



2026-2027

Course Selection Guide



**Colorado
River
Collegiate
Academy**

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Bastrop, TX 78602



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www.bisdtx.org/CRCA



Dear Bastrop Independent School District Parents and Students:

In Bastrop ISD we believe in seeing the future through the eyes of our students. That is especially true when it comes to careful planning for their academic success and development. We strive to create individualized learning environments that empower and inspire all students to achieve their utmost potential. We believe that our parents and community members are partners with us in this endeavor and it is in that spirit that we ask you to carefully review the contents of the Course Selection Guide for the Colorado River Collegiate Academy or CRCA. The guide is designed to provide students, parents, and school staff with a resource for reviewing and selecting career and academic pathways. CRCA is an award-winning Early College High School. We partner with Austin Community College to offer students a pathway to earn their high school diploma while simultaneously earning their Associates' Degree. CRCA is open to all Bastrop ISD students and our commitment is to ensure access to our tuition and cost-free early college high school.

This guide presents three endorsements: Science, Technology, Engineering and Mathematics [STEM], Arts and Humanities, and Multidisciplinary Studies. Endorsements help create a personalized graduation plan in line with a student's career interests and post-secondary goals. Students may also earn more than one endorsement if they have additional class time and courses are available. This guide also provides information about early graduation, dual credit, and advanced placement opportunities. The course descriptions indicate the campus or campuses in which each course is offered, so please review options carefully and thoroughly.

Please note that the course guide is subject to change as needed. Any updates will be posted on the district and campus websites and the school counseling team will notify students if the changes impact their specific course plan. Thank you for your partnership and support in planning course selections for the upcoming academic school year. We look forward to working with you to develop your program of study.

Best wishes for a wonderful high school experience!

Sincerely,

Jennifer Eberly
Associate Superintendent
Bastrop ISD

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Lottery

Effective May 7, 2021 students applying for admission to CRCA must be currently enrolled 8th graders in Bastrop ISD. Private school and home-schooled 8th graders may also apply and will be considered for admission once BISD students have been accepted.

Colorado River Collegiate Academy, a public school of choice, is committed to providing an advanced academic environment, ensuring students earn a high school diploma as well as an Associate's Degree, or up to 60 college hours from an accredited community college.

While all Bastrop ISD students will have access to the program, the ECHS core mission is to give prospective first-generation college-going and other typically underrepresented students in higher education a no-cost solution to earning a two-year college degree with transfer eligibility to a four year college/university.

Families will complete the application process in the spring. Students must reside in the Bastrop ISD attendance area and have attended and completed the fall and spring semester at Bastrop Middle School, Riverside Middle School, Cedar Creek Middle School, or Creekside Middle School in 8th grade. A district committee will review applications against criteria established by TEA for the ECHS to determine eligibility. If the number of eligible students exceeds the enrollment cap of the class, a lottery process will be applied to determine the rising freshmen cohort and a wait list will be established.

Course Selection Information

Counselors will provide information about the course selection process, class choices, and graduation plans through classroom guidance. Students will be given access to a paper or electronic course selection guide and a choice sheet. Due dates and instructions will be included. Parents will have the opportunity to attend scheduled parent information meetings during the course selection process. Counselors will also see each student individually regarding course selections. In addition, each student will be provided verification of course requests along with a deadline for change requests.

Students are reminded that some course offerings are tentative and dependent upon sufficient enrollment. It is extremely important, therefore, that alternate course choices be listed for elective courses on the registration choice form.

As the student signs up for next year's courses, selections should be made on the assumption the courses in progress will be passed. Because of increased graduation requirements, if a student fails a course or courses, it is important to make-up a failed course in summer school, credit recovery, intersession, or credit by exam. Failure to attend summer school could jeopardize grade level and progress toward graduation. Contact the school if you have questions about summer school.

Note: Students and Parents, please remember that the master schedules are built around course choices. Also, room assignments, faculty availability/hired are also made to the best of our ability. Please make sure to make your selections wisely and carefully.

Schedule Change Policy

Students meet with counselors during the spring semester to determine course selection for the following year. With the assistance of counselors, students have the opportunity to choose their own classes as well as alternate electives, and they have the opportunity to verify those choices and make corrections during the spring semester for the next school year.

Once the schedule is locked, schedule corrections will only be made for the following reasons:

- A student is placed in a course in error.
- A student fails a required course making a schedule adjustment necessary for graduation.
- Additional credit was earned making a schedule adjustment necessary.
- The student does not have the prerequisites or does not have courses needed for graduation.
- Change is needed as a result of a student being selected or administratively assigned to or taken out of a program within the school.
- Change is needed to enable a student to graduate in the particular year.
- Class sizes must be balanced.
- Courses are canceled.

Level changes: A change may be made if the student has demonstrated a significant effort to do well in the class (attending tutorials, participating in class, asking questions, etc.) and if there has been verified parent/teacher/student communication. Students in honors or Advanced Placement courses whose grades average below a 55 for the first semester may be administratively removed to avoid further credit loss. If a change is made, all grades will transfer with the student. All level changes must be approved by an administrator or counselor.

Graduation Requirements

Classifications of Students

Student classification is determined by the number of credits accumulated by the end of the preceding year.

To be a ninth grade student (Freshmen).....	Completion of Eighth Grade Requirements
To be a tenth grade student (Sophomore).....	6 Credits Required
To be an eleventh grade student (Junior).....	12 Credits Required
To be a twelfth grade student (Senior).....	18 Credits Required
Foundation Graduation Plan (Opt-Out Agreement Required).....	22 Credits Required
To Graduate with an Endorsement.....	26 Credits Required

Units of High School credit are determined by the semester average in each course attempted. The State of Texas has set 70 as a minimum-passing grade. For each semester course passed with 70 or above, the student receives 1/2 credit or more for certain courses (see ACC crosswalk). Students earn credits annually towards graduation requirements.

High School Course Credit

The school year is divided into two semesters with three six weeks reporting periods in each semester. The semester average is determined by the three six week's averages and the semester exam. Each semester course is worth ½ unit of credit provided a minimum grade of 70 is earned. Some dual credit course offerings are worth 1 credit per semester. For courses that are two semesters in duration, the two semester grades will be averaged to determine total credit for the class. For high school courses (non-dual credit), a passing grade in one semester may bring up a failing grade in the other semester, provided the semester grade is not lower than 50 and the two semester grades average to a 70 or higher.

College Course Credit

Final grades are posted at the end of each semester once released to CRCA by ACC.

ACC issues final letter grades only (A, B, C, D, F, and W). High schools convert the letter grades based on the scale below:

A	98	D	73
B	88	F	69
C	78		

Coursework

House Bill 5 (HB 5), passed by the 83rd Texas Legislature and signed by the governor in June 2013, and updated in August of 2021, provides for a new set of graduation plans for Texas students. These graduation plans consist of a foundation plan for every Texas student and five endorsements from which students may choose, depending on their interests. Students will complete each of these endorsements with four mathematics, four sciences, four English language arts, and three social studies credits. Additionally, for graduation purposes, students are required to have 1 physical education or equivalent credit, one fine arts credit, and two foreign language credits.

Students entering 9th Grade at CRCA must choose from one of the following endorsements:

- Arts and Humanities
- Multidisciplinary Studies
- STEM

Testing

Students are required to pass five State of Texas Assessments of Academic Readiness (STAAR®) end-of-course exams to meet the new graduation requirements:

- **Algebra I**
- **English I (Reading/Writing)**
- **English II (Reading/Writing)**
- **Biology**
- **US History**

To graduate, a student must score at the Approaches, Meets, or Masters Grade Level requirement for the EOC tests in English 1, English 2, Algebra 1, Biology, and U.S. History.

If a student does not achieve Approaches Grade Level or above on any state required EOC assessment, the student must retake the assessment until an Approaches Grade Level or above is attained. A student is not required to retake a course as a condition of retaking an EOC assessment.

Can I see sample questions for the STAAR EOC questions?

Released STAAR EOC questions can be found at www.tea.state.tx.us/student.assessment/STAAR/

Other Graduation Requirements

§74.11

Speech Requirement

Demonstrated proficiency, in Grade 8 or higher, as determined by the district in which the student is enrolled, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Financial Aid Requirement

In accordance with Texas Education Code (TEC), §28.0256, each student must do one of the following in order to graduate:

- Complete and submit a Free Application for Federal Student Aid (FAFSA);
- Complete and submit a Texas Application for State Financial Aid (TASFA); or
- Submit a signed opt-out form.

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

(a) A school district or an open-enrollment charter school shall provide instruction to students in Grades 7-12 in cardiopulmonary resuscitation (CPR).

The instruction:

- (1) may be provided as a part of any course; and
- (2) must be provided to each student at least once before graduation from high school.

In 2023, the 88th Texas Legislature, Regular Session, passed HB 4375, which further amended TEC, §28.0023, to add instruction in the use of an AED to the requirements for instruction in CPR. Additionally, the legislation added the requirement that CPR instruction must include training in CPR techniques and the use of AEDs. The adopted amendment requires the instruction in the use of an AED beginning with students who enter Grade 7 in the 2024-2025 school year (Cohort 2030).

§74.39 Requirements for Instruction on Proper Interaction with Peace Officers

A school district or open-enrollment charter school shall provide instruction in one or more courses to students in Grades 9-12 on proper interaction with peace officers during traffic stops and other in-person encounters.

For more information on graduation plans and requirements, access the [Texas Education Agency Graduation Toolkit](#).

College, Career, and Military Readiness (CCMR)

Their future is our focus! BISD strives for all students to graduate with College, Career or Military Readiness. CCMR graduates demonstrate college, career or military readiness by meeting at least one of the indicators listed below.



College Ready



Career & Military Ready

- Meet Texas Success Initiative Criteria in RLA and Mathematics (through any combination of TSI, SAT, or ACT scores)
 - Complete a college prep course in reading and mathematics
 - Meet criteria on an AP exam (score of 3 or higher)
 - Meet criteria on an IB exams (score of 4 or higher)
 - Complete 3 college credit hours in RLA or mathematics
 - Complete 9 college credit hours in any subject
 - Complete an OnRamps dual enrollment course
 - Earn an associate degree
 - Graduate under an advanced diploma plan and be identified as a current special education student
- Earn a TEA-approved Industry-Based Certification (IBC) and be a completer in an aligned program of study (3+ courses for 4+ credits, including a level III or IV course)
 - Earn a Level I or Level II certificate
 - Enlist in the US Armed Forces or Texas National Guard
 - Graduate with a completed Individualized Education Program (IEP) and workforce readiness (graduation type codes 04, 05, 54, or 55)

Bastrop ISD - Graduation Plans and Requirements (Class of 2026-2029)

Foundation Only 22 Credits	Foundation Plan + Endorsement 26 Credits	Distinguished Level of Achievement + Endorsement 26 Credits
4 Credits English: English I; English II; English III; English IV	4 Credits English: English I; English II; English III; English IV	4 Credits English: English I; English II; English III; English IV
3 Credits Math: Algebra I; Geometry; An advanced math course	4 Credits Math: Algebra I; Geometry; Two advanced math courses	4 Credits Math: Algebra I; Geometry; Algebra II ; An advanced math course
3 Credits Science: Biology; IPC, Chemistry or Physics; An advanced science course	4 Credits Science: Biology; IPC, Chemistry or Physics; 2 advanced science courses	4 Credits Science: Biology; IPC, Chemistry or Physics; 2 advanced science courses
3 Credits Social Studies: World Geography or World History; U.S. History, U.S. Government (½ credit); Economics (½ credit)	3 Credits Social Studies: World Geography or World History; U.S. History; U.S. Government (½ credit); Economics (½ credit)	3 Credits Social Studies: World Geography or World History; U.S. History; U.S. Government (½ credit); Economics (½ credit)
2 Credits Languages Other Than English: Must be the same language	2 Credits Languages Other Than English: Must be the same language	2 Credits World Languages: Must be the same language
1 Credit Fine Arts	1 Credit Fine Arts	1 Credit Fine Arts
1 Credit PE	1 Credit PE	1 Credit PE
5 Credits electives	7 Credits electives (4 of which are specific to at least one endorsement)	7 Credits electives (4 of which are specific to at least one endorsement)

Endorsements

Please refer to the Bastrop ISD High School Course Guide for specific course requirements necessary to obtain each endorsement. Listed below are programs of study that can be associated with each endorsement.

STEM	Business & Industry	Public Services	Arts & Humanities	Multidisciplinary Studies
Engineering Foundations (CCH); Math; Science; Combination	Animal Science, Agricultural Technology and Mechanical Systems (BHS), Plant Science (CCH), Carpentry (CCH), Graphic Design and Interactive Media, Digital Communications (BHS), Business Management, Lodging and Resort Management (CCH), Culinary Arts (BHS), Automotive and Collision Repair (BHS), Cybersecurity (CCH)	Teaching and Training (CCH); Diagnostic and Therapeutic Services; Law Enforcement; ROTC (BHS)	Art; Band; Choir; Dance; Theater; World Languages; Social Studies	Adv Placement; Dual Credit; Sports Medicine; Core 4x4 Foundation

State Assessments Required for Graduation (STAAR - EOC)	Performance Acknowledgements	Other State Requirements
Algebra I English I English II	Outstanding Performance: Dual Credit; Bilingualism and Biliteracy; Advanced Placement; PSAT, SAT, or ACT	Industry Based Certification: CTE Certifications or Licenses
Biology US History		Speech CPR Instruction Peace Officer Interaction Training FAFSA/TASFA or Opt-out

Bastrop ISD - Graduation Plans and Requirements (Class of 2030 and Beyond)

Foundation Only 22 Credits	Foundation Plan + Endorsement 26 Credits	Distinguished Level of Achievement + Endorsement 26 Credits
4 Credits English: English I; English II; English III; English IV	4 Credits English: English I; English II; English III; English IV	4 Credits English: English I; English II; English III; English IV
3 Credits Math: Algebra I; Geometry; An advanced math course	4 Credits Math: Algebra I; Geometry; Two advanced math courses	4 Credits Math: Algebra I; Geometry; Algebra II ; An advanced math course
3 Credits Science: Biology; IPC, Chemistry or Physics; An advanced science course	4 Credits Science: Biology; IPC, Chemistry or Physics; 2 advanced science courses	4 Credits Science: Biology; IPC, Chemistry or Physics; 2 advanced science courses
3 Credits Social Studies: World Geography or World History; U.S. History, U.S. Government (½ credit); Economics (½ credit)	3 Credits Social Studies: World Geography or World History; U.S. History; U.S. Government (½ credit); Economics (½ credit)	3 Credits Social Studies: World Geography or World History or Economics; U.S. History; U.S. Government (½ credit); Personal Financial Literacy (½ credit)
2 Credits Languages Other Than English: Must be the same language	2 Credits Languages Other Than English: Must be the same language	2 Credits World Languages: Must be the same language
1 Credit Fine Arts	1 Credit Fine Arts	1 Credit Fine Arts
1 Credit PE	1 Credit PE	1 Credit PE
5 Credits electives	7 Credits electives (4 of which are specific to at least one endorsement)	7 Credits electives (4 of which are specific to at least one endorsement)

Endorsements

Please refer to the Bastrop ISD High School Course Guide for specific course requirements necessary to obtain each endorsement. Listed below are programs of study that can be associated with each endorsement.

STEM	Business & Industry	Public Services	Arts & Humanities	Multidisciplinary Studies
Engineering Foundations (CCH); Math; Science; Combination	Animal Science, Agricultural Technology and Mechanical Systems (BHS), Plant Science (CCH), Carpentry (CCH), Graphic Design and Interactive Media, Digital Communications (BHS), Business Management, Lodging and Resort Management (CCH), Culinary Arts (BHS), Automotive and Collision Repair (BHS), Cybersecurity (CCH)	Education and Training; Health Science; Law and Public Safety; ROTC (BHS)	Art; Band; Choir; Dance; Piano; Theater; World Languages; Social Studies	Adv Placement; Dual Credit; Sports Medicine; Core 4x4 Foundation
State Assessments Required for Graduation (STAAR - EOC)	Performance Acknowledgements		Other State Requirements	
Algebra I English I English II	Biology US History	Outstanding Performance: Dual Credit; Bilingualism and Biliteracy; Advanced Placement; PSAT, SAT, or ACT	Industry Based Certification: CTE Certifications or Licenses	Speech CPR Instruction Peace Officer Interaction Training FAFSA/TASFA or Opt-out

Distinguished Level of Achievement & Performance Acknowledgements

Students who wish to graduate with the Distinguished Level of Achievement must complete all Foundation Plan requirements plus the following:

- Four credits in mathematics, which must include Algebra II
- Four credits in science
- Requirements for at least one endorsement

Performance Acknowledgments

(a) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in a dual credit course by successfully completing:

- (1) at least 12 hours of college academic courses, including those taken for dual credit as part of the Texas core curriculum, and advanced technical credit courses, including locally articulated courses, with a grade of the equivalent of 3.0 or higher on a scale of 4.0; or
- (2) an associate degree while in high school.

(b) A student may earn a performance acknowledgment on the student's transcript for outstanding performance in bilingualism and biliteracy as follows.

(1) A student may earn a performance acknowledgment by demonstrating proficiency in accordance with local school district grading policy in two or more languages by:

(A) completing all English language arts requirements and maintaining a minimum grade point average (GPA) of the equivalent of 80 on a scale of 100; and

(B) satisfying one of the following:

(i) completion of a minimum of three credits in the same language in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

(ii) demonstrated proficiency in the Texas Essential Knowledge and Skills for Level IV or higher in a language other than English with a minimum GPA of the equivalent of 80 on a scale of 100; or

(iii) completion of at least three credits in foundation subject area courses in a language other than English with a minimum GPA of 80 on a scale of 100; or

(iv) demonstrated proficiency in one or more languages other than English through one of the following methods:

(I) a score of 3 or higher on a College Board Advanced Placement examination for a language other than English; or

(II) a score of 4 or higher on an International Baccalaureate examination for a higher-level languages other than English course; or

(III) performance on a national assessment of language proficiency in a language other than English of at least Intermediate High or its equivalent.

(2) In addition to meeting the requirements of paragraph (1) of this subsection, to earn a performance acknowledgment in bilingualism and biliteracy, an English language learner must also have:

(A) participated in and met the exit criteria for a bilingual or English as a second language (ESL) program; and

(B) scored at the Advanced High level on the Texas English Language Proficiency Assessment System (TELPAS).

(c) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on a College Board Advanced Placement test or International Baccalaureate examination by earning:

(1) a score of 3 or above on a College Board Advanced Placement examination; or

(2) a score of 4 or above on an International Baccalaureate examination.

(d) A student may earn a performance acknowledgment on the student's transcript for outstanding performance on an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace or on an established valid, reliable, and nationally norm-referenced assessment instrument used by colleges and universities as part of their undergraduate admissions process by:

- (1) earning a score on the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) that qualifies the student for recognition as a commended scholar or higher by the National Merit Scholarship Corporation or as an awardee of the National Recognition Programs of the College Board;
- (2) earning a composite score of 442 on the ACT Aspire™ examination;
- (3) earning a composite score of 29 on the ACT PreACT® examination;
- (4) earning a total score of at least 1350 on the SAT®; or
- (5) earning a composite score on the ACT® examination of 29 (excluding the writing subscore).

(e) A student may earn a performance acknowledgment on the student's transcript for earning a state recognized or nationally or internationally recognized business or industry certification or license as follows.

- (1) A student may earn a performance acknowledgment with:
 - (A) performance on an examination or series of examinations sufficient to obtain a nationally or internationally recognized business or industry certification; or
 - (B) performance on an examination sufficient to obtain a government-required credential to practice a profession.

(2) Nationally or internationally recognized business or industry certification shall be defined as an industry-validated credential that complies with knowledge and skills standards promulgated by a nationally or internationally recognized business, industry, professional, or government entity representing a particular profession or occupation that is issued by or endorsed by:

- (A) a national or international business, industry, or professional organization;
- (B) a state agency or other government entity; or
- (C) a state-based industry association.

(3) Certifications or licensures for performance acknowledgements shall:

- (A) be age appropriate for high school students;
- (B) represent a student's substantial course of study and/or end-of-program knowledge and skills;
- (C) include an industry-recognized examination or series of examinations, an industry validated skill test, or demonstrated proficiency through documented, supervised field experience; and
- (D) represent substantial knowledge and multiple skills needed for successful entry into a high-skill occupation.

Graduation Options for Students with Disabilities Receiving Special Education Services

**See revised [89.1070\(c\) and \(d\)](#) for specific requirements to earn an endorsement if modifications are needed to access the curriculum

	Mastery of Curriculum	State Assessment	Endorsements and Acknowledgements
General Curriculum with or without Accommodations	Successful completion of the curriculum as is applicable to students in general education 89.1070(b)(1).	Option 1: Satisfactory Performance on at least 3 out of 5 EOCs 89.1070(d) <i>The ARD Committee serves as the Individual Graduation Committee.</i>	Student is eligible to earn endorsements. Student is eligible to earn distinguished achievement and performance acknowledgements.
		Option 2: Student's ARD committee determines satisfactory performance on state assessment is not required for graduation.	
Modified Curriculum in one or more courses	Successful completion of the curriculum that includes one or more modified courses	Satisfactory Performance on at least 3 out of 5 EOCs 89.1070(d)	Student is eligible to earn endorsements if the ARD committee determines any modified curriculum for endorsement courses are sufficiently rigorous.
	Successful completion of the curriculum that includes one or more modified courses	Student's ARD committee determines satisfactory performance on state assessment is not required for graduation.	Student is able to earn distinguished achievement and performance acknowledgements

Students Receiving Special Programs and English Language Support Services

Individual Accommodation Plans (IAP) for Students in 504

Section 504 of the Rehabilitation Act prohibits discrimination and assures that students with disabilities have educational opportunities and benefits equal to those provided to nondisabled students. Eligible students have a record of, or are regarded as having a physical or mental impairment which substantially limits one or more major life activities including functions such as: learning, self-care, walking, seeing, hearing, speaking, breathing, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating and performing manual tasks.

In order to receive services, even if the students have physical or mental impairment, there must be substantial limitation on a major life activity; i.e. a serious problem requiring accommodations within the school. If a student has or is suspected of having a disability or requires accommodations and/or services through Section 504, parents, teachers, administrators or any other district employee should contact the building administrator or counselor for information concerning available programs, assessments, and services. Students served through Section 504 receive credit through the accommodations set forth in their Individual Accommodation Plan.

Individualized Education Plans (IEP) for Students in Special Education

Bastrop ISD has the responsibility to provide Special Education and related services to students who are found eligible for services under IDEA and TEA eligibility guidelines. Eligible students are required to be served in the least restrictive environment and be afforded the opportunity to participate in educational programs and activities afforded to all students in BISD. Should a parent, teacher, administrator or district employee suspect a student has a disability, they should contact the building administrator or counselor for information concerning available programs, assessments, and services.

Special Education Services are provided in accordance with each student's Individualized Education Plan. Bastrop ISD offers a full continuum of services and placements including but not limited to: Mainstream with accommodations, Co-Teaching, Resource, and Life Skills. Students earn credit through the accommodations, modified curriculum and/or alternate curriculum approved by each student's Admission, Review and Dismissal committee.

Emergent Bilinguals

Students who have been identified as Emergent Bilinguals (EBs) are entitled to receive language arts instruction from an ESL certified teacher. These teachers will utilize sheltered instruction practices to make content comprehensible to EBs; thus allowing students to acquire language through the content area being taught. Students who have been in U.S. schools for 0-2 years, are at the beginning or intermediate levels of English proficiency, and require intensive English instruction are offered ELDA (English Language Development and Acquisition) I and ELDA II. These classes are taught by an ESL certified teacher who understands the language acquisition process.

Advanced Academics

Advanced Academics courses challenge and enrich motivated students to expand their education. This coursework develops advanced skills and content background to prepare students for college-level work. Success requires the student's commitment to the expectations of an advanced level program. By selecting an Advanced Academics course, students and guardians are agreeing to the expectations listed below.

General Course Expectations

1. Successful completion of each Advanced Academics course requires individual study time outside of class on a regular basis.
2. Guidelines for grading will be clearly communicated to students and parents.
3. All students are expected to do their own work and exhibit academic integrity.
4. Tutorials will be available from the Advanced Academics teacher at least weekly for all students.
5. For a student whose grade average **is less than 70** at progress report, **the student will need to attend weekly tutorials to the end of the six-week period.**
6. The teacher will contact the student and parent at the progress-report time if the grade has fallen below 70.
 - a. Teachers will update grades on a weekly basis.
7. For a student whose grade average is less than 70 at the end of any six week grading period, a student/parent/teacher conference will be held.
 - a. A student's work completion, attendance in class, and attendance at tutorials will all be reviewed.
8. Students in Advanced Academics courses whose grades average below a 55 at the end of the first six weeks or the first semester may be administratively removed to avoid further credit loss. Students in these situations will have a required parent meeting with their counselor and/or administrator. If a change is made, all grades will transfer with the student for eligibility purposes. All level changes must be approved by an administrator. Students are encouraged to take academically rigorous classes every year.

Student-Initiated Advanced Academics Exit Policy

Students may exit an Advanced Academics course at the end of the first three or six weeks of school or at the end of the first semester following the steps below.

Exiting Process: AP

A student desiring to exit an Advanced Placement course at the end of the first three weeks, six weeks or end of first semester must take the following steps:

1. Attend a documented student/parent/teacher conference during the first six weeks.
2. Attend a minimum of 3 documented tutorial sessions during the first six-weeks.
3. Obtain an Advanced Academics Drop form from the counselor's office.
4. Complete the drop form, along with student, parent, teacher, and counselor signatures.
5. Submit the drop form to the counseling office by the end of the first three weeks, six weeks, or first semester after attending 3 tutorials.

Once the student completes the required steps, the campus administration will review whether to approve or deny the student's request.

In all course reassignment cases, schedule changes will be subject to course availability. If a student transfers out of an Advanced Placement class, the student's grades will directly transfer to the course into which the student enters (i.e. a 60 in an Advanced Placement class becomes a 60 in an Honors class).

AP Testing

Students are strongly encouraged to take the AP Exam for an opportunity to receive college credit. AP exams are given over a two-week period in May. The cost of the exam is the responsibility of the student. Students who complete an application and qualify for free and reduced lunch will have a reduced fee for their AP exam. Exam fee deposits are due at the start of November, each school year, for students to be registered for the AP Exam at the end of the course. After November 15th a fee of \$40 will be required to cancel or register for a late exam. Scores are returned during the month of July and can be shared with up to four universities of choice at no cost.

Academic Considerations

Advanced curricula are written above the grade level of a traditional class. Students should be independent learners as instruction is fast paced, in-depth, complex, and abstract and that much of the work is done outside of class. BISD maintains/operates an open Advanced Academics program, but the following student attributes should be considered.

Performance Tips for Advanced Academics Students

If you're considering an Advanced Academics course, here are some key traits that will help you succeed:

- **Motivation:**
Students take advanced classes for many reasons—whether it's to prepare for college, earn college credit, boost their GPA, or simply for the love of learning. Whatever your motivation, putting in your best effort will make a difference.
- **Time Management & Organization:**
Staying organized is essential. Start assignments when they're given, use planners or schedules to keep track of multiple projects, and develop the self-discipline needed to keep academic work a priority.
- **Positive Attitude:**
Advanced Academics classes require more focus and effort than regular courses. When challenges arise, stay positive and take action to succeed, like attending tutorials or joining study groups. Developing this resilience in high school can lead to greater success in college.
- **Strong Work Ethic:**
A commitment to success means showing up prepared, being on time, and respecting yourself and others. Be ready to dedicate time outside of class to studying and completing assignments on time.

With these qualities, you'll be well-prepared to thrive in Advanced Academics courses!

Other Things to Consider for Advanced Academics

Every student has a unique personality, goals, and life situation, so decisions about taking advanced courses should be made individually. Here are some things to think about:

- **Balancing Multiple Advanced Courses:**
If you're considering taking multiple Advanced Academic classes, keep in mind any other commitments you have. While some students handle Advanced Academic courses, jobs, and extracurriculars with ease, others may find it overwhelming. Talk with your parents and counselors about your goals and schedule, and aim for a balanced approach that allows for a healthy lifestyle.
- **State Testing Requirements:**
Taking Advanced Academics courses doesn't replace state testing requirements. You'll still need to take and pass all required state exams based on your graduation plan. If you're in an AP course that replaces a STAAR EOC tested course, you must meet the performance standards on that STAAR EOC exam.

Gifted and Talented Students

Gifted and talented students are served through the Advanced Academics classes, academic competitions, the Distinguished Level of Achievement, dual credit, co-enrollment, and opportunities for acceleration.

Section 504 and IEP Accommodations:

Students with disabilities are afforded the same opportunity to participate in advanced courses as students without disabilities. Students served through Section 504 and Special Education shall be provided the accommodations included in their IAP and/or IEP. The following guidelines are intended to apply to eligible special education and Section 504 students who enroll in Honors or AP courses.

1. Special Education or Section 504 students must have equal opportunity to participate in Advanced Academics courses
2. Counselors, parents, ARD Committees and Section 504 Committees should carefully consider the impact of the student's disability on their progression in the general curriculum before determining if an Advanced Academics course is appropriate.
3. The accommodations included in the student's IAP or IEP for the Advanced Academics course should not substantially alter or modify the essential elements of the Advanced Academics coursework.
4. While ARD and Section 504 Committees may wish to consider Advanced Academics courses in connection with transition plans for students who will be attending college, ARD Committees and Section 504 Committees are not required to place students in Honors or AP classes.
5. Campus procedures for addressing failure or lack of progress should be applied to all students, including students with disabilities. Consideration of continuation or removal from Advanced Academics courses should include the student's need for accommodations and fidelity of implementation of the accommodations in the student's IEP or IAP.
6. All students interested in college credit for Advanced Placement courses should contact the college or university of their choice to obtain policies and standards regarding Advanced Placement credit, including Special Ed/Section 504 accommodations.

*This information is accurate as of the printing of this document. For the most current information, visit the TEA website. <http://www.tea.state.tx.us/>

Methods of Earning Credits

Students can earn one half credit for each semester course and a whole credit for a year-long course. Students traditionally earn 7 credits per year when they pass all of their courses and are not denied credit for excessive absences. Students should talk to their counselor regarding their graduation plan. The following are ways a student can earn credits:

- Course is taken as a part of the student's high school schedule.
- Dual Credit college course- approved by BISD taken for high school credit and college credit. Must be one of the approved courses listed on the dual credit list.
- Credit-by-Exam (CBE) Credit-by-examination assessments (CBEs) may include examinations developed by Texas Tech University, The University of Texas at Austin, the school district, or another entity. CBEs are administered by the district or test provider in accordance with local district policy. Students may use CBE to demonstrate mastery in secondary subject areas with the prior approval of the appropriate administrator or counselor. Students should contact their school guidance counselor to register for a CBE. There are four testing windows provided each academic year. Students testing with PRIOR INSTRUCTION will be required to score 70 or above on a scale of 100. Students testing with NO PRIOR INSTRUCTION will be required to score 80 or above on a scale of 100. In the event that a student **does not take an exam that was ordered, or needs to retest**, there will be a fee of \$10.00 per exam for no-show or retesting. This will be added to the student's obligation in Skyward. Student may not take any CBE more than twice.
- Correspondence course - an approved course through Texas Tech University distance learning and the University of Texas distance learning.*
- Online courses - approved courses through Texas Virtual School Network are Bastrop ISD-provided online credit acquisition platforms.*
- Approved University-Based Distance Learning Program The Texas Virtual School Network (TxVSN) is a web-based supplemental program offering electronic courses. The instruction and content of these electronic courses are delivered over the Internet. TxVSN high school courses are aligned with the TEKS and led by online instructors with Texas certification in the course subject area and grade level. The combination of subject area knowledge with training in the unique methods for delivering online instruction provides Texas students with a quality interactive learning experience. The cost of each course per semester typically range from \$200.00 to \$400.00, but could be more or less than those amounts, it all depends on the class and the institution that is providing the course. Interested students can access the TxVSN course catalog at <https://catalog.mytxvsn.org/> and speak to their counselor.* See policy EHDE (Local).
- Middle school courses taken for high school credit prior to enrolling in high school.

Students and parents assume the cost of taking courses outside of their regular high school schedule. Students and parents assume the responsibility of registering for and completing courses attempted. Students must talk to their counselor for information regarding alternate methods of acquiring credits **before signing up for any course**.

**Unless otherwise approved by a counselor and campus administration, correspondence courses, online courses, and approved University-Based Distance Learning programs must be completed outside of the normal school day. BISD does not pay for correspondence or TXVSN courses.*

CRCA - Dual Credit

The Early College High School Dual Credit Program allows students to earn credit for high school while also earning college credit towards an associates degree at Austin Community College (ACC). CRCA ECHS students do not pay tuition and fees for courses listed in their degree plan and taken at ACC. Students will be responsible for *all* costs associated with courses that are not on their degree plan. Each student must meet ACC admission requirements in order to register for classes.

To enroll in dual credit classes a student must do the following:

- Meet all admission criteria for the college, including being exempt from taking and/or passing the Texas Success Initiative Assessment Version 2.0 (TSIA2). Effective January 11, 2021, the following minimum college readiness standards (also known as "cut scores") for English Language Arts Reading (ELAR) and mathematics on the TSIA2 shall be used by an institution to determine a student's readiness to enroll in entry-level freshman coursework:

Test	English Language Arts Reading (ELAR)	Math
TSIA2	<i>Reading (multiple choice) section:</i> • 945, OR less than 945 with a diagnostic level of 5 AND <i>Writing (essay) section: 5</i>	<i>Math: 950</i> OR <i>Math: Less than 950 with a</i> diagnostic level of 6
SAT*	<i>EBRW: 480</i>	<i>Math: 530</i>
ACT* <i>Taken before 2/15/23</i>	<i>Composite: 23</i> AND <i>English: 19</i>	<i>Composite: 23</i> AND <i>Math: 19</i>
ACT* <i>Taken after 2/15/23</i>	<i>English & Reading (Combined score):</i> 40	<i>Math: 22</i>
<i>*College Readiness Exemption</i>		

- Follow the process for enrolling in college classes. This process includes meeting with the high school counselor, completing and submitting the college application, obtaining parental approval and meeting with a college advisor to submit required paperwork.
- Register for the specific course/location student plans to attend.
- Attend all classes on the high school campus or college campus.
- **When distance learning is the only option (scheduling does not allow for in person learning), the student MUST attend all DIL at CRCA or ACC Elgin Campus. Students may NOT take online courses required for their degree plan from home.**

The student is responsible for textbook costs, transportation, and other associated fees **if taking ACC courses at any other ACC campus except for ACC Elgin campus**. All BISD **crosswalked** dual credit course grades will be recorded numerically on the transcript and used in averaging the high school GPA. To receive high school credit for an ACC dual credit course, a student must earn a grade that computes to a 'D' or better.

Students taking Dual Credit courses are still required to take and pass all required state testing as mandated by their graduation plan. For those Dual Credit courses that take the place of a STAAR EOC tested core course, students must meet performance standards on the STAAR EOC test.

For guidance on the TSIA2, students should visit with the counselor.

Dual Credit Tuition and Course Eligibility

To support timely completion of an associate degree, Bastrop ISD provides CRCA students the opportunity to enroll in dual credit courses required for their declared associate degree at no cost to the student. Students who enroll in courses outside of their declared degree plan, repeat previously attempted courses, or exceed the maximum credit hours required for their associate degree will be responsible for all applicable tuition and fees charged by Austin Community College. These costs will become the student's financial responsibility.

ACC Drop Policy

Students enrolled in ACC classes will be exposed to college-level curricula that provide opportunities for collaboration, self-direction and academic rigor. Students are encouraged to maintain enrollment throughout the semester. If a student withdraws from a course after census, the student will incur the cost of the course. The fee will be added to the student obligation. Students requesting to withdraw from an ACC course must first meet with the CRCA counselor, CRCA administration, and college advisor to discuss the academic, college, and program implications of withdrawal.

Withdrawal from an ACC course may impact:

- ACC transcript history;
- Satisfactory Academic Progress (SAP);
- Financial aid eligibility;
- Associate degree completion;
- Future dual credit participation;
- Eligibility for CRCA honors, distinctions, or recognition; and
- Progress toward graduation requirements.

**A student's withdrawal from an ACC course may result in a review of eligibility for CRCA-specific honors, distinctions, or recognition if the withdrawal impacts the student's progress toward successful completion of the associate degree pathway.*

If the decision is made to drop the course, the following procedures will be followed:

- Students may request to drop a course during the ACC drop/add window and be scheduled into a study hall and required to make up the course during the summer. **Students will have to pay for retaking a course.**
- Students who earn an F in the fall semester of an ACC course are not eligible to enroll in the corresponding course for the spring semester. (Ex: English 1301 requires a C or better to register for English 1302).
- Students who earn a D in an ACC course must retake the course and earn a C to be able to use this course toward the **associates degree**. Therefore, students will have to pay for retaking a course.
- Depending on the impact of scheduling, students may also be assigned to a Study Hall and will be required to adhere to campus attendance policies.

ACC issues final letter grades only (A, B, C, D, F, and W). High schools convert the letter grades based on the scale below:

A	98	D	73
B	88	F	69
C	78		

Content of dual credit courses, access to grades, and important information regarding dual credit:

- Courses are taught by ACC faculty. Course content and student expectations are not altered in any way to accommodate students under 18 years of age. College instructors have academic freedom.
- Students are responsible for officially dropping/withdrawing from ACC classes, otherwise, a grade will be recorded on the official ACC transcript. Students who stop attending class are not automatically dropped.
- ACC information goes directly to the student via the student's ACCmail account.
- Students will be fully responsible for communicating with their professors when unsure of course material, academic progress, or assignments and course requirements.
- Dual Credit students have access to all the services provided by ACC, i.e. Learning Labs, Libraries, Testing Centers
- High school students should apply for accommodations **EACH SEMESTER** through our ACC Student Accessibility Services Office. 504 services do not roll over from high school to ACC. It is student responsibility to apply directly through ACC.
- Program applies to current high school students only; after graduation, traditional students are charged full-price tuition and fees.
- Parents are not automatically entitled to see student records, including absences, grades, and course progress.
- College records are permanent and will follow students to colleges and universities after high school graduation.

Satisfactory Academic Progress (SAP)

Federal regulations require all financial aid recipients to maintain satisfactory academic progress in a course of study leading toward a degree or certificate. Failure to meet one or more of the established standards of Satisfactory Academic Progress (SAP) will make a student ineligible for financial aid. Financial aid SAP status includes all previous academic history, even if the student did not receive financial aid for previous courses. This includes Early College Start courses taken at ACC. SAP statuses are updated at the end of each semester, including summer. It is the student's responsibility to monitor academic progress. Although the Financial Aid Office attempts to send students correspondence informing them of their status, students who do not meet the standards will be ineligible for financial aid even if they do not receive correspondence. All students must be meeting Financial Aid SAP to be eligible for financial aid consideration.

Grade Point Average (GPA) Requirement

Students must maintain a 2.0 cumulative GPA on all hours attempted at ACC.

Completion Rate Requirement

Students must complete 67% of all hours attempted at ACC.

Maximum Timeframe Requirement

Students receiving financial aid must complete their program of study within a reasonable timeframe. The maximum timeframe to receive aid for a program of study is 150% of the published length of the academic program or certificate. All transfer credit hours must be included when calculating the student's progression toward the maximum timeframe. Developmental and ESOL coursework will NOT be included when calculating the student's progression toward the maximum timeframe. If at any time the FA Office determines the student cannot possibly complete the declared program of study within the maximum timeframe, then the student's aid eligibility will be suspended before reaching the maximum timeframe.

Dual Credit Crosswalk Table (ACC)

Some of the courses listed below have prerequisites or corequisites. Please refer to the ACC Course Catalog to determine if a course has prerequisites.

Course Code	BISD Course Title (Comprehensive HS)	CRCA/ECHS	BISD Credit	ACC Course Number	ACC Course Title	ACC Course Hours	TSI Req. ¹	ACC Prerequisite Requirements ²
English / Language Arts								
03220300	English III	English III	1 (.5 each)	ENGL 1301 ENGL 1302	English Composition I English Composition II	6 (3 each)	R,W	For ENGL 1302: ENGL 1301
03220400	English IV	English IV	1	ENGL 1301 ENGL 1302 -OR- ENGL 2322	English Composition I English Composition II -OR- British Literature I	6 (3 each) -OR- 3	R,W	For ENGL 2322: ENGL 1302
03221500	Literary Genres	Literary Genres	1	ENGL 2327	American Literature I	3	R,W	ENGL 1302
03221600	Humanities (1st)	Humanities (1st)	1	HUMA 1301	Humanities: Prehistory to Renaissance	3	R,W	
03221610	Humanities (2nd)	Humanities (2nd)	1	HUMA 1302	Humanities: Renaissance to Present	3	R,W	
Mathematics								
03102540	Algebraic Reasoning	Algebraic Reasoning	1	MATH 1314	College Algebra	3	M	
03102500/ 03102510	Independent Study - 1st (Comp HS)	Advanced Quantitative Reasoning (CRCA)	1	MATH 1414	College Algebra for Precalculus (4-4-0)	4	M	
03101100/ 03102501	PreCalculus	Independent Study Math (2nd)	1	MATH 2412	Precalculus	4	M	MATH 1414 -OR- Satisfactory score on the ALEKS PPL Advanced Math Assessment ³
03102530	Statistics	Statistics	1	MATH 1342	Elementary Statistics	3	M	
03102501/ 03102502	Independent Study Math (2nd)	Independent Study Math (3rd)	1	MATH 2413	Calculus I	4	M	MATH 2412 -OR- Satisfactory score on the ALEKS PPL Advanced Math Assessment ³
03102502	Independent Study Math (3rd)	Independent Study Math (1-3 not taken)	1	MATH 2414	Calculus II	4	M	MATH 2413
03102510	AQR	*AQR	1	MATH 1332	Contemporary Math	3	M	
Social Studies								
03380002	Special Topics in Social Studies (1st)	Special Topics in Social Studies (1st)	0.5	HIST 1301	United States History I	3	R,W	
03340100	U.S. History Since 1877	U.S. History Since 1877	1	HIST 1302	United States History II	3	R,W	
03310300	Economics	Economics	0.5	ECON 2301	Principles of Macroeconomics	3	R,W,M	
03330100	U.S. Government	U.S. Government	0.5	GOVT 2305	United States Government	3	R,W	
03380022	Special Topics in Social Studies (2nd)	Special Topics in Social Studies (2nd)	0.5	GOVT 2306	Texas State and Local Government	3	R,W	
03350100	Psychology	Psychology	0.5	PSYC 2301	Introduction to Psychology	3	R,W	
03370100	Sociology	Sociology	0.5	SOCI 1301	Introduction to Sociology	3	R,W	
03380032	Special Topics in Social Studies (3rd)	Special Topics in Social Studies (3rd)	0.5	ECON 2302	Principles of Microeconomics	3	R,W,M	
03380001	Social Studies Advanced Studies (1st)	Social Studies Advanced Studies (1st)	0.5	PHIL 2306	Ethics	3	R,W	
Science								
03060150	Earth Systems Science	Earth Systems Science	1	BIOL 1309	Life on Earth	3	R,W	
03020000	Environmental Systems	Environmental Systems	1	ENVR 1301 -OR- BIOL 1406 BIOL 1408	Environmental Science -OR- Biology (Medical Majors) Biology (Nonmajors)	3 -OR- 4	R,W R,W,M R,W,M	For BIOL 1406: One year of high school chemistry or one semester of college chemistry
13020600	Anatomy & Physiology	Anatomy & Physiology	1	BIOL 1407	Structure & Function of Organisms	4	R,W,M	BIOL 1406
03060300 03060310 03060320	Specialized Topics in Science (1,2,3 -not already taken)	Specialized Topics in Science (1,2,3 -not already taken)	1	BIOL 2401	Anatomy & Physiology I	4	R,W,M	Satisfactory score on A&P Course Readiness Assessment ⁴ -OR- Register for paired BIOL 2401 & BIOL 1308 class section
03060300 03060310 03060320	Specialized Topics in Science (1,2,3 -not already taken)	Specialized Topics in Science (1,2,3 -not already taken)	1	BIOL 2402	Anatomy & Physiology II	4	R,W,M	BIOL 2402
03060300	Specialized Topics in Science (1st)	Specialized Topics in Science (1st)	1	CHEM 1311 & 1111	General Chemistry I, Lecture & Lab	4	R,W,M	High school chemistry or CHEM 1305 + CHEM 1105 or equivalent academic preparation -AND- MATH 1314 or MATH 1414 or equivalent academic preparation
03060310	Specialized Topics in Science (2nd)	Specialized Topics in Science (2nd)	1	CHEM 1312 & 1112	General Chemistry II, Lecture & Lab	4	R,W,M	CHEM 1311 + CHEM 1111 -AND- MATH 1314 or MATH 1414 or equivalent academic preparation
03060320	Specialized Topics in Science (3rd)	Specialized Topics in Science (3rd)	1	CHEM 2323 & 2123	Organic Chemistry & Lab	4	R,W,M	CHEM 1312 + CHEM 1112
03060300 03060310 03060320	Specialized Topics in Science (1,2,3 -not already taken)	Specialized Topics in Science (1,2,3 -not already taken)	1	PHYS 1401	General College Physics I	4	R,W,M	MATH 2412 or MATH 1316
03060300 03060310 03060320	Specialized Topics in Science (1,2,3 -not already taken)	Specialized Topics in Science (1,2,3 -not already taken)	1	PHYS 1402	General College Physics II	4	R,W,M	PHYS 1401
World Languages								
03440100	Spanish I	Spanish I	1	SPAN 1411	Spanish I	4	R,W	
03440200	Spanish II	Spanish II	1	SPAN 1412	Spanish II	4	R,W	SPAN 1411 or credit by exam ⁵
03440300	Spanish III	Spanish III	1	SPAN 2311	Spanish III	3	R,W	SPAN 1412 or credit by exam ⁵
03440400	Spanish IV	Spanish IV	1	SPAN 2312	Spanish IV	3	R,W	SPAN 2311 or credit by exam ⁵

The crosswalk continues on the next page.

Course Code	BISD Course Title (Comprehensive HS)	CRCA/ECHS	BISD Credit	ACC Course Number	ACC Course Title	ACC Course Hours	TSI Requirements ¹	ACC Prerequisite Requirements ²
Electives								
03500110	Art Appreciation	Art Appreciation	1	ARTS 1301	Art Appreciation	3	R,W	
03155600	<i>Music Appreciation* (new 25-26)</i>	<i>Music Appreciation* (new 25-26)</i>	1	MUSI 1306	<i>Music Appreciation</i>	3	R	
03240900	Public Speaking (Speech)	Public Speaking (Speech)	0.5	SPCH 1315	Public Speaking	3	R,W	
03241400	Communication Applications	Communication Applications	0.5	SPCH 1311	Introduction to Speech Communication	3	R,W	
03250100	Theater Arts I	Theater Arts I	1	DRAM 1310	Introduction to Theater	3	R,W	
03580200	Computer Science I	Computer Science I	1	COSC 1301	Introduction to Computer Science	3	R	
03580300	Computer Science II	Computer Science II	1	COSC 1315	Fundamentals of Programming	3	R,M	
03270100	College Readiness and Study Skills	College Readiness and Study Skills	0.5	EDUC 1300	Learning Framework: Effective Strategies for College Success	3	R,W	
13024400		Interpersonal Studies	0.5	SOCI 1306	Contemporary Social Problems	3	R,W	
BHS & CCHS: All courses on the crosswalk will be transcribed. However, classes taken independently (not in a BISD section) will not count towards GPA and rank. CRCA: All courses on the dual credit crosswalk will be transcribed and will count towards GPA and rank. ¹ R = Reading. W = Writing. M = Math. ² All class completion prerequisites require a grade of "C" or higher in the prerequisite class. Prerequisites must be completed before the semester begins. ³ For more information on ALEKS PPL, visit students.austincc.edu/testing-services/advanced-math-assessment/ ⁴ For more information on BIOL 2401 requirements, visit sites.austincc.edu/biology/how-to-register-for-biol-2401/ ⁵ For more information on foreign language credit by exam, visit liberalarts.austincc.edu/wola/credit-by-exam/ ⁶ Articulated credit - Students are not dual enrolled. Credit hours are added to college transcripts once the student earns a grade of "C" or higher in a dual credit course.								

Degree Options

Degree changes must be declared by March 31st of sophomore year.

Associate of Arts General Studies ([ACC Information Link](#))

Associate of Science General Studies - Science ([ACC Information Link](#))

Class of 2030 Degree Plans

Beginning with the Class of 2030, all students' degree plans must include a designated field of study. At the time of publication of this Course Guide, Bastrop ISD is awaiting final guidance from Austin Community College regarding field of study options. Once this information is received, an addendum will be published.

Weighted Grades for Determining GPA

The following table represents BISD's current weighted grades. A grading index factor of 1.15 or 1.17 is applied to the original semester grade (refer to the table of weighted grades), as per BISD District policy EIC local based on the student's graduation year. Only semester grades are weighted. Our school district has adopted the following procedure since the State Board of Education has mandated that grades in excess of 100 cannot be reported. Grades earned in Honors, AP, and Dual Credit will be reported on report cards to parents without the weighted factor added. However, separate records that reflect the factored semester grade will be maintained by the registrar for class rank, grade point average, and for all other programs using GPA (i.e. National Honor Society).

Weighted Grades for Graduating Class of 2021 and beyond

Course Type	GPA Weight
On Level	1.0
Honors	1.15
Dual Credit/Advanced Placement/OnRamps	1.17

Courses which do not count in computed GPA (grade point average)

Athletics	Credit By Exam	Local Credit Courses
Cheerleading	Credit Recovery	Off Campus PE
Pass/Fail	Independent Study	PALS
Leadership (StuCo)	Driver's Education	Physical Education
Fine Arts (On and Off Campus)	Courses taken prior to 9th grade	
Non-accredited distance learning courses		
Semester grades from a course that is retaken after a passing grade has been earned (Policy EIC-X)		

Class Rank

Class rank indicates how a student's grades compare with those of other students in his/her class. Semester grades beginning with the ninth grade are used to compute GPA (grade point average). All numeric scores for college classes, distance learning, and correspondence courses will be recorded and used to calculate the GPA (grade point average).

CRCA juniors and seniors who fall in the top ten percent of their class will have a class rank based on a comparison with his/her classmates. GPA is calculated once per fall and once per spring semester for all students. Final senior class ranking for CRCA shall be performed once FALL ACC grades are posted to identify honor graduates for senior awards ceremonies and commencement exercises.

The honor of Valedictorian will be awarded to the graduate with the highest GPA. The honor of Salutatorian will be awarded to the graduate with the second highest GPA. Please see policy [EIC Local](#) for additional information and requirements.

As per BISD board policy, EIC Local: Grade point average (GPA) for class rank purposes shall be calculated using all credits earned in grades 9–12. All course credits, including, but not limited to, transfer, correspondence, state accredited distance learning, and dual/concurrent, shall receive a numerical value for calculation purposes except for courses that are excluded in computed GPA (listed above). The top ten percent of the graduating class shall be identified strictly on the basis of GPA. CRCA only ranks the top ten percent of the junior and senior class for purposes of automatic admission to public universities in Texas.

Beginning the spring semester of 2025, a student who transfers between District high schools with credit for an honors, dual credit, or AP course shall only be granted extra weight for the course if an equivalent honors, dual credit, or AP course is available to students enrolled at the receiving District high school at the time the transferring student earned the course credit.

With increasing mobility within BISD, our goal is to ensure equitable access to the diverse programs and school models we offer. Early College High Schools are designed to accelerate learning so students can graduate with an associate degree. To support this accelerated pathway, most freshman-level courses, including several elective courses, are weighted as honors. At the comprehensive high schools, our course progression gradually prepares students for advanced-level coursework. As a result, honors courses are offered to 9th-grade students but are limited to core subject areas.

Advanced Classes for No Pass No Play 2026-2027

The following advanced courses are eligible for exemption for extracurricular activity participation, please see policy FM local if you need additional information:

- All College Board Advanced Placement Courses in all disciplines.
- All OnRamps Courses
- All Dual Credit Courses
- Honors Courses in English, LOTE, Math, Science, and Social Studies only.

Regulations which relate to UIL and all other extracurricular activities sponsored or sanctioned by the school district are located at www.uilTEXAS.org. Not all courses are offered at every high school.

English Language Arts

English I & II Honors
AP English Language & Composition
AP English Literature & Composition

Languages Other than English

AP Spanish Language and Culture
AP Spanish Literature and Culture
World Languages Level 3

Math

Algebra 2 Honors
Calculus AB or BC AP
College Algebra OnRamps
Geometry Honors
Pre-Calculus AP
Statistics OnRamps
PLTW Digital Electronics Honors

Science

Biology Honors
Biology OnRamps
Chemistry I OnRamps
Geoscience OnRamps
Physics I OnRamps
PLTW Engineering Science Honors

Social Studies

European History AP
Human Geography AP
Macroeconomics AP
Psychology AP
US Government & Politics AP
United States History AP
World History AP

Other AP/Dual Credit Courses

Music Theory AP
Studio Art AP - Drawing Portfolio, 2D Portfolio, and 3D Portfolio
AP Computer Science and AP Computer Sci Principles
All Dual Credit Courses

**Students who need a UIL waiver for a class grade should visit
their extra-curricular sponsor for more information.**

National Collegiate Athletic Association (NCAA) Curriculum

Many college sports are regulated by the National Collegiate Athletic Association (NCAA), an organization that has established rules on eligibility, recruiting and financial aid. If students are applying to college and plan to participate in Division I or Division II sports, they must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse will analyze academic information and determine if students meet the NCAA's initial-eligibility requirements.

Specific academic and college entrance exam requirements for Division I and Division II sports can be found on the NCAA website at <https://web3.ncaa.org/ecwr3/>. When taking SAT/ACT, students should list the NCAA Clearinghouse site (9999) on the score reporting section of the registration form. Fee waivers are available; see your counselor for details.

Students wanting to participate in Division I or Division II sports should start the certification process at the website as early as spring of sophomore year. The NCAA Clearinghouse may not accept some third and fourth year science and math courses. The Eligibility Standards for Division I and II collegiate athletics should be reviewed by parents and students to obtain a clear understanding of the requirements necessary to be eligible for NCAA athletic competition, scholarships, and recruitment. A free copy of *The Guide for the College Bound Student-Athlete* is available by calling 1-800-638-3731 or by visiting the website at <https://web3.ncaa.org/ecwr3/> for more information.

Prospective NCAA student athletes should check with their assigned coach and counselor in the first semester of their 9th grade year in order to make a plan to meet the NCAA Clearinghouse Core Course Requirements before graduating high school.

[NCAA FAQ](#)

[List of NCAA Approved Courses for Bastrop ISD](#)

Notification of Eligibility for Automatic College Admission

A student is eligible for automatic admission to a college or university as an undergraduate student if the applicant earned a grade point average in the top 10 percent of the student's high school graduating class (Texas Education Code, §51.803). If an eligible student is applying as an undergraduate to the University of Texas at Austin in the summer/fall 2027 or spring 2028, the applicant must earn a grade point average in the **top 5 percent** of the student's high school graduating class. The applicant in either case must also:

- (1) earn the distinguished level of achievement under the Foundation High School Program; or
- (2) satisfy ACT's College Readiness Benchmarks on the ACT assessment or earn on the SAT assessment a score of at least 1,500 out of 2,400 or the equivalent.

In accordance with Title 19 Texas Administrative Code (TAC), §5.5(e), high school rank for students seeking automatic admission to a general academic teaching institution on the basis of class rank is determined and reported as follows.

- (1) Class rank shall be based on the end of the 11th grade, middle of the 12th grade, or at high school graduation, whichever is most recent at the application deadline.
- (2) The top 10 percent of a high school class shall not contain more than 10 percent of the total class size.
- (3) The student's rank shall be reported by the applicant's high school or school district as a specific number out of a specific total class size.
- (4) Class rank shall be determined by the school or school district from which the student graduated or is expected to graduate.

An applicant who does not satisfy the course requirements is considered to have satisfied those requirements if the student completed the distinguished level of achievement under the Foundation High School Program that was available to the student but was unable to complete the remainder of the coursework solely because courses were unavailable to the student at the appropriate times in the student's high school career as a result of circumstances not within the student's control. To qualify for automatic admission an applicant must:

- (1) submit an application before the deadline established by the college or university to which the student seeks admission;
- (2) meet all curriculum requirements for admission established by the college or university to which the student seeks admission; and
- (3) provide a high school transcript or diploma that indicates whether the student has satisfied or is on schedule to satisfy the requirements of the distinguished level of achievement under the Foundation High School Program or the portion of the distinguished level of achievement under the Foundation High School Program that was available to the student.

Colleges and universities are required to admit an applicant for admission as an undergraduate student if the applicant is the child of a public servant who was killed or sustained a fatal injury in the line of duty and meets the minimum requirements, if any, established by the governing board of the college or university for high school or prior college-level grade point average and performance on standardized tests.

For more information go to: <https://tea.texas.gov/academics/graduation-information/automatic-college-admission>

Bastrop Independent School District

CRCA Course Descriptions

Course offerings may vary based on enrollment.



- Dual Credit via ACC

English Language Arts /Reading

ENGLISH I HONORS

Credit: 1

Prerequisites: None.

This course is designed to challenge very capable students. Students will study vocabulary and grammar and read literature extensively. Several compositions will be required related to the literature. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average. Summer project is required; please see district/school website for further details. Students will be required to take the STAAR English I End-of- Course assessment for this course.

Course ID: 03220100

ENGLISH II HONORS

Credit: 1

Prerequisites: English I.

Very capable students continue to develop skills in writing through the study of grammar as well as the writing of increasingly complex multi-paragraph essays. Vocabulary is expanded with emphasis on refinement of test-taking strategies for college entrance exams. Furthermore, literary studies reflect greater quantity, depth of understanding, and evaluation of short stories, novels, plays, and poetry. Students in this class are responsible for independent studies outside of class well in excess of expectations of students in English II classes. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average. Summer project is required; please see district/school website for further details. Students will be required to take the STAAR English II End-of-Course assessment for this course.

Course ID: 03220200

ENGL 1301 ENGLISH COMPOSITION I (ENGLISH III A)



Credit: .5

Prerequisites 1301: English II. TSI Ready Reading & Writing.

Students may earn dual credit by taking this semester-long course. In English 1301 students are introduced to the rhetorical and mechanical skills necessary to develop confident, informed voices. Students will learn about the writing process through critical reading of non-fiction and fiction prose, revision, editing, and collaboration. The class focuses on the strategies and conventions of academic writing, especially exposition and argumentation. This course presents a more advanced curriculum, and a weighted grade will be applied to the semester average.

Course ID: 03220300

ENGL 1302 ENGLISH COMPOSITION II (ENGLISH III B)



Credit: .5

Prerequisites 1302: ENGL 1301 or equivalent with minimum grade of C. TSI Ready Reading & Writing.

Students may earn dual credit by taking this semester-long course. English 1302 includes study and practice in the strategies and techniques for developing research-based expository and persuasive writing. There is an emphasis on interaction with literary texts, effective and ethical inquiry, critical reading, systematic evaluation, documentation of information sources, and critical thinking. This course presents a more advanced curriculum, and a weighted grade will be applied to the semester average.

Course ID: 03220300

ENGL 2322 BRITISH LITERATURE I (ENGLISH IV)



Credit: 1

ACC Prerequisites: ENGL 1301 & ENGL 1302 with minimum grade of C. TSI Ready Reading & Writing.

Students may earn dual credit by taking British Literature (2322). Students will study a variety of literary and expository works with emphasis on major works of British and world literature. Students will apply the writing process to produce essays for a variety of purposes. The course includes instruction in the research process to support students in producing a formal research paper. This course can count as a fourth English if the student has met standards on both the English I and English II EOCs. This course is a semester course. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average.

Course ID: 03220400

ENGL 2327 AMERICAN LITERATURE I (LITERARY GENRES)



Credit: 1

ACC Prerequisites: ENGL 1301 & ENGL 1302 with minimum grade of C. TSI Ready Reading & Writing.

Students may earn dual credit by taking American Literature (2327). Survey of American literature from its origins through the Civil War period.

Course ID: 03221500

HUMA 1301 HUMANITIES: Prehistory to Renaissance (HUMANITIES 1ST)



Credit: 1

ACC Prerequisites: TSI Ready Reading & Writing.

This semester-long study of representative samples of literature, art, and music of various periods and cultures from prehistory through the Renaissance. The study of the interrelationships of the arts and their philosophies emphasizes an understanding of human nature and the values of human life. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average

Course ID: 03221600

HUMA 1302 HUMANITIES: Renaissance to Present (HUMANITIES 2ND)



Credit: 1

ACC Prerequisites: TSI Ready Reading & Writing.

This semester-long course is a study of representative samples of literature, art, and music of various periods and cultures from the Renaissance through the present. The study of the interrelationships of the arts and their philosophies emphasizes an understanding of human nature and the values of human life. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average

Course ID: 03221610

PRACTICAL WRITING SKILLS (TSI ELA)

Credit: 1

Prerequisites: Counselor Approval.

The study of writing allows high school students to earn one credit while developing skills necessary for practical writing. This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, the reading comprehension of informational text, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students' own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing. This course does not receive additional GPA weight.

Course ID: 03221300

DEBATE HONORS

Credit: 1

Prerequisites: None.

Over the course of a year students will explore how controversial issues arise in aspects of personal, social, public, and professional life in modern

society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

Course ID: 03240600

CREATIVE WRITING

Credit: 1

Prerequisites: Counselor Approval.

Students develop versatility as a writer. Students demonstrate their skill in such forms of writing as fictional writing, short stories, poetry, and drama. All students are expected to demonstrate an understanding of the recursive nature of the writing process, effectively applying the conventions of usage and the mechanics of written English. This course does not receive additional GPA weight.

Course ID: 03221200

Speech/Communications

SPCH 1315 PUBLIC SPEAKING (SPEECH)



Credit: .5

Prerequisites: TSI Ready Reading & Writing.

In this semester-long course students will apply communication theory and practice within the public speaking context. Emphasis is placed on audience analysis, speaker delivery, ethics of communication, cultural diversity, and speech organizational techniques to develop students' speaking abilities, as well as ability to effectively evaluate oral presentations. Additional emphasis given to the use of verbal and non-verbal skills to make points clear and effective, and reducing stress when speaking publicly.

Course ID: 03240900

Mathematics

ALGEBRA I HONORS

Credit: 1

Prerequisites: None.

In this year-long course students will build on the knowledge and skills from mathematics in Grades 6-8, which provide a foundation in linear relationships, number and operations, and proportionality. Students will study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will connect functions and their associated solutions in both mathematical and real-world situations. Students will use technology to collect and explore data and analyze statistical relationships. In addition, students will study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Students will generate and solve linear systems with two equations and two variables and will create new functions through transformations.

Course ID: 03100500

ALGEBRA II HONORS

Credit: 1

Prerequisites: Algebra I.

In Algebra II, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I over the course of a year. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods. This course is an accelerated course that requires to think at a higher level. SAT and ACT assessment objectives will be reviewed. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average. This course may count as a third or fourth math credit under the Foundation Graduation Plan (HB5).

Course ID: 03100600

GEOMETRY HONORS

Credit: 1

Prerequisites: Algebra I

In Geometry, students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I to strengthen their mathematical reasoning skills in geometric contexts over the course of a year. Within the course, students will begin to focus on more precise terminology, symbolic representations, and the development of proofs. Students will explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. Students will connect previous knowledge from Algebra I to Geometry through the coordinate and transformational geometry strand. In the logical arguments and constructions strand, students are expected to create formal constructions using a straightedge and compass. Though this course is primarily Euclidean geometry, students should complete the course with an understanding that non-Euclidean geometries exist. In proof and congruence, students will use deductive reasoning to justify, prove and apply theorems about geometric figures. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average.

Course ID: 03100700

PRECALCULUS ADVANCED PLACEMENT

Credit: 1

Prerequisites: Algebra I, Algebra II, Geometry.

Precalculus is the preparation for calculus. The year-long course approaches topics from a function point of view, where appropriate, and is designed to strengthen and enhance conceptual understanding and mathematical reasoning used when modeling and solving mathematical and real-world problems. Students systematically work with functions and their multiple representations. The study of Precalculus deepens students' mathematical understanding and fluency with algebra and trigonometry and extends their ability to make connections and apply concepts and procedures at higher levels. Students investigate and explore mathematical ideas, develop multiple strategies for analyzing complex situations, and use technology to build understanding, make connections between representations, and provide support in solving problems. Graphing calculators (TI-83, TI-84 or comparable models) are recommended and used throughout the year. This course presents a more advanced curriculum and will receive additional GPA weight.

Course ID: A3100100

TSIA MATH PREP

Credit: 1

Prerequisites: Counselor Approval.

This year-long course covers a wide range of topics. Topics include real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, quadratic equations, rational expressions, factoring techniques, radicals, algebraic fractions, complex numbers, graphing linear equations and inequalities, quadratic equations, systems of equations, graphing quadratic equations and an introduction to functions. Emphasis is placed on algebraic techniques, in order to successfully complete an entry-level college mathematics course. Calculator use is allowed in this course when indicated, including the departmental semester examination. In particular, this course is intended to prepare students for the study of entry-level college mathematics. This course does not receive additional GPA weight.

Course ID: 03102500

MATH 1314 COLLEGE ALGEBRA or MATH 1414 COLLEGE ALGEBRA FOR PRECALCULUS (ADVANCED QUANTITATIVE REASONING)



Credit: 1

ACC Prerequisites: TSI Ready English and Math.

MATH 1314- A semester-long course designed for students who need College Algebra but do not need to take Precalculus (MATH 2412) or Calculus (MATH 2413). In-depth study and applications of polynomial, rational, radical, exponential and logarithmic functions, and systems of equations using matrices. This course does not meet the prerequisite for Precalculus (MATH 2412). MATH-1314 and MATH-1414 may not both be used in a degree plan for graduation purposes, or to meet graduation requirements.

MATH 1414 - A semester-long course for students planning to take Precalculus (MATH 2412) and Calculus (MATH 2413). Content includes the rational, real, and complex number systems; the study of functions including polynomial, rational, radical, exponential, and logarithmic functions and related equations; inequalities; sequences and series; systems of linear equations using matrices. MATH-1314 and MATH-1414 may not both be used in a degree plan for graduation purposes, or to meet graduation requirements.

Both courses present a more advanced curriculum and receives Dual credit weight.

Course ID: 03102510

MATH 2412 PRECALCULUS: FUNCTIONS AND GRAPHS (INDEPENDENT STUDY 2ND)



Credit: 1

ACC Prerequisites: MATH 1414 with a C or higher Or a satisfactory score on the ALEKS PPL Advanced Math Assessment. Students with MATH 1314 credit will need to take the ALEKS PPL Advanced Math Assessment to review for and qualify to take MATH 2412.

A semester-long course designed to prepare students for Calculus I (MATH 2413). Content includes the study of algebraic, rational, logarithmic, exponential, and trigonometric functions, graphs, equations, and applications; trigonometric identities; parametric equations; conic sections; vectors; the polar coordinate system. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03102501

MATH 2413 CALCULUS I (INDEPENDENT STUDY 3RD)



Credit: 1

ACC Prerequisites: MATH 2412 with a C or higher, or satisfactory score on the ACC Higher Level Mathematics Placement Test.

Students enrolled in this semester-long course will experience a standard first course in calculus. Topics include inequalities; functions; limits; continuity; the derivative; differentiation of elementary functions; Newton's method; applications of the derivative; the integral; integration of algebraic functions and the sine and cosine functions; numerical integration; and basic applications of the integral. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03102502

MATH 2414 CALCULUS II (INDEPENDENT STUDY)



Credit: 1

Prerequisites: Precalculus or Honors Precalculus.

Students enrolled in this semester-long course are expected to take the College Board AP examination. This course follows a national curriculum established by the College Board. The first semester includes limits, continuity, and derivatives with applications. The second semester includes the study of infinite series and integration with applications. Individual colleges and universities determine credit on AP exam scores. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03102502

MATH 1342 ELEMENTARY STATISTICS (STATISTICS)



Credit: 1

ACC Prerequisites: TSI Ready English and Math. Grade 11-12.

This semester-long course is a first course in statistics for students in business; nursing; allied health; or the social, physical, or behavioral sciences; or for any student requiring knowledge of the fundamental procedures for data organization and analysis. Topics include frequency distributions, graphing, measures of location and variation, the binomial and normal distributions, z-scores, t-test, chi-square test, F-test, hypothesis testing, analysis of variance, regression, and correlation. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03102530

MATH 1332 CONTEMPORARY MATH (ADVANCED QUANTITATIVE REASONING)



Credit: 1

ACC Prerequisites: TSI Ready English and Math.

This semester-long course is a topics-based course, with a variety of possible topics chosen by individual instructors. The selected topics may include: sets, logic, number theory, geometry, probability and statistics, and the mathematics of finance and social choice. This course is not algebra-intensive, and is designed for non-technical majors. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03102510

BIOL 1309 LIFE ON EARTH (EARTH SYSTEMS SCIENCE)



Credit: 1

Prerequisites: 3 credits in science and 3 credits in math.

This semester-long course is a survey of the living organisms on our planet for the non-science major. Emphasis on evolutionary and natural history, structural and behavioral adaptations, biological diversity and co-evolution. This course presents a more advanced curriculum and receives Dual credit weight.

Student should also take BIOL 1408

Course ID: 03060150

BIOL 1406 CELLULAR AND MOLECULAR BIOLOGY OR

BIOL 1408 BIOLOGY for non-majors (ENVIRONMENTAL SCIENCE)



Credit: 1

ACC Prerequisites: 1406 - One year of high school chemistry and TSI Ready Reading, Writing, and Math.

ACC Prerequisites: 1408 - TSI Ready Reading, Writing, and Math.

In this semester-long course, students will examine the same student expectations (TEKS) as in Biology, but with a greater emphasis on depth, complexity, and analysis. This course is comprised of a three hour lecture and a one hour lab each week. This course presents a more advanced curriculum and receives Dual credit weight.

BIOL 1406 is for Medical Majors

BIOL 1408 is for Non-medical Majors and these students should also take BIOL 1309

Course ID: 03020000

BIOLOGY HONORS

Credit: 1

Prerequisites: None.

In this year-long course, students will examine the same student expectations (TEKS) as in Biology, but with a greater emphasis on depth, complexity, and analysis. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average.

Course ID: 03010200

BIOL 1407 - STRUCTURE AND FUNCTION OF ORGANISM- *FOR PRE-MED MAJORS* (ANATOMY & PHYSIOLOGY)



Credit: 1

ACC Prerequisites: BIOL 1406 with a minimum grade of C. TSI Ready Reading, Writing, and Math.

A one-semester General Biology course designed for science majors and students with a strong science background who desire an in-depth approach to biological topics. An introduction to the diversity, anatomy, physiology, reproduction, development, behavior, and evolution of living organisms. Includes prokaryotes, protists, fungi, plants, and animals. BIOL 1407 and BIOL 1409 may not both be counted toward graduation. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 13020600

HONORS CHEMISTRY

Credit: 1

Prerequisites: Biology and Algebra I.

This course focuses on atomic and electronic structure, stoichiometry, gas laws, bonding and molecular structure, solution chemistry, acid-base theory, and qualitative analysis. The pace of this course requires self-direction and a significant amount of work to be done at home to support the rigorous laboratory investigations and math intensive problem based learning in this lecture/demonstration course. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average.

CHEM 1311 GENERAL CHEMISTRY I (SPECIAL TOPICS IN SCIENCE 1ST)



Credit: 1

Prerequisites: High school chemistry or CHEM 1305/CHEM 1105 or equivalent academic preparation with a grade of C or better. MATH 1314 or MATH 1414 or equivalent academic preparation with a grade of C or better. **Corequisite(s):** CHEM 1111 (Lab)

This semester-long course covers the fundamental facts, laws, principles, theories, and concepts of chemistry necessary for further work in science or science-related subjects. Stresses atomic structure, periodic properties of matter, chemical bonding, and molecular geometry of organic and inorganic molecules, states of matter, stoichiometry, and properties of solutions. In the lab, an emphasis is placed on techniques, properties and reactions, and reinforcing principles offered in the lecture portion of the course. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03060300

CHEM 1312 GENERAL CHEMISTRY II (SPECIAL TOPICS IN SCIENCE 2ND)



Credit: 1

Prerequisites: CHEM 1311/CHEM 1111. MATH 1314, or MATH 1414, or equivalent academic preparation. All prereqs with a grade of C or better.

Corequisite(s): CHEM 1312 (Lab)

This semester-long course is a continuation of CHEM 1311. Stresses the quantitative aspects of kinetics, chemical equilibria, acid-base theories, coordination complexes, thermodynamics, and electrochemistry. Includes introductions to organic chemistry and nuclear chemistry. In the lab, emphasis is placed on techniques, properties and reactions, and reinforcing principles offered in the lecture portion of the course. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03060310

CHEM 2323 ORGANIC CHEMISTRY I (SPECIAL TOPICS IN SCIENCE 3RD)



Credit: 1

Prerequisites: CHEM 1312/CHEM 1112 with a grade C or better.

Corequisite(s): CHEM 2123.

This semester-long course is an introduction to the chemistry of carbon compounds. An integration of aromatic and aliphatic compounds treating the principal classes of each. Emphasis on molecular structure theory, stereochemistry, structure and reactivity, and reaction mechanisms. In the lab, emphasis is placed on techniques, properties and reactions, and reinforcing principles offered in the lecture portion of the course. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03060320

ENVR 1301 - ENVIRONMENTAL SCIENCE



Credit: 1

ACC Prerequisite: TSI Ready Reading & Writing.

This semester-long course is an overview of environmental science and current global concerns, exploring scientific, economic, social and political solutions to environmental problems. Discussion of the history of the environmental movement, environmental regulatory agencies, fundamental principles of resources and their use, population, conservation, and environmental health. A field trip may be required. A student may not receive credit for both ENVR 1301 and BIOL 2206. This course may be transcribed as Special Topics in Science, if student has already earned credit for BIOL 1406 or 1408.

Course ID: 03020000

PHYSICS HONORS

Credit: 1

Prerequisites: Algebra I.

Students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: laws of motion; changes within physical systems and conservation of energy and momentum; forces; thermodynamics; characteristics and behavior of waves; and atomic, nuclear, and quantum physics. Students who successfully complete Physics will acquire factual knowledge within a conceptual framework, practice experimental design and interpretation, work collaboratively with colleagues, and develop critical thinking skills. Students will spend 40% of class time in lab and explorations, both physically and digitally. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average.

Course ID: 03050000

PHYS 1401 GENERAL COLLEGE PHYSICS I (SPECIAL TOPICS IN SCIENCE *NOT ALREADY TAKEN*)



Credit: 1

ACC Prerequisites: Grade of C or better in MATH 2412 or MATH 1316.

This semester-long course is a study of principles and applications of concepts in mechanics, energy, heat, wave motion, and sound. PHYS 1401/1402 is the standard algebra-based physics sequence and may, in addition, serve as a prerequisite for the calculus-based PHYS 2425/2426 sequence for students who have not taken high school physics. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03060300 (Special Topics in Science I) or 03060310 (Special Topics in Science II) or 03060330 (Special Topics in Science III)

PHYS 1402 GENERAL COLLEGE PHYSICS II (SPECIAL TOPICS IN SCIENCE *NOT ALREADY TAKEN*)



Credit: 1

ACC Prerequisites: Grade of C or better in PHYS 1401

This semester-long course is a study of principles and applications of concepts in electricity and magnetism, geometric and physical optics, and modern physics. This is the second half of the algebra-based PHYS 1401/1402 sequence. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03060300 (Special Topics in Science I) or 03060310 (Special Topics in Science II) or 03060330 (Special Topics in Science III)

SCIENTIFIC RESEARCH AND DESIGN HONORS

Credit 1

Prerequisites: None. **Grade:** 11

The main goal of this year-long course is to examine the nature of science and scientific inquiry. Students will utilize a systematic approach to answer laboratory and field investigative questions. Students will utilize the scientific method as a tool to make informed decisions within and outside the classroom. Students will also further develop their skills in clearly and concisely communicating their conclusions to an identified audience. Students will often need to share information in graphic or oral or written form. Writing is extremely important in science class and will be required regularly. Students may also be called upon to present and discuss your results with peers.

Course ID: 13037200

Social Studies

HUMAN GEOGRAPHY ADVANCED PLACEMENT

Credit: .5

Prerequisites: None. **Grade :** 11

This semester-long course is designed by AP College Board. AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes. Students enrolled in this course should take the College Board exam offered at the end of the year for the opportunity to qualify for college credit. This semester-long course will be offered as an elective credit course (.5), and will receive additional GPA weight based on the advanced nature of the course.

Course ID: A3360100

COMPARATIVE GOVERNMENT ADVANCED PLACEMENT

Credit: .5

Prerequisites: None. Grade: 11

This semester-long course is designed by AP College Board. The course explores the government and politics in China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Throughout the course, you'll learn how different governments solve similar problems and will gain a clear understanding of the comparative method by analyzing data and text-based sources, making comparisons and applications, and developing evidence-based arguments. Students enrolled in this course should take the College Board exam offered at the end of the year for the opportunity to qualify for college credit. This semester-long course will be offered as an elective credit course (.5), and will receive additional GPA weight based on the advanced nature of the course.

Course ID: A3330200

ECON 2301 PRINCIPLES OF MACROECONOMICS (ECONOMICS)



Credit: .5

ACC Prerequisites: U.S. History and TSI Ready Reading, Writing, and Math.

Principles of Macroeconomics is a college-level semester-long course that deals with consumers as a whole, producers as a whole, international trade, the effects of government spending and taxation, and the monetary policy of the Federal Reserve. Macroeconomics is concerned with unemployment, inflation, national income, economic growth, and the business cycle. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03310300

PSYC 2301 INTRODUCTION TO PSYCHOLOGY (PSYCHOLOGY)



Credit: .5

ACC Prerequisites: TSI Ready Reading & Writing.

In this semester-long course students will study introductory topics such as learning, memory, sensation and perception, personality, life-span development, physiological basis of behavior, stress and health, psychological disorders, social psychology, and research methods. Additional topics such as language development, states of consciousness, and psychotherapy may also be included as determined by the instructor. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03350100

SOCI 1301 INTRODUCTION TO SOCIOLOGY (SOCIOLOGY)



Credit: .5

ACC Prerequisites: TSI Ready Reading & Writing. Recommended for Grades 10-12.

This semester-long course offers an introduction to theoretical perspectives and research pertaining to society and to the relationship between society and the individual. Covers the basic elements of society, such as culture, social structure, social groups, social class, race, gender, social institutions, social processes, and social change. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03370100

CIVIL RIGHTS- SOCIAL STUDIES ADVANCED STUDIES HONORS

Credit: .5

Prerequisites: None. Grade:11

In this semester-long course students conduct in-depth research, prepare a product of professional quality, and present their findings to appropriate audiences. Students, working independently or in collaboration with a mentor, investigate a problem, issue, or concern; research the topic using a

variety of technologies; and present a product of professional quality to an appropriate audience.

Course ID: 03380001

SOCIAL STUDIES RESEARCH METHODS I & II HONORS

Credit: 1.0

Prerequisites: None. Grade 9

In this year-long course students conduct advanced research on a selected topic in social studies using qualitative and/or quantitative methods of inquiry. Students present their research results and conclusions in written and visual or oral format. The course is designed to be conducted in either classroom or independent settings.

Course ID: 03380003 & 03380023

ETHNIC STUDIES - (SPECIAL TOPICS IN SOCIAL STUDIES III & IV) HONORS

Credit: 1.0

Prerequisites: None.

This year-long course will use history, geography, sociology, anthropology, literature and creative writing and the visual and performing arts to study power, race, ethnicity, nationality, culture, identity and community in the United States, past and present. We will view these topics from the perspectives of Latino/a, Afro, Asian, Native American and other marginalized groups and will focus on the themes of social justice, social responsibility, and social change.

Course ID: 03380032 & 03380042

GOVT 2306 TEXAS STATE AND LOCAL GOVERNMENT - (SPECIAL TOPICS IN SOCIAL STUDIES II)



Credit: .5

Prerequisites: TSI Ready Reading & Writing.

In Special Topics in Social Studies, an elective course, students are provided the opportunity to develop a greater understanding of the historic, political, economic, geographic, multicultural, and social forces that have shaped their lives and the world in which they live. Students will use social science knowledge and skills to engage in rational and logical analysis of complex problems using a variety of approaches, while recognizing and appreciating diverse human perspectives. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03380022

HIST 1301 UNITED STATES HISTORY TO RECONSTRUCTION (SPECIAL TOPICS IN SS 1ST)



Credit: .5

Prerequisites: World History or AP World History. TSI Ready Reading & Writing.

This semester-long course is a study of the history of the United States to 1877. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average.

Course ID: 03380002 - Special Topics Social Studies 1

HIST 1302 UNITED STATES HISTORY SINCE RECONSTRUCTION (US HISTORY SINCE 1877)



Credit: 1

Prerequisites: World History or AP World History. TSI Ready Reading & Writing.

This semester-long course is a study of the history of the United States from 1877 to present. This course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average.

Course ID: 03340100 - full credit for US History

GOVT 2305 UNITED STATES GOVERNMENT (U.S. GOVERNMENT)



Credit: .5

Prerequisites: U.S. History. TSI Ready Reading & Writing.

This semester course includes a study of the Texas and U.S. Constitutions. It provides students with an opportunity to explore political theories, leadership, decision making, political institutions, nature of laws, and the rights and responsibilities of American citizenship. Interpretation of current events is emphasized. Students are taught to process information using higher level thinking skills. Students will be encouraged to put their talents to work solving real world problems. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03330100

WORLD GEOGRAPHY STUDIES HONORS

Credit: 1

Prerequisites: None.

This year-long course is designed to study the interaction of people and their physical environments in the major areas of the world. Content introduces the student to the five modern geographic themes and the unique vocabulary, tools, and methodologies of geographers. Students will study the physical, cultural, political, and economic activities of major world regions.

Course ID: 03320100

WORLD HISTORY: MODERN ADVANCED PLACEMENT

Credit: 1

Prerequisites: None.

The purpose of the AP World History course is to develop a greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. This year-long course includes independent reading, writing, and research components that will exceed those presented in an on-level course and a weighted grade will be applied to the semester average.

Course ID: A3370100

WORLD HISTORY HONORS

Credit: 1

Prerequisites: None.

This year-long course includes studies of the history and development of world cultures, past and present. The student will compare and analyze various ways of life and cultural patterns, contrast the diversity and commonality of human experiences and learn how these patterns occurred over time. The course will also focus on the relationship between geography, history, and contemporary world development.

Course ID: 03340400

PERSONAL FINANCIAL LITERACY AND ECONOMICS HONORS

Credit: 1

Prerequisites: None.

Personal Financial Literacy is a semester-long course that will develop citizens who have the knowledge and skills to make sound, informed financial decisions that will allow them to lead financially secure lifestyles and understand personal financial responsibility.

Course ID: 03380083

Fine Arts

DRAM 1310 THEATER APPRECIATION (THEATER 1)



Credit: 1

ACC Prerequisites: TSI Ready Reading & Writing.

This semester-long course offers students a broad overview of the theater arts, and is a general survey of theater including exploration of dramatic literature, theory, and criticism; production arts, skills, and crafts; and theater history from 500 BC to the present. The course requires good reading and writing skills. Attendance at plays is required. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03250100

ARTS 1301 ART APPRECIATION (ART 1)



Credit: 1

ACC Prerequisites: TSI Ready Reading & Writing.

This one-semester course offers a general introduction to the visual arts, and is designed to create an appreciation of the vocabulary, media, techniques, and purposes of the creative process. Students will critically interpret and evaluate works of art within formal, cultural, and historical contexts. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03500110

Languages Other Than English

SPAN 1411 SPANISH I (SPANISH I)



Credit: 1

ACC Prerequisites: TSI Ready Reading & Writing.

This semester-long course introduces the study of the Spanish language and culture through conversation, grammar, speaking, reading, and writing. Through the cultural sections in the text, as well as supplementary materials, students acquire some insight into and appreciation of many aspects of Hispanic life and culture. This course presents a more advanced curriculum and receives dual credit weight.

Course ID: 03440100

SPAN 1412 SPANISH II (SPANISH II)



Credit: 1

ACC Prerequisites: SPAN 1411 with a grade of C or better, or have equivalent credit by examination. TSI Ready Reading & Writing.

This semester-long course strengthens conversation and communication skills. Students produce conversations and short narratives and learn to read silently with comprehension and without translation material. Stress is placed on the accurate writing of grammatical structures, syntax, and familiar lexical items used in the reading strand of the program. Through identification of the principle heroes, leaders, and traditions of the Hispanic world, students continue their study of Hispanic culture. This course presents a more advanced curriculum and receives dual credit weight.

Course ID: 03440200

SPAN 2311 SPANISH III (SPANISH III)



Credit: 1

ACC Prerequisites: SPAN 1412 with a grade of C or better, or have equivalent credit by examination. TSI Ready Reading & Writing.

This semester-long course continues to develop the Spanish language through vocabulary development, conversation, reading comprehension and composition. It broadens the students' understanding of Hispanic culture through a study of Hispanic literature and culture. It is designed to challenge the above average Spanish student. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03440300

SPECIAL TOPICS IN LANGUAGE AND CULTURE

Credit: 1

Prerequisites: None

In the Special Topics in Language and Culture course, students demonstrate novice level communication skills acquired in a LOTE level I course,

develop a greater understanding of other cultures, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities. Students enhance their personal and public lives, and meet the career demands of the 21st century, by gaining insight into other world languages and cultures. ***This course will be considered for credit if the student earned Spanish 1 credit in 8th grade, prior to taking the dual credit Spanish 1 course.***

Course ID: 11410000

Physical Education

PHYSICAL EDUCATION 1 - Lifetime Fitness and Wellness Pursuits

Credit: 1

Prerequisites: None.

This course strives to motivate students to develop a lifetime of personal fitness with an emphasis on the health-related components of physical fitness and will include textbook instruction as well as physical participation.

Course ID: PES00051

PHYSICAL EDUCATION 2 - LIFETIME RECREATION & OUTDOOR PURSUITS

Credit: 1

Prerequisites: Physical Education 1.

Students enrolled in this course are expected to develop health-related fitness and an appreciation for teamwork and fair play. Team Sports is less concerned with the acquisition of physical fitness during the course than reinforcing the concept of incorporating physical activity into a lifestyle beyond high school. The first three levels of this course may be taken for state credit; subsequent offerings are for local elective credit.

Course ID: PES00053

College Readiness & Study Skills

EDUC 1300 LEARNING FRAMEWORK: EFFECTIVE STRATEGIES FOR COLLEGE SUCCESS (COLLEGE READINESS AND STUDY SKILLS)



Credit: .5

ACC Prerequisites: TSI Ready Reading & Writing.

This semester-long course offers a study of the 1) research and theory in the psychology of learning, cognition, and motivation, 2) factors that impact learning, and 3) application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. Students use assessment instruments (e.g., learning inventories) to help them identify their own strengths and weaknesses as strategic learners. Students are ultimately expected to integrate and apply the learning skills discussed across their own academic programs and become effective and efficient learners. Students developing these skills should be able to continually draw from the theoretical models they have learned. Only one of the following courses can be applied to degree: EDUC 1100, EDUC 1200, EDUC 1300. This course presents a more advanced curriculum and receives Dual credit weight.

Course ID: 03270100

Contacts, Notices, and Notifications

Curriculum & Instruction Associate Superintendent and Directors		Colorado River Collegiate Academy Leadership
Jennifer Eberly Chief Academic Officer Curriculum & Instruction	Vacant Director of Multilingual Programs	Martin Conrardy Principal
Chris Lairscey Director of Digital Learning & Library Services	Vacant Director of Teaching & Learning	Memory Meyer Assistant Principal
Raina Ellis Director of College, Career, and Military Readiness	Vacant Director of Fine Arts	Tiffany Jimenez School Counselor
Rachel Roepke Director of Accountability & Compliance	Kendra Monk Director of Leadership Development & School Improvement	Joshua Gordon College Access Specialist
	Derek Eberly Director of Special Programs	

NOTICE

It is the policy of Bastrop ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age of Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Bastrop ISD 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. For information about your rights or grievance procedures, contact the Deputy Superintendent, Barry Edwards, at 906 Farm St. Bastrop, Texas 78602, 512-772-7100, and/or the Section 504 Director, Jackie Wanack, at 906 Farm St., Bastrop, Texas, 78602, 512-772-7100.

Es normal de Bastrop ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es normal de Bastrop ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972; la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Coordinador del Deputy Superintendent, Barry Edwards, en el 906 Farm St., Bastrop, Texas 78602, 512-772-7100, y/o el Sección 504 Director, Jackie Wanack, en el 906 Farm St., Bastrop, Texas 78602, 512-772-7100.

ACCESS TO STUDENT RECORDS

The principal is the custodian of records for all students in the assigned school. The Superintendent is the custodian of records for students who have withdrawn or graduated.

Public Law 93-380 provides for the protection of the rights and privacy of parents and students. The Bastrop Independent School District will abide by the provisions of this act by making available to parents (or eligible students) official records and files included in his/her cumulative record folder as provided by the law. Bastrop Independent School District will not release personally identifiable records or files of students without the permission of appropriate persons except as provided in the law.

El director es el custodio de los registros de todos los estudiantes en la escuela asignada. El Superintendente es el custodio de los registros de los estudiantes que se han retirado o graduado.

La Ley Pública 93-380 prevé la protección de los derechos y la privacidad de los padres y estudiantes. El Distrito Escolar Independiente de Bastrop cumplirá con las disposiciones de esta ley al poner a disposición de los padres (o estudiantes

elegibles) los registros y archivos oficiales incluidos en su carpeta de registros acumulativos según lo estipulado por la ley. El Distrito Escolar Independiente de Bastrop no divulgará los registros o archivos de identificación personal de los estudiantes sin el permiso de las personas apropiadas, excepto lo dispuesto en la ley.

PUBLIC NOTIFICATION OF NONDISCRIMINATION IN CAREER AND TECHNICAL EDUCATION

Bastrop ISD offers Career and Technical Education programs in Agriculture, Food, and Natural Resources, Architecture and Construction, Arts, A/V Technology, and Communication, Business Management and Administration, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Law, Public Safety, Corrections, and Security, Manufacturing, Marketing, Science, Technology, Engineering and Mathematics, Transportation, Distribution, and Logistics. Admission to these programs is based on open enrollment.

It is the policy of Bastrop ISD 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.

Bastrop ISD 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 Deputy Superintendent, Barry Edwards at 906 Farm St, Bastrop, Texas 78602, 512-772-7100 and/or the Section 504 Director, Jackie Wanack at 906 Farm St, Bastrop, Texas 78602, 512-772-7100.

NOTIFICACIÓN PÚBLICA DE NO DISCRIMINACIÓN EN CARRERA Y EDUCACIÓN TÉCNICA

Bastrop ISD ofrece programas vocacionales en Agricultura, Alimentación y Recursos Naturales, Arquitectura y Construcción Arte, Tecnología A/V y Comunicación, Administración de Negocios y Gerencia, Finanzas, Ciencias de la Salud, Hotelería y Turismo, Servicios Humanos, Informática, Leyes, Seguridad Pública, Pública y Seguridad, Manufactura, Mercadotecnia, Ciencias, Tecnología, Ingeniería y Matemáticas, Transporte, Distribución y Logística. La admisión a estos programas se basa en inscripción abierta.

Es norma de Bastrop ISD no discriminar por motivos de raza, color, origen nacional, sexo, impedimento o edad, en sus procedimientos de empleo, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Bastrop ISD tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos para quejas, comuníquese con el Deputy Superintendent, Barry Edwards at 906 Farm St, Bastrop, Texas 78602, 512-772-7100 and/or the Section 504 Director, Jackie Wanack at 906 Farm St, Bastrop, Texas 78602, 512-772-7100.