revoke a student's transfer at any time during a school year if the student does not maintain acceptable levels of attendance, academic achievement, and compliance with the District's Student Code of Conduct as defined in FDA (LOCAL). In addition, students who have been accepted as a transfer student may have such status revoked by the Superintendent at any time, including when the student has been assigned discipline consequences of suspension (in or out



of school), placement in a disciplinary alternative program, or expulsion.

XII. School District Depository Contracts

Texas Education Code §45.205, §45.206

Current Requirements: The depository for the District shall serve for a term of two years and until its successor is selected and has qualified. A district and its depository bank may agree to extend the contract for two additional two-year terms. Per S.B. 754, passed by the 85th Texas Legislature, effective September 1, 2017, TEC §45.205 will allow the District to extend a depository contract for three additional two year terms. The contract term and any extension must coincide with the district's fiscal year. An extension is not subject to the requirements of TEC 45.206, 45.205, and 45.

Proposed Flexibility: Innovation Strategies: Brock ISD utilizes services provided by the bank on a daily basis. BISD will continue to use the local depository for the District without rebidding. At the end of each two-year term, the District and its depository bank may agree to extend the contract for multiple additional two-year periods. The District must review the contract to ensure the best value and support for the District and obtain Board approval for each of the two-year periods. Nothing in this process would hinder the District's ability to undertake bidding at the end of any of the two-year periods. The District believes it can operate most optimally if it is not limited to two or even three additional two-year extensions of its depository contract, allowing the Superintendent and Board of Trustees more time for planning for student progress, instructional strategies, and innovative options for the District's educational goals.

XIII. Retire/Rehire Minimum Salary

Texas Education Code §21.002, §21.402, §21.415

Current Requirements: Currently, all districts, when hiring a retired educator, must pay them their salary based upon the TEA minimum salary pay scale; in addition, the districts are required to pay a TRS surcharge.

Proposed Flexibility: BISD would like the opportunity to hire an eligible retired educator and pay them below the TEA minimum pay scale while also paying the required TRS surcharge. We believe that by hiring an eligible retired educator, our students, campuses, and district will reap the rewards of having a veteran educator who is still involved and passionate in the education process. In addition, the district will be able to have an experienced educator at a significantly less cost than had we paid them



based upon the TEA minimum pay scale plus the TRS surcharge. Thus, by hiring an eligible retired educator, BISD will be adding value to the schools and will be making sound fiscal decisions for our district's stakeholders.

XIV. Minimum Attendance for Class Credit or Final Grade - 90% Rule

Texas Education Code §25.092

Current Requirements: State law currently requires students to attend class 90 percent of the school days on a district calendar to earn credit. The law requires districts to award class credit to students based on the time a student is present in a classroom for instruction rather than mastery of content and subject proficiency.

Proposed Flexibility: Innovation Strategies:

The 90 percent rule is an arbitrary percentage, which means school districts award credit based on seat time rather than based on content mastery. Flexibility in abstaining from the requirement means the district won't have to penalize students who miss class due to enriching activities, academic activities, or other extenuating circumstances that support BISD's goal to educate the whole child. Exemption from the 90% requirement will provide educational advantages to students of the District by promoting active learning through innovation in methods, locations, and times instruction may be delivered to students. BISD may accommodate for students with legitimate scheduling conflicts and address the needs of an at-risk student, thereby reducing dropout potential.

Exemption from Section 25.092 will likely foster greater innovation to promote active learning and improve student outcomes. In addition, the exemption will allow BISD to meet the social and emotional issues BISD encounters when serving students who find themselves in situations that place them in alternative school.

Through blended learning opportunities and flexible scheduling, BISD may offer to provide students credit for courses based on content mastery, not the amount of time the student spends in the classroom. This exemption would allow the district to provide innovative options to promote student engagement in course material in flexible ways, ultimately allowing learning to happen anytime, any place apart from the traditional way of delivering instruction.

Relief from Section 25.092 does not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League ("UIL") rules. Moreover, opting out of Section 25.092 in no way limits or modifies a teacher's right to determine the finality of a grade in accordance with Texas Education Code Section 28,0214, nor does it restrict or alter a



teacher's right to assign grades in accordance with Texas Education Code Section 28.0216.

XV. Teacher Contract Days - Flexibility

Texas Education Code §21.401

Propose to amend to add to the BISD DOI Plan on May 13, 2024 (Meeting time and location - 5:00 P.M. Brock High School Cafeteria)

Approved amendment: June 6, 2024 (Meeting time and location - 6:00 P.M. Brock High School Cafeteria)

Current Requirements:

Requirement Current education law in Chapter 21 defines a teacher contract as a ten-month contract equivalent to 187 days.

Proposed Flexibility: Innovation Strategies:

TEC 25.081 changed student instructional days to minutes. However, TEC 21.401 has not been adjusted to change teacher contracts from days to minutes. As a result, teachers are required to be on contract for several days beyond those with students. Quality professional development is a high priority at Brock ISD. However, the district and community feel the number of resulting professional days is counterproductive for teachers. This proposal adjusts teacher contract days each year, depending on the calendar, but does not negatively impact teacher salaries. This stems from an attempt to align the teacher days to the 75,600 minutes required of students. This proposal will cause teacher daily rates to fluctuate from year to year but will not negatively affect their overall salary. This proposal should enhance teacher recruitment, therefore putting the district on a more level playing field with larger districts. This proposal will significantly improve teacher morale. This proposal will provide teachers with more opportunities during the year to seek beneficial staff development related to their field.

Exemptions from Future TEC Mandates to best serve our local Brock ISD community, staff, and students. Brock ISD includes a provision in our Local Innovation Plan for the District to maintain control over any future eligible Texas Education Code mandates, which may be exempted by a 2/3 majority vote of the Brock ISD Board of Trustees.



**BROCK INDEPENDENT
SCHOOL DISTRICT**

DISTRICT OF INNOVATION

Guided by our traditions.
Inspired by our possibilities.
Committed to excellence.



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INTRODUCTION

House Bill 1842 was passed during the 84th Legislative Session. This bill provides the opportunity for Texas public school districts to pursue becoming a District of Innovation, which allows districts to obtain exemptions from certain provisions of the Texas Education Code to allow more flexibility and local control for innovative programming.

District of Innovation provides opportunities for:

- Greater local control;
- Increased flexibility governing education programming; and
- Empowerment to innovate and think differently.

Districts are not exempt from statutes related to curriculum, graduation requirements, or academic and financial accountability.

This plan is the renewal of the original plan adopted on March 21, 2017.

PLANNING TIMELINE

Date	Description of Event
May 6, 2021	The Brock ISD District of Innovation Committee met to review and amend the current BISD DOI plan. Additional meeting discussions included March 22, 2022, the expiration date of the current BISD District of Innovation plan, a discussion of plan renewal, and set a tentative date for the renewal process in October 2021.
October 25, 2021	The Brock ISD District of Innovation Planning Committee conducted its first meeting at 5:00 PM in the Brock High School library. Committee introductions, an explanation of the committee’s role, and opportunities/options for the DOI plan were discussed. DOI Committee reviewed Chapter 12 options and selected exemptions that support BISD goals and the goals of the DOIC – Develop a plan that will impact student achievement and maximize all BISD students’ potential by expanding educational opportunities.
November 17, 2021	The District of Innovation Plan draft is reviewed. Corrections and changes to the language in the plan will be finalized. The plan was voted on and approved unanimously by the District of Innovation Planning Committee. The proposed District of Innovation Plan will be posted on the Brock ISD website, www.brockisd.net .



Date	Description of Event
	The plan will be presented in a public forum and to Brock ISD Board Trustees on December 13, 2021.
December 13, 2021	Public Forum & BISD Board Meeting - The proposed District of Innovation Plan will be presented to the public and the BISD Board of Trustees for comment. The Commissioner of Education will be notified of the Board's intent to renew the District of Innovation Plan. Notification will include the intended adoption date and a link to the final proposed plan. Notification will be made by the Asst. Superintendent on behalf of the Board of Trustees.
February 16, 2022	BISD School Board meeting. The BISD Trustees approved the plan and voted to terminate the current DOI plan that expires on March 21, 2022. This plan expires February 16, 2027.

Amendment Information:

- February 20, 2024 - District of Innovation Committee and District Improvement Committee Meetings
- May 13, 2024 - Proposed amendment to BISD Board Trustees
- June 10, 2024 - BISD Board Approval, plan posted on the website

TERM

The term of the Local Innovation Plan will be in place from February 16, 2022, through February 16, 2027, unless renewed or terminated by the Board of Trustees in accordance with the law. The Local Innovation Committee will revisit the plan annually to ensure that the recommendations still meet the needs of the district. Any recommended changes will require approval of the Local Innovation Committee, The BISD District Advisory Committee, and a 2/3 vote of the Board of Trustees.

CONTINUAL IMPROVEMENT

The Local Innovation Plan is guided by and aligned with the Board of Trustees Mission and Priorities for the district as follows:

- ***BISD Vision***
 - Guided by our traditions. Inspired by our possibilities. Committed to excellence.



- **BISD Mission**
 - Empowering every student to discover and pursue their passion.
- **BISD Core Values**
 - ***The Spirit of Brock***
 - Pride of the Community
 - High Expectations for All
 - Service above Self
 - ***Power of Relationships***
 - Everyone Matters
 - Invest the Time
 - Support One Another
 - ***Personal Responsibility***
 - Do the Right Thing
 - Learn from Mistakes
 - Be the Best Version of You

BISD Strategic Priorities

Priority 1: Student Growth, Excellence, & Retention

Priority 2: Teacher Excellence & Competitive Compensation

Priority 3: Proactive Partnerships

Priority 4: Efficient and Effective Operations

Brock District of Innovation Committee Goal

Develop a plan that will impact student achievement and maximize all BISD students' potential by expanding educational opportunities.

To support the District's Mission and achieve the District's goals, as well as align to the DOI Committee goal, BISD needs the flexibility to exert local control at both the District and campus levels to:

- Promote what is BEST for all BISD students
- Promote innovative instructional practices and innovative curricular approaches
- Promote innovative ideas regarding campus governance
- Promote innovative ideas regarding parent and community involvement
- Promote innovative use of learning time by modifying the school calendar and the use of learning time.

In order to achieve BISD's goals, the district needs flexibility in the areas above to improve student learning and ensure that graduates are responsible citizens, empowered learners, and career and college ready. Scheduling flexibility supports new innovative approaches that engage students in enriched learning opportunities. This plan emphasizes a commitment to establishing priorities for teaching and learning.



DISTRICT OF INNOVATION COMMITTEE MEMBERS

The District of Innovation Committee contains members from the Brock ISD District Advisory Committee to ensure representation from all stakeholder groups.

EXEMPTIONS REQUESTED IN THE TEXAS EDUCATION CODE

- I. First Day of Instruction
- II. Educator Certification Requirement
- III. Probationary Contracts
- IV. Class Size and Notice of Class Size
- V. District-Level Planning and Decision-Making
- VI. Campus-Level Planning and Decision Making
- VII. Teacher Mentors
- VIII. Transfer Students
- IX. Bank Depositories
- X. Minimum Attendance for Class Credit or Final Grade
- XI. Teacher Contract Days

I. First Day of Instruction

Texas Education Code §25.0811

Current Requirements: *First Day of Instruction* – A school district may not begin instruction for students for a school year before the fourth Monday in August.

Innovation Strategies: *Flexible Calendar* – Brock ISD will waive the fourth Monday of August start date to create greater flexibility in the school calendar, which will enable the district to be more responsive to students by balancing the amount of instructional time in the semesters, allowing teachers to better pace and deliver instruction. Local Guidelines: The District Advisory Committee will receive staff and community input to build the school calendar. The recommended school calendar is subject to Board approval.

II. Educator Certification Requirement

Texas Education Code §21.003, §21.051, §21.057

Current Requirements: A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless



the person holds an appropriate certification or permit issued by the appropriate state agency.

Innovation Strategies: *Flexible Scheduling and Course Offerings* –BISD is committed to placing qualified, dynamic instructional leaders in every classroom. Current teacher certification requirements restrict the District’s ability to hire teachers to teach hard to fill, high-demand dual credit and Career and Technical Education/STEAM (Science, Technology, Engineering, Arts, and Math) elective courses. The District will follow its own local qualification requirements and its own requirements for the training of professionals to teach such courses in lieu of the requirement set forth by law.

Local Guidelines: This will allow more flexibility in our scheduling and more options for our students in class offerings and industry certifications.

- a. Local certification will be issued for teachers only.
- b. Local teaching certificates will be re-issued if courses change.
- c. The employee will be at will.
- d. The district will establish local criteria such as years of experience, qualifications, and industry certification to qualify for a local teaching certificate for CTE and STEAM electives and dual credit courses and allow certified teachers to teach one elective out of their field if qualified.
- e. The campus principal shall submit to the superintendent a request to allow a certified teacher to teach one subject out of their certified field. The principal must specify in writing the reason for the request and document what credentials the certified teacher possesses that qualify this individual to teach this subject.
- f. An individual with experience in a CTE field could be eligible to teach a vocational skill or course through a local teaching certificate. The principal will submit the request to the superintendent with all the individual’s credentials. The superintendent will determine whether it is in the best interest of students to approve the request. The superintendent will then report this action to the Board of Trustees before the individual begins any employment.

III. Probationary Contracts

Texas Education Code §21.102b

Current Requirements: Under current guidelines, probationary periods for newly hired teachers who have been in public education for at least five of the previous eight years cannot exceed one year. This limited period is insufficient in some cases to fully determine the teacher’s effectiveness in the classroom.

Innovation Strategies: Relief from Texas Education Code 21.102 will permit the District the option to issue a probationary contract for a period of up to two years for experienced teachers, counselors, or nurses newly hired in BISD. This will allow BISD to better evaluate a teacher’s effectiveness.



IV. Class Size and Notice of Class Size

Texas Education Code §25.112, §25.113

Current Requirements: Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth-grade class. On application of a school district, the commissioner may except the district from the limit if the commissioner finds the limit works an undue hardship on the district. An exception expires at the end of the school year for which it is granted.

Innovation Strategies: BISD recognizes the value of reasonable class sizes in elementary grade levels and will continue with the priority to maintain a student-to-teacher ratio of 22:1 per Kindergarten-4th grade homeroom class. Local considerations will include timing of enrollment of new students, consistency of instruction for students in the grade level, availability of high quality applicants, and availability of space and resources. Exceptions for class sizes will not be sought from the Commissioner of Education; consequently, notices of exceptions will not be required.

V. District-Level Planning and Decision-Making

Texas Education Code §11.252, §11.251

Current Requirements: Texas Education Code § 11.252 DISTRICT-LEVEL PLANNING AND DECISION-MAKING. (a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators adopted under Sections 39.053(c)(1)-(4). The district improvement plan must include provisions for: (1) a comprehensive needs assessment addressing district student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Subchapter A, Chapter 29; (2) measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs assessment; (3) strategies for improvement of student performance that include: (A) instructional methods for addressing the needs of student



groups not achieving their full potential; (B) methods for addressing the needs of students for special programs, including: (i) suicide prevention programs, in accordance with Subchapter O-1, Chapter 161, Health and Safety Code, which includes a parental or guardian notification procedure; (ii) conflict resolution programs; (iii) violence prevention programs; and (iv) dyslexia treatment programs; (C) dropout reduction; (D) integration of technology in instructional and administrative programs; (E) discipline management; (F) staff development for professional staff of the district; (G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and (H) accelerated education; (4) strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about: (A) higher education admissions and financial aid opportunities; (B) the TEXAS grant program and the Teach for Texas grant program established under Chapter 56; (C) the need for students to make informed curriculum choices to be prepared for success beyond high school; and (D) sources of information on higher education admissions and financial aid; (5) resources needed to implement identified strategies; (6) staff responsible for ensuring the accomplishment of each strategy; (7) timelines for ongoing monitoring of the implementation of each improvement strategy; (8) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance; and (9) the policy under Section 38.0041 addressing sexual abuse and other maltreatment of children. (b) A district's plan for the improvement of student performance is not filed with the agency, but the district must make the plan available to the agency on request. (c) In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan. (d) At least every two years, each district shall evaluate the effectiveness of the district's decision making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance. (d-1) Expired. (e) The district-level committee established under Section 11.251 shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives. District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. This section does not create a new cause of action or require collective bargaining. (f) A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.



Innovation Strategies: Site-based decision-making has existed in Texas for over 30 years. The original intent of classroom teachers making informed decisions has been replaced with a list of compliance measures that have removed meaning and relevance from this district decision-making process. The requirements in content and format of the district improvement plan have shifted an otherwise important planning process into a bureaucratic process that detracts from the importance of thoughtful planning and implementation.

BISD has a strong history of involving teachers, administrators, parents, community members, and students in decision-making. Under the Local Innovation Plan, the prescriptive list of requirements in the district improvement plan will be replaced by the Strategic Planning process. Those items listed in TEC 11.251 detailing the selection of representatives for the District Advisory Committee will continue to be implemented. Those items listed in TEC 11.252 of a compliance nature will no longer be implemented and will be replaced by relevant strategic plan components.

VI. Campus-Level Planning and Decision-Making

Texas Education Code §11.253, §11.251

Current Requirements: Texas Education Code §11.253 CAMPUS PLANNING AND SITE-BASED DECISION-MAKING. (a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students. (b) Each district's policy and procedures shall establish campus-level planning and decision making committees as provided for through the procedures provided by Sections 11.251(b)-(e). (c) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the achievement indicators adopted under Sections 39.053(c)(1)-(4) and any other appropriate performance measures for special needs populations. (d) Each campus improvement plan must: (1) assess the academic achievement for each student in the school using the achievement indicator system as described by Section 39.053; (2) set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Subchapter A, Chapter 29; (3) identify how the campus goals will be met for each student; (4) determine the resources needed to implement the plan; (5) identify staff needed to implement the plan; (6) set timelines for reaching the goals; (7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in



academic improvement; (8) include goals and methods for violence prevention and intervention on campus; (9) provide for a program to encourage parental involvement at the campus; and (10) if the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on: (A) student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention; (B) student academic performance data; (C) student attendance rates; (D) the percentage of students who are educationally disadvantaged; (E) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and (F) any other indicator recommended by the local school health advisory council. (e) In accordance with the administrative procedures established under Section 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs. (f) This section does not create a new cause of action or require collective bargaining. (g) Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. (h) A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

Innovation Strategies: The original intent of campus site-based decision-making has been replaced with a list of compliance measures that have removed meaning and relevance from this campus decision making process. The requirements in content and format of the Campus Improvement Plan have shifted an otherwise important planning process into a bureaucratic process that detracts from the importance of thoughtful planning and implementation.

BISD has a strong history of involving teachers, administrators, parents, community members, and students in the decision-making process. Under the Local Innovation Plan the prescriptive list of requirements in the campus improvement plan will be replaced by the Campus Strategic Planning process. Those items listed in Section 11.251 detailing the selection of representatives for the Campus Improvement Committee will continue to be implemented. Those items listed in Section 11.253 that are of a compliance nature will no longer be implemented and will be replaced by relevant campus strategic plan components.



VII. Teacher Mentors

Texas Education Code §21.458

Current Requirements: Each school district may assign a mentor teacher to each classroom teacher with less than two years of teaching experience in the subject or grade level to which the teacher is assigned. The rules concerning qualifications must require that to serve as a mentor, the teacher must complete a research-based mentor and induction training program approved by the commissioner, complete a mentor training program provided by the district, have at least three complete years of teaching experience with a superior record of assisting students, as a whole, in achieving improvement in student performance; demonstrate interpersonal skills, instructional effectiveness, and leadership skills.

Innovation Strategies: The District seeks exemption from Section 21.458 to provide flexibility in designating exceptional teachers with less than three years of experience to serve as mentors for novice teachers and provide flexibility in training program requirements, allowing the district to develop local requirements.

VIII. Transfer Students Full Year Requirement

Texas Education Code §25.036

Current Requirements: (a) Any child, other than a high school graduate, who is younger than 21 years of age and eligible for enrollment on September 1 of any school year may transfer annually from the child's school district of residence to another district in the state if both the receiving district and the applicant parent or guardian or person having lawful control of the child jointly approve and timely agree in writing to the transfer.

(b) A transfer agreement under this section shall be filed and preserved as receiving district records for the agency's audit purposes.

Innovation Strategies: The District shall be exempt from state law requiring a transfer to be for a one-year period. Therefore, the Superintendent may revoke a student's transfer at any time during a school year if the student does not maintain acceptable levels of attendance, academic achievement, and compliance with the District's Student Code of Conduct as defined in FDA (LOCAL). In addition, students who have been accepted as a transfer student may have such status revoked by the Superintendent at any time, including when the student has been assigned discipline consequences of suspension (in or out of school), placement in a disciplinary alternative program, or expulsion.



IX. School District Depository Contracts

Texas Education Code §45.205, §45.206

Current Requirements: The depository for the District shall serve for a term of two years and until its successor is selected and has qualified. A district and its depository bank may agree to extend the contract for two additional two-year terms. Per S.B. 754, passed by the 85th Texas Legislature, effective September 1, 2017, TEC §45.205 will allow the District to extend a depository contract for three additional two year terms. The contract term and any extension must coincide with the district’s fiscal year. An extension is not subject to the requirements of TEC 45.206, 45.205, and 45.

Innovation Strategies: Brock ISD utilizes services provided by the bank on a daily basis. BISD will continue to use the local depository for the District without rebidding. At the end of each two-year term, the District and its depository bank may agree to extend the contract for multiple additional two-year periods. The District must review the contract to ensure the best value and support for the District and obtain Board approval for each of the two-year periods. Nothing in this process would hinder the District’s ability to undertake bidding at the end of any of the two-year periods. The District believes it can operate most optimally if it is not limited to two or even three additional two-year extensions of its depository contract, allowing the Superintendent and Board of Trustees more time for planning for student progress, instructional strategies, and innovative options for the District’s educational goals.

X. Minimum Attendance for Class Credit or Final Grade - 90% Rule

Texas Education Code §25.092

Current Requirements: State law currently requires students to attend class 90 percent of the school days on a district calendar to earn credit. The law requires districts to award class credit to students based on the time a student is present in a classroom for instruction rather than mastery of content and subject proficiency.

Innovation Strategies: The 90 percent rule is an arbitrary percentage, which means school districts award credit based on seat time rather than based on content mastery. Flexibility in abstaining from the requirement means the district won’t have to penalize students who miss class due to enriching activities, academic activities, or other extenuating circumstances that support BISD’s goal to educate the whole child. Exemption from the 90% requirement will provide educational advantages to students of the District by promoting active learning through innovation in methods, locations, and times instruction may be delivered to students. BISD may



accommodate for students with legitimate scheduling conflicts and address the needs of an at-risk student, thereby reducing dropout potential.

Exemption from Section 25.092 will likely foster greater innovation to promote active learning and improve student outcomes. In addition, the exemption will allow BISD to meet the social and emotional issues BISD encounters when serving students who find themselves in situations that place them in alternative school.

Through blended learning opportunities and flexible scheduling, BISD may offer to provide students credit for courses based on content mastery, not the amount of time the student spends in the classroom. This exemption would allow the district to provide innovative options to promote student engagement in course material in flexible ways, ultimately allowing learning to happen anytime, any place apart from the traditional way of delivering instruction.

Relief from Section 25.092 does not in any way impact or alter existing compulsory attendance requirements or University Interscholastic League ("UIL") rules. Moreover, opting out of Section 25.092 in no way limits or modifies a teacher's right to determine the finality of a grade in accordance with Texas Education Code Section 28,0214, nor does it restrict or alter a teacher's right to assign grades in accordance with Texas Education Code Section 28.0216.

XI. Teacher Contract Days - Flexibility

Texas Education Code §21.401

Current Requirements:

Requirement Current education law in Chapter 21 defines a teacher contract as a ten-month contract equivalent to 187 days.

Innovation Strategies: TEC 25.081 changed student instructional days to minutes. However, TEC 21.401 has not been adjusted to change teacher contracts from days to minutes. As a result, teachers are required to be on contract for several days beyond those with students. Quality professional development is a high priority at Brock ISD. However, the district and community feel the number of resulting professional days is counterproductive for teachers. This proposal adjusts teacher contract days each year, depending on the calendar, but does not negatively impact teacher salaries. This stems from an attempt to align the teacher days to the 75,600 minutes required of students. This proposal will cause teacher daily rates to fluctuate from year to year but will not negatively affect their overall salary. This proposal should enhance teacher recruitment, therefore putting the district on a more level playing field with larger districts. This proposal will significantly improve teacher morale. This proposal will



provide teachers with more opportunities during the year to seek beneficial staff development related to their field.

Exemptions from Future TEC Mandates to best serve our local Brock ISD community, staff, and students. Brock ISD includes a provision in our Local Innovation Plan for the District to maintain control over any future eligible Texas Education Code mandates, which may be exempted by a 2/3 majority vote of the Brock ISD Board of Trustees.

