

Agenda of Regular Action Meeting

The Board of Trustees Dickinson Independent School District

A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held June 6, 2022, beginning at 6:30 PM in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

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

During the course of this meeting the Board of Trustees may determine that a closed meeting of the Board of Trustees is required, to discuss the items set forth below. Such closed meeting is authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The closed meeting will be held by the School Board at the date, hour and place indicated in this Notice/Agenda or as soon after the commencement of the meeting covered by this Notice/ Agenda as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to, the sections and purposes covered by the following sections of the Texas Government Code: 551.071, 551.072, 551.073, 551.074, 551.076, 551.082, 551.083, 551.084. Should any final action, decision or vote be required with regard to any matter considered in closed session, the final action, decision or vote shall be in the open meeting, or at a subsequent public meeting, with notice.

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags
3. Recognitions
 - A. Big Impact Award 4
 - B. Texas A&M Dean's Roundtable 5
 - C. Solution Tree National Model PLC at Work Campus 6
 - D. Houston Business Journal 40 under 40 Award 7
 - E. Softball All District 8
 - F. Baseball All District 9
 - G. DHS Boys Track 10
 - H. DHS Girls Track 11
4. Public Comment: Agenda Items 12
5. Open Forum: Non agenda Items 13
6. Closed Executive Session 14
 - A. Section 551.074 - Resignations, Retirements, New Hires
 - B. Section 551.074 - Consider Appointment of Assistant Principal at Lobit Elementary
 - C. Section 551.074 - Consider Appointment of Assistant Principal at McAdams Junior High School

D.	Section 551.074 - Consider Appointment of Assistant Principals at Dickinson High School	
E.	Section 551.074 - Consider Appointment of Principal at Lobit Middle School	
7.	Action on Closed Executive Session Items	
A.	Consider Approval of Resignations, Retirements, New Hires	15
B.	Consider Appointment of Assistant Principal at Lobit Elementary	16
C.	Consider Appointment of Assistant Principal at McAdams Junior High School	17
D.	Consider Appointment of Assistant Principals at Dickinson High School	18
E.	Consider Appointment of Principal at Lobit Middle School	19
8.	Written Reports	20
A.	2022 mClass (K-2) and MAP (4-8) End of Year Data	21
B.	Spring Professional Development Report & Summer Professional Development Plan	26
C.	Curriculum Update	55
D.	Career and Technical Education Report	67
E.	Fine Arts & Performing Arts Report	74
F.	Special Programs Report	86
G.	SHAC Report	113
H.	Athletic Report	140
I.	Human Capital Assessment & Retention Report (Obj. 2)	164
J.	Tax Report for April 2022 and Year to Date	205
9.	2022-2023 Grading and Reporting Procedures	207
10.	DIP Summative Review	255
11.	2022-2023 Board Goals	293
12.	Low Attendance Day Waiver for Dickinson High School on April 14, 2022	295
13.	Personnel Compensation Plan	296
14.	Board Policy Update 118	378
	DFE(LOCAL): TERMINATION OF EMPLOYMENT - RESIGNATION	
15.	Gators Helping Gators (Sick Leave Pool)	380
16.	Action Items	385
A.	Consent Agenda Items	386
•	Budget Amendments/Adjustments for May 5, 12, 20, 26, and June 2, 2022	
•	Out of State Travel-DHS Diamonds	
•	May 2, 2022 Minutes	
•	Agreement Between UTMB Galveston and DISD	
•	May 9, 2022 Minutes	
•	Approval of Proposals Received-Contracted Services 21-09-1145	
•	Donation to DHS FFA-Aaron Whitener	
•	Investment Cooperative Resolution	
17.	Adjournment	

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, June 3, 2022 at or before 4:30 p.m.

DISD complies with Title II and will make efforts to ensure that board meetings are accessible to qualified individuals with disabilities by furnishing appropriate auxiliary aids and services and making reasonable accommodations. Contact the Asst. Supt. for Administration at (281) 229-6024 should you need accessibility.



*Carla Voelkel
Superintendent of Schools*

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: June 6, 2022

Item Title: Big Impact Award

Agenda Item: Kimberly Rich

Background Information:

The Big Impact Award is an employee recognition award given once per month to individuals who make an impact by going above and beyond the call of duty. Honorees are nominated by peers, supervisors, or community members.

Big Impact Award Honorees exemplify these attributes:

1. Provide outstanding service to others
2. Assist others beyond normal expectations
3. Create a positive impression of their department
4. Sacrifice their time and energy for the “Gator” good
5. Act with honesty and integrity at all times

Francisco Ortiz, Plumber, DISD Maintenance Department

- Frank is a gem among employees. He works with a servant’s heart and makes sure the job is done right the first time. Nothing is too big or too small for him to fix. He makes a difference behind the scenes and doesn't look for praise. We appreciate all you do, but more importantly we appreciate YOU!

Maria Gutierrez Juarez, HR Generalist/Receptionist, DISD Human Resources

- Maria greets visitors at the ESC with a welcoming presence. She answers calls with a helpful attitude and directs the caller to the appropriate department or campus. Even when the visitor or caller has a complaint, her calming demeanor helps diffuse the situation, and she is able to answer questions or direct them to the correct person for help. If she doesn't have the answer, she takes the time to find it and learns from each experience. She is the epitome of great customer service and creates a positive impression of DISD!

Marisol Regalado, ESC Custodian, DISD Custodial Department

- Marisol exemplifies all the attributes of the Big Impact Award. She goes above and beyond to make everything absolutely perfect at the ESC, and she does it all with a smile and kind words. She makes everyone's day brighter! We are so grateful for her positive attitude, her attention to detail, and the pride with which she does her work.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 6, 2022
Item Title: Texas A&M Dean’s Roundtable
Agenda Item: Tammy Dowdy

Background Information:

Four Dickinson ISD leaders were named to the 2022 Dean’s Roundtable by the Texas A&M College of Education and Human Development. They were some of the 26 transformational leaders to be recognized at an event hosted by the college in May. The honorees include superintendents, administrators, classroom teachers, professors and those professionals who have devoted their careers to helping others.

For more than 30 years, members of the Dean’s Roundtable have sought to boost the work of those unsung heroes who through dedicated leadership and service to others, transform lives and enrich our world. Since 1991, benefactors have honored over 700 individuals who have been role models to their students and/or peers, mentors for new professionals, and servant leaders in their communities. They have raised over \$500,000 in support of scholarships, programs, and college initiatives.

The four Dickinson ISD honorees include:

Carla Voelkel, Superintendent

Dr. Jeff Pack, Deputy Superintendent for Educational Services

Jennifer Brewer, English Language Arts and Reading Curriculum Specialist (grades 5-8)

Susan Cook, English Language Arts and Reading Curriculum Specialist (grades PK-4)

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 6, 2022

Item Title: Solution Tree National Model PLC at Work campus

Agenda Item: Tammy Dowdy

Background Information:

Barber Middle School has been selected by Solution Tree as a National Model Professional Learning Community at Work campus. They are one of 200 schools and districts in the United States and Canada to receive this honor. They were selected for successful implementation of the PLC at Work process and its sustained success in raising student achievement.

We would like to recognize Principal **Lindsey Suarez** and Assistant Principal **Melody Smith** for their leadership in the implementation of this program at Barber Middle School and having their efforts recognized by Solution Tree.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 6, 2022

Item Title: Houston Business Journal 40 Under 40 Award

Agenda Item: Tammy Dowdy

Background Information:

A Dickinson High School Health Science Pharmacy instructor was recently selected as one of the Houston Business Journal's 2022 40 Under 40 award honorees for her Cardio Hero CPR. She will be recognized in a special print and digital publication on June 17.

The Houston Business Journal receives hundreds of nominations and applications for the highly competitive 40 Under 40 awards. To be considered, nominees had to reside in the 10-county Houston area and be under 40 years of age as of the end of 2021. The publication's editorial team reviewed applications and scored nominees on leadership, overcoming challenges, and community involvement.

We would like to recognize DHS teacher **Lacey Jackson** for being selected for this distinguished honor.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 6, 2022
Item Title: DHS Softball All-District
Agenda Item: Tammy Dowdy

Background Information:

Five Dickinson High School Softball Team athletes were recognized with All-District honors for their performances during the 2021-2022 school year.

Kayden Henry	First Team All-District Outfielder
Kadence Williams	Second Team All-District Pitcher
Jersie Pelham	Second Team All-District Catcher
Daniella Rios	Second Team At Large
Mia Traugott	Honorable Mention All-District

The DHS Softball Team is led by coach **Jaclyn Molenaar**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 6, 2022
Item Title: DHS Baseball All-District
Agenda Item: Tammy Dowdy

Background Information:

Five Dickinson High School Baseball Team athletes were recognized with All-District honors for their performances during the 2021-2022 school year.

Luke Martin	First Team All-District Outfield (unanimous) State All-Star Game nomination
Nic Orrill	Second Team All-District Pitcher
Isaac Garcia	Second Team All-District Outfield
Trevor Strawn	Honorable Mention All-District First Base
Layden Roque	Honorable Mention All-District Pitcher

The DHS Baseball Team is led by Head Coach **Bo Davis** and assistant coaches **Mike Schwager, Kenneth Allison, and Tate Gresham.**

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 6, 2022

Item Title: DHS Boys Track

Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Boys Track Team had a successful season with several athletes having top performances.

Luke Martin First Place in 110 Hurdles (District), First Place 300 Hurdles (District)

Thomas Rodriquez Third Place Discus (District), Fourth Place Shot Put (District)

Kai Griffin Second Place 110 Hurdles (District), Second Place 300 Hurdles (District)
Second Place 300 Hurdles (Area)

Marquise Johnson Second Place Long Jump (District), Second Place 100 meter (District),
Second Place 200 meter (District), Second Place 100 meter (Area)
Second Place 200 meter (Area), Third Place Long Jump (Regionals)
Fourth Place Long Jump (State)

Rodney Bimage Third Place Long Jump (District), Third Place Long Jump (Area)

The DHS Boys Track Team is led by Head Coach **Alexander Crooms** and assistant coaches **John Sierra** and **Kevin Mullenax**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 6, 2022

Item Title: DHS Girls Track

Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Girls Track Team had a successful season with several athletes having top performances.

Jada Lee	Second Place 100 meter (District), Second Place 200 meter (District) First Place 4x1 Relay (District), Fourth Place 200 meter (Area) Second Place 4x1 Relay (Area), Eighth Place 4x1 Relay (Regionals)
Kayden Henry	Second Place 100 meter (Regionals), Ninth Place 100 meter (State) Third Place 100 meter (District), Third Place 200 meter (District) First Place 4x1 Relay (District), Third Place 100 meter (Area) Third Place 200 meter (Area), Second Place 4x1 Relay (Area) Eighth Place 4x1 Relay (Regionals), Fifth Place 200 meter (Regionals)
Alahna Brown	Fourth Place 100 meter (District), First Place 4x1 Relay (District) First Place 4x2 Relay (District), Second Place 4x1 Relay (Area) Third Place 4x2 Relay (Area), Eighth Place 4x1 Relay (Regionals)
Essence Hines	Second Place 100 Hurdles (District), Fourth Place 100 Hurdles (Area)
Anaya Jones	Fourth Place 400 meter (District), First Place 4x2 Relay (District) Third Place 4x4 Relay (District), Third Place 4x2 Relay (Area)
Nia Scott	First Place 4x1 Relay (District), First Place 4x2 Relay (District) Second Place 4x1 Relay (Area), Third Place 4x2 Relay (Area) Eighth Place 4x1 Relay (Regionals)
Kaidance Redmon	First Place 4x2 Relay (District), Third Place 4x2 Relay (Area)
Ko'Real Williams	Third Place 4x4 Relay (District)
Raney Williams	Third Place 4x4 Relay (District), Third Place Long Jump (District) Second Place Triple Jump (District)
Maia Crump-Warner	Third Place 4x4 Relay (District)
Ra'ianne Artmore	First Place Long Jump (District), First Place Long Jump (Area) First Place Long Jump (Regionals), Ninth Place Long Jump (State)
Cailyn Riley	Second Place Discus (District), Fourth Place Shot Put (District) Third Place Shot Put (Area)

The DHS Girls Track Team is led by Head Coach **Marvin Welch** and assistant coaches **Gladys Sonnier** and **Henry Coleman**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Item Title: Public Comment: Agenda Items

Agenda Item: Carla Voelkel

Background Information:

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening regarding agenda items per HB 2840. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Item Title: Open Forum

Agenda Item: Carla Voelkel

Background Information:

The Board will hear from those in the audience who have completed the document for permission to address the Board this evening. The Board President or Secretary will ask the individuals to speak in the order in which the completed document was received. Each will be limited to no more than three minutes. No one may begin addressing the Board thirty minutes from this time.

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2022

Item Title: Executive Session

Agenda Item: President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including but not limited to the following section(s) and purpose(s): Texas Government Code **Section 551.071** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.074** - for the purpose of considering the appointment, resignations, reassignment, evaluation, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against public officers or employees; **Section 551.082** school children; school district employees; disciplinary matter or complaint, and **Section 551.0821** for the purpose of considering a matter regarding a public school student where personally identifiable information about the student will necessarily be revealed by the deliberation.

Time To Executive Session: _____

Time Out of Executive Session: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2022

Item Title: Personnel Action
• Employment
• Resignations/Retirement

Agenda Item: Kimberly Rich

- We have seventy-one (71) new hires
• We have thirty-four (34) resignations: one (1) Communications Specialist in Publications, three (3) Teachers at K.E. Little Elementary, two (2) Teachers at Lobit Elementary, one (1) Teacher at Silbernagel Elementary, three (3) Teachers at Hughes Road Elementary, one (1) Teacher at Bay Colony Elementary, one (1) Academic Coach at Calder Road Elementary, one (1) Teacher at Calder Road Elementary, one (1) Academic Coach at Dunbar Middle School, one (1) Teacher at Dunbar Middle School, one (1) Teacher at Barber Middle School, one (1) Principal at Lobit Middle School, two (2) Teachers at Lobit Middle School, one (1) Teacher at McAdams Junior High, four (4) Teachers at Kranz Junior High, nine (9) Teachers at Dickinson High School, one (1) Diagnostician in Special Programs.
• We have two (2) retirement: one (1) Principal at Lobit Middle School and one (1) Teacher at Dickinson High School

Recommendation:

The Superintendent recommends the employment and ratification of the resignations/retirement of the above personnel.

Action Item: [checked] Yes _____ No

Motion made by _____ seconded by _____ vote _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2022

Item Title: Appointment of the Assistant Principal at Lobit Elementary School.

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Assistant Principal at Lobit Elementary School.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Torie Stewart as the Assistant Principal at Lobit Elementary School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2022

Item Title: Appointment of the Assistant Principal at McAdams Junior High School.

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Assistant Principal at McAdams Junior High School.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Jamie Rogers as the Assistant Principal at McAdams Junior High School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2022

Item Title: Appointment of the Assistant Principals at Dickinson High School.

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Assistant Principals at Dickinson High School.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Crystal Stinson as the Assistant Principal at Dickinson High School.

The Superintendent and the Executive Director of Human Resources recommend the appointment of Christopher Reyes as the Assistant Principal at Dickinson High School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2022

Item Title: Appointment of the Principal at Lobit Middle School.

Agenda Item: Carla Voelkel

Administration discussed with the Board of Trustees the appointment of the Principal at Lobit Middle School.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Melody Smith as the Principal at Lobit Middle School.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: Written Reports

If a request to pull a Written Report is not received by the afternoon of the Board meeting, the report writer will not be in attendance and President Magliolo will move to the next item.

Background Information:

Written Reports

- 2022 mClass (K-2) and MAP (4-8) EOY Data
- Spring Professional Development Report & 2022 Summer Professional Development Plan
- Curriculum Update
- CTE Report
- Fine Arts/Performing Arts Report
- Special Programs
- Update of School Health Advisory Council Committee (SHAC)
- Athletic Report
- Human Capital Assessment & Retention Report
- Tax Report for April, 2022 and Year to Date

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: 2022 mCLASS (K-2) and MAP (4-8) End-of-Year Data

Agenda Item: Dr. Debby Noffsinger

Background Information:

Administration will present end-of-year reading and math data for the mCLASS (K-2) and MAP (4-8) assessments.

Recommendation:

Information only

Action Item: _____ Yes No

mCLASS Math Overall Comparison BOY to EOY

School	Grade	Intensive		Change	Strategic		Change	At Benchmark		Change
		BOY	EOY		BOY	EOY		BOY	EOY	
Bay Colony	Grade K	13%	16%	3%	61%	45%	-16%	26%	39%	13%
Bay Colony	Grade 1	17%	15%	-2%	69%	54%	-15%	14%	31%	17%
Bay Colony	Grade 2	13%	28%	15%	68%	49%	-19%	19%	23%	4%
Bay Colony	Grade 3	19%	14%	-5%	73%	51%	-22%	8%	35%	27%
Calder Road	Grade K	21%	12%	-9%	56%	28%	-28%	23%	60%	37%
Calder Road	Grade 1	22%	22%	0%	60%	41%	-19%	18%	37%	19%
Calder Road	Grade 2	18%	21%	3%	59%	49%	-10%	23%	30%	7%
Calder Road	Grade 3	25%	29%	4%	71%	46%	-25%	4%	25%	21%
Hughes Road	Grade K	20%	9%	-11%	65%	47%	-18%	15%	44%	29%
Hughes Road	Grade 1	18%	14%	-4%	58%	53%	-5%	24%	33%	9%
Hughes Road	Grade 2	26%	47%	21%	58%	42%	-16%	16%	11%	-5%
Hughes Road	Grade 3	37%	51%	14%	60%	42%	-18%	3%	7%	4%
Jake Silbernagel	Grade K	23%	16%	-7%	59%	29%	-30%	18%	55%	37%
Jake Silbernagel	Grade 1	17%	20%	3%	63%	41%	-22%	20%	39%	19%
Jake Silbernagel	Grade 2	13%	21%	8%	71%	48%	-23%	16%	31%	15%
Jake Silbernagel	Grade 3	25%	14%	-11%	69%	41%	-28%	6%	45%	39%
Kenneth E Little	Grade K	30%	20%	-10%	59%	34%	-25%	11%	46%	35%
Kenneth E Little	Grade 1	27%	19%	-8%	51%	39%	-12%	22%	42%	20%
Kenneth E Little	Grade 2	24%	27%	3%	62%	53%	-9%	14%	20%	6%
Kenneth E Little	Grade 3	43%	27%	-16%	57%	60%	3%	0%	13%	13%
Louis G Lobit	Grade K	13%	20%	7%	58%	50%	-8%	29%	30%	1%
Louis G Lobit	Grade 1	13%	19%	6%	52%	49%	-3%	35%	32%	-3%
Louis G Lobit	Grade 2	11%	30%	19%	64%	61%	-3%	25%	9%	-16%
Louis G Lobit	Grade 3	18%	23%	5%	75%	56%	-19%	7%	21%	14%
San Leon	Grade K	30%	20%	-10%	56%	43%	-13%	14%	37%	23%
San Leon	Grade 1	26%	18%	-8%	55%	40%	-15%	19%	42%	23%
San Leon	Grade 2	20%	23%	3%	67%	61%	-6%	13%	16%	3%
San Leon	Grade 3	47%	29%	-18%	51%	53%	2%	2%	18%	16%

mCLASS Reading Composite Comparison BOY to EOY

mCLASS 2022 BOY to EOY		RED			Yellow			Green			Blue		
Composite scores		BOY	EOY	Change	BOY	EOY	Change	BOY	EOY	Change	BOY	EOY	Change
Bay Colony	Grade K	17%	13%	-4%	15%	13%	-3%	14%	38%	24%	53%	36%	-17%
Bay Colony	Grade 1	21%	14%	-7%	17%	15%	-2%	35%	40%	5%	27%	31%	3%
Bay Colony	Grade 2	50%	48%	-2%	12%	15%	3%	17%	18%	0%	20%	19%	-2%
Bay Colony	Grade 3	19%	12%	-7%	21%	22%	1%	22%	11%	-11%	39%	56%	17%
Calder Road	Grade K	36%	25%	-11%	17%	7%	-11%	17%	42%	24%	30%	27%	-2%
Calder Road	Grade 1	43%	33%	-10%	24%	15%	-9%	20%	34%	14%	13%	18%	5%
Calder Road	Grade 2	30%	20%	-11%	13%	12%	-1%	22%	20%	-3%	34%	48%	14%
Calder Road	Grade 3	33%	31%	-2%	24%	19%	-5%	17%	14%	-3%	26%	36%	10%
Hughes Road	Grade K	40%	26%	-14%	15%	6%	-8%	18%	38%	20%	28%	30%	2%
Hughes Road	Grade 1	34%	13%	-21%	26%	18%	-8%	25%	44%	19%	15%	25%	10%
Hughes Road	Grade 2	34%	35%	1%	14%	9%	-5%	19%	14%	-4%	34%	42%	8%
Hughes Road	Grade 3	44%	35%	-9%	21%	19%	-2%	21%	16%	-5%	13%	30%	16%
Jake Silbernagel	Grade K	46%	15%	-31%	14%	8%	-6%	11%	42%	31%	30%	35%	6%
Jake Silbernagel	Grade 1	33%	17%	-16%	16%	16%	0%	30%	34%	4%	21%	34%	13%
Jake Silbernagel	Grade 2	38%	30%	-8%	20%	24%	4%	23%	17%	-5%	19%	28%	9%
Jake Silbernagel	Grade 3	28%	33%	6%	20%	12%	-8%	34%	16%	-18%	19%	38%	20%
Kenneth E Little	Grade K	58%	51%	-7%	19%	12%	-6%	14%	31%	17%	10%	6%	-4%
Kenneth E Little	Grade 1	38%	39%	1%	17%	11%	-7%	33%	27%	-6%	12%	23%	11%
Kenneth E Little	Grade 2	51%	34%	-18%	9%	17%	8%	25%	28%	3%	14%	21%	7%
Kenneth E Little	Grade 3	37%	38%	1%	20%	13%	-7%	26%	17%	-8%	17%	32%	14%
Louis G Lobit	Grade K	30%	34%	4%	21%	19%	-2%	17%	28%	11%	32%	19%	-13%
Louis G Lobit	Grade 1	20%	20%	0%	20%	19%	-1%	36%	28%	-8%	24%	34%	10%
Louis G Lobit	Grade 2	25%	25%	-1%	20%	15%	-5%	30%	38%	8%	24%	22%	-2%
Louis G Lobit	Grade 3	22%	17%	-6%	16%	12%	-4%	29%	19%	-10%	32%	53%	20%
San Leon	Grade K	41%	32%	-9%	15%	8%	-7%	20%	33%	13%	24%	26%	3%
San Leon	Grade 1	41%	29%	-12%	15%	14%	0%	24%	24%	-1%	20%	33%	13%
San Leon	Grade 2	52%	30%	-22%	13%	12%	-1%	19%	27%	9%	16%	30%	14%
San Leon	Grade 3	36%	40%	4%	9%	13%	4%	18%	14%	-3%	36%	32%	-4%
DISD	DISD	34%	27%	-7%	18%	14%	-3%	23%	27%	4%	25%	31%	6%

Spring 2022 Winter to Spring Projected and Observed Growth MAP

Spring 2021-2022 NWEA Growth: Reading Grade 4					
	# Students	Winter to Spring Met Projected Growth		Observed Growth	
		Yes	No	#	%
BCES	108	60%	40%	102	94%
CRES	128	69%	31%	120	94%
LLES	148	56%	44%	134	91%
HRES	149	67%	33%	128	86%
JSES	93	66%	34%	90	97%
KLES	100	74%	26%	92	92%
SLES	109	61%	39%	96	88%

Spring 2021-2022 NWEA Growth: Math Grade 4					
	# Students	Winter to Spring Met Projected Growth		Observed Growth	
		Yes	No	#	%
BCES	108	65%	35%	100	93%
CRES	128	83%	17%	118	92%
LLES	141	73%	27%	130	92%
HRES	147	68%	32%	126	86%
JSES	109	64%	36%	100	92%
KLES	102	65%	35%	92	90%
SLES	108	64%	36%	94	87%

Spring 2021-2022 NWEA Growth: Reading Grade 5					
	# Students	Winter to Spring Met Projected Growth		Observed Growth	
		Yes	No	#	%
BMS	250	52%	48%	224	90%
DMS	322	56%	44%	284	88%
LMS	245	44%	56%	197	80%

Spring 2021-2022 NWEA Growth: Reading Grade 6					
	# Students	Winter to Spring Met Projected Growth		Observed Growth	
		Yes	No	#	%
BMS	328	63%	38%	289	88%
DMS	307	42%	58%	266	87%
LMS	252	48%	52%	200	79%

Spring 2021-2022 NWEA Growth: Math Grade 5					
	# Students	Winter to Spring Met Projected Growth		Observed Growth	
		Yes	No	#	%
BMS	240	62%	38%	214	89%
DMS	321	61%	39%	281	88%
LMS	243	49%	51%	194	80%

Spring 2021-2022 NWEA Growth: Math, Grade 6					
	# Students	Winter to Spring Met Projected Growth		Observed Growth	
		Yes	No	#	%
BMS	330	77%	23%	267	81%
DMS	315	64%	36%	246	78%
LMS	237	59%	41%	161	68%

Spring 2022 Winter to Spring Projected and Observed Growth MAP

Spring 2021-2022 NWEA Growth: Reading Grade 7					
	# Students	Winter to Spring Met Projected Growth		Observed Growth	
		Yes	No	#	%
KJH	399	48%	52%	347	87%
MJH	416	41%	59%	347	83%

Spring 2021-2022 NWEA Growth: Reading, Grade 8					
	# Students	Winter to Spring Met Projected Growth		Observed Growth	
		Yes	No	#	%
KJH	373	45%	55%	317	85%
MJH	325	46%	54%	246	76%

Spring 2021-2022 NWEA Growth: Math, Grade 7					
	# Students	Winter to Spring Met Projected Growth		Observed Growth	
		Yes	No	#	%
KJH	387	59%	41%	314	81%
MJH	345	46%	54%	200	58%

Spring 2021-2022 NWEA Growth: Math Grade 8					
	# Students	Winter to Spring Met Projected Growth		Observed Growth	
		Yes	No	#	%
KJH	232	62%	38%	177	76%
MJH	343	45%	55%	204	59%

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: 2022 Spring Professional Development Report and Summer Professional Development Plan

Agenda Item: Chad Nuetzmann

Background Information:

The following written reports are attached:

- Spring 2022 Professional Development Summary
- Spring 2022 Professional Development Report
- Summer 2022 Professional Development Preview
- Summer 2022 Professional Development Catalogue

Recommendation:

Information only

Action Item: _____ Yes No



Dickinson ISD Professional Development Summary Spring Semester – 2022

1. 175 Professional development sessions provided between 1/3/2022 – 5/26/2022
3,053 DISD staff attended
10,403 professional development hours earned by DISD staff.
2. Professional development provided by:
 - a. DISD Educational Services Department
 - b. Special Programs Department
 - c. Campus sponsored PD
 - d. District Partnerships
 - Lead4ward
 - Solution Tree / Global PD
 - Houston Area Cooperative (HAC)
 - Michelle Whatley
 - Region 4 Service Center
 - National Educators for Restorative Practices
 - Eduhero Online Education – Required Annual Trainings
3. Ongoing Professional Development Programs in DISD
 - a. New Teacher Induction Program (2 years)
 - b. Administrator Academy
 - c. Solution Tree PLC/RTI/Assessment Coaching Academy (3 year Partnership)
 - d. Curriculum Development Teams
 - e. AP/Pre-AP Vertical Teams
 - f. Librarian Network
 - g. Special Education Instructional Design Team (SEID)
 - h. Collaborative University Partnerships (UHCL, Texas A&M)

Chad Nuetzmann
Director of Teacher Development & Professional Learning

DISD Professional Development Summary - Spring 2022

e-Courses (not including Required Annual Eduhero Courses)	Start Date	Attendance	Professional Development Hours Earned	Total Hours Earned (per course)
2021 Dyslexia Intervention Fundamentals with Reading by Design (Blended Learning - V	NA	1	30	30
2022 TEA Dyslexia - April 2 - June 3, 2022 (Upload certificate only)	NA	1	6	6
Global PD Mini-Course: Common Formative Assessment	NA	4	4	16
Global PD Mini-Course: Embedded Formative Assessment	NA	3	4	12
Global PD Mini-Course: HEART!	NA	4	4	16
Global PD Mini-Course: Learning by Doing	NA	3	4	12
Global PD Mini-Course: Taking Action - A Handbook for RTI at Work	NA	4	4	16
Global PD Mini-Course: Transforming School Culture	NA	3	4	12
How to Care for and Use a Chromebook	NA	1	1	1
Texas Behavior Support Initiative (TBSI) - upload only	NA	4	3	12

Required Annual Online Training (Primarily Eduhero)	Start Date	Attendance	Professional Development Hours Earned	Total Hours Earned (per course)
2021-2022 Bloodborne Pathogens - REQUIRED TRAINING	NA	36	1	36
2021-2022 Bullying Prevention for School Personnel - REQUIRED TRAINING	NA	37	1	37
2021-2022 Child Maltreatment Responsibilities - REQUIRED TRAINING	NA	17	1	17 ²⁸
2021-2022 Customer Service in Education - REQUIRED TRAINING	NA	7	1	7
2021-2022 Dyslexia Awareness: Module 1 - REQUIRED TRAINING	NA	36	1	36
2021-2022 Dyslexia Awareness: Module 2 - REQUIRED TRAINING	NA	36	1	36
2021-2022 Dyslexia Awareness: Module 3 - REQUIRED TRAINING	NA	38	1	38
2021-2022 Dyslexia Awareness: Module 4: Dysgraphia - REQUIRED TRAINING	NA	38	1	38
2021-2022 FERPA and PPRA in Schools - REQUIRED TRAINING	NA	15	1	15
2021-2022 Human Trafficking Awareness - REQUIRED TRAINING	NA	16	1	16
2021-2022 Managing Students with Food Allergies - REQUIRED TRAINING	NA	14	1	14
2021-2022 Mental Health SB460: Part 1 - REQUIRED TRAINING	NA	14	1	14
2021-2022 Mental Health SB460: Part 2 - REQUIRED TRAINING	NA	14	1	14
2021-2022 Mental Health SB460: Part 3 - REQUIRED TRAINING	NA	15	1	15
2021-2022 Section 504 & Public Schools - REQUIRED TRAINING	NA	14	1	14
2021-2022 Seizure Training for School NURSES - REQUIRED TRAINING	NA	5	2	10
2021-2022 Seizure Training for School Personnel - REQUIRED TRAINING	NA	15	1	15
2021-2022 Sexual Harassment for Educators - REQUIRED TRAINING	NA	19	1	19
2021-2022 SHAC: Coordinated School Health Program - REQUIRED TRAINING	NA	15	1	15
2021-2022 Trauma Informed Care - REQUIRED TRAINING	NA	15	1	15

All other Spring 2021 Professional Development Sessions	Start Date	Attendance	Professional Development Hours Earned	Total Hours Earned (per course)
Mini meeting DHS only: CPI	1/3/2022 8:00:00 AM	32	1	32

Legal Training for School Resource Officers	1/3/2022 9:00:00 AM	13		26
Virtual: Project Protect Human Trafficking 101-103	1/3/2022 1:00:00 PM	12	2.5	30
ESC 251: KAT Reading Strategies Day 1	1/6/2022 8:00:00 AM	33	8	264
ESC 251: KAT Reading Strategies Day 2	1/7/2022 8:00:00 AM	33	8	264
Assessing for Autism in Girls with Dr. Julia Strait	1/7/2022 8:30:00 AM	20	3	60
ESC 251: KAT Reading Strategies Day 1	1/10/2022 8:00:00 AM	13	8	104
Mini meeting DHS only: CPI	1/10/2022 2:00:00 PM	18	1	18
ESC 251: KAT Reading Strategies Day 2	1/11/2022 8:00:00 AM	12	8	96
#2 Dual Language Curriculum Planning 2021-22	1/12/2022 8:00:00 AM	7	6	42
FNS Nutrition 101: level 3 1320	1/18/2022 2:00:00 PM	2	2	4
ESC 230/231: Librarian Network Meeting - 3rd 9 weeks	1/20/2022 12:30:00 PM	13	2.5	32.5
Mini meeting Calder Rd only: CPI	1/21/2022 7:45:00 AM	6	0.5	3
Virtual BOY LPAC Training - AM Session	1/21/2022 8:30:00 AM	15	3	45
Mini meeting ESC only: CPI	1/21/2022 12:30:00 PM	28	0.5	14
Virtual MOY LPAC Training - PM Session	1/21/2022 12:30:00 PM	7	3	21
ZOOM: AP Academy (AM session) - Testing Coordinators ONLY!	1/25/2022 8:00:00 AM	12	3	36
ESC: Boardroom Elementary RLA/SS CLT	1/25/2022 8:30:00 AM	10	3	30
Zoom: AP Academy (PM session) - Testing Coordinators ONLY!	1/25/2022 1:00:00 PM	6	3	18
FNS Customer Service: Level 1 4130	1/25/2022 2:00:00 PM	9	2	18
DHS: Room TBD HS Science January CLT Meeting	1/25/2022 2:45:00 PM	1	0.5	0.5
Virtual: 2021-2022 School Nursing Professional Development Series on General Anixet	1/25/2022 4:30:00 PM	11	1	11
Virtual: 2021-2022 School Nursing Professional Development Series on Autism	1/25/2022 5:30:00 PM	11	1	11
ESC 232: CLT Secondary RLA and SS (5-*0	1/26/2022 11:00:00 AM	10	2	20 ²⁹
ESC 232: Elementary Math & Science CLT Meeting (1.27)	1/27/2022 8:00:00 AM	7	8	56
DHS Library English 2 Interim Writing Calibration/Cambium Training	2/1/2022 7:15:00 AM	8	8	64
DHS Library English 1 Interim Writing Calibration/Cambium Training	2/2/2022 7:15:00 AM	8	8	64
VIRTUAL: Elementary Math MClass MOY Data 2/2/22 (invite only)	2/2/2022 8:45:00 AM	16	3	48
FNS HACCP related food prep: level 3 2610	2/2/2022 2:00:00 PM	6	2	12
NIET Calibration Training (AM Session)	2/3/2022 8:00:00 AM	12	3	36
NIET Calibration Training (PM Session)	2/3/2022 12:00:00 PM	25	3	75
Mini meeting Calder Rd only: CPI	2/7/2022 7:45:00 AM	5	0.5	2.5
Virtual: KAT Reading Strategies Day 1 https://tamu.zoom.us/j/93362029725	2/7/2022 8:00:00 AM	42	8	336
Virtual: We Write Day 1	2/7/2022 8:00:00 AM	4	8	32
Virtual: KAT Reading Strategies Day 2 https://tamu.zoom.us/j/93362029725	2/8/2022 8:00:00 AM	42	8	336
Virtual: We Write Day 2	2/8/2022 8:00:00 AM	4	8	32
ESC 251: First Year Teacher Academy - February	2/8/2022 3:30:00 PM	52	1	52
Virtual: KAT Reading Strategies Day 1 https://tamu.zoom.us/j/93362029725	2/9/2022 8:00:00 AM	41	8	328
2022 KJHS TELPAS Calibration	2/9/2022 3:45:00 PM	15	2	30
TELPAS Data Talks Training	2/10/2022 8:00:00 AM	8	6	48
Virtual: We Write Day 1 https://tamu.zoom.us/s/93362029725	2/10/2022 8:00:00 AM	20	8	160
ESC 251: Lead4ward Intervention Series with Justin - Day 3 (AM session) - Limit 85	2/10/2022 9:00:00 AM	63	3	189
ESC 251: Lead4ward Intervention Series with Justin - Day 3 (PM session) - Limit 85	2/10/2022 1:00:00 PM	45	3	135
Virtual: KAT Reading Strategies Day 2 https://tamu.zoom.us/j/93362029725	2/11/2022 8:00:00 AM	40	8	320
Virtual: We Write Day 2 https://tamu.zoom.us/s/93362029725	2/11/2022 8:00:00 AM	19	7	133
ESC BR: HR Mini-session - Talent Ed & Documenting employee performance	2/14/2022 9:00:00 AM	6	1.5	9

ESC BR: HR Mini-session - Talent Ed & Documenting employee performance	2/14/2022 2:00:00 PM	5	1.5	7.5
ESC BR: HR Mini-session - Talent Ed & Documenting employee performance	2/16/2022 9:00:00 AM	10	1.5	15
CPI Course	2/16/2022 12:30:00 PM	13	6	78
ESC 232: Elementary Math & Science CLT	2/17/2022 8:00:00 AM	7	8	56
ESC Boardroom: Hiring Effective Teachers and Keeping Them (AM Session) Day 1 of	2/17/2022 8:30:00 AM	22	3	66
Supporting Positive Behavior in Children with Down Syndrome Respond but don't React	2/17/2022 9:30:00 AM	14	1.5	21
ESC Boardroom: Hiring Effective Teachers and Keeping Them (PM Session) Day 1 of	2/17/2022 1:00:00 PM	14	3	42
ESC Boardroom: Special Programs Leadership Seminar with Michelle Whatley - Day 1	2/18/2022 8:30:00 AM	35	3	105
ESC Boardroom: Special Programs Leadership Seminar with Michelle Whatley - Day 1	2/18/2022 12:30:00 PM	26	3	78
ESC 232: HR Mini-session - Talent Ed & Documenting employee performance	2/18/2022 2:00:00 PM	7	1.5	10.5
Dyslexia Meeting	2/21/2022 8:00:00 AM	22	7	154
ESC Boardroom: TAMU Planning and Support Training	2/21/2022 8:00:00 AM	25	7.5	187.5
San Leon Elementary CPI Mini Meeting (Spring)	2/21/2022 8:00:00 AM	15	0.5	7.5
Special Program Job Alike PLC / Elementary	2/21/2022 8:00:00 AM	33	3.5	115.5
ESC 251: Pre-K & ECSE Training: Developmental Appropriate & Classroom Management	2/21/2022 9:30:00 AM	29	6	174
Mini meeting Silbernagel only: CPI	2/21/2022 10:00:00 AM	10	3	30
Special Program Job Alike PLC / Middle, Junior & High Schools	2/21/2022 12:00:00 PM	37	3.5	129.5
ESC 202 / Special Programs: Specific Learning Disabilities for the Diagnostician Practitioner	2/21/2022 12:30:00 PM	4	3	12
ESC Boardroom: Hiring Effective Teachers and Keeping Them (AM Session) Day 2 of	2/22/2022 8:30:00 AM	30	3	90
ESC: 232 Elementary RLA/SS CLT	2/22/2022 8:30:00 AM	10	7.5	75
ESC Boardroom: Hiring Effective Teachers and Keeping Them (PM Session) Day 2 of	2/22/2022 1:00:00 PM	17	3	51
FNS Safety in the Workplace: Level 1 3450	2/22/2022 2:00:00 PM	12	2	24
Mini meeting DCC/DALC only: CPI	2/22/2022 2:30:00 PM	7	0.5	3.5
ESC TR 251: Navigator Training - February	2/22/2022 3:30:00 PM	38	1	38
Virtual: 2021-2022 School Nursing Professional Development Series on COVID	2/22/2022 4:30:00 PM	13	1	13
Virtual: 2021-2022 School Nursing Professional Development Series on Anxiety & Panic	2/22/2022 5:30:00 PM	13	1	13
#3 Dual Language Curriculum Planning 2021-22	2/23/2022 8:00:00 AM	7	6	42
FNS Meats and Main Dishes SPRING: level 2 2130	2/23/2022 2:00:00 PM	14	6	84
Virtual: HS Science February CLT Meeting	2/23/2022 2:45:00 PM	1	3	3
ESC 251: Lead4ward Intervention Series with Justin - Day 4 (AM session) - Limit 85	2/24/2022 9:00:00 AM	73	3	219
ESC 251: Lead4ward Intervention Series with Justin - Day 4 (PM session) - Limit 85	2/24/2022 1:00:00 PM	46	3	138
Autism Training for Teachers - Online Content & Quiz Required	2/25/2022 7:00:00 AM	30	1	30
ESC 251: Special Programs Interactive Department Meeting	2/25/2022 8:30:00 AM	52	3	156
ESC 251: Special Programs Lecture Department Meeting	2/28/2022 3:30:00 PM	9	3	27
ESC Boardroom: AP Academy (AM session)	3/1/2022 8:00:00 AM	11	2.5	27.5
FNS Work Simplification: SPRING Level 2 2130	3/1/2022 2:00:00 PM	14	2	28
ESC Boardroom: AP Academy (PM session)	3/1/2022 3:00:00 PM	11	2.5	27.5
ESC Boardroom: Leading Better Conversations	3/2/2022 8:00:00 AM	30	8	240
ESC 230/231: Librarian PLC - 3rd 9 weeks	3/3/2022 12:30:00 PM	10	2.5	25
ESC 251: KAT STAAR Planning for RLA Coaches	3/4/2022 8:30:00 AM	29	3	87
ESC 251: KAT Leadership Seminar	3/4/2022 12:30:00 PM	41	3	123
ESC Boardroom: HR Mini-session - Talent Ed & Documenting employee performance	3/8/2022 1:00:00 PM	8	1.5	12
ESC 251: First Year Teacher Academy - March	3/8/2022 3:30:00 PM	47	1	47
Mini meeting Lobit Middle only: CPI	3/8/2022 3:30:00 PM	8	0.5	4
Mini meeting Lobit Elementary only: CPI	3/8/2022 4:15:00 PM	19	0.5	9.5

Dare to Lead - Day 1 of 3 (By Intitiation Only) @ Butler's Courtyard	3/9/2022 8:30:00 AM	20	6	120
Social Studies Midlevel CLT	3/9/2022 11:00:00 AM	7	2	14
Mini meeting MJHS only: CPI	3/9/2022 3:30:00 PM	15	0.5	7.5
ESC Boardroom: HR Mini-session - Talent Ed & Documenting employee performance	3/10/2022 1:00:00 PM	12	1.5	18
ESC Boardroom: Special Programs Leadership Seminar with Michelle Whatley - Day 2	3/21/2022 8:30:00 AM	32	3	96
ESC Boardroom: Special Programs Leadership Seminar with Michelle Whatley - Day 2	3/21/2022 12:30:00 PM	32	3	96
ESC 251: Next Level TEKS Instruction with Kelly Tumy	3/22/2022 8:00:00 AM	19	4	76
ESC: 232 Elementary RLA/SS CLT	3/22/2022 8:30:00 AM	10	7.5	75
ESC TR 251: Navigator Training - March	3/22/2022 3:30:00 PM	45	1	45
ESC 251: PLC at Work Workshop Day 3 & 4	3/23/2022 8:00:00 AM	93	12	1116
FNS culinary techniques: level 3 2130	3/23/2022 2:00:00 PM	7	2	14
2022 KJHS TELPAS Rate Writing	3/23/2022 3:45:00 PM	15	2	30
BMS Library: KAT Reading Strategies Overview Science text	3/29/2022 8:00:00 AM	12	7.5	90
FNS Baking 101 SPRING semester: level 2 2110	3/29/2022 2:00:00 PM	14	2	28
Virtual: 2021-2022 School Nursing Professional Development Series on Allergies & Ana	3/29/2022 4:30:00 PM	15	1	15
Virtual: 2021-2022 School Nursing Professional Development Series on Seizures	3/29/2022 5:30:00 PM	15	1	15
Canva Lunch & Learn 1	3/30/2022 10:00:00 AM	13	1	13
BMS Library: KAT Reading Strategies Overview Social Studies text	3/31/2022 8:00:00 AM	13	7.5	97.5
ESC 232: Librarian PLC - 4th 9 weeks	3/31/2022 12:30:00 PM	11	2.5	27.5
April STAAR/EOC Para Training	4/1/2022 8:30:00 AM	3	2	6
San Leon Elementary CPI: Nonviolent Crisis Intervention Course	4/4/2022 8:30:00 AM	9	3	27
FNS 4140:communication Skills: Introduction to Computers and Email Level 2	4/4/2022 2:00:00 PM	21	2	42
FNS Diversity in the workplace: level 3 3440	4/5/2022 2:00:00 PM	3	4	12 ³¹
Mini meeting Kranz only: CPI	4/5/2022 3:30:00 PM	20	0.5	10
Dare to Lead - Day 2 of 3 (By Intitiation Only) @ Butler's Courtyard	4/6/2022 8:30:00 AM	20	6	120
FNS Primero Production/Inventory/Receiving: level 3 2120/2510	4/6/2022 2:00:00 PM	5	4	20
Dare to Lead - Day 3 of 3 (By Intitiation Only) @ Butler's Courtyard	4/13/2022 8:30:00 AM	20	6	120
Virtual EOY LPAC Training - AM Session	4/19/2022 8:00:00 AM	16	3	48
Virtual EOY LPAC Training - PM Session	4/19/2022 12:30:00 PM	4	3	12
FNS Fruits and Vegetables SPRING : Level 2 2130	4/19/2022 2:00:00 PM	16	6	96
Virtual: HS Science April CLT Meeting	4/19/2022 2:45:00 PM	3	0.5	1.5
Mini meeting Dunbar Middle only: CPI	4/19/2022 3:30:00 PM	14	0.5	7
Canva Lunch & Learn 2	4/20/2022 10:00:00 AM	10	1	10
Mini meeting Hughes Rd only: CPI	4/20/2022 4:00:00 PM	18	0.5	9
ESC 251: Restorative Practices - Campus Action Team	4/21/2022 9:00:00 AM	51	4	204
FNS Menu planning: level 3 1100	4/25/2022 2:00:00 PM	3	6	18
ESC Boardroom: AP Academy (AM session)	4/26/2022 8:00:00 AM	9	2.5	22.5
ESC 230-231: Special Programs Leadership Seminar with Michelle Whatley - Day 3 - A	4/26/2022 8:30:00 AM	34	3	102
ESC 230-231: Special Programs Leadership Seminar with Michelle Whatley - Day 3 - F	4/26/2022 12:30:00 PM	24	3	72
ESC Boardroom: AP Academy (PM session)	4/26/2022 3:00:00 PM	7	2.5	17.5
Virtual: 2021-2022 School Nursing Professional Development Series on Skin Diseases	4/26/2022 4:30:00 PM	15	1	15
Virtual: 2021-2022 School Nursing Professional Development Series on Pediatric Bipro	4/26/2022 5:30:00 PM	15	1	15
Canva Lunch & Learn 3	4/27/2022 10:00:00 AM	6	1	6
May STAAR TA Training	4/27/2022 11:10:00 AM	4	2	8
May EOC TA Training	4/27/2022 2:35:00 PM	13	2	26

KJHS Down syndrome training	4/27/2022 3:30:00 PM	18	1.5	27
ESC Boardroom: DHS Honors/AP Vertical Alignment	4/28/2022 7:30:00 AM	6	7.25	43.5
ESC 232: DHS ELA Vertical Alignment Training	5/3/2022 7:30:00 AM	6	8	48
STAAR Oral/Signed Administration Training	5/3/2022 8:30:00 AM	6	0.5	3
FNS 4140 Outlook Calendar/Email/Excel/Word Level 3	5/4/2022 2:00:00 PM	5	2	10
STAAR Training 2022	5/5/2022 12:00:00 PM	10	1	10
STAAR Training 2022	5/6/2022 10:00:00 AM	13	1	13
DHS: Room TBD HS Science May CLT meeting	5/17/2022 2:45:00 PM	2	0.5	1
Virtual: 2021-2022 School Nursing Professional Development Series on Orthopedic Inju	5/17/2022 4:30:00 PM	15	1	15
Virtual: 2021-2022 School Nursing Professional Development Series on Behavioral Issu	5/17/2022 5:30:00 PM	15	1	15

Total # of Participants	3,053
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Total # of Hours Earned	10,403
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Chad Nuetzmann, Director of Teacher Development & Professional Learning

Dickinson ISD Professional Development Summer 2022 Preview

- Gator Nation THINK Conference, hosted in-district at Dickinson High School on June 2-3.**
This two-day professional development conference will feature more than 100 breakout sessions, led by teachers and other professionals from across the entire district. There will be sessions for every grade level, department, and content area including GT, STEM, fine arts, classroom management, Special Programs and much more. During the conference there will be ten breakout sessions, where participants will select the learning opportunities they want to explore. Participants in the conference will earn 12 exchange day credit hours which will count towards their required 24 hours. We are working hard to create a convention like atmosphere. When it's time for lunch there will be community food trucks available on-site, refreshments will also be available between sessions, and there will be lots of opportunities for attendees to collaborate and interact in fun and creative ways during the two day conference. Our goal for this conference is that our teachers will receive high quality content and resources from fellow Gators that will help them grow, while also tapping into the tremendous wealth of knowledge and experience of our own staff helping them to develop into stronger leaders. Over 450 are already registered!
- Professional Learning Communities (PLC) @Work LIVE Institute.** We will be hosting this live-streaming three day event at DHS on June 14 - 16 to approximately 400 participants. Those in attendance will work closely with teachers and administrators from their own campus and learning leaders from across the district. Participants will listen to nationally recognized keynote speakers like Mike Mattos, Anthony Muhammad, and Regina Owens as well as have the opportunity to choose from almost 40 live breakout sessions.
- Individual PD Events.** In addition to these larger collaborative events we will have over one hundred individually scheduled PD sessions taking place across the district throughout the months of June, July and August.
- Gifted & Talented / STEAM** (In-district, out of district, and Online opportunities for 30-hour GT Foundation/Core and 6-hour Update.) K-5 and 6-12 Offerings
- NEW to DISD Week for 2022-2023 new-hires (August 2-5)**
Tuesday - DISD Employee Services Fair w/ Grab & Go Breakfast
- Community Bus Tour & Technology Orientation

Wednesday - Lead4ward 101 Boot Camp & Schoology Foundations

Thursday - Restorative Practices & Special Programs/ESL Training

Friday - Employee Handbook/Payroll/Insurance/Benefits
- First Year Teacher & Mentor Luncheon
- First Year Teacher Academy

Dickinson ISD Summer 2022 Professional Learning Opportunities by Content Area

<u>Course Title</u>	<u>Location</u>	<u>Facilitator Presenter</u>	<u>Course Description</u>	<u>Starting Date</u>	<u>Ending Date</u>	<u>Content Area:</u>	<u>Starting Time</u>	<u>Ending Time</u>	<u>Course Hours Earned:</u>
<i>DISD Think! Conference Limit Space Available</i>	Start in DHS Auditorium	Dozens of DISD Teacher Leaders and much more	This is an in-person two day PD conference that will offer opportunities for DISD teachers in every content area or department to receive training. Participants will have up to ten breakout sessions, five per day, and will be able to choose from topics including grade band specific core subjects, classroom management, special programs, GT, STEAM, Fine Arts, CTE, Skyward, Dual Language/BL/ESL, Lead4ward and more.	6/2/2022	6/3/2022	Recommended	8:00:00 AM	4:00:00 PM	12
DHS Auditorium: PLC at Work LIVE Institute	Start in DHS Auditorium	Solution Tree Associate, Eric Twadell	This three day PLC@Work LIVE Webcast Institute is provided by Solution Tree at Dickinson ISD at Dickinson High School for three consecutive days. This event will help teachers learn how to collaborate together to improve student learning and overall success. This event is by invitation only. Please contact your campus administrator if you are interested in participating.	6/14/2022	6/16/2022	All / Any	7:30:00 AM	4:00:00 PM	18
ESC 251: Restorative Practices 6 Tools Make & Take Refresher - Limit 40	ESC 251	Kevin Curtis	Learn about the six classroom tools to help build relationships and help students and teachers connect. You will have the opportunity to dig in deep and participate in some make and take activities. Limit 40	6/20/2022	6/20/2022	All / Any	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: Dipsticks: There's More to Life than Quizzes	ESC Boardroom	Leone Clark	How do you know if what you're teaching is "sticking"? Unless you check that dipstick, your car eventually grinds to a halt without ever reaching your destination. Teaching a room full of lost students if you don't know they're lost is the same thing. Teachers are given SO MANY TOOLS that it seems impossible to plan and include everything from Lead4Ward to AVID and so much more! I'll share a tool I've developed to make lesson planning easier while focusing on simple and fun alternative formative assessments that span all the great things teachers are supposed to be doing but feel are simply TOO MUCH!!!	6/7/2022	6/7/2022	All / Any	8:30:00 AM	3:30:00 PM	6
ESC 230/231: Elementary DBQ Training - GT Update	ESC 230/231	DBQ-Keith Hyndsha	The DBQ Project helps teachers help students (in any content area) read smart, think straight, and write clearly. This Face-to-Face training will walk teachers through the DBQ Elementary Library and best practices for K-5th grade students.	6/22/2022	6/22/2022	All / Any	8:30:00 AM	3:30:00 PM	6

ESC 232: Consistently Crystal Clear Communication: In person, on the phone and in writing	ESC 232	Laurie G. Rodriguez	Teachers are expected to be masters level communicators, and, they have multiple audiences with whom they must communicate and they must communicate in person, on the phone and in writing. This session will review how to create a consistently clear communication system in person, on the phone, and in writing. The specific emphasis in this training will be how to communicate in person when there is conflict. Participants will leave with various communication protocols which can be personalized. Enrollment Limit: 45	6/29/2022	6/29/2022	All / Any	8:30:00 AM	4:00:00 PM	6
ESC 230/231: Differentiated Instruction through Questioning in the K-5 Classroom	ESC 230/231	s3strategies	Learn instructional strategies that utilize questioning to expand student knowledge and encourage students to think creatively. Questions play an important role in every classroom. Student questions and teacher questions create an environment that supports inquiry. This highly interactive workshop equips teachers to create an active learning environment that encourages students to ask and answer questions	7/20/2022	7/20/2022	All / Any	8:30:00 AM	3:30:00 PM	6
ESC 230/231: Differentiated Instruction Through Questioning for the 6-12 Classroom	ESC 230/231	s3strategies	Learn instructional strategies that utilize questioning to expand student knowledge and encourage students to think creatively. Questions play an important role in every classroom. Student questions and teacher questions create an environment that supports inquiry. This highly interactive workshop equips teachers to create an active learning environment that encourages students to ask and answer questions	7/21/2022	7/21/2022	All / Any	8:30:00 AM	3:30:00 PM	6
ESC 251: Dual Language Essentials and Content, Language, and Literacy Integration Framework	ESC 251	Lisa Herrera	Dual Language Essentials (AM) session will explain the pillars of dual language education and the essentials for planning and lesson delivery including environmental print, oral language development, linguistic support and different types of grouping. Content, Language and Literacy Integration Framework (PM) session affords teachers the opportunity to address the content, literacy and language development needs of all students in the class. The presentation engages attendees in analyzing how the verb in the TEKS is used to not only teach the content but also to drive the planning for language development enhanced by reading and writing about the topic.	7/18/2022	7/18/2022	Bilingual ESL	8:30:00 AM	3:30:00 PM	6

ESC 251: Moving EL's Forward on TELPAS	ESC 251	Allison Hand from Seidlitz	<p>Participants will gain an understanding of how to accelerate students' language proficiencies through effective content-area instruction. Participants will create language-focused activities intentionally designed to help move students forward on TELPAS.</p> <p>In this training, we will explore specific strategies that incorporate technology into content-area classrooms, helping students prepare for the speaking portion of the TELPAS assessment. Participants will create working lessons tailored specifically for their content-area.</p> <p>Participants will receive:</p> <ol style="list-style-type: none"> 1. Strategies for improving student performance on all TELPAS domains 2. Specific approaches to increasing students' TELPAS speaking scores 3. Tips for increasing student motivation toward TELPAS achievement 4. Student-friendly TELPAS rubrics 5. Sample TELPAS-aligned, content-area classroom activities 	7/19/2022	7/19/2022	Bilingual ESL	8:30:00 AM	3:30:00 PM	6
ESC 251: Cross Linguistic Connections (Dual Language Teachers)	ESC 251	Mili Henriquez	This session will cover the rationale for language transfer across Spanish and English through the use of metalanguage to develop metalinguistic awareness. Attendees will engage in a series of activities to facilitate transfer of skills in phonology, morphology, grammar and syntax. Grade appropriate examples will be analyzed and planned.	7/20/2022	7/20/2022	Bilingual ESL	8:30:00 AM	3:30:00 PM	6
ESC 251: Cross Linguistic Connections K-4 Planning W/ TEKS	ESC 251	Mili Henriquez	This session will cover the rationale for language transfer across Spanish and English through the use of metalanguage to develop metalinguistic awareness. Attendees will engage in a series of activities to facilitate transfer of skills in phonology, morphology, grammar and syntax. Grade appropriate examples will be analyzed and planned.	7/21/2022	7/21/2022	Bilingual ESL	8:30:00 AM	3:30:00 PM	6
ESC 251: RLA K-2: KAT DAY 1	ESC 251	Dr. Kay Wijekumer	Knowledge Acquisition & Transformation Framework with Texas A&M for grades K-2	6/6/2022	6/6/2022	ELA	8:00:00 AM	3:30:00 AM	6
ESC 251: RLA K-2: KAT Day 2	ESC 251	Dr. Wijekumar	Knowledge Acquisition & Transformation Framework with Texas A&M for grades K-2	6/7/2022	6/7/2022	ELA	8:00:00 AM	3:30:00 PM	6

ESC 230/231: Emergent Reading: PK Small Group Activities Make and Take - Limit 25	ESC 230/231	Alejandra Sanchez de Tagle (Region IV)	25 teachers In this session, participants will explore a variety of small group activities that target emergent literacy skills. The small group lessons cover skills such as phonological awareness and letter knowledge, and book reading. Participants will explore the foundational skills necessary to support learners at different skill levels. Attendees will leave with ready-made activities and materials to immediate implementation.	6/14/2022	6/14/2022	ELA	8:30:00 AM	3:30:00 AM	6
ESC 251: RLA 3-6: KAT Day 1	ESC 251	Dr. Wijekumar	Knowledge Acquisition & Transformation Framework with Texas A&M for grades 3-6	6/27/2022	6/27/2022	ELA	8:00:00 AM	3:30:00 PM	6
ESC 251: RLA 3-6: KAT Day 2	ESC 251	Dr. Wijekumar	Knowledge Acquisition & Transformation Framework with Texas A&M for grades 3-6	6/28/2022	6/28/2022	ELA	8:00:00 AM	3:30:00 PM	6
ESC 251: RLA/SS/SCI 7-12: KAT Day 1	ESC 251	Dr. Wijekumar	Knowledge Acquisition & Transformation Framework with Texas A&M for grades 7-12	6/29/2022	6/29/2022	ELA	8:00:00 AM	3:30:00 PM	6
ESC 251: RLA/SS/SCI 7-12: KAT Day 2	ESC 251	Dr. Wijekumar	Knowledge Acquisition & Transformation Framework with Texas A&M for grades 7-12	6/30/2022	6/30/2022	ELA	8:00:00 AM	3:30:00 PM	6
ESC 251: Rebekah O'dell from MovingWriters.org	ESC 251	Rebekah O'dell	Learners will learn about utilizing mentor texts to move writers along with simple and quick "moves" that we can teach writers to make.	7/11/2022	7/11/2022	ELA	8:00:00 AM	4:00:00 PM	6
ESC 230/231: Kinder-2nd Diving Deeper with Guided Reading (Limit 30)	ESC 230/231	Noel Gray	Come and learn the tips and tricks of implementing Guided Reading in your classroom. This session is for all teachers who provide students with necessary strategies to overcome "reading road blocks". Independent reading and the application of reading strategies is the ultimate goal of Guided Reading. We will dive deeper into reading behaviors, text complexity, and using anecdotal notes to inform classroom instruction.	7/13/2022	7/13/2022	ELA	8:30:00 AM	3:30:00 PM	6

ESC 230/231: Kinder-2nd-Diving Deeper with Shared Reading (Limit 30)	ESC 230/231	Noel Gray	Shared reading is a context in which a group of children and the teacher read together an enlarged print text. As the group enjoys the text, the teacher helps the children notice more about the features of print and acquire strategies used while reading. In this session we will model and practice how to teach students systematically and explicitly to be readers and writers themselves. Participants will collaborate and model effective reading strategies and behaviors with Big Books in order to demonstrate the reading process.	7/14/2022	7/14/2022	ELA	8:30:00 AM	3:30:00 PM	6
ESC 251: TAMU WeWrite Grades 3-6 Day 1 of 2	ESC 251	Dr. Owens	We Write is an instructional framework utilizing scaffolded and explicit instruction with modeling to improve student academic performance. By utilizing strategies instruction paired with attention to self-regulatory behaviors needed to persist through the complex task of writing, teachers can achieve impressive and sustainable student writing outcomes.	7/25/2022	7/25/2022	ELA	8:30:00 AM	3:30:00 PM	6
ESC 251: TAMU We Write Grades 3-6 Day 2 of 2	ESC 251	Dr. Owens	We Write is an instructional framework utilizing scaffolded and explicit instruction with modeling to improve student academic performance. By utilizing strategies instruction paired with attention to self-regulatory behaviors needed to persist through the complex task of writing, teachers can achieve impressive and sustainable student writing outcomes	7/26/2022	7/26/2022	ELA	8:30:00 AM	3:30:00 PM	6
ESC 251: TAMU We Write Grades 7-12 Day 1 of 2	ESC 251	Dr. Owens	We Write is an instructional framework utilizing scaffolded and explicit instruction with modeling to improve student academic performance. By utilizing strategies instruction paired with attention to self-regulatory behaviors needed to persist through the complex task of writing, teachers can achieve impressive and sustainable student writing outcomes	7/27/2022	7/27/2022	ELA	8:30:00 AM	3:30:00 PM	6
ESC 251: TAMU We Write Grades 7-12 Day 2 of 2	ESC 251	Dr. Owens	We Write is an instructional framework utilizing scaffolded and explicit instruction with modeling to improve student academic performance. By utilizing strategies instruction paired with attention to self-regulatory behaviors needed to persist through the complex task of writing, teachers can achieve impressive and sustainable student writing outcomes	7/28/2022	7/28/2022	ELA	8:30:00 AM	3:30:00 PM	6

JSES D107: Technology in the Art Room	Silbernagel D107	Jennifer Rushing	Learn how to use and incorporate technology in the art room, from I Pads to ScreenCastify. Using technology to enhance your art lessons.	6/6/2022	6/6/2022	Fine Arts	8:30:00 AM	3:30:00 PM	6
JSES D107: Creating Community Awareness in the Elementary art room	Silbernagel D107	Eleanor Brown	The Dickinson Art Guild will share community projects and ways we can encourage our students to give back by creating art. Join us to create new projects for elementary art and how we can encourage community awareness through artistic interpretation.	6/7/2022	6/7/2022	Fine Arts	8:30:00 AM	3:30:00 PM	6
VIRTUAL: GT 6 Hour Update: Pivotal Actions: Working to Achieve Equitable Gifted Representation (Summer 2022) - Information Only	e-course-LIVE	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbrite. THIS IS A VIRTUAL ONE DAY SYNCHRONOUS COURSE! To enroll you must register with Eventbrite using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course. The course is June 10 from 8:30 AM to 3:30 PM. window.	6/10/2022	6/10/2022	Gifted & Talented	8:30 AM	3:30 PM	6
ESC Boardroom: Elementary GT: Depth & Complexity - Limit 50	ESC Boardroom	L Clark / J Taylor Consultants	Come be trained by the national leaders for adding the depth and complexity to your classroom. When teaching advanced students, it isn't just about making harder assignments with more work. This course will help you learn to light up the various pathways to learning so students are experiencing true rigor in your class. This session is specifically designed for elementary GT teachers.	6/1/2022	6/1/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
ESC 251: Secondary GT Depth and Complexity - Limit 90	ESC 251	L Clark / J Taylor Consulting	Come be trained by the national leaders for adding the depth and complexity to your classroom. When teaching advanced students, it isn't just about making harder assignments with more work. This course will help you learn to light up the various pathways to learning so students are experiencing true rigor in your class. This session is specifically designed for secondary GT teachers... or people who want to become	6/1/2022	6/1/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
VIRTUAL: GT Foundations/Core: Social and Emotional (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbrite. To enroll you must register with Eventbrite using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6

VIRTUAL: GT Foundations/Core: Differentiation (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Identification & Assessment (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Creativity & Instructional Strategies (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Depth & Complexity (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Nature & Needs (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT 6 Hour Update: Differentiation for Elementary Students (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT 3 Hour Update (of the 6 total hours required): Identifying and Meeting the needs of Secondary GT students (Summer 2022) - Information Only 6/6-6/30	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	6/6/2022	6/30/2022	Gifted & Talented	n/a	n/a	3

VIRTUAL: GT 3 Hour Update (of the 6 total hours required): Why does gifted look different? Understanding differences in GT students (Summer 2022) - Information Only	e-course LIVE	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbrite. THIS IS A ONE DAY VIRTUAL SYNCHRONOUS COURSE! To enroll you must register with Eventbrite using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window. The course is June 13 from 9 - 12 PM	6/13/2022	6/13/2022	Gifted & Talented	9:00:00 AM	12:00:00 PM	3
VIRTUAL: GT 3 Hour Update (of the 6 total hours required): Using Picture Books for Social Emotional Learning: Let's look at new picture books to help with the trauma we see in our gifted classrooms. (Summer 2022) - Information Only	e-course LIVE	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbrite. THIS IS A ONE DAY VIRTUAL SYNCHRONOUS COURSE! To enroll you must register with Eventbrite using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window. The course is June 14 from 1 - 4 PM.	6/14/2022	6/14/2022	Gifted & Talented	1:00:00 PM	4:00:00 PM	3
ESC 251: Brain-based Learning for GT Teachers - GT Update	ESC 251	Leone Clark	Every single part of successful teaching and learning has one thing in common: THE BRAIN! How does it take input and convert it to output? This 3 hour AM session will give you a great overview to the workings of our brains and how we can use this information to improve our teaching outcomes. This counts for 3 hours of GT credit and can easily be paired with a 3 hour afternoon GT session this same day in the same room.	6/21/2022	6/21/2022	Gifted & Talented	8:30:00 AM	11:30:00 AM	3
ESC 251: GT Lately: What are the latest topics in the news - GT Update	ESC 251	Leone Clark	What are the hot-button issues impacting GT students and educators? We'll be diving deep into a few of the biggest topics in the research and in the news these days. This counts for 3 hours of GT credit and can easily be paired with a 3 hour morning GT session this same day in the same room.	6/21/2022	6/21/2022	Gifted & Talented	12:30:00 PM	3:30:00 PM	3
VIRTUAL: GT Foundations/Core: Nature & Needs (Summer 2022) - Information Only 7/18-8/14	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbrite. To enroll you must register with Eventbrite using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/14/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Social and Emotional (Summer 2022) - Information Only 7/18-8/15	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbrite. To enroll you must register with Eventbrite using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window. https://se-	7/18/2022	8/15/2022	Gifted & Talented	n/a	n/a	6

VIRTUAL: GT Foundations/Core: Differentiation (Summer 2022) - Information Only 7/18-8/14	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/14/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Identification & Assessment (Summer 2022) - Information Only 7/18-8/14	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/14/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Creativity & Instructional Strategies (Summer 2022) - Information Only 7/18-8/15	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/15/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT Foundations/Core: Depth & Complexity (Summer 2022) - Information Only 7/18-8/14	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/14/2022	Gifted & Talented	n/a	n/a	6
VIRTUAK: GT 6 Hour Update: Meeting the Needs of GT Learners in AP and Dual Credit Classes (Summer 2022) - Information Only 7/18-8/14	e-course	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course window.	7/18/2022	8/14/2022	Gifted & Talented	n/a	n/a	6
VIRTUAL: GT 6 Hour Update: Design for Depth (update with a focus on differentiation) (Summer 2022) - Information Only	e-course LIVE	Out of District Event FYI Only	This is an FREE online e-course being offered by Eventbright. THIS IS A VIRTUAL ONE DAY SYNCHRONOUS COURSE! To enroll you must register with Eventbright using the link provided here in the course description. Space is limited and courses will fill up fast, so be sure to register early, prior to the start date of the course. The course is July 19 from 9 AM to 3:30 PM. window.	7/19/2022	7/19/2022	Gifted & Talented	9:00:00 AM	3:30:00 PM	6
ESC Boardroom: GT Core: Nature & Needs (Foundation hours) - limit 50	ESC Boardroom	L Clark / B Brown	In this course, we will investigate the theories and models of gifted education. We will explore the characteristics of gifted students. We learn to create an environment in which gifted and talented students feel challenged, safe to take academic risks, and express their uniqueness. This course will not count for GT Update hours, but will count for 6 of the 30 hours of core/foundation for GT.	8/1/2022	8/1/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6

ESC Boardroom: GT Core: Social & Emotional (Foundation hours) - limit 50	ESC Boardroom	L Clark / B Brown	In this course, participants will explore the varied social and emotional needs of gifted students. We will develop strategies to support their unique needs as we create and design the environmental supports of the gifted. This course will not count for GT Update hours, but will count as 6 of the 30 hours required for GT core/foundation.	8/2/2022	8/2/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: GT Core: Identification & Assessment (Foundation hours) - limit 50	ESC Boardroom	L Clark / B Brown	In this session, we will explore identification of gifted student populations. We will investigate the characteristics of under-represented groups and how these characteristics positively and negatively impact gifted identification. We will promote identification by looking through the lens of varied methods and measures. This course will not count for GT Update hours, but they will count as 6 of	8/3/2022	8/3/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: GT Core: Creativity & Instructional Strategies (Foundation hours) - limit 50	ESC Boardroom	L Clark / B Brown	In this workshop, we will study the theorists behind the need for creativity in our 21st century classroom. We will explore means to embed creativity and critical thinking into district curriculum through instructional strategies. This course will not count for GT Update hours but will count as 6 of the 30	8/4/2022	8/4/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: GT Core: Curriculum & Differentiation (Foundation hours) - limit 50	ESC Boardroom	L Clark / B Brown	In this course, we will investigate the theories and models of gifted education. We will explore the characteristics of gifted students. We learn to create an environment in which gifted and talented students feel challenged, safe to take academic risks, and express their uniqueness. This course will not count for GT Update hours but will count as 6 of the 30 core/foundation GT hours	8/5/2022	8/5/2022	Gifted & Talented	8:30:00 AM	3:30:00 PM	6
SLES Gym: Elementary PE Day 1 of 4	San Leon Gym	Kristi Freund	Day #1&2-Teachers will share lesson plans ideas for the year. Each teacher will demonstrate multiple games. Teachers will discuss how these games help a positive school community. Teachers will also discuss classroom management and techniques used to promote safety.	6/6/2022	6/6/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
SLES Gym: Elementary PE Day 2 of 4	San Leon Gym	Kristi Freund	Day #1&2-Teachers will share lesson plans ideas for the year. Each teacher will demonstrate multiple games. Teachers will discuss how these games help a positive school community. Teachers will also discuss classroom management and techniques used to promote safety.	6/7/2022	6/7/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
LMS Gym: Middle School PE Teacher- Day 1 of 2	Lobit MS Gymnasium	Sandra DeLeon	On day one we will share lesson plans ideas for next year, learn about budgeting and ordering supplies, as well as explore how to utilize fundraising to expand and develop your programs.	6/7/2022	6/7/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6

DHS Vintage Gym: Health & PE (7th-12th) - Day 1 of 2	DHS Competition Side Gym	Tina Knight-Gray	Collaborations, Budget, Incorporating Pre-Athletics in 6th grade, Health PD.	6/7/2022	6/7/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
SLES Gym: Elementary PE Day 3 of 4	San Leon Gym	Kristi Freund	Day #3- Morning Session: Teachers will discuss field day logistics. Teachers will demonstrate games and activities used for field day. Afternoon Session: Teachers will discuss how they incorporate health and wellness in their classes.	6/8/2022	6/8/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
LMS Gym: Middle School PE Teacher- Day 2 of 2	Lobit MS Gymnasium	Sandra DeLeon	On day two, we will learn about and demonstrate multiple games and activities and discuss how these games should be played and how they can help build a positive school community.	6/8/2022	6/8/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
DHS Vintage Gym: Health & PE (7th-12th) - Day 2 of 2	DHS Competition Side Gym	Tina Knight-Gray	Collaborations, Budget, Incorporating Pre-Athletics in 6th grade, Health PD.	6/8/2022	6/8/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
SLES Gym: Elementary PE Day 4 of 4	San Leon Gym	Kristi Freund	Day #4- Morning Session: Teacher will discuss school and community involvement and brainstorm ideas expanding this collaboration. Teachers will discuss equipment needs and discuss budget and fundraising ideas. Teachers will share knowledge acquired at the 2021 TAHPERD conference and plan for the 2022 conference. Teachers will also work on ideas to get their schools and communities to be more active. Afternoon Session: Teachers will participate in team building activities. Teachers will reflect the importance of unity and teamwork.	6/9/2022	6/9/2022	Health & Physical Education / Athletics	9:00:00 AM	4:00:00 PM	6
ESC 251: PLC at Work Coaching Workshop	ESC 251	Solution Tree Associate, Clara Sale Davis	Parts 5 & 6 of the workshop, which begun during the 21-22 school year will be combined into one day. Participation is by invitation only (limited to 100)	6/8/2022	6/8/2022	Leadership	8:00:00 AM	4:00:00 PM	6
ESC 251: Leading with Better Conversations	ESC 251	Jacquelyn Kennedy	As coaches and leaders, it's time to thrive. Join us to learn how to: Coach ourselves and each other to become better communicators, listen with empathy, find common ground, and build trust Our students' academic, social, and emotional growth depends upon our doing this hard work. It's time to roll up our sleeves, open our minds, and dare to change for the better of the students we serve	6/22/2022	6/22/2022	Leadership	8:30:00 AM	3:30:00 AM	6

LMS Cafeteria: Representing and Solving with Whole Number Operations, grades 3-5 - Limit 30	Lobit MS Cafeteria	Region 4, D'Ann Schneider, Jacquelyn Kennedy	Wondering how to lead students to mastery when representing and solving problems with whole number operations? Engage with word problem structures that help students see mathematical connections and relationships. Practice representing and solving word problems through the eyes of students to uncover understandings that are still developing. Leave with classroom-ready activities designed to support transfer and	6/28/2022	6/28/2022	Math	8:30:00 AM	3:30:00 PM	6
LES Cafeteria: Purposeful Math Play for Pre-K & K - Limit 30	Lobit Elem Cafeteria	Region 4, D'Ann Schneider, Jacquelyn Kennedy	Are you looking for ways to incorporate purposeful play in your prekindergarten and kindergarten mathematics classroom? Join us as we explore ways to make mathematics learning even more meaningful and engaging. Engage in purposeful mathematics play and leave with an action plan for implementing play in your classroom.	6/28/2022	6/28/2022	Math	8:30:00 AM	3:30:00 PM	6
LES Cafeteria: Representing and Solving Addition and Subtraction Word Problems, grades K-2 - Limit 30	Lobit Elem Cafeteria	Region 4, D'Ann Schneider, Jacquelyn Kennedy	Wondering how to lead students to mastery when representing and solving problems with whole number addition and subtraction? Engage with word problem structures that help students see mathematical connections and relationships. Practice representing and solving word problems through the eyes of students to uncover understandings that are still developing. Leave with classroom-ready activities designed to support transfer and	6/30/2022	6/30/2022	Math	8:30:00 AM	3:30:00 PM	6
MJHS Cafeteria: G 7,8,Algebra Region 4 presents Math Carnegie Learning Curriculum	MJHS Cafeteria	Sana Brennan	Intended for MJHS teachers, coaches and Admin. HRES teachers are eligible to participate.	7/27/2022	7/27/2022	Math	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: Preparing for New STAAR in Math 3rd grade - Alg 1	ESC Boardroom	Mandy Snelson	Participants will explore the types of questions that will be new to STAAR 2022, and create activities to target the TEKS and the new question types with and without technology.	7/28/2022	7/28/2022	Math	8:30:00 AM	3:30:00 AM	6
DHS LGI: Solution Tree Math Planning - Limit 100	DHS LGI Room	Sarah Ballew	Work with Sarah Ballew from Solution Tree to learn about effective Math Planning.	8/1/2022	8/1/2022	Math	8:30:00 AM	3:30:00 PM	6
DHS Auditorium: NEW to DISD Training - Day 1 of 4	Begin in Gator Mall - Main entrance to DHS	Chad Nuetzmann, Carla Voelkel, Maggie Burk, Melissa Williams Scott, Justin Richardson, Paul Trahan	This mandatory training is only for professionals newly employed to the district for the 2022-2023 school year. All trainings will take place at Dickinson High School. A detailed schedule including training content and locations will be provided prior to the training. New hires will be enrolled in this course prior to the training by the Director of Professional Development. No action is required on your part to register.	8/2/2022	8/2/2022	New to District / FYT Academy / Mentor Training	7:30:00 AM	4:00:00 PM	6

DHS: NEW to DISD Training - Day 2 of 4	DHS Dance Room & Computer Labs	Justin Richardson & Melissa Williams Scott	This mandatory training is only for professionals newly employed to the district for the 2022-2023 school year. All trainings will take place at Dickinson High School. A detailed schedule including training content and locations will be provided prior to the training. New hires will be enrolled in this course prior to the training by the Director of Professional Development. No action is required on your part to register.	8/3/2022	8/3/2022	New to District / FYT Academy / Mentor Training	8:00:00 AM	4:00:00 PM	6
DHS: NEW to DISD Training - Day 3 of 4	DHS Dance Room & LGI Room	Kevin Curtis, Lisa Herrera, Laurie Rodriguez	This mandatory training is only for professionals newly employed to the district for the 2022-2023 school year. All trainings will take place at Dickinson High School. A detailed schedule including training content and locations will be provided prior to the training. New hires will be enrolled in this course prior to the training by the Director of Professional Development. No action is required on your part to register.	8/4/2022	8/4/2022	New to District / FYT Academy / Mentor Training	8:00:00 AM	4:00:00 PM	6
DHS LGI: FYT Mentor Training & Luncheon (Required of all DISD Mentors)	DHS LGI Room	Chad Nuetzmann	This mandatory mentor training and is only intended for teachers who have been assigned by their campus Principal to serve as a mentor for a Protégé First Year Teacher for the upcoming 2022-2023 school year. Attendance at this training is a requirement of the DISD Mentor program. The training will be from 8:30-11:20 and the luncheon will begin shortly afterwards to allow mentors to connect with their FYT's. The luncheon will begin in the LGI room at 11:30 am. This is not an open enrollment course. Qualifying mentor teachers will be enrolled by the Director of Teacher Development and Professional Learning.	8/5/2022	8/5/2022	New to District / FYT Academy / Mentor Training	8:30:00 AM	12:30:00 PM	3
DHS Auditorium: NEW to DISD Training - Day 4 of 4	DHS Auditorium	Robert Cobb, Kim Rich, Lilly Galindo, Leslie Hudson, Caroline Lightfoot	This mandatory training is only for professionals newly employed to the district for the 2022-2023 school year. All trainings will take place at Dickinson High School. A detailed schedule including training content and locations will be provided prior to the training. New hires will be enrolled in this course prior to the training by the Director of Professional Development. No action is	8/5/2022	8/5/2022	New to District / FYT Academy / Mentor Training	8:00:00 AM	4:00:00 PM	6

DHS LGI: First Year Teacher Academy & Mentor Luncheon	DHS LGI Room	Chad Nuetzmann	This half-day training is for first year teachers only, new to the profession, who are NEW to DISD. This session will give teachers an overview of the Teacher Induction and Mentoring Program and describe the support teachers will receive throughout the year. Following the training there will be a luncheon for all FYT's and their mentors to meet. This is not an open enrollment course. Qualifying teachers will be enrolled by the Director of Teacher Development and Professional Learning.	8/5/2022	8/5/2022	New to District / FYT Academy / Mentor Training	11:30:00 AM	4:30:00 PM	None - Credit already given on Day 4 training
KJHS E-182: K-12 Science:The Engineering Design Process - limit 35	Science Lab-Kranz E-182	Region 4: Hannah Roach	Explore ways to facilitate a design challenge using the engineering design process (EDP). Learn how STEM experiences are supported through the EDP. Explore the key components of the EDP through the lens of teacher and student actions. Participants will leave with a design challenge and ideas for implementation including supporting students as they develop their STEM thinking.	6/29/2022	6/29/2022	Science	8:30:00 AM	3:30:00 PM	6
Kranz E:182: K-12 Science: The Engineering Design Process - limit 35 (Repeat Session)	Science Lab-Kranz E-182	Region 4: Hannah Roach	Explore ways to facilitate a design challenge using the engineering design process (EDP). Learn how STEM experiences are supported through the EDP. Explore the key components of the EDP through the lens of teacher and student actions. Participants will leave with a design challenge and ideas for implementation including supporting students as they develop their STEM thinking.	7/14/2022	7/14/2022	Science	8:30:00 AM	3:30:00 PM	6
Texas LRE Sumners Institute: The American History Challenge: Helping Teach the Tougher TEKS (8th Grade) - Out of District Event: (Summer 2022) - Information Only	Out of District - Information Only - Not registering in Eduphoria	Texas LRE	You MUST register for this course at texaslre.org/professional-development/ - not in eduphoria. This posting is FYI only. This virtual institute is designed to address TEKS that are challenging to 8th grade students including: domestic policies of the early Presidents, foreign policies of the early Presidents; political parties; Reconstruction. Participants will have the opportunity to work at their own pace on portions of the institute, learn from scholars and consultants in live sessions, and demonstrate their understanding of learning through a variety of activities. Explore lessons and strategies that support student success and enrich existing curriculum. Participants receive access to all materials upon completion of the course. Register at texaslre.org/professional-development/	7/11/2022	7/14/2022	Social Studies	9:00:00 AM	12:00:00 PM	12

<p>Texas LRE Sumners Institute: The American History Challenge: Helping Teach the Tougher TEKS (High School) - Out of District Event:(Summer 2022) - Information Only</p>	<p>Out of District - Information Only - Not registering in Eduphoria</p>	<p>Texas LRE</p>	<p>You MUST register for this course at texaslre.org/professional-development/ - not in eduphoria. This posting is FYI only. This virtual institute is designed to address TEKS that are challenging to high school American History students including: Gilded and Progressive Eras; the New Deal; Cold War; and Civil Rights. Participants will have the opportunity to work at their own pace on portions of the institute, learn from scholars and consultants and demonstrate their learning through a variety of activities. Explore lessons and strategies that support student success and enrich existing curriculum. Participants receive access to all materials upon completion of the course. Register at texaslre.org/professional-development/ for more information.</p>	<p>7/11/2022</p>	<p>7/14/2022</p>	<p>Social Studies</p>	<p>1:00 PM</p>	<p>4:00:00 PM</p>	<p>12</p>
<p>Texas LRE: Sumners Institute: Kids are Citizens, Too! - Out of District Event: (Kinder-3rd) (Summer 2022) - Information Only</p>	<p>Out of District - Information Only - Not registering in Eduphoria</p>	<p>Texas LRE</p>	<p>You MUST register for this course at texaslre.org/professional-development/ - not in eduphoria. This posting is FYI only. Suggested audience: Kindergarten to 3rd Grade teachers. Kids need to understand civics too! Join us as we explore activities and children's literature that will help teachers lay a foundation for teaching responsible citizenship and celebrating America's beliefs and principles. The institute will provide resources to address: characteristics of good citizens; community helpers; symbols, customs, and celebrations that represent America's identity. These concepts are explored through guided and shred reading/writing opportunities appropriate for kindergarten through 3rd grade students. Participants receive access to all materials upon completion of the course. Visit texaslre.org/professional-development/ to register</p>	<p>7/13/2022</p>	<p>7/13/2022</p>	<p>Social Studies</p>	<p>8:00:00 AM</p>	<p>4:00:00 PM</p>	<p>6</p>

Texas LRE: Sumners Institute on the Founding Documents - Out of District Event: (Summer 2022) - Information Only	Out of District - Information Only - Not registering in Eduphoria	Texas LRE	You MUST register for this course at texaslre.org/professional-development/ - not in eduphoria. This posting is FYI only. This virtual institute will focus on our nation's founding documents and events that have had the greatest influence on the development of our government. It is designed to address: The Declaration of Independence, English and Early American Influences on the development of the U.S. Constitution, the Constitutional Convention, the Federalist and Anti-Federalist debates, and the articles of the U.S. Constitution. Join us and explore lessons and strategies that support student success and enrich existing curriculum. Participants receive access to all materials upon completion of the course. Suggested Audience: 5th, 8th, and Government teachers.	7/18/2022	7/22/2022	Social Studies	8:00:00 AM	4:00:00 PM	21
ESC 230/231: CSI: Creating a Successful IEP	ESC 230/231	Kimberly Davidson	This course is a refresher on the the components that build a successful individual education program from FIE to PLAAFP to Goals and beyond. This is a one day session that will be offered as a refresher, max capacity is 30 attendees for each session. This session will be offered on 6/6 and 6/22.	6/6/2022	6/6/2022	Special Programs	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: What is the evidence? Implementation and data collection - REQUIRED for all SPED teachers - Limit 60	ESC Boardroom & 230/231	Kimberly Davidson	Compliance course for special education teachers to gain insight on implementation and data collection to document the support and services provided. This is the third edition of compliance training (1st edition =Foundations: A to Z and IEPs, 2nd edition =CSI: Creating successful IEPs). This training will be offered on June 8 and repeated on June 28, and June 29.	6/8/2022	6/8/2022	Special Programs	8:30:00 AM	3:30:00 PM	6
ESC 232: CSI: Creating a Successful IEP	ESC 232	Kimberly Davidson	This course is a refresher on the the components that build a successful individual education program from FIE to PLAAFP to Goals and beyond. This is a one day session that will be offered as a refresher, max capacity is 30 attendees for each session.	6/22/2022	6/22/2022	Special Programs	8:30:00 AM	3:30:00 PM	6
ESC Boardroom: What is the evidence? Implementation and data collection - REQUIRED for all SPED teachers - Limit 60	ESC Boardroom & 230/231	Kimberly Davidson	Compliance course for special education teachers to gain insight on implementation and data collection to document the support and services provided. This is the third edition of compliance training (1st edition =Foundations: A to Z and IEPs, 2nd edition =CSI: Creating successful IEPs). This training will be offered on June 8 and repeated on June 28, and June 29.	6/28/2022	6/28/2022	Special Programs	8:30:00 AM	3:30:00 PM	6

ESC Boardroom: What is the evidence? Implementation and data collection - REQUIRED for all SPED teachers - Limit 60	ESC Boardroom & 230/231	Kimberly Davidson	Compliance course for special education teachers to gain insight on implementation and data collection to document the support and services provided. This is the third edition of compliance training (1st edition =Foundations: A to Z and IEPs, 2nd edition =CSI: Creating successful IEPs). This training will be offered on June 8 and repeated on June 28, and June 29.	6/29/2022	6/29/2022	Special Programs	8:30:00 AM	3:30:00 PM	6
ESC 232: Behavior Clinic-Day 1 of 2	ESC 232	Maggie Burk, Cephus Scott, Patricia Kaemmer, Jenny Blanco	ABCD Teachers and Behavior Coaches Provide training on job duties of behavior specialists (ABCD teachers, behavior coaches, behavior paras) including data collection, reorientation, monitoring, social skills, restorative practices, why try, etc. Part 1 is on 8/1 and part 2 is on 8/8. Must attend both days.	8/1/2022	8/1/2022	Special Programs	8:00:00 AM	4:00:00 PM	6
ESC 232: Behavior Clinic-Day 2 of 2	ESC 232	Maggie Burk, Cephus Scott, Patricia Kaemmer, Jenny Blanco	ABCD Teachers and Behavior Coaches Provide training on job duties of behavior specialists (ABCD teachers, behavior coaches, behavior paras) including data collection, reorientation, monitoring, social skills, restorative practices, why try, etc. Part 1 is on 8/1 and part 2 is on 8/8. Must attend both days.	8/8/2022	8/8/2022	Special Programs	8:00:00 AM	4:00:00 PM	6
VIRTUAL: Level 3 Schoology Workshop - must apply for consideration using google form	VIRTUAL e-course	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott	Those who use Schoology four times per week or more (in other words, almost daily) are recommended to take a Level 3 Schoology Professional Development Session. Level 3 Sessions will be online in the Schoology platform and self-paced, with regularly scheduled Zoom sessions for further support. Please complete the Google Form at https://forms.gle/KpBzeRHwSniL3pbHA for consideration and approval to participate in a Level 3 Schoology Professional Development experience.	Window opens on 6/1/2022	Window closes on 7/31/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 1) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Callie Harmon, Amy Link, Nathan Robinson, Cheryl Tippit	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	6/28/2022	6/28/2022	Technology	8:00:00 AM	3:00:00 PM	6

Lobit Library:Level 1 Schoology Workshop (Session 2) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Erika Peugeot, Brook Morgan, Jazz Kristensen, Amy Link	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building,	6/29/2022	6/29/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 2 Schoology Workshop (Session 1) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Erika Peugeot, Nathan Robinson, Chelsea Winters, Cheryl Tippit	Those who use Schoology three times per week or more are recommended to attend a Level 2 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	6/30/2022	6/30/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 3) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Cassidy Dill, Taylor Simpson, Chelsea Winters	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/12/2022	7/12/2022	Technology	8:00:00 AM	3:00:00 PM	6

Lobit Library: Level 1 Schoology Workshop (Session 4) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Cassidy Dill, Taylor Simpson, Ashley Thornton	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building,	7/13/2022	7/13/2022	Technology	8:00:00 AM	3:30:00 PM	6
Lobit Library: Level 2 Schoology Workshop (Session 2) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Ashley Thornton	Those who use Schoology three times per week or more are recommended to attend a Level 2 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/14/2022	7/14/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 5) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Sheri Howard, Zulma Walker	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/19/2022	7/19/2022	Technology	8:00:00 AM	3:00:00 PM	6

Lobit Library: Level 1 Schoology Workshop (Session 6) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Sheri Howard, Kassandra Vargas	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/20/2022	7/20/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 2 Schoology Workshop (Session 3) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Zulma Walker, Brook Morgan	Those who use Schoology three times per week or more are recommended to attend a Level 2 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/21/2022	7/21/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 1 Schoology Workshop (Session 7) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Hunter Forsythe, Christy Lynn	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/26/2022	7/26/2022	Technology	8:00:00 AM	3:00:00 PM	6

Lobit Library: Level 1 Schoology Workshop (Session 8) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Hunter Forsythe, Samantha Battleson, Lisa Brown	Those who use Schoology two times per week or less are recommended to attend a Level 1 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building, and District Resources.	7/27/2022	7/27/2022	Technology	8:00:00 AM	3:00:00 PM	6
Lobit Library: Level 2 Schoology Workshop (Session 4) - Limit 100	Begin in Lobit Library	Caroline Lightfoot, Jennifer Rushing, Melissa Williams-Scott, Samantha Battleson, Lisa Brown	Those who use Schoology three times per week or more are recommended to attend a Level 2 Schoology Professional Development Session. The day will begin with a Whole Group Session where the streamlined and simplified district format will be introduced, along with tips and tricks for more fully utilizing Department Groups and Personal Resources, which allow for sharing materials to classes more effectively. After the initial session, teachers will be able to choose between Four Breakout Sessions throughout the day. The Breakout Sessions include Assessments, Assignments, Lesson Building	7/28/2022	7/28/2022	Technology	8:00:00 AM	3:00:00 PM	6

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: 2022 Curriculum Update Report

Agenda Item: Jacquelyn Kennedy

Background Information:
The 2021-2022 Curriculum Update report is attached.

Recommendation:
Information only

Action Item: _____ Yes √ No

2021-2022

CURRICULUM UPDATE

RLA

CONGREGATING WITH TAMU!

All campuses have partnered with Texas A&M to implement strategies that align with literacy best practice. Our partnership with Texas A&M will impact and enhance classroom instruction tied to main idea, summary, inference, and writing development, through embedded professional development, coaching cycles, resources, and targeted feedback.

MATH TASTIC OPPORTUNITIES

Math is adding additional courses for our high school students. As our first STEAM group works towards graduation, we are adding Calculus BC as an additional option for our highest achievers. Dual Credit Algebra I is an additional opportunity we will be providing students who are college ready and wanting to earn a college math credit without leaving campus. Training is being provided for these teachers to ensure we provide the very best instruction for our Gators!

SCIENCE

ENGINEERING DESIGN PROCESS IN SCIENCE

One of the changes brought about by the recently adopted TEKS is the expectation that all K-8 students use not only science but engineering practices as well to explain natural phenomena and design solutions to real-world problems. This year, 1st-5th grade science students were given opportunities to flex their engineering design skills as we shift to meet the expectations outlined in the 2021 TEKS.

SOCIAL STUDIES

Cross-curricular integration of RLA and Social Studies has been a priority this school year. RLA and Social Studies curriculum specialists, HCDE consultant, technology, and Special Programs have worked collaboratively to create thematic units for K-4 classrooms that are aligned to state standards and promote literacy through the use of different types of text. This work will be presented at the *National Council of Teachers of English Conference* in California in November 2022.

STEAM EXPO EXPANDS

This year's Gator STEAM Expo included participation from two additional middle schools, marking the event's expansion. There were more than 1,000 individuals in attendance. STEAM students, in grades 5-8, presented unique and innovative exhibits that highlighted the learning that took place in their STEAM classes.





2021-2022 Reading Language Arts (RLA) Report

Prepared by: Susan Cook, Jennifer Brewer, and Charles Moore

Summary of Procedures/Events/Activities

- **CHOMPING Collaboration**
Teachers meet weekly in collaborative teams to plan and evaluate lessons in order to ensure alignment of instruction and assessment to the TEKS with appropriate levels of rigor.
- **NaviGATORS Reading Across Genres**
Special focus this year has been on literacy in the content areas; teachers are collaborating to implement activities that support literacy in the Social Studies and Science classroom.
- **Taking a BITE out of Essential Standards**
Curriculum documents and district resources reflect the focus on essential standards. Teachers are utilizing essential standards to design common formative assessments.
- **RLA Instructional Coaches are the *true* InvestiGATORS**
Curriculum specialists and campus leadership, including academic coaches, interventionists, and administrators, work together in Curriculum Leadership Teams to make collective decisions about goals and curriculum.

Potential for Near and Long-Term Program Effectiveness

- Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third-grade teachers and principals must attend a teacher literacy achievement academy by the 2021-2022 school year. During the 22-23 school year, all kindergarten through 3rd-grade teachers will attend in order to increase knowledge and implementation of evidence-based practices which will positively impact student literacy achievement.
- HB 4545 - Teachers are offering content specific intervention and acceleration during and after school in order for all students to be successful.
- DISD will continue the implementation of Knowledge Acquisition & Transformation (KAT) strategy and WeWrite lessons tied to the writing process. By integrating KAT and WeWrite into texts in RLA, Science, and Social Studies lessons students will master main idea, summary, inference, and writing process standards. On-going coaching and feedback will guide instructional decisions and foster growth for all students.

- Explore instructional strategies and professional learning opportunities that address the new STAAR item types including the short and extended constructed response items. Changes to future assessments necessitate additional planning and collaboration to ensure student success moving forward.
- PLC Collaborative Teams will continue to develop their focus on essential standards through the four questions of a PLC in order to enhance understanding of what students need to learn, how they will be assessed, and what decisions will be made based on the results of the assessment.

Plans for Improvement/Modification/Enhancement

In order to plan for curricular and instructional improvement curriculum specialists will:

- Attend the following professional learning opportunities:
 - *Solution Tree* Conference The Summit on RtI at Work
 - Lead4ward 2023 Think! Conference, *Believe*
 - TCTELA
 - CREST Conference
- Sustain partnerships with:
 - Texas A&M literacy training
 - Kelly Tummy
- Improve instructional capacity of teachers by participating in and training on:
 - Coaching cycles
 - Writing calibration
 - Effective small group instruction

Fiscal Impact

- Extra duty teacher agreements in order to review/revise curriculum
- Penny Kittle professional learning from Heinemann
- Provide K-3 teachers with a stipend for completing Reading Academies per HB 3
- Professional Texts:
 - *Patterns of Power*
 - *Writing with Mentors*
 - *Beyond Literary Analysis*
- ESSER funds were used to purchase *Foundations*® teacher kits which provide research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program for grades K-3.

2021-2022 Mathematics Report

Prepared by: D'Ann Schneider, Amanda Rodriguez, and Mandy Snelson

Summary of Procedures/Events/Activities

- Math is adding additional courses for high school students. Calculus BC for our highest achievers as the first STEAM group gets closer to being seniors. Dual Credit Algebra 1 for students on campus for any student that is college ready to earn a college math credit without leaving campus. Training is being provided for those teachers.
- Teachers meet weekly in collaborative teams to plan and evaluate lessons in order to ensure alignment of instruction and assessment to the TEKS with appropriate levels of rigor. Math has been incorporating engaging activities to help the math “stick”.



- Math teachers, coaches, and interventionists worked with the Curriculum Specialists to identify essential standards for student learning, and created resources to better enhance student learning of these standards.
- New Math resources are being added for elementary, middle and junior high to the curriculum to support essential standard teaching including new item type banks and Choice Boards for extension.

Potential for Near and Long-Term Program Effectiveness

- Small Group Instruction (SGI) K-5 teachers will be trained in September 2022 by Dr. Nicki Newton on the implementation and effectiveness of small group instruction for student differentiation. This will allow teachers more opportunities for built-in intervention and acceleration during the school day based on common formative assessment data.
- Curriculum Leadership meetings will continue to keep campus leaders and teachers up to date on priorities in mathematics.
- Teachers are offering content specific math tutorials during school and also at night in the Lighted Windows-Open Doors program to help students district-wide be successful.
- HB 4545 - Teachers are offering content specific intervention and acceleration during and after school in order for all students to be successful.
- Teachers will continue to study formative assessment data, unit assessment data, and interim data and will modify instruction to focus on individual student needs in order to enhance mastery of math concepts.

Plans for Improvement/Modification/Enhancement

In order to plan for curricular and instructional improvement curriculum specialists will:

- Attend the following professional learning opportunities:
 - *Solution Tree* Conference The Summit on RtI at Work

- Lead4ward 2023 Think! Conference, *Believe*
- Streamline their curriculum documents by:
 - Working toward creating a Unit Planning Guide template to drive vertical alignment in mathematics PK-12.
- Improve instructional capacity of teachers and coaches by participating in and training on:
 - *Solution Tree's* Mathematics in a PLC at Work series in August 2022. This professional learning opportunity will provide coaches and teachers with knowledge and skills focused around collaboration, instruction, grading, and assessment.

Fiscal Impact

- TI NSPIRE calculators will continue to be an expense, especially as attrition of devices occurs and as we open Dickinson Junior High.
- The math department teams at the junior high campuses and DHS request to purchase TI-Navigator devices to be able to incorporate technology activities in real-time.
- Training for math co-teachers would be beneficial to increase student achievement in mathematics.

2021-2022 Science Report

Prepared by: Vicky Hood and Carol Bullock

Summary of Procedures/Events/Activities

- **New Science TEKS have Arrived!**

In the fall, the SBOE adopted new TEKS for grades K-8 science. Though not slated for implementation until the 24-25 school year, teams of teachers have been at work analyzing the new TEKS and creating a district plan for modifying our current curriculum to meet the elevated expectations set forth by the SBOE.

- **Mapping Out the Path for Success**

Fifth and sixth grade teachers created *Stepping Up to the Standards* posters to aid in their understanding of our Essential Standards and lesson design. Besides serving as a road map through the identified TEKS, these posters also helped the collaborative teams identify pre-skills that may need review as well as ideas on how best to extend the learning for our students.

- **Supporting Science through Literacy**

Elementary reading/language arts teachers are supporting science by including non-fiction articles aligned to current science topics. What a great way to support students as they work to master challenging concepts and vocabulary.

- **Collaboration Across Science**

Each month, K-12 Curriculum Leadership Team (CLT) members meet with specialists to share district and state Science information, collaborate on district initiatives, and work together to enhance science instruction and student performance. .

Potential for Near and Long-Term Program Effectiveness

- Continued support of science through targeted literacy selections in the K-8 reading language arts classroom will help our students grow not only in their understanding of grade-aligned science concepts but in vocabulary fluency as well.
- By increasing the footprint of our STEAM program to include teams at all three middle school campuses, we are able to place a greater number of students on the path of a STEAM career.
- Collaborative Team Time (CTT) has allowed our teachers to focus on using data to drive instruction. These teams meet each week to not only design lessons but also reflect on recent student data and adjust instruction to promote success for all learners.
- In response to HB 4545, science curriculum specialists created Just in Time Intervention Guides for 3rd, 4th, 5th, 8th, and Biology. These documents, aligned to the identified Essential Standards for each grade, assist teachers with acceleration strategies and mini-lessons to use with students.
- As our 5th - 8th grade science teachers began to use the four PLC Guiding Questions while planning their lessons, attention was often directed to question four, “How will we extend the learning for students who are already proficient?” To meet this need, the science curriculum specialists developed a collection of extension activities for each identified Essential Standard.

Plans for Improvement/Modification/Enhancement

In order to plan for curricular and instructional improvement curriculum specialists will:

- Attend the following professional learning opportunities:
 - Region 4: *Engineering Design Process* (DISD June 29th and July 14th)
 - TSELA (Texas Science Education Leadership Association)
 - STAT (Science Teachers Association of Texas)
 - NSTA (National Science Teachers Association)
 - Region 4: *Exploring the K-12 Science Framework* (Fall 2022)
 - Region 4: *Navigating the 2021 TEKS*
- In order to improve science curriculum, curriculum specialists will:
 - Work with teams of teachers to revise our current curriculum to better align with the 2021 TEKS. This will include:
 - Identifying target phenomena for each unit of study
 - Identifying disciplinary core ideas for each unit of study
 - Identifying crosscutting concepts
 - Identifying/creating investigations that rely on scientific and engineering practices
 - Beginning the review process for resources
 - Develop additional K-5 activities to support mastery of the engineering design process.
 - Identify target nonfiction passages aligned to 3-5 science for use in the RLA classroom.
 - Create 3rd and 4th grade extension activities to address the question, “What do we do when students already know it?”
- Improve instructional capacity of teachers by participating in and training on:
 - Professional development sessions which address the *Engineering Design Process*
 - *Virtual Interactive Word Walls* and *Creativity in Science*
 - Professional development for K-12 Science teachers focused around the 2021 K-8 Science TEKS
 - K-12 Framework including crosscutting concepts and phenomena-based science through the K-8 Science Curriculum Leadership Teams
 - Pre-view sessions each nine weeks to review content and expectations for investigations.

Fiscal Impact

- ESSER funds were used to purchase some of the identified tools and supplies required for the recently adopted K-8 science TEKS (i.e. student hot plates, digital scales, laser pointers, stream tables).
- ESSER funds were used to purchase science equipment for the upcoming 4th and 6th grade campus realignment (summer 2023) .
- Funding will be needed for K-8 Region 4 training over the 2021 TEKS.
- Funding will be needed to purchase additional materials necessary to meet the curricular changes brought about by the 2021 TEKS.
- Funding will be needed to purchase district-wide instructional resources aligned to the 2021 TEKS.
- Funding will be needed to purchase classroom sets of on-level fiction/nonfiction books aligned to science concepts for PK-2nd grade.
- To increase 5th grade STAAR performance, DISD should explore funding K-4 science academic coach/lab instructor positions for each campus (suggestion from Region 4 Curriculum review).
- Additional science laboratory classrooms are needed at both Dunbar and Barber Middle School.

2021-2022 Social Studies Report

Prepared by: Susan Haynes

Summary of Procedures/Events/Activities

- Dickinson High School was among the first in Region 4 to offer African-American Studies as an elective for juniors and seniors. In its first year of existence, two sections of the course were offered; in the 2022-23 school year, it is projected that at least one other section will be added to the master schedule.
- Social Studies teachers, coaches, and interventionists worked with the Social Studies curriculum specialist to identify essential standards for student learning, and created resources to better enhance student learning of these standards.
- Using interim data, high school teachers from multiple content areas came together to craft a targeted two week after school blitz plan to prepare students for the U.S. History End of Course exam. Specific reporting categories and students were selected to attend in order to move students from approaches to meets and meets to masters. On average, 120 DHS juniors have attended the after school blitz each day.
- Senate Bill 3 was closely monitored and analyzed by the Social Studies specialist this year, and a plan has been developed to assist coaches and teachers in a process for determining if topics are controversial, and how to best address these topics. The TEKS streamlining process has also been closely monitored to put forth an action plan to best support teachers with the predicted significant changes that will take place with the Social Studies TEKS.

Potential for Near and Long-Term Program Effectiveness

- Reading Language Arts/Social Studies integration will continue and will expand from K-4 focus, to K-12.
- Curriculum Leadership meetings will continue to keep campus leaders and teachers up to date on priorities in Social Studies.
- Teachers will continue to study formative assessment, unit assessment, and interim data and they will modify instruction to focus on individual student needs in order to enhance mastery of social studies concepts.
- Student performance data is available and teachers have been analyzing the data to adjust curriculum and instruction. Students have been analyzing their own data to identify strengths and weaknesses, as well as improve mastery and reach higher levels of achievement.
- Teachers will continue to plan for built-in intervention and acceleration based on common formative assessment data in order to improve student understanding of essential standards.

Plans for Improvement/Modification/Enhancement

In order to plan for curricular and instructional improvement curriculum specialist will:

- Attend national and state conferences, including *Solution Tree's* RTI at Work Conference, *Solution Tree's* Grading and Assessment Conference, the Texas Council for the Social Studies fall conference, and the Texas Social Studies Supervisor Association's fall and spring conferences.
- Closing monitor the TEKS streamlining process. Once the new standards have been approved in late 2022, work will begin on curriculum adjustments, including: updated K-12 Year at a Glance, K-12 Scope and Sequence, K-12 vertically aligned Essential Standards, K-12 Unit Planning Guides, and additional resources for teachers.
- Continue to work with Kelly Tummy on integrated units of study.

- Improve instructional capacity of teachers by participating in and training on:
 - *Visible Learning in Social Studies* and lead training sessions for teachers using a book study format.
 - Grade level collaboration across the district.
 - Vertical alignment and calibration for Advanced Placement and Honors teachers at the high school. Junior High and middle school will follow.
 - Depth of Knowledge to better align instruction and assessment.
 - African American Studies through our partnership with University of Houston.

Fiscal Impact

- DBQ Online was purchased for K-12 campuses for RLA and Social Studies to help students better analyze primary and secondary sources, contextualize, and write using evidence. Using the online platform will also help students learn to annotate, read, and write using a device which will assist with the shift to online testing.
- As the world keeps changing and evolving, updated maps and data may need to be ordered so that students have access to current data in social studies classrooms. Likewise, funds should be provided to purchase and/or expand media libraries so that students have access to updated interactive instructional materials.
- With additional students enrolling in African American studies, additional textbooks will need to be purchased.
- Elementary schools will need additional resources to assure access to materials that better cover all required state standards.

2021-2022 STEAM Report

Prepared by: Britta Carter and Krystal Trevino

Summary of Procedures/Events/Activities

- Collaboration Across the District: STEAM Professional Learning Communities (PLCs) met weekly with STEAM specialists and content teachers to share knowledge and collaborate on teaching skills and students' academic achievement.
- Students in the STEAM Academy have been given the opportunity to discover and make connections between subject-area disciplines through the integration of interdisciplinary content and skills.



- **STEAM Students Shine in our District and make Real-world Connection**
Bethany Lloyd, former STEAM Academy student, and her robotics team at DHS were one of 211 teams from around the world selected to participate in the Great Lunar Expedition for Everyone (Glee) Program. Inspired by NASA's Apollo Moon Landings over 50 years ago. Under the program's mentorship this team will learn what it takes to build, program and land their LunaSat on the moon's surface next year.
- STEAM has been introducing exciting STEAM challenges into the content curriculum to assist students in developing their understanding of 21st Century skills such as communication, collaboration, creativity and critical thinking.
- Students from all throughout the DISD STEAM program have had the opportunity to engage in district-wide field experiences. These experiences have enhanced their understanding of the STEAM world. For example, during a recent trip to the Astros Ballpark, students learned about baseball physics, statistics, and design and engineering of the stadium. Other unique and relevant field opportunities included visits to: Galveston Bay Foundation's bay facility to explore ecosystems, Johnson Space Center's advancements in aeronautics, Kemah Boardwalk's interactive stingray reef, Ocean Star OffShore Drilling Rig Museum, FunCity Sk8's real life physics and chemistry experiments.
- With the arrival of new Science TEKS, STEAM teachers have been hard at work analyzing the new TEKS and creating plans to implement them. We have added a new high school credit Science course called Integrated Physics and Chemistry (IPC) which is slated to begin Fall of 2022.

Potential for Near and Long-Term Program Effectiveness

- By ensuring STEAM students gain and understand the 21st Century Skills this will not only provide a framework for successful learning in the DISD STEAM classrooms, but also ensure our students will thrive in a world where change is constant and learning never stops.
- As a result of expanding the reach of our STEAM program such that it now includes campuses from across the district we are able to set a larger number of kids on the path that lead to a career in STEAM fields.
- Enhancing content and STEAM instruction through the use of district-wide Professional Learning Communities that meet weekly with STEAM Specialists and content teachers will allow for assessment data to be used to modify instruction to focus on the unique requirements of individual students. This will both improve students' ability to master content TEKS and provide data for intervention.
- Curriculum/Program STEAM Leadership meetings will continue to keep STEAM campus leaders and teachers up to date on priorities in STEAM.
- Integration of interdisciplinary content and skills between subject-area disciplines will continue to be developed and be executed in the STEAM program grades 5-8.

Plans for Improvement/Modification/Enhancement

In order to plan for curricular and instructional improvement curriculum specialists will:

- Help improve teachers' craft as a STEAM content team by:
 - Supporting all district content initiatives, including PLC training, as well as KAT Training and Wewrite training with TAMU.
 - Attending Region 4 STEAM Conference in June.
 - Attending conferences throughout the school year such as TCEA (Technology), Gifted and Talented (GT) and SEC for Science.
- Plan for curricular and instructional improvement by:
 - Creating unit planning guides that will incorporate STEAM interdisciplinary units and STEAM connections.
 - Creating quality pre-assessments to transform Tier I lessons and make instructional adjustments based on student need.
 - Continuing to expand the program with the addition of 200 students and 8 additional teachers.
- Improve the instructional capacity of teachers by:
 - Providing professional development on differentiation, Project Based Learning (PBL), and higher-order thinking.
 - Facilitating district wide STEAM grade level collaborative team time throughout the 2022-2023 school year.
 - Vertically aligning content and program activities as the program expands. Teachers will have more opportunities to collaborate both horizontally and vertically with their STEAM teams.

Fiscal Impact

- ESSER funds were used to purchase some of the identified tools and supplies required for the recently adopted K-8 science TEKS (i.e. student hot plates, digital scales, laser pointers, stream tables) and for all new equipment and supplies needed in the creation of the new high school IPC course for 8th grade.
- As a result of the ongoing expansion of the program, we will need to expand the scale of the budget across all campuses to ensure equity.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: 2022 Career and Technical Education Report

Agenda Item: Dr. Melissa Everett

Background Information:

The 2021-2022 Career and Technical Education report is attached.

Recommendation:

Information only

Action Item: _____ Yes √ No



**June 2022 Board Report
 CTE Certifications and Program Planning**

5 Year CTE Certification Summary

2017-2018 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Michael Perry	Intro to Welding	NCCER Core Level 1	74	0	74
Craig Jones	Welding 1	AWS D1.1	31	0	31
		NCCER Welding 1	32	0	32
Ricky Cox	Welding II	AWS D9.1	33	0	33
		AWS D1.1	28	0	28
Jenny Hightower	Pharmacy Technician	Certified Pharmacy Technician	8	15	23
Vera Addison	Health Science	Certified Nurse Aide	13	3	16
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	4	4	8
		Totals	223	22	245

2018-2019 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Craig Jones	Intro to Welding	NCCER Core Level 1	70	1	71
	Welding 1	AWS D1.1	19	0	19
		NCCER Welding 1	20	1	21
Ricky Cox	Welding 1	AWS D9.1	29	0	29
	Welding 2	AWS D1.1	30	0	30
		AWS Tacking	60	0	60
Jenny Hightower	Pharmacy Technician	Certified Pharmacy Technician	9	6	15
Vera Addison	Health Science	Certified Nurse Aide	19	0	19
Kristi Pulkinen	Health Science	EKG Technician	14	4	18
		Phlebotomy Technician	17	1	18

DICKINSON INDEPENDENT SCHOOL DISTRICT

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Director of Career & Technical Education



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Veronica Parker	Cosmetology	Texas Cosmetology Operators License	8	0	8
Sara Malloy	Engineering	Certified SolidWorks Associate	1	71	72
		Totals	296	84	380

2019-2020 Certifications

*Please note: Rows indicating "0 Total Certifications Taken" were unable to attempt certifications due to COVID-19 testing limitations

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Craig Jones	Intro to Welding	NCCER Core Level 1	0	0	0
	Welding 1	AWS D1.1	16	0	16
		NCCER Welding 1	0	0	0
Cally Cox	Welding 1	AWS D9.1	9	0	9
	Welding 2	AWS D1.1	0	0	0
		S/P2 Ethics in Welding	12	0	12
		S/P2 Building a Resume	12	0	12
		S/P2 Land that Job	12	0	12
		S/P2 Welding	13	0	13
		S/P2 WD 40	38	0	38
		AWS Tacking	0	0	0
Jenny Hightower	Pharmacy Technician	Certified Pharmacy Technician	2	1	3
Vera Addison	Health Science	Patient Care Technician	67	2	69
Kristi Pulkinen	Health Science	EKG Technician	45	15	60
		Phlebotomy Technician	24	30	54
All Health Science	Health Science	BLS/CPR	69	0	69
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	2	0	2
		S/P2 Cosmetology	0	0	0
Megan Marteeny	Engineering	Certified SolidWorks Associate	2	14	16
Brad Vanden Hul	Auto Tech	S/P2 WD 40	25	0	25
		S/P2 Automotive Pollution	26	0	26
		S/P2 Automotive Safety	26	0	26

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		Automotive Service Excellence (ASE)	0	0	0
Aaron Whitener	Agriculture	Beef Quality Assurance	12	0	12
		OSHA 30	0	0	0
Clay Menotti	Agriculture	Texas State Floral Association	0	0	0
Matt Koby	Audio Video Production	Adobe Premier Pro	0	0	0
Kelli Koby		Adobe Photoshop	0	0	0
John Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	0	0	0
		Totals	412 passed	62	474

2020-2021 Certifications

*Please note: Rows indicating "0 Total Certifications Taken" were unable to attempt certifications due to COVID-19 technology testing limitations

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Paul Rose	Intro to Welding	NCCER Core Level 1	18	17	35
	Intro to Welding	AWS D1.1	0	0	0
	Intro to Welding	AWS D9.1	1	0	1
	Welding 1	NCCER Core Level 1	16	3	19
	Welding 1	AWS D1.1	1	0	1
	Welding I	AWS D9.1	5	0	5
Dusty Green	Welding 2	AWS D9.1	14	0	14
	Welding 2	AWS D1.1	12	0	12
Jenny Hightower	Pharmacy Technician	Certified Pharmacy Technician	5	2	7
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	Patient Care Technician	66	0	66
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	EKG Technician	53	0	53
Jenna Ryder	Dental	Registered Dental Assistant (RDA)	9	0	9
Jenna Ryder	Dental	Nitrous Oxide	9	0	9
Jenna Ryder	Dental	BLS/CPR	9	0	9
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	5	2	7
Megan Marteeny	Engineering	Certified SolidWorks Associate	9	23	32
Dakota O'Brien	Auto Tech	Automotive Service Excellence (ASE)	17	0	17

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Jordyn Cook	Agriculture	Beef Quality Assurance	0	0	0
Jordyn Cook & Clay Menotti		OSHA 30	0	0	0
Clay Menotti	Agriculture	Texas State Floral Association	0	0	0
Matt Koby	Audio Video Production	Adobe Premier Pro	15	8	23
Kelli Koby	Audio Video Production	Adobe Photoshop	2	0	2
John Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	0	0	0
		Totals	266 passed	55	321

2021-2022 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Paul Rose	Intro to Welding	NCCER Core Level 1	69	5	74
College of the Mainland	Welding 1 (COM Dual Credit)	NCCER Core Level 1	0 *Students will earn certifications in their 2 nd year of Dual credit with COM	0	0
Clay Menotti	Welding 2	OSHA 30	1 *Piloted OSHA 30	16	17
Lacey Jackson	Pharmacy Technician	Certified Pharmacy Technician	7	4	11
Lacey Jackson	Pharmacy Technician	BLS/CPR	12	0	12
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	Patient Care Technician	34	0	34
Kristi Pulkinen, Kristen Begnaud, Amy Spies	Health Science	EKG Technician	34	0	34
Jenna Ryder	Dental	Registered Dental Assistant (RDA)	14	0	14
Jenna Ryder	Dental	Nitrous Oxide	14	0	14
Jenna Ryder	Dental	BLS/CPR	14	0	14
Autumn Thomas	EMT	Emergency Medical Technician	1 *New Program	2	3
Veronica Parker	Cosmetology	Texas Cosmetology Operators License	11	0	11
John Bruysschaard	Engineering	Certified SolidWorks Associate	8	13	21
Justin Dorsett	Auto Tech	Automotive Service Excellence (ASE)	0 *Teacher started March 21st	0	0
Jordyn Cook	Agriculture	Texas State Floral Association	0 *Providing additional training to teacher	0	0
Matt Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	6	6	12

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Kelli Koby	Audio Video Production	Adobe Photoshop	10	0	10
Hayley Booth	Graphic Design	Adobe Certified Associate (In Design)	0 *Piloted Adobe In Design	9	0
John Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	37	9	46
Elena Flores	Education & Training	Educational Aide I	15	0	15
Carrie Flynn	Business	Microsoft	3	3	6
		Totals	290 passed	58	354

New CTE Opportunities

Jet Grant

DISD CTE has successfully completed two Jobs and Education for Texans (JET) grants for our Health Science and Welding programs. The purpose of the JET grant is to defray the start-up costs associated with developing career and technical education programs. The grants will provide funding for equipment for the purpose of developing career and technical education courses leading to a license, certificate or post-secondary degree and may include courses offering dual-credit and technical education programs. If awarded the Health Science grant, DISD will be the first in Texas to provide students coursework leading to dual credit and a Limited Licensed Radiology Technologist (LLRT) credential opportunity. The welding grant will provide DISD the ability to purchase large equipment for our new Applied Agriculture Engineering course. Students will have an opportunity to earn American Welding Society (AWS) D 1.1, D 9.1, and National Center for Construction Education and Research (NCCER) CORE certifications.

Agriculture

New Course: Dickinson High School is offering a Veterinary Medial Applications course to students this fall. The Veterinary Sciences program of study focuses on the science, research, and business of animals and other living organisms. Students learn how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch. Students may also research or diagnose diseases and injuries of animals.

New Course: Dickinson High School is offering a Wildlife, Fisheries, and Ecology Management course to students this fall. Wildlife, Fisheries, and Ecology Management examines the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs as related to current agricultural practices. To prepare for success, students need opportunities to learn, reinforce, apply, and transfer their knowledge and skills in a variety of settings.

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

CTE Highlights

Education & Training

Nationals: Three groups of Dickinson High School Texas Association of Future Educators (TAFE) Career & Technical Education (CTE) students advanced to the Educators Rising 2022 National Conference & Competition in June.

Science, Technology, Engineering, and Math (STEM)

Great Lunar Expedition for Everyone (GLEE): Bethany Lloyd and her team were one of 211 teams from around the world selected to participate in Great Lunar Expedition for Everyone (GLEE). Inspired by NASA's Apollo Moon landings over 50 years ago, (GLEE) will be a catalyst for a new generation of space missions and explorers. This scientific and technological mission to the Moon will deploy 500 LunaSats to the lunar surface to conduct local and distributed science missions. LunaSats are tiny spacecrafts with an integrated sensor suite that will be programmed by teams of students all over the world for a mission of their own design. These teams will be mentored by GLEE program staff through the programming, test, launch, and data gathering process. From hands-on activities to a global citizen science network, GLEE is the next step to inspire and engage the world in a truly global mission to the Moon. This program will give the DISD team the chance to learn what it takes to build, program, and land their LunaSat on the moon's surface next year. DISD Robotics coach Carl Bergman shared, "This is an incredible opportunity to learn

DICKINSON INDEPENDENT SCHOOL DISTRICT

Melissa Botkin-Everett, Ed.D
Director of Career & Technical Education



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about mechanical and software engineering while accomplishing what most high school students can only dream of.” DISD’s mentor will be the lead designer of the VIPER program at NASA.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022
Item Title: 2022 Fine Arts Report
Agenda Item: Paul Trahan

Background Information:
The 2021-2022 Fine Arts report is attached.

Recommendation:
Information only

Action Item: Yes No

DICKINSON ISD

Fine Arts

Creating Excellence-Inspiring Futures



Dickinson High School Band Program

Directors: Trevor Braselton, Risa Hsu, Todd Sommer, Robbie Wang and Aaron Stickley

MJHS Directors: John Hinojosa and Robert Baker

Kranz Directors: Kelby Koch and Juan Castillo

Rebekah Delgado—**DMS**, Rumaldo Saenz—**BMS**, Jessicah Saldana—**LMS**, Will Carroll—**MS Floating**

Brief summary of new procedures/events/activities:

- DHS student leadership continues to be the backbone of our success. This year, we hired SASI to lead a two day workshop with our student leaders.
- Continued use of the Charms management system allows for effective communication with parents.
- We continue with Smart Music technology and the Harmony Director on all campuses.
- Additional extrinsic awards for the school year include a Main Event Day for students consistently showing musicianship and growth in the classroom for sixth to eighth grade district band students and a sixth grade end of the year rewards party also held at Main Event.
- Kranz Jazz band on Fridays has continued after school and has become an opportunity to explore different styles of music and expand their creativity learning how to improvise/solo and improve sight reading skills.
- At Kranz we have started having students become “band aids.” These students choose to learn a secondary instrument to help the third band members. This has led to a better culture in our younger band and provided leadership opportunities for others
- Various clinicians are used to enhance the students' learning opportunities.

Pertinent statistics

DHS Band

- Total Enrollment 220 ; Male 102 , Female 118
- Ethnicity Breakdown: White 79, Black 29, Hispanic/Indian 102, Asian/ Pacific Islander 9
- Freshman 88, Sophomore 60 , Junior 40 , Senior 32

McAdams J.H. Band

- 99 total students, 43 7th graders, 56 8th graders,
- Male 61, Female 38
- Ethnicity Breakdown: White 35, Black 13, Hispanic 47, Asian 3, 1 American Indian

Kranz J.H. Band

- 154 total students 77 7th graders, 77 8th graders
- 66 girls, 88 boys
- Ethnicity Breakdown: White 46, Black 20, Hispani 85, Asian 3
- 7-8th grade 90% Retention
- 8-9th grade 88% Retention

Dunbar, Barber, and Lobit MS Bands

- Dunbar Band - 84 students; 49 Male, 35 Female; 16 White, 20 Black, 45 Hispanic , 3 Asian
- Barber Band- 91 students; 42 male, 49 female, 33 Hispanic, 48 white, 7 Black, 3 Asian
- Lobit Band- 85 students; Male 43; Female 42; White 34; Black 21 ; Hispanic 28; Asian 2

Plans for improvement/modification/enhancement of efforts:

- Honors credit is offered this year at DHS as well as AP Music Theory.
- Continue to develop and encourage the private lesson program to improve individual playing skills.
- Developing a plan to work with individual students and provide one-on-one instruction at little to no additional costs to the students..
- New music arranger, drill writer and program coordinator for the DHS Marching Band for 2021 season.
- Develop a way to split band’s regularly for more specialized instruction.
- Constantly balance instrumentation at the 6th grade campuses to ensure no shortages occur at the JH.
- Utilize Smart Music for future assignments next school year.
- Help students practice more intelligently with a type of focused approach, so they can become more efficient.
- Middle school bands are working to find ways to help students with financial difficulties afford private lessons.
- Our goal is to maintain this momentum to serve the community with the finest instrumental music program available anywhere.

Evidence of success/student performance:

DHS Band

- All three concert bands earned straight 1's at the UIL Concert and Sight reading contest.
- **Freshman Region** – Arely Contreras, Angel Hernandez, Ytzel Bello Apolinar, Vivianna Perez, Nathan Velasco, Remy Farrar, Daniel Renovato, Samuel Sheffield, Liam Spaw, Geovanny Yanez, Cole Lacey, Carlos Marquez, Jahir Blanco.
- **District Band** – Gabrielle Oliver, Auburn Barton, Arely Contreras, Angel Hernandez, Landon Webb, Alexandria Bowles, Emily Korenek, Sydney Novelli, Luke Lawrence.
- **Region Band** – Kiersten Spaw, Daniel Renovato, Ismael Hureta, Ethan Messina, Carl Habashi, Ajani McKentie, Jahir Blanco, Carlos Marquez, Devin Dunn, German Rodriguez.
- **Area advancement-** Adrian Allen and Joshua Cauthron
- **All-State Qualifiers-** none this year

MJHS Band

- 14 students placed in All-Region Band, 22 All-District Band, 3 students placed in All-Orchestra
- 78 Students earned first division at Solo Contest
- UIL competition: Honors and Symphonic Bands earned a straight 1's Sweepstakes Award

KJHS Band

- **Region Band-** 53 out of 56 students who auditioned made district. 36 students made region band. 9 students reached the highest chairs and placed in the region orchestra. Kranz for the 2nd year continues to have the most students making Orchestra, Region, and district compared to every school in our region.
- -100% participation at solo contest every year from our second year and third year players. 70/92 students earned a 1st division.
- **UIL competition:** Honors and Symphonic Bands earned a Sweepstakes Award. The Honors band performed a grade 5 this year which is the highest level of difficulty that high school top bands can play.
- **National Recognition:** 2020-2021 Kranz Band was recognized at top 10 in the nation. We will resubmit this year and hope to do the same again in the Mark of Excellence competition.
- **Jazz Band-** has performed numerous times for the Dickinson community this school year and has been a spotlight on our students playing different styles of music and learning how to improvise and be creative.

MS Bands

- Several students from all three bands received 1st division ratings at the MJHS Solo and Ensemble contest.
- All three middle school bands competed at the Gator Music Festival held at McAdams JH and received Superior Ratings as well as numerous Outstanding Section Awards.
- All three middle school bands enrollment numbers for the upcoming school year have increased by a combined total of 129 percent due to recruitment made by the middle school band directors.
- We are maintaining a high level of quality instruction and student performance. With the help of band staff from the district, we are able to accommodate the schedule we are given.

General evaluation statement regarding the current program and the projected potential for near and long term future:

- The Dickinson band program is going strong. Students accept the high standards set by directors, as well as help set the standard.
- Positive student leadership allows us to continue the great tradition of success that the Dickinson Bands have achieved for decades.
- Band staff is working together harmoniously and assisting one another at the Middle School, Junior High, and High School campuses to assure the success of our students.
- As we, the directors, find new ways to teach necessary concepts and use tried and true methods that have kept the Dickinson Band one of the most respected in the nation, the students are taking and using the resources provided to improve themselves individually and strengthen the band program as a whole.
- Future looks bright for continued success. Thank you for your continued support.

Dickinson ISD Choral Program

Zachary Foster (DHS), Carrie Davis (MJH), Imani James (KJHS) James Goan (DMS), Nicole Castille (BMS), and Jaime Munos (LMS)

Brief summary of new procedures/events/activities:

- The choir program at DHS gave 3 full concerts this year- our annual Broadway on the Bayou revue, Sounds of the Season Christmas Concert, and our Music of the Movies Pop Show. All were well received, featuring a number of individual performances alongside full choral performances. The Varsity Mixed Choir, Concordia, also attended the North Texas Madrigal and Chamber Festival- an elite State-level competition and received a trophy for their Rating of Excellent. The choir intends to compete annually at this event.
- The JH Choirs have continued to retain a friendly but competitive spirit.
- Successfully implemented a “mock” UIL for 6th grade choirs; this mock UIL was attached to the already established “Pre-UIL” event that we host for the JH Choirs and was held at Kranz.
- The Winter Tour for secondary campuses was a success this year.

Pertinent Statistics:

- DHS Choir enrollment: 110 (male 35, female 75), with expected growth of approx. 30% for the Fall of 2023
- MJHS Choir enrollment: 74 (male 42, female 32)
- KJHS Choir enrollment: 86
- BMS Choir enrollment: 50
- DMS Choir enrollment: 194 (92 girls, 102 boys)
- LMS Choir enrollment: 46

Plans for Improvement:

- DHS plans to continue to attend the North Texas Chamber and Madrigal Festival next spring to compete against some of the very best choirs in Texas. DHS will continue to take 4 choirs to UIL (Varsity Mixed, Non-Varsity Treble, Non-Varsity Tenor-Bass, Sub-Non Varsity Treble)
- Keep working on growth and quality of the choral program at DHS and district wide. With the new addition of our assistant, Mr. Foster and Ms. Stutterheim will be able to spend more time with the JHs as well as create a full slate of social and choral activities for the High School program
- High School and both JHs received a large grant from the Dickinson Education Foundation and have received a full class copy of every UIL Sight Reading octavo for all pertinent levels and types of ensembles from the last 12 years in an effort to bolster our Sight Reading component at UIL in the Spring of 23.
- Continued implementation of a “mock” UIL for the 6th grader choirs (hosted by the JHs).
- Continue to work closely with the choral team to vertically align the choral curriculum through all levels.
- BMS is gaining ground on changing the culture of choir at school and working closely with theatre to provide other outlets and opportunities for performances.
- MJH and KJH directors went down to the 6th grade classes to meet/greet and audition incoming 7th graders.
- All choirs look forward to continuing to add more performance opportunities for our choirs, as well as opportunities for our students to witness professionals at events like HS Opera Night, etc.
- Secondary Choirs hope to continue the Winter Tours, and expand the tour performances into more community spaces.

Evidence of student success/performance:

DHS

- 30 students auditioned for the Region 17 Mixed and Treble Choirs and Concert Choir. 15 students earned a place with 4 qualifying for the Pre-Area Round of the All-State Choir Audition Process.
- 15 Students competed at Region 17 Solo and Ensemble, with 7 students earning 1st division.
- DHS attended the North Texas Chamber and Madrigal Festival in Plano this spring and received an Excellent Rating!

McAdams Junior High

- UIL Concert/Sight-reading Contest (Spring 2022): The MJH Men’s chorus received Superior in Concert and Superior in Sight Reading. The MJH Women’s chorus received Superior in Concert and Excellent in Sight Reading.
- Shadow Creek Choral Festival (Spring 2022): The Non-Varsity Women’s choir performed at the Shadow Creek Choral Festival in April and received a Superior Rating from the judges.
- MJH Choir had a “vertical” Fall Concert where the Long and Barber choirs were invited to perform with MJH Choir.

- MJH Choir had a joint Winter Concert with Kranz Choirs.
- MJH Choir performed its first “Winter Tour”, where selected students performed at Barber, Lobit, City Hall, and the ESC.
- MJH Choir performed for the first time at the Dickinson Parade of Lights! Students sang holiday songs on the steps of the Public Library at the end of the parade route.
- 9 MJH students auditioned for the Region Choir this year. 5 students were selected to be in the Region Choir.
- MJH Choir performed their Pop Show on Friday, May 13th, with music completely chosen by the students.

Kranz Junior High

- Kranz Choir hosted the joint junior high holiday. Concert (DHS brought a choir to participate in the event).
- The Kranz Choir program was the host for the choir Pre-UIL which included junior high and middle school programs.
- Kranz hosted one of the after school Region Choir Sectionals for DISD Junior high schools (Carrie Davis, Zach Foster and Imani James were section leaders) .
- Kranz Choir had 7 students to make the Region choir.
- Kranz Choir participated in UIL, earning superior (1) ratings for sight reading and excellent (2,2,1) ratings for Concert.
- Varsity and Non-Varsity soprano/alto combined choirs attended the Shadow Creek Festival, achieving superior ratings.

Middle Schools

- The BMS Choir students performed at many events this year, including McAdams’ Fall Concert, BMS Holiday Concert, the “Mock” UIL at Kranz (Superior Rating), and the BMS Pop Show!
- The number of BMS Choir students continuing at the JH level has tripled in the STEM program.
- LMS choir performed their own Holiday Concert, as well as performing at McAdams’ Fall Concert and the “Mock” UIL at Kranz (Excellent Rating).
- BMS and LMS choir focused this year on learning Solfege and Sight Reading skills to be prepared for “Mock” UIL. This preparation is key to their future success in choir at the secondary level!
- DMS choir performed three concerts for our Talent Show on May 27

General evaluation

- The DHS choral program strives for excellence daily. We are pleased with the product and the continued improvements we are seeing. We hope to impact and nurture students by teaching choral technique and a love and appreciation for music making that a student can carry with them throughout their life journey.
- The McAdams and Kranz choirs are seeing slow but steady growth both in terms of numbers and musicality when it comes to skills in sight reading and rehearsal. The “choir culture” is starting to show through the pride our students take in their singing, and the subsequent confidence and success they have found this year. Despite the pandemic, the JH choir program has shown great improvement, and we look forward to even more success in the years to come.

Dickinson ISD Elementary Music Program

Melanie Wiggen (HRES), Tyler McCord (KELES), Malorie Davis (JSES), Angela Guidry (SLES), Landon Petersen (LES), Charles Scheller (CRES),
Lauren Poland (BCES)

1. New procedures

- We are working to complete a new district aligned curriculum to ensure students leave elementary school with a strong foundation for secondary music education.

2. Statistics – total of 5,392 students taught Elementary Music in DISD

San Leon-666	Calder Road-672	Lobit ES- 567	Lobit (5 th) - 247
K.E. Little-577	Hughes Road-670		Barber (5 th) -337
Silbernagel-634	Bay Colony-675		Dunbar (5 th) - 327

3. Plans for improvement and enhancement of efforts

- DISD elementary music teachers are using every opportunity to connect music to concepts and TEKS the students are learning in other subject areas.
- Rewrite the DISD curriculum for elem music to ensure all students are receiving the instruction necessary to be successful in secondary fine art programs.

4. Evidence of success/student performance

- We continue to have Quaver's Marvelous World of Music serve as a curriculum resource, assessment, and grading platform. We are sending teachers to a Kodaly workshop this summer to help create a new curriculum to focus on folk song singing and movement. This will be the starting point for ensuring our students are ready for secondary programs after exiting elementary.

Dickinson I.S.D Theatre Program

DHS-Laurel Powell, Marisa Hataway, Melissa Coleman (Brown); KJHS- Jonathan Kyle Crawford; MJHS-Tara Jones; DMS- Katy Conti; BMS-Elizabeth Brown; LMS-Julie Garcia

DHS Theatre enrollment has continued to grow this year. Enrollment in the upper level theatre classes has grown to 140 students. The level one classes are at 157 students. Courses offered are Theatre Arts 1-4, Musical Theatre 1-4, Technical Theatre 1, Technical Theatre 2, and Advanced Technical Theatre 3 & 4, Theatre Production 1-4, Theatre Production MENTOR and Advanced Theatre 1-2.

As we continue to recover from the pandemic, the department added more performances back to our season. The year began with a successful improvisation show in October, followed by the auditions for the All District Musical, *Matilda*. We had over 150 students throughout the district attend our auditions. *Matilda*, the all district musical, ran for two successful weekends. We entered the Tommy Tunes with this production and was nominated for Best Leading Performer.

The 2nd semester brought a full season of shows including our One Act Play, Musical Revue, and Senior Directed One Act Plays. One Act Play was awarded the District Champ Title and participation in the Bi-District Contest.

We had 15 seniors graduate from the program this year. 7 of those 15 seniors are going on to study Theatre or Film in college.

Next year will include an All District Musical, a high school only musical, a play, our One Act Play, Musical Revue, Senior Directed One Act Plays, and Improvisation Night. Students will also be traveling to San Antonio for our annual State Thespian Festival where students will compete in various acting, musical theatre, dance, and college scholarship competitions as well as attend workshops.

Theatre teachers will attend our annual Texas Educational Theatre Association Convention in Galveston during September where we will both present workshops and attend to further our own training. Lead Director at the high school will serve on the UIL One Act Play Advisory Committee for the 2nd year where she will attend various meetings throughout the summer and the year to further the success of the OAP contest in the state.

The MJHS Theatre Department led by Tara Jones-Wright now serves 135 students in various sections of Theatre 1, 2, 3, and Technical Theatre classes. Due to low enrollment numbers of 7th grade students in the 2020-2021 school year to allow for upper level theatre classes to be filled entirely with 8th graders, the decision was made to turn the Theatre 3 class into a Production class. This class served 7th and 8th grade students committed to putting on productions for the campus utilizing class time for rehearsals. The first show of the year, *Miss Nelson is Missing*, was performed for the public in the evening and for the entire 7th grade through their ELA classes during the next school day. The company included 15 actors and 9 technicians.

Before the winter break, a select group of 10 production students traveled to Lobit MS, Barber MS, and the ESC in order to showcase their talents, increase awareness of the program, and recruit future students to the department.

The McAdams production class then transitioned into the UIL One-Act Play Season with the play *A Voice in the Dark: A Salem Story*. The play was performed to the public and for all the 8th grade ELA classes. The company included: 15 actors, 5 Technicians, and 6 Understudy/Alternates. McAdams Junior High served as the host site for 2 Zone Contests and the District Level Contest. At Zone, the OAP Company was awarded 1 All-Star Tech Award, 3 Honorable Mention All-Star Cast Awards, 2 All-Star Cast Awards, a Best Performer and ranked 2nd at Zone. The production advanced to the District Level where the OAP company was awarded 1 All-Star Tech Award, 2 Honorable Mention All-Star Cast Awards, and 2 All-Star Cast Awards. The OAP Company also placed 4th at District after competing against 9 other schools.

After an eventful UIL One-Act Play Season, the production class transitioned to auditioning work to finish off the year. McAdams serves as the host site for many Band events in the final 9 weeks of the school year, so in order to not compete for stage time, the final play of the school year, *Peter/Wendy*, was produced as a Black Box Theatre Production in the Theatre Arts classroom. Utilizing the Traveling Sound System (Received through an Education Foundation Grant in 2019) and the Traveling Light System, a stage was created in the classroom for the play. The company included 11 actors and 1 technicians with Mrs. Jones-Wright running sound. The play was a great success and will be the start of a new tradition for the McAdams Theatre Department.

Kranz Theatre, led by Kyle Crawford, currently serves 152 students in various levels of Theatre 1, 2, 3 and Technical Theatre classes. During the 2021-2022 school year, Kranz Theatre was able to produce a full 3 show season! In the Fall, the Theatre 3 class put together *This Is Your Brain On Social Media*. The show was rehearsed completely in class and every student had a role in the show. This continued the Kranz tradition of the fall play coming from the Theatre 3

class. This show featured 28 student actors and 5 student technicians. Before the winter break, The Kranz Theatre Dept. also traveled to BMS, DMS and the ESC to perform *Letters to Santa*. This work was able to showcase the growing talents of our students, bring visibility to the program and lay the groundwork for recruitment at the middle school level.

The Kranz Theatre Department then shifted gears to UIL One Act Play. This year Kranz produced *The Insanity of Mary Girard*, which featured a company of 21 student members. In February 2022 the UIL OAP Company competed at MJHS for Zone and District Contests. Kranz Theatre advanced from Zone (placing 2nd) and received several awards including acting awards for the entire company: 1 All Star Technician, 11 Honorable Mention All-Star Cast Awards, 2 All-Star Cast Awards and 1 Best Performer (15 in total). At the District contest, Kranz saw continued success placing 2nd overall and receiving 1 All-Star Technician, 2 Honorable Mention All-Star Cast Awards and 1 All-Star Cast Award. The show was a huge success and was well received by parents, faculty members and the community. We were even recognized by the DISD School Board for all of our UIL success!

In April, the Kranz Theatre Department put on their Spring Musical, *The Addams Family*. This show featured 20 student performers and 7 student technicians. The show was a huge success and was enjoyed by all audiences. *The Addams Family* was the highest attended show in Kranz Theatre history! The Kranz Theatre program will continue with its 3-show season for the 22-23 school year (Fall Play, UIL One Act Play, Spring Musical).

The DISD Middle Schools offer all 5th grade students exposure to the drama program through a 9 week sampling course which will help them determine what Fine Arts path to pursue beginning in 6th grade. Sixth grade enrollment at DMS is 84, BMS has 72, and LMS has 48 students in theatre.

One of Dunbar's biggest class projects for 2021-2022 was writing and performing their own Fractured Fairy Tale. Students in groups cycle through the roles of director, producer, stage manager, and actor during this assignment. DMS theatre students enjoy costume design and building their own set pieces from recycled materials of their choosing to be displayed in the productions. These students held class plays throughout the Fall Semester such as *"The Tomorrow Radio, Dead of Night, and the radio play, "Dracula"*. Christmas plays included *"Christmas at the O.K. Corral"*, *"Twas the Night Before Christmas"*, which was performed at the ESC for guests and parents, and *"Snowflakes"*. The DUNBAR DRAMATICS performed *"Oliver"*, *"Hamlet"*, *"Romeo and Juliet"* alongside the Dunbar Choir, *"Trapped"*, and *"Two Pigs, a Wolf, and a Mudpie"* in the spring. The BMS Theatre Department has been extremely busy during this very different year! BMS 6th grade Theatre classes performed old time Radio Theatre scripts during the week of Halloween. Each cast created sound effects by using different objects and experienced being a Sound Foley Artist as they performed. During the holiday season, casts performed *"Dear Santa Funny Letters"*, *"Holiday Cheer"* and learned about voice acting using their favorite holiday themed cartoons. Our Musical Revue, *Barber's Broadway Bound*, has become an annual tradition. This year the revue included 5 musicals represented through singing, choreographed musical numbers, scenes and narration that ties it all together and explains the subject matter. Our Melodrama was our latest performance. Students designed costumes, chose instrumental music to enhance the characters and capture the mood of scenes. Other projects included character monologues, dancing through the decades, script writing, and foundational Theatre skills. We are always working toward growing in the art, learning about our own self, each other and humanity in a way only Theatre can provide. Lobit Middle School theatre is acting up (in a good way). The 6th graders have studied improvisation, musical theatre, pantomime, story structure, monologues and many other topics.

Dickinson I.S.D. Art Program

DHS –Melanie James, Jennifer Sumrall, Lydia Thompson, Ashley Carpenter, Laura Scully, Zack Zwicky, Sarah Merrill;
MJHS- Jennifer Hurt, Devyn Pena; KJHS–Amy Grant, Laura Fenn; DMS- Adrienne Mapps; BMS-Roxanne Ellison; LMS-Laura Doherty; HRES-
Rebecca Thomas; KELES-Hilary Baker; JSES- Janette Magdaleno;
BCES-Kimi White; SLES- Mariela Ramirez; CRES-Melinda Shanklin; LES-Ashley Garcia

The Dickinson High School Art program services 1,032 students, providing a comprehensive art education comprised of classes of Art I; General Art II; Drawing II, III, IV, AP; Painting II, III, IV; Sculpture II, III, IV, AP; Rodeo Art Drawing; and Structured Needs Art. We currently have 590 Art I students, 388 upper-level Art students, and 54 Special Needs/Mentor students. The DHS art students competed in various art shows such as Houston Livestock Show and Rodeo (Best of Show 2D –Gavin Deem; Best of Show 3D –Kassandra Quezada; Gold Medal 2D –Aubrey McCann, Michelle Jiang; Gold Medal 3D – Andrea Vargas and Keymeli Saavedra. Monica Perez and Katherine Tovar both received Special Merit. Visual Arts Scholastic Event (V.A.S.E.) had 105 entries. This year, 68 of which were awarded the highest score. Five pieces advanced to the state competition: one from Jakob Schoening, one from Madison Wilson, one from Zoey Hammer, one from Eira Bernardo and one from Katherine Tovar. The DHS students also competed at the Texas City Art Festival, with 102 entries; in 2D, DHS took first Alondra Galicia), second (Aaliyah Biguera), and third (Trustin Nguyen), and in 3D, DHS took first (Monique Villanueva), second (Andrea vargas) and third (William Levige). 24 DHS pieces earned Honorable Mention. Students entered the annual UTMB Earth Day poster contest with Amaya Garza first place, Isabella Rodriguez Second place and Marcelo Estudillo third place. 12 DHS students were honorable mention. DHS students also entered the Texas Fish Art contest through the Texas Parks and Wildlife. Four students were in the top 20 finalists for the state (Maya Wright, Brianna Cuell, Maya Brady and Isabella Rodriguez). DHS art students and teachers participated in the community Blue Heron Project, painting a heron that will be placed at the Dickinson Railroad Museum. The Structured Needs Art classes were awarded a grant of \$2, 125 for various adaptive art tools for their grant “Art for ALL”. The National Art Honor Society continues to be very active with 29 students inducted this Spring. Next Fall we will be adding Fibers and AP Art History and no longer offering General Art.

The MJHS Art program now serves around 323 students and KJHS serves around 295 students where fundamental skills to develop artistic abilities are taught daily which enable success at various levels. Students participated in various contests during the school year such as the Holiday Board Member Cards Contest, Texas City Art Festival, School Bus Safety, and Houston Livestock Show and Rodeo Contest. Students also used their creative ideas to participate in different areas around the school building. During the 7th and 8th grade year’s students are continuing to build on their area of skills in design, drawing, sculpture, painting, art history, and occupations that all these concepts can be used.

KJHS Art program serves around 278 students. We submitted 7 pieces of artwork to the 2021-2022 Houston Livestock show and rodeo art contest. We came home with two outstanding awards-Abby Barnes (8th grade) won ‘Best in Show’ and Audrie Spies (7th grade) won a Gold medal. We have almost 60 students enrolled in a dual credit Advanced Art class (Art 1). These classes build upon the Fundamental Elements of Art they learned in 7th grade to further their art skills and utilize their creativity in a more independent learning environment. All of our Art students have worked hard this year to express themselves creatively and have shown off their artistic abilities and talents. We have explored painting, drawing, metal sculpture, coloring, collage, mosaics, clay and so on! We look forward to yet another great group of students joining us next year in the Art room at KJH!

At Barber, Dunbar, and Lobit Middle Schools, 5th grade students experience Art through a 9 week sampling course which will help them determine what Fine Arts path to pursue beginning in 6th grade. Fifth grade students develop and review basic coloring and sketching skills outlined in the TEKS, in addition to learning about famous artists and artworks. Sixth grade Art students (BMS-80; DMS-93, LMS-58) participate in Art class throughout the entire school year and practice more refined technical skills using a wider variety of media. We focus on elements of art and introduce the principles of design. Students gain a better understanding of interpreting the meaning behind artworks through use of color and movement. Students become more willing to take more risks and try new things as they gain confidence in their skills. Students are given the opportunities to participate in art contests such as Rodeo Art, School Bus Safety poster contest, and Doodle for Google.

Dickinson ISD Elementary Art is a part of every student's curriculum from Kinder-4th grade. It is a vital part of the child's education and is capably taught by our talented elementary art staff. The art teachers work collaboratively to share, create, and explore new projects and techniques during a week-long summer training. During the year, they continue to work closely together to continually support each other and share important information in order to keep our DISD art program fluid and strong.

The art programs are well supported by the school, community and the district. Our students are fortunate to have their own art class, since art is a language that all people speak. Art cuts across racial, cultural, social, educational, and economic barriers. Through art we are enhancing our student's cultural appreciation and awareness. The elementary art program has given students an opportunity to learn for themselves that problems can have more than one solution and that questions can have more than one answer. It has encouraged them to take chances and not be afraid of making mistakes, maybe even try something new.

The elementary art program allows the elementary students to build vocabulary skills through art and make connections with core classes. This year students participated in various contests / Art Shows such as: Dickinson Public Library Bookmark Contest, Texas City Art Festival, Tar Wars Anti-Tobacco Campaign, Texas Public School Bus Safety, Campus Yearbook Art Contest, City of League City Water Conservation Contest and the ESC Christmas Art Show.

Dickinson ISD Dance Program

Brianne Sisson (DHS) Brittany Evans (KJHS) Kayla Holder (MJHS)

The Dickinson High School dance program is flourishing and continuing to grow as we have worked hard to promote all aspects of the dance department. Our numbers have grown significantly this year as we have a total of 202 in the program, with 37 of those being Diamonds and 165 being dance class students ranging from Dance I - Dance IV. This past year we enjoyed watching 28 Diamonds perform at football games, parades, master classes, and our spring show. The Diamonds have continued to shine this year as they took first place in our division at both varsity level competitions that we competed at. Through their hard work and determination, the Diamonds have now become an advanced technical dance team that we are extremely proud of. The DHS dance class students have been developing their technique in ballet, jazz, modern, drill, musical theater, hip hop, world dance, contemporary, and student choreography throughout the year as well as performing in our first annual Dance Department Fall Showcase and Spring Show. We plan to continue the growth of the DHS Dance Department by working to vertically align dance curriculum across dance classes as well as our dance/drill teams.

The McAdams Royal Dance Team continues to display superior skills in technique and performance while participating at various events throughout the year. Performances included the 2021 MJHS Winter Showcase, 2021 KJHS Winter Showcase, 2021 DHS Dance Department Fall Showcase, school pep rallies, school football games, school basketball games, 2022 MJHS Spring Showcase, 2022 KJHS Spring Showcase, and the 2022 DHS Diamonds Spring Show. The Royals Dance Team competed at the Crowd Pleasers Middle School State Championship in February. There were 9 teams in our classification and the Royals placed 3rd. The dance program continues to grow both in numbers and potential. The Royals Dance Team is extremely grateful for the support from the administration and community.

The Kranz Rubies Dance Team has displayed their technique and performance skills during this school year at various events in the district. Performances included the 2021 MJHS Winter Showcase, 2021 KJHS Winter Showcase, 2021 DHS Dance Department Fall Showcase, school pep rallies, school football games, school basketball games, 2022 MJHS Spring Showcase, 2022 KJHS Spring Showcase, and the 2022 DHS Diamonds Spring Show. Our Rubies Dance Team received 1st runner up team and 5th overall out of 27 teams. The Kranz dance program is grateful for the support from the administration and community. "Tradition Starts Here".

Dickinson High School Color Guard

Robbie Wang

The DHS Color Guard had a very successful year with a total of 35 students participating. The guard received high praise for their work with the DHS Marching Band throughout the season. The squad performed at all DHS football games, solo and ensemble contest, and the Revolutionaries Spring Show. They won best color guard at the US Bands Bay Town Contest. Alongside the band, the group was able to secure 2nd place at Area prelims beating several groups that Dickinson has never beaten before in history. The Revolutionaries continue to grow both in numbers and ability, enhancing the DHS Marching Band performance and by developing choreography fundamentals and refining individual and group skills. As our program grows, interest in being in front of these students has grown as we've added four instructional technicians to our program's educational power!

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022
Item Title: 2022 Special Programs Report
Agenda Item: Laurie Rodriguez

Background Information:
The 2021-2022 Special Programs report is attached.

Recommendation:
Information only

Action Item: Yes No



Program Overview: The DISD Special Programs Department is supervised by Laurie Rodriguez, assisted by coordinators Maggie Burk and Kimberly Davidson and it includes the following programs:

Special Education:

- ❖ Licensed Specialists in School Psychology
- ❖ Educational Diagnosticians
- ❖ Occupational Therapists
- ❖ Physical Therapists
- ❖ Speech-Language Pathologists
- ❖ Specialized teachers
- ❖ Licensed Professional Counselors

Other Special Programs:

- ❖ Section 504
- ❖ Comprehensive School Counseling Program
- ❖ Nursing/Health Services
- ❖ Social Emotional Learning
- ❖ Community Mental Health Partnerships
- ❖ Dyslexia/Reading Intervention
- ❖ Social Work Services

Year End Summary - "our story"

This year was designated as our Gator Comeback year as we moved into our full recovery from the pandemic. Our department decided to renew our mission, vision and values to align with the district's new mission and vision. We held 3 department meetings and duplicated the process modeled by the superintendent over the past year. We made the following collective commitments to each other, and to the students, parents, staff, and community we serve and support.

Motto: "Whatever the student needs IS our job description." This has been our motto for the past 15 years and we agreed it still sums up the way we wish to approach our profession, believing that what we do is a calling as we seek to make a difference in the lives of those we serve.

These are the top five values that we believe in and collectively commit to:

1. We will create an environment that allows for everyone to be pre-forgiven. We all make mistakes. We will be willing to admit our mistakes, fix them, learn from them, and move on.
2. We do not lower the bar, we raise the support.
3. We are here for kids, not adult convenience.
4. We embrace diversity and champion equity.
5. We are support services for students and staff.

We had many professional growth stories this year as we brought in 6 LSSP interns who successfully completed their graduate program and became licensed specialists in school psychology (LSSP) and two of our speech assistants completed their master's degree program to become speech pathologists. We have several teachers in the district who are working in graduate programs in special education. Two of our staff members were awarded GCASE scholarships.

This report contains program summaries, and ends with some pretty spectacular student and staff success stories.

Comprehensive School Counseling Program - The Social Emotional Learning (SEL) Specialist directs and manages the district school counseling program and the district social emotional learning model.

- Counselors provided social emotional learning, guidance curriculum lessons, small groups and individualized support.
- Counselors spent a large portion of their time in responsive services.
- Self-Wellness and Self-Care was promoted to staff and students.
- Counselors maintained relationships with Communities In Schools (CIS), Family Service Center, DePelchin, Gulf Coast Center, UTMB TCHAT and other community partnerships.

Team Leader: Kim Jackson (elementary), Shelby Cruse (middle & junior) and Dr. Angie Estes (high school) | 23 campus counselors, and 2 district-wide social workers

- Elementary Counseling Focus (A total of 7 Counselors):
 - Primary counseling duties include: Guidance Curriculum (teach transferable skills through whole group and small group lessons), Responsive Services (may be preventive, remedial or crisis oriented), Individual Planning System (guide all students as they plan, monitor and manage their individual educational, career, personal, and social development/provide postsecondary options), System Support (identify & coordinate resources and activities on campus and in the community/ assess student and campus data to support effective school counseling programs)
 - Character Education, Individual and Small Group Counseling, College and Career Readiness, Career Day Organizer, Bully Prevention, Crisis Response, Teach Social Skills and provide Community Outreach
- Middle School Counseling focus (A total of 3 Counselors):
 - Primary counseling duties include: Guidance Curriculum (teach transferable skills through whole group and small group lessons), Responsive Services (may be preventive, remedial or crisis oriented), Individual Planning System (guide all students as they plan, monitor and manage their individual educational, career, personal, and social development/provide postsecondary options), System Support (identify & coordinate resources and activities on campus and in the community/ assess student and campus data to support effective school counseling programs)
 - Character Education, Individual and Small Group Counseling, College and Career Readiness, Career Day Organizer, Bully Prevention, Crisis Response, Teach Social Skills and provide Community Outreach
- Jr. High (A total of 4 Counselors) –
 - Primary counseling duties include: Guidance Curriculum (teach transferable skills through whole group and small group lessons), Responsive Services (may be preventive, remedial or crisis oriented), Individual Planning System (guide all students as they plan, monitor and manage their individual educational, career, personal, and social development/provide postsecondary options), System Support (identify & coordinate resources and activities on campus and in the community/ assess student and campus data to support effective school counseling programs)
 - Character Education, Individual and Small Group Counseling, College and Career Readiness, Career Day Organizer, Bully Prevention, Crisis Response, Teach Social Skills and provide Community Outreach
- High School (A total of 8 Counselors & 1 Counselor at DCC) (adding an additional counselor 2022-23) –
 - Primary counseling duties include: individualized meetings for every student to discuss 4 year plans and post-secondary goals, Student Schedules, PSAT, SAT, College and Career Readiness, financial assistance, teen parents, communicate with parents, Coordinate/ Facilitate Parent Events, Dual Credit, and Collegiate High School, Focus on SEL includes Gator Break, Emotional Backpack, and integrating teacher SEL (educator wellness)



Social Emotional Learning (SEL)- Social Emotional Learning Specialist: Amy Cmaidalka

- Direct and manage the district school counseling program and the district social emotional learning model.
- Coordinated Family Engagement Events
- Coordinated Professional Development Opportunities for Professional School Counselors and Dickinson ISD staff
- Continued Integrating Programs outlined within the Rebuild TX Project Grant
- Collaborate with Partners to implement the Social Emotional Learning Model and Mental Health Supports
 - Mental Health America of Greater Houston
 - Dr. Ernest Cox: Facilitating the TEMPSC (counselor evaluation / PLC)
 - DePelchin Children's Center: Parent Seminars and Support
 - Texas Children's Hospital: Trauma & Grief Department
 - Family Service Center
 - UTMB TCHAT (Texas Child Health Access Through Telemedicine)
 - Gulf Coast Center
 - Galveston County Suicide Prevention Coalition
 - Advocacy Center of Galveston County
 - Project Protect Our Children
 - University of Houston Clear Lake
 - Bay Area Council on Drugs and Alcohol
 - Communities in Schools (CIS)
- Lead Professional School Counseling Meetings, Suicide Prevention Team, and Crisis Response
- Create, Organize, Plan, Design, Implement and Evaluate DISD's Comprehensive School Counseling Program
- Advocate for the role of the Professional School Counselors and evaluate the role is in alignment with the Texas Comprehensive Counseling Program
- Oversee the collaboration of Community mental health agencies
- Created a Gator Wellness Center for families and staff to check out resources, receive training and support.
- Coordinate and Collaborate implementation of character education programs, social skills programs and small group programs: Character Strong, Second Step, Superhero Social Skills, Calm Crusaders (anxiety group), Niroga Mindfulness, Restorative Practices and Journey of Hope
- Lead Mental Health Wellness Initiatives: Emotional Backpack (Mental Health, Trauma-Informed Classrooms, Self Care/Wellness, Mindfulness, Suicide Prevention, Youth Mental Health First Aid (DISD has 3 instructors), Adult Mental Health First Aid (DISD has 2 counselors approved for the training in March), Early Childhood SEL created by Meadows/Hackett Center
- Establish a comprehensive Multi Tiered System of Support (MTSS) for Mental & Behavioral Health
- Encourage and Support Trauma Informed Practices

**Community Mental Health Partnerships** - Team leader: Amy Cmaidalka

- Dickinson ISD has entered into several community mental health partnerships to assist the campus counselors with meeting the mental health needs of our students and staff experience. The organization and a brief description of what they are providing is listed below:
- [Communities in Schools \(CIS\)](#)- Provides support in some capacity to all campuses. All campuses accept DCC/DALC have a full time CIS student support specialists. DCC/DALC will have CIS for the 22-23 school year.
- [Family Service Center](#) - Provides 4 counselors: Kranz, Calder Rd., DHS, and McAdams.
- [UTMB Texas Child Health Access Through Telemedicine \(TCHAT\)](#)- Provides mental health services to students in schools. It is a free program.
- [Project Protect our Children](#)- a human trafficking prevention protocol has been created for Dickinson ISD. All elementary and middle school campuses received the Project Protect Our Children curriculum.
- [Bay Area Council on Drugs and Alcohol \(BACODA\)](#) - We have 3 BACODA specialists housed on our campuses: Bay Colony, Dunbar and our 9th grade center/DCC & DALC. The specialists are implementing substance abuse prevention programs on our campuses.



- [Advocacy Center for Children of Galveston County](#)- This program provides an anti victimization child abuse prevention program that is done on all elementary campuses and middle school campuses. The program for pre-kindergarten and kindergarten is called Happy Bear. For 1st-6th grade the program is Play it Safe.
- [National Alliance for the Mentally Ill \(NAMI\) Gulf Coast Chapter](#)-Offers a hotline to assist families with resources and provides families with support groups. NAMI offers a program called “Ending the Silence” that is geared to middle school, junior high and high school students; the goal of the program is to break the stigma often associated with mental illness.
- [Resource & Crisis Center of Galveston County, Inc.](#)- Provides programs on safety, dating violence and cyberbullying.
- DePelchin- Is supporting families with their Parenting Help Program. School Counselors can refer families to participate.
- [Mental Health America of Greater Houston](#) (MHA) had been instrumental in helping us with the ReBuild Texas Grant. MHA serves as the project coordinator and ensures collaboration and synergy. They coordinated vendors and contracts for training, monitored training efficacy and overall progress, served as fiscal agent for the project, maintained a timeline, provided technical assistance, and provided ongoing support and consultation for success of the Dickinson Mental Health Project. The funding ended in December 2020. We also received a MHA best demonstration grant for \$100,000. These funds were utilized to implement SEL SQUADS on all campuses.
- [Gulf Coast Center](#) supports DISD in a wide range of programs. We have added the Gulf Coast Center hotline to our suicide prevention procedures. GCC sends a team to campuses when we have a student in crisis. They assess the student and work with the family and school on next steps to support the student during the crisis.

Referrals from June 1, 2021-May 24, 2022

Family Service Center	233
UTMB TCHAT	233
Gulf Coast Center Hotline	25

Social Work Services:

- The district campuses are split between the 2 social workers –
 - Jamie Harbuck - DHS, MJHS, DCC/DALC, HRES, LMS, LES, BCES, CRES
 - Jo Ellen Allen - KJHS, BMS, KELES, SLES, JSES, DMS
- Summary: 109 home visits, 39 appointments (health, Medicaid office, SSI office, dentist, eye, etc.), 29 referrals for assistance with eye exams and glasses, 1,000+ referrals for assistance with clothing, sat in or conducted student/parent/staff conferences.
- Other job duties include: SHAC, CRCG, Bay Area Alliance, Operation School Bell, parent and staff training, holiday assistance programs, Backpack Buddy, MI Lewis liaison, Lighthouse Christian Ministries liaison, free/reduced applications for lunch assistance, SSDI assistance, Medicaid assistance and CPI instructor.
- Identified 211 homeless students, 7 unaccompanied youth, and worked directly with PEIMS Department and technology to develop reports and improve processes for managing and identifying homeless students.
- Applied for a Homeless grant to provide additional support to some of our most vulnerable students.
- 13 CPI district trainers; 431 staff trained in CPI.
- Reached out to 1,747 parents of students listed on the eligibility list for SSES (Supplemental Special Education Services) by email and postage mail and hosted informational sessions for SSES.
- Assisted 94 in the SSES application process.
- 14 PRS (pregnancy related services) students
- 35 Homebound students

School Social Workers



- Arranged Mobile Food Distribution with Galveston County Food Bank - 360 children, 320 adults, 94 Seniors, 170 families, and \$22,872.42 in food.
- Attended ARDs for initial referrals.
- Contacted parents of qualifying SPED students (approximately 500+) for resources such as Medicaid, Social Security and Gulf Coast Center.
- Referred 483 students to Operation School Bell for clothing assistance.
- Referred 2 students to Clothed By Faith when additional clothing support.
- Provided CAP (Coastal Alternative Program) with essential clothing items using donated funds.
- Coordinated and hosted four School Health Advisory Council (SHAC) Meetings.
- Assisted in finding shelters/living accommodations, eye vouchers, dental work, medical assistance, for families.
- Manage donations for families - Christmas, basic needs, and appliances.
- Develop and maintain relationships with local community resources - MI Lewis, Lighthouse Christian Ministry, Galveston Co-Care, Bay Area Alliance, CIS (Community In Schools), Social Security office,
- Serve on community boards - CRCG (Community Resource Coordination Group of Galveston County) , The Sanctuary foster care
- Member of the DISD Crisis Response Team.
- Attended trainings- Homebound Series with Region 4, Texas School Social Worker, Texas Network of Youth Services, Kemah Palms, Region 13-Highly Mobile At Risk, CPI, Region 4 Foster Care Education Consortium, Human Trafficking
- Responded to emails from district staff on students with various needs.
- Made contact with various families at the request of school staff.
- Collaborated with nursing staff, counselors, communities in school staff and Gator Hope Clinic staff to provide student support.

Community Outreach

- 2021-2022 school year, Jamie Harbuck and Jo Ellen Allen organized Operation School Bell with the Assistance League of Bay Area and Kohl's department store to clothe 483 students
- Several years ago, we started a "parent-led" parent support group that meets at DHS in the LSI (Life Skills Instructional) room. This group continues to meet regularly and is completely organized by parents. We do have a special education teacher/facilitator on site who will attend by invitation only in order to provide information when it is requested.
- Special Programs staff participate in various community outreach partnerships:
 - Galveston Community Resource Coordination Group.
 - Laurie Rodriguez was appointed by the Gulf Coast Administrators of Special Education (GCASE) to be the Region 4 delegate to the Texas Council of Administrators of Special Education (TCASE).
 - Laurie Rodriguez ended her term on the Governor's Advisory Committee for Special Education in February 2022.
- Community Outreach Organizations include: Lighthouse Christian Ministries, MI Lewis, Assistance League of Bay Area, Community In Schools, Family Promise of Clear Creek, Anchor Point, Galveston County Food Bank, Salvation Army, Catholic Charities, Interfaith Caring Ministries, Texas Workforce, Social Security Administration, Coastal Health and Wellness, Gulf Coast Center, and WIC (Women Infant Children).

Nursing / Health services - Team Leader: Erica Hollister, RN

- Currently there are 13 Registered Nurses, 2 Licensed Vocational Nurses, and one long term LVN sub at JSES. For the 2022/2023 school year: 14 Registered Nurses, 3 Licensed Vocational Nurses.
- GCHD Medical Reserve Corps – Tier 1 member. The purpose of the Medical Reserve Corps is to strengthen communities by establishing a system for medical and public health volunteers to offer their expertise throughout the year, as well as during times of community need and in the event of a public health emergency. Erica joined this group in 2018 and continues to attend training sessions that will be beneficial to the district in the event of a public health emergency such as the COVID-19.



- Total DISD clinic visits January 8, 2021 – December 18, 2021: 19,962 (increase of 9,578). Total DISD medications administered: 25,962 (increase of 10,225). Total DISD state mandated vision, hearing, scoliosis and ANTES screenings: 21,409 (increase of 3,637)..
- School nurses provide care for previously diagnosed medical conditions such as organ transplants, congenital heart defects, anaphylactic allergies, diabetics, cancer, sickle cell, cystic fibrosis, feeding tubes, epilepsy, tracheas, catheterization, hydrocortisone inefficiency, etc.
- UTMB Physician Consultant Program – continues as a successful program, low cost to the district (~ \$500.00 a month). Doctors provide:
- OHI evaluations: TEA requires a physician to be a part of all Other Health Impairment evaluations. If a student does not have a physician, it is the district's responsibility to obtain necessary information from a physician. We must pay for the student to see a physician or we could utilize other means. DISD utilizes the UTMB Pediatric Residents to serve in this capacity. They serve as the physician for the evaluations for an Other Health Impairment due to ADHD when the student does not have a physician. The doctors also assist with Child Find vision and hearing screenings.
- Training Sessions: for Gator Academy, Health Science students and they also talk to LID classes regarding hygiene. They are available to provide puberty presentations to 5th grade students at the campus nurse's request. We have utilized the UTMB residents to provide training to our Low Incidence Disability students on topics such as hygiene and puberty. The high school has also utilized them to present to students on various topics.
- Last year, we utilized the UTMB resident doctors to provide training on a variety of medical topics that day care providers are required to have. We notified all local day cares of the opportunity and invited them at no charge. The daycare director is required to have 30 CEU every year. This is an excellent partnership for not only Gator Academy, but also the community daycares. This will begin again this Spring.



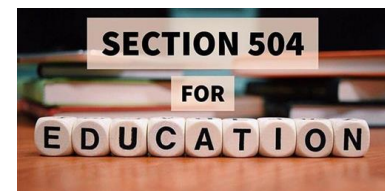
Gator HOPE Clinic

Health Orientation, Prevention & Education

Gator HOPE Clinic: Mrs. Nancy Lounds is the Physician Assistant for Gator HOPE Clinic in a partnership with Methodist Hospital. Methodist provides \$20,000 (decreased \$5,00 from previous year). in medical supplies and the supervising physician. From January 2021- December 2021, she saw 4759 patients (increase of 2,226). Mrs. Lounds provides a more intensive level of care including medical testing, prescriptions, sutures, vaccinations, concussion clearance, sports physicals.

Section 504 - Team Leader: Kim Davidson

- There are 763 students receiving Section 504 accommodations and services, which is an increase of 61 students from last year.
- This year, the Assistant Principals have continued to grow in the role of campus 504 coordinator.
- Continued development and implementation of systems assists in streamlining the process and maintaining procedures district wide.

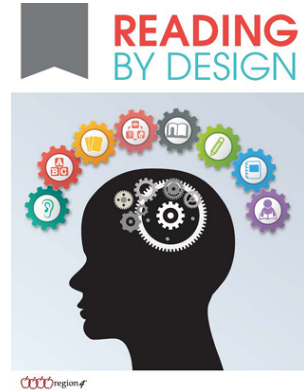


Dyslexia / Reading Instruction - District Lead-Karen Hollen

- This year, TEA updated the Dyslexia Handbook. Some changes were made in the identification and components of the screener requirements for all kinder and 1st graders. Required PEIMS reporting for students identified and served under dyslexia has been included in ARDCF's and 504 coordinators PEIMS reports. Additionally, campus dyslexia specialists are now coding kindergarten and first-grade students according to dyslexia universal screener outcomes, as well as providing a justification for students not tested. A checks and balances process has continued to ensure an accurate list for both 504 and special education students.
- Training with the TEA updated Dyslexia Handbook Jan 2022 was provided throughout the year. Although DISD had already embraced many of the changes and created systems to support those changes. Because of this preparation, the transition was seamless.
- Due to the number of new staff and training requirements for direct instruction for dyslexia we transitioned in August to Reading by Design (RbD-by ESC Region 4). Neuhaus was not available to support our training needs. We

trained 28 dyslexia specialists in RbD. The dyslexia specialists, though hesitant to transition from Neuhaus, have since reported that they feel RbD provides the quality and clarity of instruction for our students with dyslexia. Additionally, we have 9 RISE teachers trained in Reading by Design in order to meet the needs for specially designed dyslexia instruction for students who are not making progress with standard protocol instruction.

- Currently, under 504, there are 180 students receiving dyslexia services and 396 students receiving dyslexia services under special education, for a total of 576 students.
- All elementary and middle school campuses have at least two dyslexia specialists providing services to students. One junior high school has two dyslexia specialists, with the other adding a second one for next school year. The high school campus has one dyslexia specialist. The addition of a second dyslexia specialist at middle school is due to the high increase of students (these are the first group of students who were identified as a result of including the elementary early screener requirement put in place by TEA in 2018).
- We have retained more specialists this year than the previous year. This year we had 4 positions to fill, some are new compared to 11 last year. A dyslexia specialist who left DISD last year is now returning to DISD. The grass is not greener on the other side.
- DISD utilizes a research-based evaluation process for identification with all testing conducted by the assessment staff using peer-reviewed methods and test instruments; we are compliant with the new handbook.
- The District Dyslexia Specialist met with district leadership staff to determine next years' dyslexia screening instruments which will be MClass; it also aligns with the R=reading screener used in the district. The 1st-grade screener was completed by January 29, 2021, and the kindergarten screener was completed by May 21, 2021, per state requirements. All elementary campuses were able to meet the deadline using the MAP universal screener approved by the Commissioner's List.



Special Education Instructional Services Team Leader: Kim Davidson

- Special Education: Total number of students for fall 2021 was 1,723 students (an increase from 1,622 in 2020 and 1,572 in 2019). Total count as of May 2022 is 1,825 (this time last year was 1674).
- SEID (Special Education Instructional Delivery): The SEID team is a collection of teachers representing all programs across the district. They provide support district wide in the areas of curriculum instruction, professional development and support. We will expand the support next year to provide monthly workshops for teachers to attend and gain additional training and support on instructional methods, documentation tools and case management.
- Foundational district wide training has been provided to all special education teachers starting in 2019 and is provided to all new special education teachers annually, which includes:
 - [A to Z](#) and IEP: operating guidelines for special education regarding the procedures and expectations for special education.
 - Case Manager training: to afford all staff working with special education students, insight to the new systems and procedures put in place to monitor and document our support and programs
 - Creating Successful IEPs: Standards Based IEP process
- Dickinson continues to offer a variety of special education instructional services along a continuum, based on students' identified needs. The district carefully monitors student programming with the goal of providing instruction in the least restrictive environment. The department continues to refine our systems district wide and provide staff the support they need to meet the needs of the students of DISD.



- With the district focus on the Professional Learning Community (PLC) through Solution Tree, the special education department has implemented “Job Alikes” which is a PLC for the special education teachers across the district for their specific program. By providing time during the day to meet and collaborate with the teachers of each program, we are able to determine areas of strengths and areas to refine. The PLC job alike process has increased collaboration among staff and promoted continuity in systems.
- Transition services begin the year students turn 13, which is often in junior high; the process continues through high school. Transition services include post secondary goals that are determined based on data and interviews with the students annually. This is required for all students receiving special education.
- ARD Committee facilitation is provided by specially trained special education teachers who serve as ARD facilitators; conducting ARDs, maintaining the federally required audit files, and tracking data and documents for compliance. As the number of students increase annually so do the number of ARD meetings and amount of responsibility. We are excited to introduce the Campus Compliance Facilitators to each campus across the district to provide support in a capacity that will promote compliance and continuity across the district. We currently have 8 ARDCF positions and have added positions for each campus next year to have a Campus Compliance Facilitator
- **Inclusion Services:** Personnel are responsible for providing or overseeing the specially designed instruction for special education students who are in general education classes and are expected to take the STAAR.
 - Instructional interventionists provide inclusion support to students in the general education setting district wide. Currently there are 167 at the elementary level and 256 at the Middle/Junior high level
 - At the high school, the service delivery model expanded to all core subjects. Currently there are 229 students being served.
 - Inclusion Support Autism Specialists; DHSI and MJHS have a trained autism specialist currently serving students on the Autism Spectrum with social skills instruction and support with adaptive behavior skills.
 - Blind/Visually Impaired Inclusion Services provided by a Teacher of the Visually Impaired: We provide services to a total of 9 students. 8 students are on 5 campuses and 1 Blind and Hard of Hearing Student under 3 (ECI program) is provided services at home.
 - Use of accommodation logs by gen ed teachers and inclusion logs by sped staff is used district wide to document support/services provided
- **Low Incidence Disabilities (LID) classrooms:** for students who need more intensive instruction in a specialized class with a special education teacher, each class is named according to the primary goal of instruction. There are a total of 43 teachers serving 379 students in classes which include:
 - **ECSE** (Early Childhood Special Education) serves students ages 3-5 with disabilities who need early intervention. DISD has completed the first year with SANDS and SEAS programming at every elementary campus, currently serving 88 students.
 - **SANDS** (Students Applying Needed Developmental Skills) is located in the Pre-Kindergarten general education setting with additional support provided by the ECSE (special education) teacher collaboratively teaching with the PK teacher. It is currently offered in a half-day program.
 - **SEAS** (Supporting Early Academic Skills) is a self-contained special education setting, where students receive highly supported and structured academic, behavior, social, personal health and other self-care assistance. It is currently offered in a half-day program.
 - We will need to consider the plan for the two program types as we transition to full day. The same ECSE teacher will not be able to be both a full day SANDS co teacher and a full day SEAS self contained teacher.
 - This year we established two co-teach model classrooms for teachers to visit and deepen learning of what co-teach should look like. All ECSE classrooms were supported by Region 4 with 3 coaching sessions that consisted of observations and coaching feedback.
 - During monthly PLC meetings, the ECSE team streamlined resources, themes, and ideas for training moving forward. The monthly PLC also provided support from ESC directly to ECSE teachers. It gave teachers a platform to discuss classroom struggles, strengths, and special circumstances that arose throughout the year.
 - **SAILS** (Structured Academics, Integrated Life Skills) is designed to meet the needs of students with mild to moderate intellectual disabilities in grades K-8 at each campus. The SAILS class provides specially designed instruction with a structured approach focusing on prerequisite skills instruction and functional support. The students in SAILS take STAAR alternative. Sails teachers helped establish district wide PLC norms,

expectations, and structure of what a Sails classroom should look like for the district. Teachers shared resources and ideas for behavior management, reading stations, writing centers, and social skills during monthly PLC meetings. The ESC also provided middle schools with an online learning platform (IXL) that allowed teachers to get diagnostic data that drives their direct instruction in small groups. Elementary teachers at LES piloted the program seesaw and the ESC is going to provide the program to all elementary sails teachers next year. Special programs also made sure that all materials that general education teachers have access to in their classrooms, all special education teachers will have the same materials. Teachers were able to create a community of collaboration from school to school in the same program or subject.

- 30 SAILS classes serving 233 students in grades K-8
- **TIDES** (Teaching Individualized Developmental Experiences & Skills) is designed for students with significant intellectual disabilities which may or may not be accompanied by significant health needs. It is a self-contained, highly supported class where students receive alternative instruction, personal health and other self-care assistance. Students in TIDES take STAAR alternative.
 - 5 TIDES classes serving 45 students in grades K-12th
 - TIDES classes are at SLES, CRES, LMS, KJHS, and DHS
- **WAVE** High School (Woven Academic and Vocational Education) is designed for high school students who were previously in SAILS or require a structured focus on pre-requisite academics and functional skills along with developing skills in the areas of socialization, employment, and daily living. Students will use community resources to prepare them for successful independent and/or assisted adult living while they earn the academic credits required for state graduation.
 - 5 WAVE teachers serving 71 students in grades 9-12.
- **SEALS**: (Secondary Education And Life Skills) services our students who are 18-21 years old. We have two 18+ programs, housed at MJHS for these students who have completed their high school diploma requirements but continue to need instructional assistance for either independent living skills or work-based learning as they transition to adulthood.
 - **SEALS ILS** (Independent Living Skills) focuses on teaching independence in self-help and advocacy, providing work based learning opportunities on campus and volunteering in the community, that will enable the student to reach their maximum level of independence
 - Currently serving 7 adults
 - **SEALS WBL** (Work Based Learning) these adult students are working on self advocacy and employable skills. Utilizing community partnerships such as College of the Mainland and the Texas Workforce Commission / Vocational Rehabilitation Services students access VRS curriculum and job coach resources, work exploration, work assessments and participate in work opportunities designed to facilitate post-secondary goals.
 - Currently serving 2 adults (2 have found full time jobs and graduated)
 - **SEALS** will have an increase of students from DHS TIDES that will be eligible for 18+ and we will be opening another classroom to support their needs. These students will have support for their functional life skills and medical needs. They will have opportunities to participate in social experiences and volunteer/tasks on the campus to promote some independence based on their level of need.
- **Model of Instruction**: We have established the 10 critical components as the structure for self contained classes. This includes arrangement, stations and communication to name a few. In addition we provide modeling, support and instructional resources such as online tools (Unique Learner and I-XL) and materials through our SERS (Special Education Resources and Supplies) center housed at KELE.
- **PLC**: "Job Alikes" were established this year with the LID programs and supported by campus principals to provide the special education teachers with a community of others who do the same job like theirs. We pull the teachers based on their program and using the solution tree guides we support the staff and district wide in these areas in the same capacity as general education teachers do for their area of expertise.
- **Special Educational Program**, other than the LID programs: Students who have various disabilities that do not require special designed instruction within a self contained, may receive one of the following support services, based on their need:

- **RISE** (Restructured, Individualized Special Education): RISE instructional support provides specially designed instruction for students in grades 5-12 who have learning disabilities or other needs and are significantly below grade level academic skills in the area of reading, writing and/or mathematics. RISE is provided by teachers who are special ed certified and instruction is provided in a pull out special education setting where they follow the TEKS while getting intensive instruction on their IEPs. Students in RISE typically take STAAR but require The high school offers RISE in all 4 core academic subjects.
 - 23 RISE teachers are serving 293 students in grades 5-12
- **DEAR Program** (Dickinson Education Acceleration Recovery): DEAR is designed for high school students who must meet credit graduation requirements where tailored instruction is provided to students. It is a self-contained environment taught by a special education teacher who is also a vocational adjustment coordinator. Students work on individualized plans designed to address any transcript deficiencies and are expected to be actively engaged in the vocational / work process. DEAR assists students to graduate who likely otherwise would not have completed high school.
 - 1 DEAR teacher serving 11 students
- **Homebound** (special and general education). Currently, we have 12 Homebound students. These numbers fluctuate throughout the year based on student needs. We have one full-time homebound teacher.
- **SDI Walks**: Next year we are excited to engage the district in training and understanding of specially designed instruction (SDI) and conduct walks at campuses with administrators and Michelle Whatley to determine areas of strength and capitalize on it and areas of growth to address and work on to support students in the various settings and campuses across the district.
- **Behavior Programming** for students who demonstrate significant emotional or behavioral learning needs:
 - **BTC (Behavior Teaching Continuum)**: The behavior coaches support special education students, 504 students based on their plans as well as RtI/MTSS. The BTC is a leveled approach to support students and staff based on the student's need. The behavior coaches provide campus training and consultation to staff along with support on keeping and tracking data. A student at Level 2 means the behavior coach is working directly with the teacher in order to support the student. The behavior coach may intervene on occasion with the student, but the primary focus of level 2 is with the teacher. When a student requires a more intensive and direct approach, this is level 3 BLP (Behavior Learning Program). BLP is a comprehensive, campus-based approach consistent with ESSA and IDEA, for positive behavior support systems and student placement back into mainstream classrooms. BLP focuses on direct instruction/coaching students to behave appropriately in general education or other special education classrooms with the help of a specially trained teacher(s) and paraprofessionals. Resources utilized within the BTC and BLP program may include, Check-In, Check-Out, Restorative Practices, CHAMPS, and Second Steps. It includes orientation, frequent monitoring for students not ready for a check-in, check-out system, re-orientation, and self-monitoring. In addition a collaborative consult piece is provided to staff who work with these students.
 - 14 Behavior Teaching Continuum teachers serving 83 at the elementary level, 118 at the middle/junior high and 73 at the high school level; all have increased support since last year.
 - **ABCD** (Adaptive Behavior Class - Dickinson): ABCD is Level 4 of the BTC. It is a self-contained class designed for students with intense behavioral needs who have not achieved success in the Behavior Learning Program setting. Student interaction is restricted from the rest of the school population during the initial phase of the program. Students progress on a highly structured acquisition system and as the student demonstrates success, the student integrates back into his/her previous educational setting. ABCD focuses on intense behavior remediation including (but not limited to) anger management strategies, social skills and coping strategies.

- The chart below shows the number of students per campus on BTC at Level 3 and 4.

School	BLP Level 3 Direct Student Support	ABCD Level 4 Self-Contained/Intense Support
Bay Colony Elementary	7	
Calder Road Elementary	4	
Hughes Road Elementary	5	
K.E Little Elementary	3	
San Leon Elementary	4	
Silbernagel Elementary	0	
Lobit Elementary	3	11*
Lobit Middle School	10	
Dunbar Middle School	6	10*
Barber Middle School	5	
Mc Adams JH	9	3
Kranz JH	14	
Dickinson High School	59	4

**Consolidated district program with students from multiple campuses*

- We currently have 2 ABCD classes at the elementary level, both at LES, 2 ABCD classes at the middle school level, at DMS, and one at each junior high and one at the high school. Next year, we will be moving one of the elementary classes to K.E. Little and one of the middle school classes to Barber Middle.
 - Out of district placements: We started the year with 1 student placed in an out of district placement. We have one additional student who is being recommended for ESY at ABS due to an increase in behavior. Due to the needs of 1 student at ABS, she has not met criteria to begin the return transition.
- Behavioral Services:
 - We have added a District Behavior Specialist, Cephus Scott, to the team for next school year. He has worked as a behavior coach and a self-contained behavior teacher in Dickinson ISD. He volunteers in the community to support students and adults. This year, he has gone to LES and DMS to support the ABCD programs. He has training in Why Try, Second Steps, and PASS and will be attending Youth Mental Health First Aid and other training sessions this summer.
 - An independent review of the behavior program was conducted and it was noted that the team is struggling with paperwork and social skills lesson plans. We also had a TEA complaint due to a failure to properly provide / document social skills instruction. This will be a focus for next school year. The district behavior specialist will meet with behavior coaches on their campus to support social skills instruction, documentation, and challenging behaviors and in maintaining compliance paperwork,.

- The Behavior Team participated in monthly professional learning community (PLC) meetings grouped by levels (Elementary, Middle, Junior High, and High School) during the 2021-2022 school year which included training opportunities. Campus administrators were invited to participate as well. Each month, discipline data was reviewed, success and struggles discussed, and need for training and support.
 - The Behavior Team also participated in training that supports Autism in Girls by Dr. Strait and High Risk Behavior by Dr. Collier. The team also utilized the expertise within the team for training. Patricia Kaemmer and Jenny Blanco both presented to the team.
 - Patricia Kaemmer will be attending the Restorative Practices Conference in Chicago this coming summer. In August, she will be sharing the information with the team.
 - Four of the Behavior Coaches are presenting at the DISD Think! Conference this year. Topics include understanding how trauma impacts student behavior, the importance of developing relationships with students, and general behavior management strategies.
 - Next year, the team will be providing additional training to teachers on how to work with students with challenging behaviors. They will model how to coach students rather than having students leave the classroom and lose out on instructional time as well as shift the power back to the classroom teacher. Students in the Behavior Learning Program (level 3) may still be removed to ensure there is not a disruption to the classroom learning, however, more effort will be made to keep students in the classroom.
 - A focus for the self-contained classrooms is to work students back into the classroom to decrease gaps in learning.
- Discipline Data for Students Receiving Special Education Services (RDA Indicator 18)
 RDA Indicator 18 is the number of times students age 3-21 served in special education were reported with a disciplinary action code of ISS, OSS, DAEP, etc. The issue with this indicator is that several action codes can be assigned to one disciplinary infraction. For example, if a student is caught with a vape, he/she may be suspended for the rest of the day (1st action code), suspended for two more days (2nd action code), ISS for 3 days while waiting for the MDR (3rd action code), DALC placement (4th action code); 4 action codes for 1 disciplinary infraction.

All secondary campus administrators are required to complete a data review each month, analyze, and report their campus special education disciplinary data. Since implementation, the district’s overall data has improved. Last year, we conducted a Corrective Action Plan to address this. This year, we were not required to complete a Corrective Action Plan, and the district overall data indicates that we will not be required to do so again for the next 2 years.

Performance Levels(PL) are assigned by TEA based on the percent. They change from year to year and range from 0-4. The lower the PL the better. Data used to determine the PL is based on 2 year old data. Below is overall Special Education Total Disciplinary Removal rates and the performance levels.

DISD SPED Total Disciplinary Removals Rate (Ages 3-21)

Year	19-20	20-21	21-22
Results	44.20	35.40	37.70 (Estimated)
Performance Level	2	2	2 (Estimated)

Below is the current Special Education Total Disciplinary Removal rates by campus.

Campus SPED Total Disciplinary Removal Rate

	CRES	SLES	BCES	HRES	JSES	LES	KELE	BMS	DMS	LMS	MJH	KJH	DHS
21-22	1.4%	0	5.6%	3.7%	1.1%	0.6%	2.7%	17%	57.90	52.80	102.5	57.40	67.6

RDA Indicator 18 also looks at significant disproportionality for Hispanic, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, White, and Two or More Races. Significant disproportionality is defined as a Risk Ratio greater than 2.5(a student with this race is 2.5 times more likely to receive a disciplinary action code). Below is the overall district level:

	Hispanic	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races
Risk Ratio	0.7	0	0.5	2.2	2.7*	0.7	1

*this represents one student so it should not be counted as meeting the criteria, per TEA

A review of campus data indicates that no campus has a risk ratio greater than 2 for any race.

- Out of District Placements:
 - We do not currently have any students at the Texas School for the Blind and Visually Impaired (TSBVI) or the Texas State School for the Deaf (TSD).
 - Out-of-District Placements: We currently have 2 students at Harris County Department of Education Adaptive Behavior School (HCDE: ABS). DISD Staff go visit the ABS students once per month to review progress and ensure that this is the Least Restrictive Placement.
 - Galveston-Brazoria Co-op for the Deaf and Hard of Hearing (GBCDHH)- DISD has ten students who are located on a CCISD campus (decrease of two). We have seven students who are receiving direct services within the DISD schools. We have an additional twelve students who are receiving services through Section 504, and eighteen students receiving equipment. Five more students are pending completion of evaluation. DISD pays almost \$15k per year per student for this program. (\$330K for 2021-22).

Special Olympics - Head of Delegation: Megan Turner

- The pandemic impacted and put a pause on the fall sports.
- We have 9 coaches that support and lead the Dickinson Special Olympics
- The Dickinson Special Olympics students recently competed in the 50 meter walk and run events at their Spring Games. Several students earned medals :
 - 12 gold
 - 6 silver
 - 3 bronze
- We hosted a Special Olympics Unified tournament with the Dickinson High School basketball team players; this was a great opportunity for the students to play together and have fun regardless of their ability.
- We have 8 seniors participating in a Graduation ceremony that earned Red and White honor cords to be worn with their graduation robes.



Special Education Assessment, Speech and Related Services Coordinator: Maggie Burk

The Assessment, OT/PT, Speech, and CARES team will be working on Elevating the skills, communication, and culture of the team next year.

Assessment Staff:

- The Assessment team is led by Maggie Burk and it consists of a very diverse staff: 4 LSSPs, 6 LSSP Interns and 5.5 Educational Diagnosticians. This includes Assessment Specialist, Mary Gonzales, Ed. Diag, and next year, Dr. Bianca Watkins, LSSP, will serve as an Assessment Specialist. Assessment Specialists help build capacity of the team including training, support, and working on complex cases.
- We spent most of the year 2.5 people short. However, we have filled two of those positions for next year with an experienced bilingual diagnostician and an experienced monolingual diagnostician.

- We had 2 LSSPs resign (one who lives in Sharpstown and one who is moving to Kline). We have filled one of those positions with an LSSP, which leaves us with 1.5 open positions. We are continuing to interview. We have modified our interview process to begin with our mission, values, and our commitments.
- Next school year we will have a Practicum LSSP student who will work with us 2 days per week. Practicum students are in their 2nd year of the LSSP program and require intense supervision and mentoring. However, the following year, they will be applying for internships, which is a great way to fill open positions.
- Again this year, Maggie Burk contacted all of the School Psychology programs across the state as well as in Arizona, Oklahoma, and Arkansas. She designed and sent out a flier and several emails to the professors. In October, Laurie Rodriguez and Maggie Burk virtually attended the Texas Association of School Psychologists Annual Conference and Recruiting Fair.
- DISD evaluations are very thorough and legally defensible. They are highly regarded by advocates and agencies in the community. Assessments include all areas of suspected disability conditions and are completed by a multidisciplinary team. The team regularly attends training to ensure the highest level of knowledge and skills.
- The assessment staff provide all dyslexia and special education evaluations and assist with Section 504 evaluations. This has helped the district tremendously with the concern that the state in general has not adequately evaluated students with dyslexia for a specific learning disability. Since all students whom we suspect dyslexia receive a Full and Individual Evaluation, we have not had issues.
- Last year, we created the EvaluGators (previously known as Grow Your Own) program. Last year, we had 6 staff that attend regularly and this year we have had 3 staff. We have covered various topics, including the cognitive processing model (known as “the Gs”) and various tests. Some of the Ed. Diags that completed the university program will be doing testing next year with an extra duty agreement.
- Information from campus administrators and teachers report that the Review of Existing Evaluation Data (REED) collection process is very time consuming. A small team of assessment staff, general education teachers, special education teachers, and speech pathologists met and are in the process of revising the procedure to make it more user friendly and provide better data regarding what the students are able to do. This will help teachers and evaluators. The final document will be completed by the end of June and training will be provided in August via zoom and round table pop-in PD.
- Next year, assessment staff will be providing a weekly Round Table Pop-In PD in conjunction with other disciplines, such as the District Behavior Specialist, Speech, and Occupational Therapy. The purpose is to provide teachers and staff with support, better communication, and provide training on various topics. This will be conducted via zoom and staff will be available all day. The first 30 minutes of each session will be training on a specific topic, while the last 20 minutes will be focused on questions on any topic presented by the audience. The session will be repeated throughout the day so staff can attend when it is convenient for them. Topics generated so far include behavior, Full and Individual Evaluation (FIE) process and summary, referral process, what to do when students DNQ (Does Not Qualify equals Do Not Quit), recommendations from the FIE, dyslexia, dysgraphia, the REED and Re-evaluation process, and the various related services.
- The assessment team is working toward achieving recognition by the National Association of School Psychologists (NASP) to become an Excellence in School Psychology Program. There are several criteria to obtain this recognition, and the areas of growth for our team include a thorough needs assessment, equal access to services for general education, school systems that provide a range of services, staff to student ratio, collaboration to plan services with the community, and contract services that supplement not supplant. Strategies to obtain this include the Round Table Pop-In PD, increased presence on the campuses, updating the REED packet, additional staff, and increased community involvement through parent support groups and training.

Evaluations

CROSS-BATTERY

FIE * IEP * ARD

Educational Diagnostician

Licensed Specialist in School Psychology

Recommendations * Consultations

Behavior * fBA

Speech Team

- The Speech team is led by Tonia Marion-Wilson and it consists of 6 full-time SLPs, 1 – part time English SLP, 1 Full-time bilingual assessment SLP, 4 full time SLPA's (2 bilingual). We have two assistants who will be Clinical Fellow's (CF) starting in August. There are 779 students in speech (an increase of 147 students from last year at this time) including 106 students receiving bilingual therapy (increase of 36) across the district. We hired a CF, who

starts in August, for the position that has been open for a year, leaving 1.5 positions still open which are new this year. Speech travels to provide services to Head Start, private schools located within our district, and Gator Academy. In addition, we attend ARD meetings, SIT meetings, provide RTI interventions and do assessments. We have “grown” our own Speech- Assistive Technology Specialist who provides speech and language services as well help co-developing Assistive Technology within the district.

Related Services (Occupational Therapy & Physical Therapy)

- The Related Services Team is led by Tanya Jensen,
 - **Occupational Therapy (OT):** 5.5 Full time time. We have had to utilize contract services to complete 20 evaluations to date. We have 358 students currently receiving OT services (48 pending evaluations). Last year there were 202 occupational therapy evaluations for the 2020-21 school year. This year we have 248 requested evaluations to date. All LID classes receive OT support. We are adding an OT. One of our FT OTs does ½ AT ½ OT.
 - **Physical Therapy (PT):** The district employs 2 Part-time (0.75) staff who service 46 special education students. PTs supervise and provide evaluations for Adaptive PE. PTs provide training for use of the EvacuTrac chair for wheelchair bound students. There are 20 students currently using wheelchairs for primary mobility.
 - **Assistive Technology (AT)** is led by Megan Craft, SLP, and Barbara Cesari, OT: Currently, there are 207 students using high tech assistive technology devices. This is up 73 kids from last year. Campus specific OTs are responsible for supervising 166 Google chrome books (up 66 from last year), district wide on their respective campuses, and supervising the use of 185 Co:Writer seats. This year, the AT/OT and AT/SLP are now managing the inventory and tracking of all AT equipment, processing all AT assessment plans, compiling the student specific team, completing AT evaluations, attaining devices and providing training to relevant staff. With the addition of the full time OT, the AT area now has two therapists supporting students with AT from an OT and SLP standpoint. The therapists also support the use of AT throughout the district to provide the following: alternative computer access, switches to promote participation and function in the classroom, voice output communication device/trials (18 iPads with communication apps, a selection of mid tech, low and no tech communication devices), reading technology supports: (Snap and Read (300 seats) and reading pens (8)), support to 8 AT students (high AT needs). AT devices range in cost from \$60 for a Co:Writer seat to upwards of \$10,000 for dedicated speech output devices. Devices are determined based on student need and an AT Evaluation. The district AT team has assisted students in attaining personal devices through grants and insurance. These students then own their own device which they bring to school. With the increase in students identified as having dyslexia and other reading or writing disabilities, we expect the upward trend to continue with needing more assistive technology services/devices/trials. This year, the AT support team completed the second year of Assistive

PT versus OT:

<u>Physical Therapy</u>	<u>Occupational Therapy</u>
Gross Motor Skills	Fine Motor Skills
Functional Mobility	Functional Handwriting
	V-P skills



Examples of Assistive Technology

No Tech

- Pencil grip
- Post-it-notes
- Slanted surfaces
- Raised lined paper
- Covered overlays
- Tactile letters
- Magnifying bars
- Weighted pencils



Low Tech

- Buzzers
- Portable word processors
- Talking Calculator
- MP3 player
- Electronic organizers
- Switches/Buzzers
- Lights



High Tech

- E-Readers
- Touch screen devices
- Computerized testing
- Speech Recognition Software
- Word Processors
- Text-to-Speech(TTS)
- Progress Monitoring Software



Technology training through Region 4 and will continue with year three of training in Systemic Applications in Assistive Technology. This year the AT/OT and AT/SLP have been mentored by an AAC consultant to help improve the AAC/AT evaluation process and implementation in the classroom.

- **Counseling as a Related Educational Service (CARES):** Counseling as a related educational service is provided to students who have a disability condition and receive special education services. It is provided by a Licensed Professional Counselor (LPC). During the 2021-2022 school year, the caseload increased from 148 to 175 students. To assist with the increase in direct counseling services and increased number of students on the caseload, the LPC supervised a Clinical Social Work Practicum Graduate Student that assisted with providing counseling and consultation services for the 2021-2022 school year. We also utilized LSSP Interns to provide some CARES. Next year, we will have 2 LPCs providing services to ensure all students' needs are met and services are provided.
- **Private Schools:** We are required to notify and provide services up to the proportionate share of federal funds to students who qualify for special education services who attend a private school or are home-schooled in the DISD boundaries. We currently have 17 home/private school students who have an Individual Service Plan and are receiving special education services, and 4 home/private school students who are not receiving services. We have a child-find obligation to test any students suspected of having a disability who attend a private school or home school in our district boundaries. This year, we set up 3 meetings, including options to attend via zoom or after school. Historically, attendance at this meeting is poor. We had 3 parents attend the first meeting, none the second or the third. We also started sending a newsletter three times per year to help share information. True Cross has referred 6 students and we have had 3 home school students referred for an initial evaluation.
- **Residential Facilities Tracker (RF Tracker):** TEA requires that the information be entered monthly through Skyward. We currently have 2 residential facilities, both housed at the Esmond Center: Detention and TLC Level 5.
- **Contracted services:** Orientation and Mobility (O&M) Specialist, Occupational Therapist, Bilingual Speech Pathologist, LSSPs, Bilingual LSSPs and Diags, Professional Development Trainers, Special Ed consultants

Special Education support in DISD School Safety and Security

- We have three facilitators for As+K About Suicide to Save a Life. The counseling team attended this training along with professional development over Dickinson ISD's Suicide Prevention Procedures.
- A team of 15 staff members have been trained in Critical Incident Stress Management (CISM) Individual and Group. Two professional school counselors have been trained in Critical Incident Stress Management (CISM) Application with Children. One professional school counselor and the SEL Specialist have been trained in Critical Incident Stress Management (CISM) Managing School Crises: From Theory to Application
- Six staff members were trained in NOVA Critical Response Team Training.
- Three Professional School Counselors are trainers for Psychological First Aid
- One Professional School Counselor, the Social Emotional Learning Specialist and the Coordinator of Evaluation and Related Services are trainers of Youth Mental Health First Aid and Adult Mental Health First Aid.
- The Social Emotional Learning Specialist is working with the Gulf Coast Center to implement the Galveston County Suicide Prevention Coalition in coordination with the Texas Suicide Prevention Collaborative.
- Four Professional School Counselors and the Social Emotional Learning Specialist are now Say Something Train-the-Trainers by Sandy Hook Promise.
- The lead Elementary/Middle Professional School Counselor, SEL Specialist, Executive Director of Special Programs, Coordinator of Evaluation & Related Services and the Coordinator of Special Programs Instruction & Compliance attended the Standard Response Protocol/Standard Reunification Method Train-The-Trainer.
- The SEL Specialist attended the School Behavioral Threat Assessment Training through Texas State Texas School Safety Center.
- Administrators received a one pager on DISD Safe and Supportive Schools with Suicide Prevention procedures (threat to self) and School Behavioral Threat Assessment procedures (threat to others).
- Administrators received a one pager on DISD Crisis Response.
- The lead Elementary/Middle Professional School Counselor and the SEL Specialist are Trauma Informed Care Train the Trainer. This program primarily uses content created by the National Association of State Mental Health Program



Directors' Center for Innovation in Behavioral Health Policy and Practice and included in "TIC Train the Trainer on SAMHSA's Trauma-Informed Approach: Key Assumptions & Principles" Curriculum.

- The SEL Specialist and the Coordinator of Evaluation & Related Services are Certified Trauma Practitioners-Education by Starr Commonwealth.

State Accountability Information:

- Historically, special education in Texas has multiple monitoring systems. As TEA changed from PBMAS to Results Driven Accountability (RDA), SPP remains the same.
- DISD 2021 Special Education Determination Status: Level 2 (Needs assistance)
- The specific areas of concern included: 1. Writing STAAR grades 3-8 and EOC English I and II and 2. Regular Early Childhood program rate (Ages 3-5)
 - Students with disabilities did not meet writing ELA STAAR grades 3-8 and English I and II EOC passing rates at a comparable level to students in general education creating achievement gaps between sub groups.
 - Writing is a systemic issue, noting that we have concerns for writing in grades 3-8 (indicator 1) and for EOC English I and II (indicator 4). The district convened a committee consisting of campus administrators from every instructional level, curriculum specialist and special education staff. We reviewed data and have committed to continuing the instructional alignment committee of campus principals, assistant principals, deans of instruction and special education director, ARD facilitators and instructional specialists. The team will evaluate special programs across the district in order to determine areas of need in programming, instruction, staffing and systems. We have started by having all campuses trained in the implementation of the research-based "We Write" instructional program from TAMU.
 - ECSE (early childhood special education) inclusion in the least restrictive environment for students aged 3-5 years (indicator 9). This has continued from last year.
 - Last year we conducted training and roundtables to review our programming. Adjustments were made in beliefs to have an inclusive mindset. We added staff to provide ECSE at all 7 elementary schools. Pre-K teachers and ECSE teachers were partnered at each campus to provide a true Collaborative Teaching partnership. Partnering with Region 4 we changed the instructional design to include a full spectrum of inclusionary instructional models. Over the summer and into this school year, all ECSE and pre-k teachers attended targeted professional development and received coaching support and feedback from district sped department and Region 4 education specialists. We continue to grow with children going through the child find process and campuses are providing a continuum of services to support early childhood special education.
 - Ages 6-21 inclusion in the least restrictive environment: We continue to monitor this across the district each year to ensure that students have opportunities in the general education setting with non disabled peers to the extent appropriate (indicator 11).
 - DISD provides a continuum of services to support students who receive special education. With the DISD strategic plan and the vision of DISD starting with the 3 words "Inclusive of all.." We continue to promote training, dialogue and support to not only special education staff but to campus administrators and general education teachers as well. Opportunities such as the mid-level conference allowed for teachers to select the training opportunity provided by the Special Program Coordinator and additional training will be conducted by her in the summer during the DISD Think conference. As a department we continue to provide opportunities to support all students. Next year we will include specific "SDI walks" on each campus with feedback provided to teachers and campus administrators.
 - Discipline disproportionality
 - The data used in this indicator is from 2 years previous (2018-19). DISD was at 35.4% in 2018-2019. Last year, 2019-2020, we were at 44.20% which will be a Level 3. Ideally, the district would fall below 29% to be at a level 1. This year, secondary campus Assistant Principals review their discipline data monthly to monitor referrals and disciplinary placements. End of the year data indicates that the district will be at 27%; however, next year's indicator will be elevated due to data being 2 years in arrears. While we may still require monitoring due to last year's discipline data, this is huge growth for the district. The other piece of data that TEA monitors is the risk ratio

for racial/ethnic students. Risk ratios greater than 2.5 are indicative of a problem and can be cited by TEA. All DISD risk ratios are below the 2.5 rate, with Black or African American at 2.0 being the highest. We will need to continue to monitor this to ensure our Black or African American students are not being overly identified for discipline.

- Campus administrators utilized Restorative Practices to develop alternatives to discipline, as well as proactively met with behavior coaches to monitor students who had significant behavior concerns. Administrators also reviewed common practices, such as issuing ISS for repeated no shows to detention for dress code violations.
- Data for STAAR testing have just been received and are currently being reviewed.
- The district will complete the self-assessment process with the assistance of a special education consultant and we will focus on the 7 required areas were required for review, the district completed 22 of 23 areas. Our results are shown in the table to the right.

State Performance Plan (SPP):

- DISD missed evaluation timelines in the 2021-2022 school year and we were required to complete a Corrective Action Plan. We missed 1 student for State Performance Plan (SPP) Indicator 12 (timely evaluations for students coming from ECI) and 99 students for SPP Indicator for Indicator 11 (timely initial evaluations). Reasons for evaluation delays include student/staff absences due to COVID and staffing shortages, including inability to find enough contractors to do contracted testing. The entire state is facing a shortage of evaluators.
- SPP 11: This is a 100% indicator, meaning if you miss even one initial timeline you are out of compliance. Any student who was referred last school year, but an ARD was held this school year, after the due date, will reflect on the current year's SPP 11 indicator. We have missed timelines for 8 kids this school year due to students evaluations being out of timeline last year and an ARD being held this school year. We have missed additional students this year due to lack of available evaluators. We will be out of compliance again this school year.
- SPP 13 (transition services): This is also a 100% indicator and data are based on previous years. DISD met compliance .

Data from school year	Used for state rating	SPP 13 status
2017-18	2019 (PBMAS)	Failed
2018-19	2020 (RDA)	Met Compliance
2019-20	2021 (RDA)	Met Compliance
2020-21	2022 (RDA)	Met Compliance

Assessment trend information: Team Leader: Maggie Burk

Total # Initial Special Education Referrals, Re-evals and ARD count

	2018- 2019	2019-2020	2020-2021	2021-2022 To date
Initial Evals (CF: child find)	592 (94 CF)	516 (115 CF)	522 (106 CF)	To date:573 (122 CF)
# qualified	326	327	331	*
Qual. Rate	55%	86%	63%	*
Re-evals	361	392	558	586 To Date

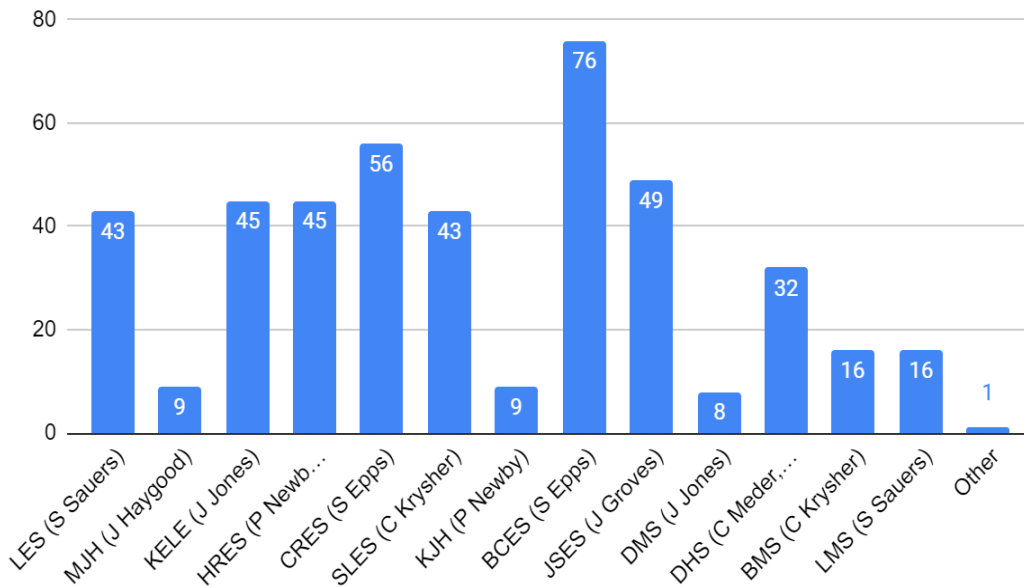
	2018- 2019	2019-2020	2020-2021	2021-2022 To date
# ARDs T:total F: fall S: spring	T: 4,317 F: 1,691 S: 2,626	T: 4,747 F: 2,602 S: 2,145	T: 5,152 F: 2,904 S: 2,248	T: 5,783 F: 2,939 S: 2,844 4545 ARDs: 222

Annual Reporting dates: are Aug 1 – June 30. Fall reporting dates: Aug 1 – Dec 31. Spring reporting dates: Jan 1 – June 30.

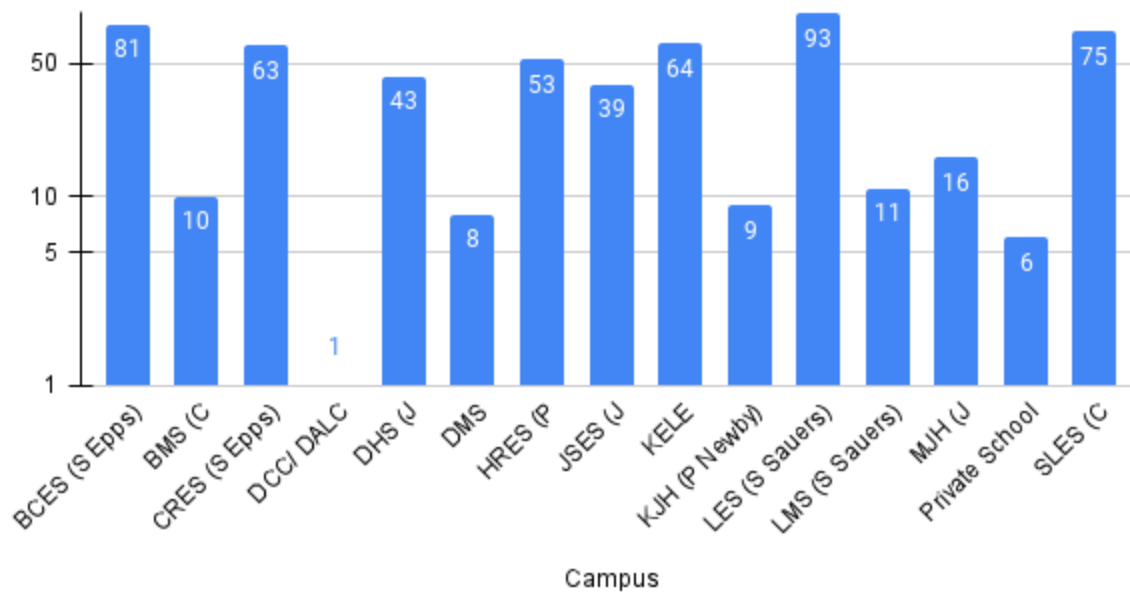
*data are not determined until all evaluations are completed in July.

Initial Referrals by campus (to date)

Initial Referrals 2020-2021



Initial Referrals 2021-2022



- We also have 93 students, ages 3-5, not currently in school who have been referred since August 1, 2021. As of 5/24/2022, 14 of those children receive or have received services from Early Childhood Intervention (ECI). The other 79 were through the Child Find Screenings.
- Additional Measures to complete evaluations: We used the salaries for unfilled positions to contract out evaluations. However, contract evaluators are difficult to find and often do poor evaluations. They require a great deal of time for staff to manage the outside contractor.
- We had 6 LSSP interns this school year, of which 5 are remaining as LSSPs next school year (one intern is leaving due to a lengthy commute). Interns must have completed a 600 hour on-site practicum and 2 years of graduate school before being eligible to complete an internship. They typically require a reduced caseload for the first month, along with required 2 hours of supervision per week for the remainder of the school year.
- Staff are working evenings and weekends to write reports to ensure students' needs are met and we don't miss additional timelines. Laurie Rodriguez, Executive Director of Special Programs also did evaluations to assist with meeting timelines.
- Due to dyslexia screenings, we are seeing an increase in the number of academic evaluations for Kindergarten, 1st and 2nd grade students.
- We operated most of the year 1.5 people short; we had one intern who started with DISD in January. We decreased the number of training sessions assessment staff are attending in order to focus on the students' needs. However, we are trying to use webinars and outside consultants to ensure staff are knowledgeable and up-to-date on trends.
- We continue to see an increase in the number of evaluations for students with behavior difficulties as seen with the number of psychological evaluations. Behavior difficulties across the district, but particularly at the elementary and middle schools are increasing. We saw an increase in the number of evaluations at the high school level as well.
- HB89 required all ARDs to change a placement due to a disciplinary action to include a Functional Behavioral Assessment. This requires a Review of Existing Evaluation Data (REED) and takes significantly longer to do. This is not a Federal IDEA requirement, but rather a State requirement. An FBA is only required, according to IDEA, when a student's behavior is a manifestation of his/her disability condition.
- We are seeing an increase in students in our SAILS classrooms with significant behavior issues. This leads to an increase in the number of Functional Behavioral Assessments and LSSP intervention. We have provided ABA training through a grant from UHCL to teachers. Teaching non-compliant, potentially physically aggressive students is time-consuming and frequently requires increased staffing to address the student's concerns.

- We implemented the *Diagnostic Classroom Model* this school year at two elementary campuses. The data obtained from the evaluation assisted evaluators with making more accurate determinations, relevant educational data, and time to see the child develop over a span of two school weeks. The program also assisted with determining which type of educational programming, if any, were needed. Parents reported satisfaction with the program and the current process. For the 2022-2023 school year, we will work to expand the program to more elementary schools with Principal and ECSE approval and buy-in.
- With the increase in evaluations, there is a concurrent increased cost of testing materials, including protocols and test kits. QInteractive, is an online testing system utilizing 2 I-pads with both electronic and paper protocols. The assessment person has one I-pad that hosts the administrator module and the student enters their answers on the 2nd I-pad. QInteractive includes many of the tests used by LSSPs, Educational Diagnosticians, and Speech Pathologists. QInteractive is the less expensive source for many of the required tests. It requires an annual fee based on the number of students we have identified at snapshot. The cost for next school year is approximately \$32,000. While this covers many of the test kits we use, it does not cover all required tests as there are multiple publishers with copyright requirements. As tests are re-normed and developed, we will have to purchase new test kits. We also have to purchase test protocols for each test for each student.

ARD trends – Team Leader: Jennifer Groves

1. Each year, the number of students that receive Special Education Services increases.
2. If a student in special education has increasing needs throughout the school year, an additional ARD is necessary to address those needs. With the new RDA information on LRE, ARD committees are being convened to address student’s LRE and discuss placement.
3. We are required to hold a failure ARD for every student that fails a state assessment after each administration of the test (some students are requiring 3 ARDs per year (4 ARDs if they are transfer students). Per TEA, the ARDC is the grade placement committee for Special Education students who do not meet the passing requirements for their grade level.
4. Transfer students have a minimum of 2 ARDs. Typically 3 ARDs, if they come to us prior to the first Friday of October. DISD follows a procedure to re-annualize ARD’s that are held before snapshot so that staff are better able to plan with more knowledge of the student and to allow for Initial and transfer ARD’s to be scheduled within the first 30 days of the upcoming school year.
5. The number of transfer students for each school year has varied. Some years we see a large increase. These numbers do not include in-district transfers.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 ¹	2020-2021	2021-2022
137	189 (+52)	197 (+8)	192 (-5)	185 (-7)	149 (-36)	195 (+46)

6. Amendments to the ARD paperwork are required in order to reflect changes made by TEA to state assessment accommodations or qualifications. Changes are made yearly and can vary based on each type of assessment.
7. Revision ARD’s are held for every student who is recommended for Extended School Year (ESY) services. Procedures were written to streamline the student recommendation process in order to ensure that all students being recommended meet the regression and recoupment criteria. These procedures were beneficial and have significantly reduced the number of students being recommended for ESY.
8. We are seeing an increase in the number of advocates present at ARD meetings. The feedback from the advocates seems to be that DISD is doing a good job evaluating and providing services to students, however a few of the advocates have expressed concerns with teacher documentation of service provisions.
9. DISD is currently over the 1% federal cap for STAAR Alt 2 students but plan for testing based on students special education eligibility and identified needs.
10. Increase in evaluations equals an increase in initial ARDs. An ARD must be held for every student that is evaluated regardless of the student meeting eligibility requirements. The ARD must be held within state mandated timelines.
11. House Bill 4545 has significantly increased the number of ARD’s being held both EOY and BOY to document the AIP and that the ALC met. We will hold 222 ARD’s to address HB 4545, this does not include ALC 2 ARD’s.

¹ As of 1/31/2020

12. The data on the next chart are the enrollment numbers by campus as reported from Skyward. These data indicate a total DISD enrollment of 11,901 with 1,855 students receiving special education and related services (+ 174).

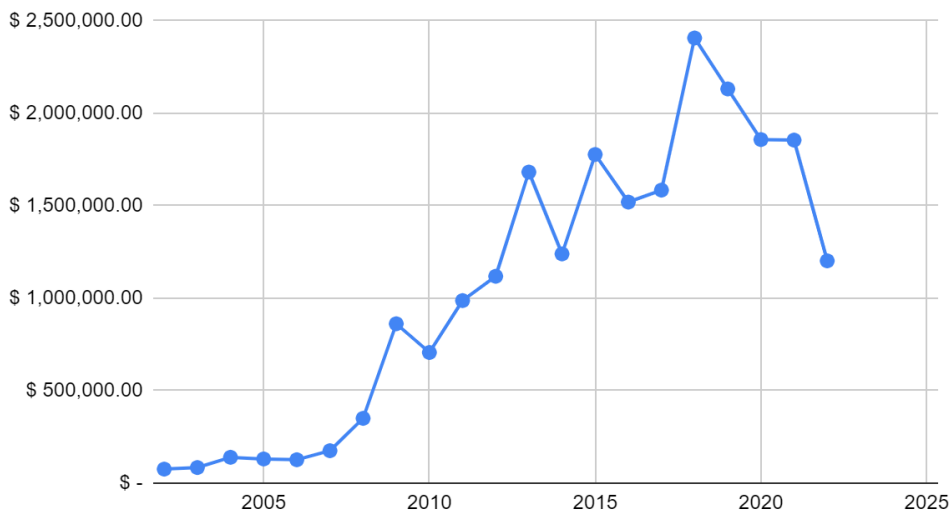
Campus:	May 7, 2020			May 27, 2021			May 19, 2022		
	Enroll	SE #	SE %	Enroll	SE #	SE %	Enroll	SE #	SE %
DHS	3097	394	12.7	3088	407	13.18	3332	450	13.51
DCC	55	1	1.8	91	4	4.4	56	4	7.14
JJAEP	3	0	0	0	0	0	1	0	0
TLC	9	0	0	7	2	28.57	7	1	14.29
Det.	8	1	12.5	12	2	16.67	14	4	28.57
CAP	5	1	20	3	0	0	6	1	16.67
MJH	875	127	14.5	890	137	15.39	916	146	15.94
KJHS	1006	108	10.7	961	114	11.86	962	120	12.47
DMS	611	89	14.6	639	121	18.94	669	130	19.43
BMS	725	86	11.9	692	80	11.56	595	94	15.80
LMS	464	85	18.3	477	88	18.45	525	91	17.33
BCES	692	98	14.2	677	95	14.03	673	115	17.1
HRES	711	105	14.8	674	109	16.17	719	100	13.91
JSES	659	92	14	639	87	13.62	628	90	14.33
KELE	681	84	12.3	601	70	11.65	620	93	15
SLES	734	126	17.2	669	120	17.94	663	116	17.5
CRES	658	119	18.1	688	127	18.56	725	135	18.62
LES	642	113	17.6	666	119	17.87	790	165	20.89
Total:	11631	1626	14	11474	1681	14.65	11901	1855	15.59

* Red print indicates decrease / Green print indicates increase (from previous year) % rounded to nearest 10th.

Medicaid SHARS Reimbursements

- Special programs staff continues to complete required paperwork that allows the district to seek Medicaid reimbursement funds for School Health and Related Services (SHARS) and Medicaid Administrative Claiming (MAC). These are federal funds that can be deposited into the local fund account; the caveat being that staff members who are paid with federal funds cannot also seek Medicaid reimbursement. Approximately 2/3 of our special education students meet requirements for economically disadvantaged, which means many also qualify for Medicaid. Due to restrictions in filing for reimbursement during Covid, we expected a decrease in funds.
- Further, the state has changed what can be reimbursed for under personal care services, which represents a significant portion of our reimbursements. Further restrictions and paperwork burdens were added in December 2021 for personal care services and we placed a halt on SHARS reimbursement for classroom teachers pending full determination of rules.

Reimbursement



2002	75,669.71	2013	1,681,986.00
2003	84,276.02	2014	1,239,474.87
2004	139,656.86	2015	1,777,050.62
2005	130,582.77	2016	1,519,692.81
2006	126,290.11	2017	1,584,394.73
2007	175,213.60	2018	2,407,074.02
2008	350,235.94	2019	2,131,616.40
2009	861,696.78	2020	1,857,753.00
2010	706,402.23	2021	1,854,905.00
2011	987,018.56	2022 YTD	1,201,964.18
2012	1,118,438.06		

We exist to make a difference in the lives of our students and we love to celebrate their successes. Below are a few anecdotes we would like to share.

- My counseling sessions through UTMB TCHAT have been a positive experience during the last 3 years. I appreciate the effort and time my counselor invested in me. My counselor's concern and genuine desire to help me was what I needed at the right time. I always felt comfortable to share my feelings, I knew I was in a safe place, and understood it was normal to be me. The discussions we had gave me comfort, hope, and courage to move on with life no matter the circumstance. ~12th Grade Student
- I am extremely grateful for the partnership between DISD and UTMB TCHAT team. Both of my children have benefited from the UTMB counseling services provided through DISD. The attention and care given to my children during sessions helped them become aware of their strengths, struggles, and successes. The convenience of the sessions being held on campus was very helpful. I am blessed to know that DISD is devoted to every child's welfare. ~Parent
- JSES-SAILS: At the beginning of the year, one student used to sit and stare, she wouldn't move without physical prompting, she wouldn't even hold a marker. Now she is speaking in full sentences using a speech device and moving through stations with verbal prompting only.
- BCES-SAILS: A student came to us at the beginning of the year being non-compliant and showing minimal academic success. After many trial and errors with strategies that work for her we have had many successes. She has mastered IEP goals and willingly completes her daily task without hesitation. We are sad to see her move on to middle school but know she will continue to grow.
- LES-SAILS: I had a little girl who came into my class at the beginning of the year nonverbal, tantrums, aggressive to teachers and friends and would destroy my room every day. Today she can independently walk to our class, get her breakfast, attend to tasks, follow 1 step commands, and play with her friends nicely. she is also saying a few words. She is a Rockstar!
- SLES TIDES: All of our students have made progress this year. Our first grader with Orthopedic Impairment (among other things) arrived in TIDES unable to even support her torso or maintain a seated position. She works hard for our CNA, and now she is trucking through the hallways in her gait trainer and making friends with everyone she passes. She crawls and can feed herself with assistance. She can identify certain shapes as well as identify herself in a picture. Our fourth grader drank his Pediasure from a bottle until working with our fantastic CNA. She weaned him off the bottle into a sippy cup. He has started to sample more pureed foods and is appearing to start gaining some weight. He used to be terrified of sitting on the toilet, and now he does it with no problem. He even started eliminating in the potty.!
- LMS-TIDES: I have a student who has increased his vocabulary throughout the year and has been able to express his wants and needs.
- LMS SAILS: I have a student that has not used his head protection or weighted vest this year. He is independently getting his weighted blanket when needed. He is now working on 7th grade types of equations and using negative integers. He is independently greeting adults and peers in the classroom and other school settings. He is participating in more of the PE activities and getting right in the middle of all the other students in the gym and at times participating. He is independently going through the line in the cafeteria for breakfast and lunch.
- PT/OT- A SLES student began walking for the first time in her gait trainer this year. She is now doing laps around the school and all the gen ed kids know her name and encourage her!
- Speech/AT device VOD: We had a student who was non-verbal kid with dedicated device and she hasn't really been using it for the past two years until we switched up her AT expectations.... Today, she uses it and carries everywhere. She is using it to decode CVC words, answer questions, learn basic concepts and in circle time she yelled her first word!!!!
- ECSE kiddo started in September not able to attend to task for more than 30 seconds and had no verbal vocabulary. He is now requesting items with 2-3 word phrases, answering questions with one word and can attend to 2-3 activities back to back.
- Kiddo was on a trial device starting in October. He had minimal verbal expression. He is now expressing 4-5 word simple sentences (both on VOD and verbal imitation), requesting and turn-taking in circle time spontaneously.
- I'm seeing a big difference in the communication of the kids that I have started on the Kaufman Apraxia program. I'm not just using it for kids with Apraxia, but also using it with some of my AU students to help with language, focus,

and automaticity. I am hearing from the teachers how much more the students are talking, and I see during therapy that some of the kids are now using words and phrases to communicate!

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- I have been a part of an amazing team regarding a very high needs student. The student came to us at 8 years old and did not have any means of communication. The student was unable to communicate at the beginning of the school year and is now using a VOD to communicate basic wants and needs. This student was being considered for a change of placement due to behavior. The campus and special education teams help design an environment that keeps him safe as well as other student
- I have a student that I started on a voice output device last year. Last year we just worked on finding where things are located on the device. This year he is starting to use words and phrases to communicate at school and at home. He's also started learning the structure for how to answer questions. It's so exciting to hear things from his mom like, "He told his sister mom and dad were coming" to alert her they were coming down the stairs. 😊
- I received a call two days before school saying that I was needed in the ABCD room. I already knew from the previous year that this would be a challenging year. From the whispers from the previous year, I was inheriting a student with some serious emotional issues that affected the learning of herself and her peers. She would do anything to not be in class. She undressed, cursed, yelled, and was very inappropriate for school. On the first day of school, this student confidently said that she wouldn't go to any classes. She threatened that if I made her go, she would repeat all of the same behaviors she did last year. I promised this student that I wouldn't do such a thing. I would only bring out her desire to come to class, and that's what happened. This student did not attend a class last year. This year she was out in four classes and received awards for most improved. She was never sent out of any class and was the teachers' and students' favorite! She brought out the best version of herself and in return, brought the best version of me.

Grant Success Story

This year Omar Cobo, LPC and Madalyn Meier, LSSP began an LGBTQ+ student support group (Gator Q&A) at Dickinson High School in partnership with the Dickinson ISD Gator Wellness Center. A need was seen for this group due to the amount of students indicating feelings of exclusion due to their sexual/romantic orientation and/or gender identity. Gator Q&A is an initiative that seeks to create a safe space for students in the LGBTQ+ community to discuss and ask questions about their current experiences and relationships, including those with their peers, parents, family, and within themselves. Now, a group of about 60 students participate in weekly meetings to discuss successes and challenges and to seek guidance and advice.

Thanks to a \$5,000 grant awarded to Mr. Cobo by the Dickinson ISD Education Foundation, Gator Q&A has been able to provide resources to students to help them learn skills to become self-advocates and resilient members of the Dickinson community.

Child Find Success Story

This school year the Child Find Team returned to in-person Intakes (formally known as screenings). The process was modified to be more efficient for families and staff. Assessment and Related Services staff are now able to work together and make use of each others' knowledge to make more accurate referrals. This also assisted with DISD staff getting to know those who they may not see consistently and provided interns with valuable experiences they may not get in their graduate programs. In addition, we have had parents reach out to us via email regarding their positive experiences with our team. A parent indicated the following: *"My husband had great things to say about all involved in (child's name) screening yesterday! Just how nice, informative and caring everyone was. We so appreciate the kindness and professionalism and are so glad we are living in this district! Blessed! We intend to let everyone know, including the superintendent, how wonderfully we were treated and how impressed we are with your department."*

Adult stories

Scholarships

- 2 of our Special Programs staff received \$2000 GCASE scholarships to pursue certification.

Interns

- This year, we have 6 Licensed Specialists in School Psychology who were working on completing their 1200 hour program. One of them started mid-year and will be continuing with us next school year as an intern. Five of them graduated in May 2022, and one of them has been accepted into a doctoral program for the 2023-2024 school year. Two of our interns will be presenting at the DISD Think! Conference in June.

Hazel's award

- One of our interns, Hazel Goh, received the Outstanding Graduate Award from the University of Houston-Clear Lake Specialists in School Psychology program. Of the graduate students, she was unanimously chosen by all professors for this award.

UHCL Shout outs

- Dr. Strait attended a meeting last week with about 20 people including students and faculty from UH and Texas A&M's PhD programs and staff from the Letting Everyone Achieve Dreams non-profit. During the meeting, Dr. Smith (from UH) provided an overview of the Youth Adventure Program model and outcome data related to the LEAD summer adventure program. Importantly, it was noted that last year's program had a significant positive impact on student outcomes whereas the program two years ago did not. When discussing the reasons for difference, it was noted that this past year's program included group discussions that helped students process each day and connect the experience to their lives. Then, Dejon Hawthorn (the executive director of LEAD) said to the whole group, "Gill, it was the UHCL people trained in MI that led those groups and made such a big difference. Specifically, Dustin and Megan!"

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: Update on the School Health Advisory Council Committee (SHAC) and Recommendations

Agenda Item: Laurie G. Rodriguez/Jo Ellen Allen

Background Information:

Information from the four SHAC meetings held during the 2021-2022 school year and the Coordinated School Health Program recommendations for 2022-2023 is attached.

Recommendation:

Information only

Action Item: Yes No

Parent Representatives

Rena Canales
Tonya Walker
Kelly Parks
DJ Nolder
Melissa Carpenter

Community Representatives

Marissa Gissler-Anchor Point
Sharon Mitchner-UTMB
Lighthouse Christian Ministries
Janet Summers-Communities in Schools Bay Area
Nancy Lounds, PA-C-Gator Hope Clinic
La Quinta Harris- Galveston County Health District
Ashley Sciba-Galveston County Health District
Diane Manley-Gulf Coast Center
Hillary Gramm-Higher Up Texas
Mary Valsin-BACODA
Toy Jones-BACODA
Sheila Whittle-Project Protect
Stephanie Lopez-American Heart Assoc.
Misty Stockwell-Communities In Schools

School District Representatives

Jo Ellen Allen
Kim Davidson
Randi Boleman
Sommerlyn Paschal
Tina Knight-Gray
Reya Moya
Tameka Henry
Casey Gillikin
Jill Gonzales
Travis Arbuckle
Karina Alvarado
Margaret Miller
Sharon Boudreaux
Dana Martin Taylor
Incela Rodriguez
Erin Menotti
Amy Cmaidalka
Maggie Burke
Kimberly Rich

Meeting Schedule: Four meetings held annually. All meetings for this school year were held via ZOOM. All meetings complied with open records guidelines.

October 20, 2021 3:30-4:30 p.m.

The first meeting of the 2021-2022 school year. Committee members were introduced, and the meeting overview was presented by Jo Ellen Allen. Committee members present were Jo Ellen Allen, Amy Cmaidalka, Incela Rodriguez, Dana Martin Taylor, Diane Manley, Janet Summers, Jill Gonzales, Kelly Parks, Leslie Sarno, Margaret Miller, Michelle Pettiett, Misty Stockwell, Sommerlyn Paschal, Randi Boleman, Renae Canales, Reya Moya, Sharon Mitchner, Sharon Boudreaux, Sheila Whittle, Sharon Moss, Stephanie Lopez, Tameka Henry, Tina Knight-Gray, and Travis Arbuckle.

The first topic of discussion was Gator Wellness Updates presented by Amy Cmaidalka.

- [21-22 Gator Wellness Center Calendar](#)
 - All meeting agendas and notes are attached to the calendar
- UHCL SEL Screener
 - [Parent Opt Out is Due by October 28th](#)
 - [Teachers & Students](#) will start November 1st and end November 12th
- Referrals as of October 20, 2021
 - 108 to Family Service Center
 - 45 to UTMB TCHAT
- Family Engagement
 - [October News](#)
 - On November 17th the Resource Crisis Center will present Social Media Awareness.
- [Project Protect Our Children](#) and [Child Advocacy Center](#) are implementing lessons on campuses.

The second topic of discussion was Social and Emotional Learning (SEL) Updates presented by Amy Cmaidalka and Jo Ellen Allen.

- [SEL updates](#)
 - SEL SQUADS are doing a PLC Equity Book read and discussion.
- [SEL in the news](#)
 - McGraw Hill 2021 Social and Emotional Learning Report
 - [Read the report.](#)
 - The shift to online learning has had a significant impact on students' social and emotional well-being.
 - Educators have seen more emotional distress and attendance problems with students.
 - COVID-19 has affected groups of students in different ways.
 - Educators' and parents' awareness and prioritization of SEL continues to grow.
 - Virtually all educators report that it's critical to develop key SEL skills in the classroom.
 - Parental knowledge and advocacy of SEL has also grown since 2018

- Educators see a need for increased SEL in a post-Pandemic world.

The third topic of discussion was Elementary Counseling Updates presented by Tameka Henry.

- Updates:
 - Counselors will be evaluated on a new evaluation system. It is the Texas Evaluation Model For Professional School Counselors (TEMPSC), 3rd Edition.
 - Counselors are creating small groups depending on student needs.
 - Counselors are also implementing Guidance Lessons. Lessons for October focus on Bullying Prevention, Cooperation and Safety.
- Spotlight Campus: Bay Colony Elementary
 - Classroom guidance lessons in September related to Start With Hello Week. Students participated in dress up days to promote being kind and including everyone.
 - Unity Day was celebrated on 10/20. The counselor promoted and presented lessons on bullying prevention. Students completed a Unity Day Mural where kindergarten, first and second graders wrote or drew a short statement about why it is important to unite and/or the importance of kindness, acceptance, and inclusion. Third and Fourth graders wrote on large letters that spell out UNITY DAY. The mural and words were displayed for all to see and take pictures. Everyone wore orange to signify Unity for Unity Day.
 - I have seen many students that have trauma and severe anxiety. I am utilizing the Gator Wellness Kits to work with individuals or groups on how to cope with these stressors.
 - I provide school supplies and clothes if needed and my CIS support specialist and I meet with a small group of kids for Journey of Hope which is going very well.

The fourth topic of discussion was Secondary Counseling Updates presented by Leslie Sarno.

- Dickinson High School enrolled 321 new students during new student registration.
- Crisis Interventions are ongoing.
- Emotional Backpack, Niroga, and Gator Break training is being provided to teachers.
- Skyward training is being provided to teachers.

The fifth topic of discussion was Communities In Schools Updates presented by Misty Stockwell.

- New Student Support Specialists for the 2021-2022 school year are as follows:
 - Barber Middle School – Elisa Espinoza
 - Lobit Elementary – Kaitlyn Coffee
 - McAdams Junior High – Stephanie Coleman
 - San Leon Elementary – Melisa Martinez

- What services are being provided on campuses?
 - KE Little Elementary – Tiffany Braman has started Journey of Hope groups along with Operation School Bell and Backpack Buddy program.
 - Bay Colony Elementary – Kim Loza has been working to create an open house video for parents highlighting CIS services. She is also providing SEL activities reinforcing the Character Strong Trait of the month along with OSB and Backpack Buddy programs. She is working with the campus counselor to start Journey of Hope groups.
 - Silbernagel Elementary – Started grade level SEL groups that reinforce the Character Strong Trait of the month (groups meet for an hour every month). My fourth-grade students have a journaling group where they can come in once a week (or as desired as long as it doesn't interrupt instruction time) to do journal entries. I also participate in Operation School Bell and Backpack Buddy. The campus is gearing up for Red Ribbon Week starting on Oct 26th.

The sixth topic of discussion was Nursing Updates presented by Margaret Miller.

- The district welcomed two new nurses:
 - Katie Calkins, RN - McAdams Jr. High
 - Michelle Alvarado, RN -Kranz Jr. High
- Campus changes for the 2021-2022 school year are as follows:
 - Gina Mata, RN moved to the 9th grade center from Kranz JHS.
 - Aileen Edison, LVN moved to Dickinson High School from McAdams JHS.
- Lead Nurse Erica Hollister organized a Blood Drive with Gulf Coast Blood Center.
 - It was held on 08/20/2021 at Barber Middle School.
 - A special thank you to all the nurses and employees who were able to donate.
- Campus Nurses have been working diligently to ensure all students are compliant with mandated immunization requirements.
- All Campus Nurses have started vision and hearing screenings as mandated by the Texas Department of State and Health Services.
 - Completing these screenings in a timely manner is important to ensure adequate time is given to address referrals and follow up.
- Campus Nurses will begin teaching and providing information to campus staff regarding Allergy/Anaphylactic Shock, Medication Administration and STOP the Bleed.
 - Each campus Nurse will coordinate with the campus principal to designate a time and date for these education sessions.
- COVID Protocols/Procedures
 - Campus nurses are adapting to new COVID protocols/procedures.
 - Parents and staff are now required to complete a form via an online link to help keep track of students/staff who are experiencing COVID symptoms or have been in contact with someone in the same household who tested positive for COVID or have tested positive for COVID.
 - These protocols /procedures have decreased the amount of time spent on the phone with parents and increased or maximized the time nurses are available to students.
- COVID Antigen Testing is now available for all students and staff at the following

campuses/locations:

- o Barber Middle School, Hughes Road Elementary, K.E. Little Elementary, DISD Education Support Center, and the Gator Hope Clinic.
- o Students/staff are encouraged to call the campus or location to schedule an appointment for testing.

The seventh topic of discussion was Gator Hope Clinic Updates presented by Nancy Lounds.

- Dickinson ISD in partnership with Houston Methodist Hospital, is pleased to provide the Gator Health Orientation Prevention & Education (HOPE) Clinic. Services offered include:
 - o Health orientation and information
 - o Illness prevention techniques
 - o Medical testing (flu, strep, urinalysis)
 - o Prescriptions to treat common illnesses
 - o Sutures
 - o School Physicals
 - o Vaccinations/Immunizations
 - o Concussion clearance
 - o Acute treatment of the following conditions: acne, allergies, asthma/wheezing, colds, earaches, flu symptoms, skin infections, wounds and burns, pink eye, rashes, sinus symptoms, sore throat, sprains, and urinary tract infections.
- The clinic offers COVID-19 vaccinations in the clinic every Friday. Please call 281-229-6257 to make an appointment.

The eighth topic of discussion was COVID-19 in the News presented by Jo Ellen Allen.

- Two news articles were presented:

Texas' coronavirus cases soaring

Less than two months into this school year, the number of reported coronavirus cases among students in Texas' public schools has surpassed the total from the entire 2020-21 school year, according to **Texas Education Agency** data.

Weatherford Democrat

-

Schools are reporting fewer COVID cases

The number of newly reported COVID-19 cases in public school students appears to be trending down compared to the beginning of the academic year, state and local district data show. The number of new student cases reported by the state each week has decreased significantly in the last month. During the week ending September 5th, the **Texas Education Agency** reported 42,552 new student cases. For the week ending September 26th, there were 12,614 new student cases. Other indicators, including falling pediatric hospitalizations and decreasing numbers of newly reported COVID infections in the overall state population, appear to support the downward movement among children. Dr. James Versalovic, pathologist-in-chief at Texas Children's Hospital in the Texas Medical Center, said: "I am quite hopeful that we have seen the biggest surge of this pandemic. This pandemic has certainly been challenging, and it has been difficult to predict what's around every corner. But it's hard to imagine anything rivaling the delta surge at least in the foreseeable future."

Houston Chronicle

- For the 2021-2022 School Year to date:
 - The delta variant of COVID-19 which was highly transmissible led to high numbers of cases being reported in schools (as well as the community).
 - Cases have trended downward as the school year has progressed.

The ninth topic of discussion was Food and Nutrition Updates presented by Randi Boleman and Jo Ellen Allen.

- Updates:
 - USDA has mandated that all student meals are at no cost this year.
 - FNS is offering the same menu items.
 - FNS participated in the Texas Department of Agriculture's Local Products Challenge.
 - October 11th through 15th was National School Lunch Week at elementary campuses.
 - FNS is struggling with product (food & non-food) supply shortages.
 - Presently, experimenting with new breakfast items at campuses in order to increase breakfast participation.
 - FNS will be planning and purchasing items for the traditional Thanksgiving Meal.
- In the News:
 - New York Times article: School Scramble to feed students amid shortages
 - Supply chain issues and a lack of drivers is creating shortages of cafeteria staples.
 - This school year, more than 95% of school lunches have been free for students, according to federal data, compared with slightly less than 70% in the months prior to the start of the pandemic.
 - According to a recent survey conducted by the School Nutrition

- Association, 97% of school meal program directors reported having concerns about supply-chain disruptions.
- The School Nutrition Association is urging federal officials to further increase the reimbursement rate and temporarily loosen requirements that certain products be American-made.
- o USDA announces multi-billion dollar investment in agriculture and nutrition
 - The USDA announced a \$3 billion investment in agriculture and nutrition programs. Up to \$1.5 billion has been allocated to provide assistance to help schools respond to supply chain disruptions.

The tenth topic of discussion was Physical Education Updates presented by Tina Knight-Gray.

Bay Colony Elementary	Paige Thompson	(1) Rules/expectations for PE, (2) football punting and throwing, (3) personal space, (4) jumping jacks, sit-ups, push-ups, (5) playground safety, (6) volleyball passing and serving, (7) biking and walking to school safely and (8) all about BONES!!!
Calder Road Elementary	Sommerlyn Paschal	(1) Conditioning Games including, "What time is it Mr. Wolf, Hula Hoop Tag, and Shark Attack. (2) locomotor skills including running, jumping, skipping, hopping, and galloping, walking, sliding, and leaping. (3) throwing football skills as it aligns with the high school season.
Hughes Road Elementary	Corey Lewis	(1) Expectations, vocabulary, warm-up, conditioning. (2) basketball lessons including dribbling, shooting, and playing games. (3) introducing tennis and the importance of playing safe.
K.E. Little Elementary	Jill Gonzales	K-2nd (1) finishing up "following procedures" and moving around the gym activities. (2) beginning equipment games. 3rd-4th (1) finishing up soccer unit, (2) starting FitnessGram Practice and pre-test and (3) holiday games.
Lobit Elementary	Travis Arbuckle	K-2nd (1) basic classroom expectations, (2) throwing and catching games, (3) games that incorporate strategy and teamwork (4) 2nd 9 weeks will include more sport specific activities. 3rd-4th (1) briefly touched on expectations, (2) some of our "go to" games, (3) teaching throwing and catching and (4) 2nd 9 weeks will focus on sport specific activities.
San Leon Elementary	Karina Alvarado	(1) Rules and procedures, (2) football unit and (3) soccer unit

Silbernagel Elementary	Kristi Freund	(1) cooperation games such as hula hut relays, cooperative relays, and triangle tag, (2) throwing unit that will consist of battleships, newcomer, and win the pin and (3) invasion games such as capture the creature and drumfit.
Barber Middle School	Amanda Glaeser Justin Wilson	(1) wrapping up the volleyball unit and (2) starting the basketball unit, football unit and basketball unit.
Dunbar Middle School	Sharon Boudreaux Dana Cherry	(1) Pre-FitnessGram activities, (2) team building activities including kickball, (3) visits from a book author and Orbit with the Astros.
Lobit Middle School	Sandra DeLeon Donnie Baggs	(1) Working on locomotor skills through team sports: soccer, volleyball, and kickball, (2) cardiovascular recreational games, and (3) incorporating student learning and memorizing math facts during the warm-up activities.
Kranz Jr. High School	Incela Rodriguez Nick Vogt Lee Sutton	(1) Team building with kickball and football, (2) FitnessGram, (3) basketball unit (4) capture the flag, (5) speedball and (6) soccer unit
Mc Adams Jr. High School	Lauren Bittner Michael Guillory Dylan Adamek	(1) Hygiene unit, (2) volleyball unit (nukem, beach ball volleyball and volleyball games), (3) basketball (4) shooting relays and track, (5) soccer unit and (6) Monday Mile-students will run the straights and walk the curves.
Dickinson High School	Alexander (Mark) Crooms	(1) Exercises and fitness programs, (2) stretching-drills-walking and running
Dickinson High School	Earl Ricular	(1) Foundation of Fitness online PE Class
Dickinson High School	Jason Wilson	(1) Weight room and Fitness Program-Teaching proper techniques on how to lift weights
Dickinson High School	Timi Radicioni	(1) Exercises and fitness programs-stretching-drills-walking and running

The final topic of discussion was Legislative Requirements Updates presented by Jo Ellen Allen.

- CPR In Schools- Dickinson High School trained seniors in CPR instruction on 10/13/2021.
- Human Sexuality Instruction- waiting on further guidance from district administration.
- Opioid Addiction and Awareness Training- waiting on further guidance.

December 15, 2021 3:30-4:30 p.m.

The second meeting of the 2021-2022 school year. Committee members were introduced, and the meeting overview was presented by Jo Ellen Allen. Committee members present were Jo Ellen Allen, Amy Cmaidalka, Misty Stockwell, Nancy Lounds, Travis Arbuckle, Bailey George, Carolyn Torres, Casey Gillikin, Sommerlyn Paschal, Incela Rodriguez, Diane Manley, DJ Nolder, Jeff Pack, Helene Lieb, Jacqueline Kennedy, Jamie Gonzales, Jennifer Borrego, Jessica's iPhone (unknown), iPhone (unknown), Jill Gonzales, Karina Alverado, Kelly Parks, Margaret James Miller, Randi Boleman, Renae Canales, Sharon Boudreaux, Sheila Whittle, Tina Knight-Gray, Toya Jones, Traci Soto, Whitmey Nail, Zoon User (unknown), Zoom User (unknown), and Kimberly Rich.

SHAC Disclaimer read and presented by Jo Ellen Allen.

- The School Health Advisory Council (SHAC) is a group of individuals that represent the community and provide advice on coordinated school health programming and its impact on students' health and learning.
- SHAC meetings are held quarterly to discuss health and wellness topics within the school district. At each meeting the following topics will be discussed: Gator Wellness Center (mental health), social emotional learning, counseling, communities in schools supports, nursing, food and nutrition, and physical education. Other health and wellness related topics will be included as needed.
- SHAC meetings are recorded and posted on the district website.
- At the end of each SHAC meeting there will be an open forum to discuss health or wellness related topics. Each participant wishing to speak during the open forum portion of the meeting will be required to document their request in the chat box and will be called on in order of requests. Please type "open forum-your name" in the chat box. Each person requesting to speak during the open forum will be given 3 minutes to speak.
- SHAC will take recommendations and proceed accordingly.


The first topic of discussion was Gator Wellness Center Updates presented by Amy Cmaidalka.

- Calendar Updates:
 - January 24-28 is the Great Kindness Challenge.
 - Family Engagement
 - For Middle Schools, in January we will offer 5 sessions from the Advocacy Center for Children of Galveston County. During these sessions, families can review the curriculum used for Body Safety.
 - Social Awareness, Human Trafficking Prevention, and the Project Protect our

- Children program review.
 - o February 9th: American Heart Association
 - o February 6th: RCC Dynamics Teen Dating Violence
- Thank you
 - o Project Protect Our Children & Coalition to Combat Human Trafficking donated 2,400 water bottles. The bottles include the National Human Trafficking Hotline information. Bottles are available in both English and Spanish.
- Suicide Prevention
 - o We will be implementing [Hope Squads](#) in our Middle Schools, Junior Highs and High School in the Spring of 2022. We are extremely grateful to Texas Health and Human Services for funding the program and to the Gulf Coast Center for the connection and support.
 - o We will be implementing [American Foundation for Suicide Prevention](#) at Elementary campuses.

Hope Squad Goals

1. Create a safe school environment
2. Promote connectedness
3. Support anti-bullying
4. Encourage mental wellness
5. Reduce mental health stigma
6. Prevent substance misuse



- o
- We submitted a Grant to the Education Foundation to support a group at the High School. This initiative seeks to create a safe space for students in the LGBTQIA+ community. In partnership with the Gator Wellness Center, this group meets weekly to discuss successes and challenges, seek guidance, advice, and resources, and learn the skills to become self-advocates and resilient members of the Dickinson community. The Gator Q & A initiative was granted \$5,000.00
- The GWC will be implementing a checkout system for materials and resources just like the system used in campus libraries.
- GWC Referrals as of 12/14/21
 - o 175 to Family Service Center (currently at capacity and have created a waiting list).
 - o 105 to UTMB TCHAT. UTMB TCHAT no longer provides a Medical Assistant. GWC staff are now responsible for those duties.
 - o 3 to Gulf Coast Center Care Coordination (this is a new partnership).
- We are in the process of implementing the UHCL SEL Screener. Responses as of this meeting:

- o Teachers= 5,087
- o Students= 6,417
- o Parents= 13
- SEL SQUADS are completing an [Equity Book](#) PLC
- Child Abuse Prevention
 - o [Texas Education Code \(TEC\) §38.004](#)
 - o [SB 9 Section 28.04](#)
 - o Recommendation to continue implementing programming provided by Advocacy Center For Children of Galveston County.
 - o Pre-Kindergarten & Kindergarten will continue to receive the [Happy Bear Program](#).
 - o First -Fourth Grade will continue to receive the [Play it Safe! Program](#). Starting in February, we would like to recommend implementing the Play it Safe! Program to our 5th & 6th grade students.
- Human and Sex Trafficking Prevention
 - o [Texas Education Code \(TEC\) §38.004](#)
 - o [SB 9 Section 28.04](#)
 - o Recommendation to continue [Project Protect Our Children](#)
 - [Dickinson ISD Reporting Protocol](#)
 - Providing [Curriculum](#) to students in 4th, 6th, 8th & 11th
 - [One Shared Mission](#)
 - [Human Trafficking Prevention Training](#)
- Family and Dating Violence
 - o [SB 9 Section 28.04](#)
 - o Recommending The Fourth R Curriculum along with our partnership with the Resource Crisis Center.
- Human Sexuality
 - o [HB 1525](#)
 - o Recommending the [Fourth R curriculum](#), [Choosing the Best](#) and [Aim For Success](#).
 - o Curriculum that has been recommended will then go to a team of academic experts to review. Once reviewed the next step will be to provide the board of trustees with the information.
- Staff Wellness
 - o We continue to provide a [Staff Wellness Multi-Tiered System of Support \(MTSS\)](#)
 - o We are looking at ideas to strengthen for the 22-23 school year. We are thankful for our partnership with the American Heart Association. They share resources that go out in our Wellness Wednesday Emails.

The second topic of discussion was Elementary Counseling Updates presented by Tameka Henry.

- The Child Advocacy Center of Galveston County has just completed their child safety presentations in all our elementary campuses.
- Counselors are reporting spending more time with students as their needs seem to be greater this year.
- Counselors are assisting a higher number of students with anxiety and grief issues.

The third topic of discussion was Secondary Counseling Updates presented by Leslie Sarno.

- Emergency response and crisis management
 - Grief counseling for students and staff after the loss of one of our students.
- Crisis Interventions
 - Counseling students daily with personal situations.
- Small Group Counseling
 - 9th Grade Counselor – Mrs. Castillo meets twice a week with a small group of 9th grade students to discuss topics such as self-esteem, self-confidence, conflict resolution, healthy relationships, and creating a positive school culture.
- College & Career Counselor did a presentation with the senior class to present Local Scholarship Application
 - Mrs. Jackson explained what the local scholarship was, where students access the application, who qualifies, the deadline to turn it in and tips on completing the application.
 - Provided to teachers during Staff Development prior to the first day of school
- The Senior Counselor has been meeting with each Senior individually to complete their Graduation Agreement and discuss their post-secondary plans
 - The Graduation Agreement goes over the student's graduation plan, what courses the student has remaining to complete in order to graduate, State Assessment requirements and the student's post-secondary plans.
- Generation Texas Week – Coordinated by Mrs. Jackson – the College & Career Counselor
 - <https://docs.google.com/document/d/1fITICNsRGPGNNAaxX4MDR8clfutZBYXwAJVEs6nYqXQ/edit?usp=sharing>

The fourth topic of discussion was Communities in Schools Updates presented by Misty Stockwell.

- KE Little Elementary – Tiffany Braman
 - Successfully completed 3 groups of Journey of Hope, provided food for about 40 families for the holiday break, hosted a food bank mobile distribution and distributed 5,796 pounds of food to families in the community. Applied for vouchers for 3 students from New Eyes and have been able to provide them with much needed glasses, and regular monthly programming.
- Bay Colony Elementary – Kim Loza

- o Has been doing lots of check ins with her students and doing Christmas activities with them, and her next big campus wide activity is to do a school wide read aloud of "How the Grinch Stole Christmas"
- Silbernagel Elementary– Misty Stockwell
 - o In November CIS students participated in a SEL project where they wrote their teacher a letter on why they were grateful for them, reinforcing the Character Strong trait of the month. We also provided 15 families with complete Thanksgiving Dinners and another 10 families with extra food for the break. In December weekly grade level check-ins continue along with 4th grade journal time and Backpack Buddy distributions.
- All campuses are working with local partners and their Adopt-a-School partners to pair families with resources for holiday assistance and to give small gifts to their case managed students.

The fifth topic of discussion was Nursing Updates presented by Margaret Miller.

- Welcome New Nurse Kristy Tucker to Calder Road Elementary
- Campus Nurses continue to ensure all students are compliant with state mandated immunization requirements.
- Campus Nurses are wrapping up state mandated screenings (vision and hearing, ANTES, and scoliosis) and have begun following-up on referrals.
- Providing annual training to staff: UDCA, Epilepsy, Medication Administration, Anaphylactic Allergy, and Stop the bleed.
- Covid antigen testing is available at DISD Educational Support Center, Barber Middle School, and KE Little Elementary. Please call the campus or location to schedule an appointment.
- GCHD administered COVID vaccinations at Barber Middle School on 11/17/2021. Children ages 5-11 were able to receive their 1st COVID vaccine.

The sixth topic of discussion was Gator Hope Clinic Updates presented by Nancy Lounds.

- Covid numbers are on the rise again.
- Flu is present as well on campuses.
- Covid testing:
 - o Switching the brand of test being used due to switching companies and the old ones are expiring.
 - o New tests will begin when students and staff return in January.
- Masking:
 - o I will say that as much as I hate masking up again; proof is there that masks help. Last year when everyone had to wear masks, we did not have any positive cases of flu and this year we have already had several positive cases of flu.
- Nursing Staff:

- o Keep sending kids to the clinic if they are sick. Also, if you take their temperature with the forehead thermometer and it is high (remember that a temp is not a fever until ≥ 100.4) consider checking with the regular under the tongue thermometer. Several patients have been referred due to significant fever when they were in the school clinic but when they present at Gator Hope Clinic their temperature is normal without having any medicine.

The seventh topic of discussion was Food and Nutrition Updates presented by Randi Boleman.

- FNS continues to struggle with product (food & non-food) supply shortages. We have had to get creative with our paper goods, utilizing non-conventional serving containers to sub as our portion cups, bowls, and trays. With these shortages, we have also had to adjust or amend our menu to continue to provide ample nutritional foods that meet the USDA guidelines.
 - o The positive aspect of these food substitutions is that it has allowed us to try or sample new items to gauge student satisfaction, thus leading to potentially new menu items.
- November 11 & 12 – FNS held our annual Thanksgiving Meal. This year's meal was served to students and staff (parents and guests were not invited due to ongoing COVID-19 restrictions). Several DISD staff assisted with serving students and staff and there was a good turnout for the event.

The eighth topic of discussion was Physical Education Updates presented by Tina Knight-Gray.

Bay Colony Elementary	Paige Thompson	No updates provided
Calder Road Elementary	Sommerlyn Paschal	(1) winter themed games that focus on team building, sportsmanship, and problem solving. (2) jump roping unit (3) importance of daily exercise.
Hughes Road Elementary	Corey Lewis	(1) finish up holiday games, (2) FitnessGram, (3) basketball lessons and (4) soccer lessons.
K.E. Little Elementary	Jill Gonzales	(1) finishing up holiday games, (2) cooperative games, (3) parachute, and (4) bowling.
Lobit Elementary	Travis Arbuckle	(1) working on new games learned at our PE conference, (2) hockey, (3) soccer, and (4) FitnessGram.

San Leon Elementary	Karina Alvarado	(1) holidays games, (2) introducing new PE games brought back from PE conference and (3) preparing for FitnessGram
Silbernagel Elementary	Kristi Freund	(1) teamwork games such as cross the river, (2) basketball unit, and (3) FitnessGram
Barber Middle School	Amanda Glaeser	(1) basketball unit, and (2) FitnessGram
Barber Middle School	Justin Wilson	(1) soccer unit, and (2) FitnessGram
Dunbar Middle School	Sharon Boudreaux	(1) Hispanic Heritage Dancers, Orbit, and Kranz Fine Arts came to perform, and (2) FitnessGram
Dunbar Middle School	Dana Cherry	(1) Hispanic Heritage Dancers, Orbit, and Kranz Fine Arts came to perform.
Lobit Middle School	Sandra DeLeon	(1) improving skills and knowledge of games they have learned in the first half of the school year. (2) hosted a school wide Fall Family Competition to promote team bonding & sportsmanship with students and teachers. (3) participating in a school fundraiser with STUCO (students who choose to play will be able to play in our Nuke 'Em tournament) which is a huge PE favorite for our students.
Kranz Jr. High School	Incela Rodriguez	(1) fitness tag games, (2) soccer, and (3) FitnessGram
Mc Adams Jr. High School	Lauren Bitner	(1) reviewing previously covered material such as basketball, football, volleyball, and jump rope, and (2) yoga unit planned for next semester.
Dickinson High School	Alexander Crooms (Mark)	(1) Exercises and fitness programs-stretching-drills-walking and running, and (2) FitnessGram.
Dickinson High School	Earl Ricicar	(1) Foundation of Fitness online PE Class

Dickinson High School	Jason Wilson	(1) Weight room and Fitness Program-Teaching proper techniques on how to lift weights.
Dickinson High School	Timi Radicioni	(1) Exercises and Fitness programs-stretching-drills-walking and running, and (2) FitnessGram.

The final agenda item was Open Forum.

- Kelly Parks (Parent) spoke about concerns related to parents being restricted from campuses for lunch and other activities. She also voiced concerns related to curriculum.
- Kim Rich (Dickinson ISD Employee) requested volunteers for staff wellness.
- Kristin Ornelas (Parent) shared concerns related to restricted visitation on campuses.
- Sharon Boudreaux (Dickinson ISD Employee) shared that Dunbar PE classes are preparing for the FitnessGram assessment and they received a \$1,000.00 grant for the purchase of PE equipment.
- Carolyn Torres (Parent) shared concerns related to campus visitation being restricted and sex education curriculum.
- Karina Alvarado (Dickinson ISD Employee) shared that San Leon PE classes are participating in holidays games; they are introducing new PE games brought back from a PE conference and preparing for FitnessGram.
- BACODA (community organization) shared they would be beginning groups at Lobit Elementary in January.

February 16, 2022 3:30-4:30 p.m.

The third meeting of the 2021-2022 school year. Committee members were introduced, and the meeting overview was presented by Jo Ellen Allen. Committee Members present were Jo Ellen Allen, Amy Cmaidalka, Erica Hollister, Karina Alverado, Misty Stockwell, Randi Boleman, Diane Manley, Sommerlyn Paschal, Sharon Moss, Casey Gillikin, Tina Knight-Gray, Laurie Rodriguez, Kimberly Rich, Renae Canales, Travis Arbuckle, Toya Jones, Margaret James, Nancy Lounds, Queen D’s phone (unknown), Mary Valsin, Tameka Henry, Jill Gonzales, Whitney Nail, Kelly Parks and Carolyn Torres.

SHAC Disclaimer read by Jo Ellen Allen.

The first topic of discussion was Gator Wellness Center Updates presented by Amy Cmaidalka.

- Calendar Updates:
 - February 16th at 5:30: Dynamics of Teen Dating Violence presented by The Resource Crisis Center.
 - February 17th is Random Acts of Kindness Day
 - March 1st-5th: Sandy Hook Promise Say Something Week

- o March 6th-11th: School Social Work Week
- o March 21st-25th: National Drug & Alcohol Facts Week
- Suicide Prevention:
 - o Middle Schools, Junior Highs and High School teams are in the process of being trained on the Hope Squad Program. Implementation will take place during the 22-23 school year.
- SEL SQUADS:
 - o This team is continuing to complete an Equity Book PLC and reviewing data.
- Staff Wellness Program:
 - o We continue to provide a [Staff Wellness Multi-Tiered System of Support \(MTSS\)](#)
 - We are looking at ideas to strengthen the program for the 22-23 school year.
- Creation of Academic Team :
 - o An Academic Team is being created to review and focus on SB 9, HB 1525, HB 18 and SB 435 which include the following topics:
 - Child Abuse Prevention
 - Human & Sex Trafficking
 - Family & Dating Violence
 - Human Sexuality
 - Substance Abuse

The second topic of discussion was Elementary Counseling Updates presented by Tameka Henry.

- Counselors celebrated National School Counseling Week.
- Counselors are still seeing an increase in supporting students experiencing grief and trauma.
- Counselors are using data from the UHCL SEL Screener to create small groups.
- Guidance Lessons for the month of February are focused on the character trait honesty, March is responsibility and April is perseverance.

The third topic of discussion was Secondary Counseling Updates presented by Leslie Sarno.

- Academic Counseling
 - o Counselors are in the process of meeting individually with each student to select their courses for the 2022-2023 school year and to review their 4 year plan.
 - o 8th Grade Course Selections – High school counselors will be visiting McAdams Junior High and Kranz Junior High on March 1st through 4th to complete course selections for 9th grade courses.
 - 8th Grade Parent Night and Course Fair – was held on Thursday, February 24th at 6:00 PM at Dickinson High School.
 - Parents and students received information about coming to high school and selecting their courses. They also had the opportunity to visit with teachers and students from various courses and programs to learn more about what they offer.

- Great Kindness Challenge
 - Monday: Team Kindness (Wear your favorite team shirt)
 - Tuesday: Crazy for kindness (Crazy hair day)
 - Wednesday: Round up the Kindness (wear western attire)
 - Thursday: Shine bright with kindness (wear Neon)
 - Friday: Peace, Love and Kindness (wear Hippie attire (within dress code))
- Crisis Interventions
 - Counseling students daily with personal situations
- Small Group Counseling
- Graduation Agreements
 - The Senior Counselor has been meeting with each Senior individually to complete their Graduation Agreement and discuss their post-secondary plans.
 - The Graduation Agreement goes over the student's graduation plan, what courses the student has remaining to complete in order to graduate, State Assessment requirements and the student's post-secondary plans.

The fourth topic of discussion was Communities In Schools Updates presented by Misty Stockwell.

- Bay Colony Elementary:
 - Ms. Loza has been doing lots of check-ins with her students, providing academic support, social emotional support and rewarding students that reach their goals (rewards include lunch with her in her office, playing basketball with her, or picking a prize from her prize box). Ms. Loza's big campus wide activity was the Great Kindness Challenge. They did a drawing with students who completed their Kindness Checklists. She also had a lot of interactive activities for students. They decorated Kindness posters and they were hung around the school. She also had some students take the pledge to be the "I" in KIND. Students loved that. The next Journey of Hope group will begin soon with the counselor. We are preparing for Career Day by reaching out to the community to send videos of their careers so they can be presented to the students.
- Silbernagel Elementary:
 - Continue to be a supportive presence to both students and staff. In January we started an attendance incentive for students to Beat the Bell. If students are in their seats when the bell rings and their name is called then they win a prize and are entered to win a new tablet at the end of the semester. Also, in January we participated with our Counselor in the Great Kindness Challenge. Each day two students from each class that met the challenge of the day were able to choose a prize. We continue to reinforce Character Strong with our SEL group activities and 4th grade journals. Silbernagel is gearing up for Career Day next month and we are reaching out to the community for presenters to join us on that day.
- Dickinson High School:
 - Ms. Mark is meeting with Seniors to assist them with prom dresses and caps and gowns. Operation Cinderella and Balfour both support CIS students in need. Ms.

Stephens continues to provide hygiene kits and has reached out to Always for support through their Growth & Development at Puberty Program.

- All campuses continue to meet the needs of our most vulnerable populations with food, clothes, and most importantly emotional support.

The fifth topic of discussion was Nursing Updates presented by Margaret Miller.

- Welcome New Nurse Shelby Maudlin to Hughes Road Elementary.
- Campus Nurses continue to ensure all students are compliant with state mandated immunizations.
- Middle School Nurses are working on verifying that 6th grade students have the required immunizations for 7th grade. Nurses will be sending out letters to notify parents of students that do not meet the immunization requirement for 7th grade. This will allow plenty of time for students to receive these immunizations prior to starting the 7th grade.
- Middle School Nurses are preparing to present Puberty Education to 5th grade boys and girls.
- COVID Antigen testing is available for employees only at the following campuses: Education Support Center, Barber Middle School, Lobit Education Village and KE Little Elementary. Please call the campus nurse directly or the ESC to schedule an appointment.
- Students who are needing to be tested for COVID or Flu may schedule an appointment at the Gator Hope Clinic.
- Campus Nurses continue to follow-up on hearing and vision referrals.
- On February 5th, Campus Nurses participated in the Texas Children's Hospital 2022 Virtual Diabetes Management Conference.

The sixth topic of discussion was Gator Hope Clinic Updates presented by Nancy Lounds. All information presented here is from the Gator HOPE Clinic only and does not represent any scientific data unless specified.

- Numbers are finally going down for staff and students with covid, though there are a lot more symptomatic patients than what are showing positive for Covid on the tests. The new tests that we received (GenBody) do not appear to be as accurate, especially early in the illness.
- What I am seeing is that it is taking up to 3 days from symptom onset before the test shows a positive, sometimes longer. This is presenting a problem with attendance since sending students or staff back to school with symptoms is not wise, but the tests are negative. We try to send them for PCR but not everyone wants to do that, or they do not have the transportation.
- Positive flu tests are sporadic currently, but flu is present in the area and has been since approximately right after Christmas break.
- Several nurses are testing staff at their respective schools which has lightened our load here in the clinic. Our highest number of patients in a day has reached 66,

which is unprecedented even when I was giving the Covid vaccine. Our current daily patient rate is between 30-45 depending on the day.

- o Please remember that even a runny nose and nasal congestion can be symptoms of Covid right now. Most of the staff that I see have disregarded those symptoms as allergies and then tested positive.
- o Since Omicron is not following any of the normal rules, you also need to know that the CDC is considering changing the 90-day rule (before you can get reinfected with Covid). In the Gator Clinic, I have 2 people that have tested positive again after six weeks and we know it is due to a new infection. I have spoken with the Galveston County Health Dept and they have confirmed that they have had staff members get reinfected after approximately 6 weeks also. So, keep this in mind when considering whether someone needs testing.
- o Just a reminder that the Gator HOPE Clinic is closed if the district is closed (like the cold weather day) and will be closed for Spring Break.

The seventh topic of discussion was Food and Nutrition Updates presented by Randi Boleman.

- FNS was awarded ‘Best of the Bunch’ for Texas Department of Agriculture’s Local Products Challenge
- FNS continues to struggle with product (food & non-food) supply shortages.
 - o On a positive note, the supply shortages have allowed us to experiment with new menu items and gauge acceptability.
- USDA announced a Final Rule establishing new, temporary milk, whole grain, and sodium standards for school meals for SY 2022-23 through SY 2023-24.
 - o **Whole Grains:** At least 80% of the grains served in school lunch and breakfast each week must be whole grain rich.
 - o **Sodium:** The weekly sodium limit for school lunch and breakfast will remain at Target 1 in SY2022-23. For school lunch only, there will be a 10% decrease in the limit in SY2023-24.
 - o **Milk:** Schools and childcare providers serving participants ages six and older may offer flavored low-fat (1%) milk in addition to nonfat flavored milk and nonfat or low-fat unflavored milk.

The eighth topic of discussion was Physical Education Updates presented by Tina Knight-Gray.

Bay Colony Elementary	Paige Thompson	(1) volleyball unit, (2) basketball unit, (3) exercise stations, (4) muscles, (5) FitnessGram, (6) heart health, and (7) jump roping.
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Calder Road Elementary	Sommerlyn Paschal	(1) basketball unit, (2) volleyball unit, (3) step aerobics, (4) jump roping, and (5) FitnessGram.
K.E. Little Elementary	Jill Gonzales	(1) Finishing up jump rope and heart health unit, (2) starting basketball unit.
San Leon Elementary	Karina Alvarado	(1) FitnessGram, (2) basketball unit, and (3) jump rope ninjas.
Silbernagel Elementary	Kristi Freund	(1) basketball unit, (2) FitnessGram, (3) Winter Olympics-cup stacking, cops & robbers, and hula-hut throwdown.
Barber Middle School	Amanda Glaeser	(1) finishing soccer unit, (2) beginning kickball unit, (3) FitnessGram training, and (4) FitnessGram testing.
Barber Middle School	Justin Wilson	(1) finishing soccer unit, (2) beginning kickball unit, (3) FitnessGram training, and (4) FitnessGram testing.
Dunbar Middle School	Sharon Boudreaux	(1) tug of war competition - girls vs girls then girls vs boys, (2) practice FitnessGram pacer and sit-ups, (3) game day (unstructured play), nukum, volleyball, crab soccer, (4) added in sit-ups, pushups, and squats to daily lessons, and (5) added badminton, checker, and connect four to game day activities.
Lobit Middle School	Sandra DeLeon	(1) sports specific skills units: volleyball, football, and basketball
Lobit Middle School	Donnie Baggs	(1) fitness focus: agility, endurance, push-ups, and sit-ups.
Kranz Jr. High School	Incela Rodriguez	(1) outdoor team sports
Kranz Jr. High School	Nick Vogt	(1) weight training and conditioning, (2) fitness training and (3) team sport activities.
Kranz Jr. High School	Lee Sutton	(1) weight training and conditioning, (2) fitness training and (3) team sport activities.
Mc Adams Jr. High School	Lauren Bitner	(1) outdoor team sports, and (2) FitnessGram.

Mc Adams Jr. High School	Michael Guillory	(1) flag football unit, and (2) FitnessGram.
Mc Adams Jr. High School	Dylan Adamek	(1) flag football unit and (2) FitnessGram.
Dickinson High School	Alexander Crooms (Mark)	(1) exercises and fitness programs-stretching-drills-walking and running and (2) completing FitnessGram.
Dickinson High School	Earl Ricicar	(1) Foundation of Fitness online PE Class
Dickinson High School	Jason Wilson	(1) weight room and fitness program-teaching proper techniques on how to lift weights.
Dickinson High School	Timi Radicioni	(1) exercises and fitness programs-stretching-drills-walking and running and (2) completing FitnessGram.

The final agenda item was Open Forum.

- Travis Arbuckle (Dickinson ISD Employee) shared that his PE classes are working on Basketball and FitnessGram.

April 13, 2022-3:30-4:30 p.m.

The fourth and final meeting of the 2021-2022 school year. Committee members were introduced, and the meeting overview was presented by Jo Ellen Allen. Committee members present were Jo Ellen Allen, Sharon Moss, Karina Alverado, Misty Stockwell, La Quinta Harris, Incela Rodriguez, Travis Arbuckle, Sharon Boudreaux, Denise Mears, Summerlyn Paschal, Ashley Sciba, Randi Boleman, Whitney Nail, Renae Canales, Diane Manley, Casey Gillikin, Tameka Henry, and Amy Cmaidalka.

SHAC Disclaimer read by Jo Ellen Allen.

The first topic of discussion was Gator Wellness Center Updates presented by Tameka Henry.

- In partnership with Bay Area Council on Drugs and Alcohol (BACODA) and UTMB, DCC/DALC students experienced the distracted driving simulator.
- The Gator Wellness Center partnered with Whataburger to thank our transportation department.
- Students and staff that were impacted by the bus fire went through the National Organization For Victim Assistance (NOVA) crisis response process.
- We celebrated our School Social Workers for School Social Work Week.
- We have had an increase in referrals to the UTMB TCHAT telemedicine program. The

- Gator Wellness Center is now facilitating appointments on two devices.
- As of 4/12/22, 183 students have been referred to the UTMB TCHAT program and 226 students to Family Service Center.
- Family Service Center is at capacity at this time and there is a waiting list to be seen.
- Staff Wellness
 - We continue to provide a [Staff Wellness Multi-Tiered System of Support \(MTSS\)](#)
 - We are looking at ideas to strengthen this program for the 22-23 school year. We are thankful for our partnership with the American Heart Association. They share resources that go out in our Wellness Wednesday Emails.

The second topic of discussion was Elementary Counseling Updates presented by Tameka Henry.

- Silbernagel Elementary had a successful Career Day.
- Calder Road Elementary's Multicultural Night was well attended.
- Elementary counselors wore Blue on April 8th for Child Abuse Prevention Awareness.
- Bay Colony is having their virtual College & Career Week this week.
- Counselors are focusing on the character trait perseverance this month and May's trait will be creativity.
- Counselors are spending much of their time providing crisis interventions and support.

The third topic of discussion was Secondary Counseling Updates presented by Jo Ellen Allen.

- Academic Counseling
 - Counselors met individually with each student to select their courses for the 2022-2023 school year and to review their 4-year plan.
- Crisis Interventions
 - Counseling students daily with personal situations
- Small Group Counseling

The fourth topic of discussion was Communities in Schools Updates presented by Misty Stockwell.

- Bay Colony Elementary – Kim Loza
 - Student Check – Ins
 - Academic support
 - Social Emotional Support
 - Rewards for Reaching Goals
 - College and Career Activities
 - Basic Needs Assistance
 - Campus Wide Support Where Needed
 - Campus Wide Activity – Read Across Bay Colony
 - 4th grade students read books to younger grade students
- Silbernagel Elementary – Misty Stockwell

- o Collaborate/Staff Daily with Counselor to best meet the needs of our campus.
- o Student Check – Ins
- o Social Emotional Groups
- o Behavior Incentives
- o Academic Support
- o Basic Needs Assistance – Backpack Buddy (30 participants)
- o Spring Break Food Assistance for 10 families
- o Goal Check – ins
- o Campus Wide Beat the Bell – Weekly Attendance Incentive
- o Campus Wide Activity – Collaborated with the Counselor to Host Career Fair
- KE Little Elementary – Tiffany Braman
 - o Backpack Buddy for 20 participants
 - o Spring Break food assistance for 15 families
 - o Finishing up (4) Journey of Hope groups
 - o Student mentoring
 - o Clothing assistance

The fifth topic of discussion was Nursing Updates presented by Whitney Nail.

- Campus nurses continue to ensure all students are compliant with state mandated immunizations.
- Campus nurses are updating immunization records in Skyward as records are received.
- Campus nurses continue to follow-up on vision and hearing referrals.
- Campus nurses will be reporting ANTES results to the Texas Risk Assessment for Type 2 Diabetes in Children.
- Campus nurses are preparing to send home medication consents and action plans for the 2022-2023 school year (parents can complete these forms over the summer).
- Campus nurses sent home letters to parents/guardians for students needing required immunizations prior to entering the 7th grade (Tdap and Meningococcal).
- Puberty Education will be presented to all 5th grade students this month.
- COVID Antigen testing is still available for employees at the following campuses: Education Support Center, Barber Middle School, Lobit Education Village, KE Little Elementary, Kranz Junior High, McAdams Junior High, Dunbar Middle School and Calder Road Elementary.
- COVID and FLU testing is available to students at the Gator Hope Clinic.

The sixth topic of discussion was Gator Clinic Updates presented by Jo Ellen Allen. (All information presented here is from the Gator HOPE Clinic only and does not represent any scientific data unless specified).

- Only one positive covid test result in the clinic over the past 7 weeks.
- We anticipate that these numbers will change as the new sub-variant reaches Texas.
- There are plenty of tests available for staff and students.
- The clinic has seen numerous cases of flu. So far, cases have been identified as flu A.

- Strep has been diagnosed occasionally.
- The Sports Medicine program held a group sport physical event on Wednesday, April 6th and the event completed physicals on 460 students.
- Physicals are available year-round (excluding June and July) at the Gator Hope Clinic. Appointments are preferred and the cost is \$20.00 cash.

The seventh topic of discussion was Food and Nutrition Updates presented by Randi Boleman.

- FNS continues to struggle with product (food and non-food) supply shortages. It is getting better.
- All USDA waivers will expire June 30th and the School Nutrition Program will return to normal operation for the 2022-2023 school year.
- We will be operating NSLP and SBP for 22-23, which means that meals will no longer be at no cost to the student. Students will need to complete a meal benefits application in order to receive free or reduced meals. Not all students will qualify since the application is based on household size and income.

The eighth topic of discussion was Physical Education Updates presented by Jo Ellen Allen.

Bay Colony Elementary	Paige Thompson	(1) finishing FitnessGram, (2) extended basketball unit, (3) jump rope, and (4) completing laps for the Running Mile Club.
Calder Road Elementary	Sommerlyn Paschal	(1) jump rope, (2) basketball, (3) practiced track and field games, (4) participated in field day, and (5) completed FitnessGram.
Hughes Road Elementary	Corey Lewis	(1) relay races and (2) tennis.
K.E. Little Elementary	Jill Gonzales	(1) finished FitnessGram, (2) started cup stacking and (3) track and field preparations.
Lobit Elementary	Travis Arbuckle	(1) finishing FitnessGram, (2) basketball, (3) field day activities, and (4) kickball.
Barber Middle School	Amanda Glaeser	(1) finishing FitnessGram testing and (2) field day preparation.
Dunbar Middle School	Sharon Boudreaux	(1) practice PACER every month, (2) crab soccer, (3) tug of war tournament, (4) football, (5) frisbee, (6) kickball, (7) volleyball drills, (8) Nukum, (9) game days, and (10) dance. BACODA will pull students for groups.

Kranz Jr. High School	Incela Rodriguez	(1) volleyball
Mc Adams Jr. High School	Lauren Bitner	(1) outdoor high energy activities such as relays, field days and outdoor pursuit, and (2) continuing with fitness concepts.
Dickinson High School	Alexander Crooms (Mark)	(1) completing FitnessGram
Dickinson High School	Earl Ricicar	(1) completing FitnessGram
Dickinson High School	Jason Wilson	(1) completing FitnessGram
Dickinson High School	Timi Radicioni	(1) completing FitnessGram

The final agenda item was Open Forum.

- There were no open forum requests.

Cardiopulmonary Resuscitation (CPR) Instruction

- All Seniors received CPR instruction on 10/13/2021.

Wellness Policy

- No changes

Coordinated School Health

- Dickinson Independent School District has developed and is utilizing its own Coordinated School Health Program. Coordinated School Health programming will be reviewed and re-evaluated during the 2022-2023 school year.

Dickinson ISD School Health Advisory Council (SHAC) website link

- <https://www.dickinsonisd.org/page/sp.programs.shac>

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: 2021 Athletic Reports

Agenda Item: John Snelson

Background Information:

The 2021 Athletic Report is attached.

Recommendation:

Information only

Action Item: _____ Yes No

DHS FOOTBALL
Coach John Snelson

1. Summary of procedures/events/activities: We participated in Football and fielded five teams: 2-Freshman, 2-Junior varsity, and a Varsity team. A total of 283 student/athletes participated in football.

2. Pertinent Statistics: Our participation numbers grew this year at the High School level; we had a large amount of freshman come over from the Junior High this year and we retained more kids that had been in the program from the previous year.

	Varsity	Combined JV	Combined Freshman
Ethnicity Report			
Asian	0%	1%	2%
Black	70%	55%	50%
Hispanic	8%	15%	20%
White	22%	29%	28%
Total	65	118	100

2021 DHS Football Records

Varsity	Overall: 9-3	District: 6-0	District Champions
JV Blue	Overall: 7-2-1	District: 6-0	District Champions
JV White	Overall: 7-3	District: 5-1	District Champions
Freshman Blue	Overall: 8-2	District: 5-1	
Freshman White	Overall: 8-2	District: 5-1	

Texas AP Sports Editors Class 6A All-State

Donovan Green	2 nd Team
PJ Williams	Honorable Mention
Micah Barnett	Honorable Mention

District 24-6A Player of the Year

Donovan Green

24-6A Offensive Player of the Year

Luke Martin

1st Team All-District (Offense)

PJ Williams, Michael Bimage, Josiah Mason, De'Rion Crooms, Micah Barnett, Donovan Green, Luke Martin

2nd Team All-District (Offense)

Marquis Johnson

1st Team All-District (Defense)

Jason Caldwell, Tyree Woods, Braedon Stafford, Vernon Glover

2nd Team All-District (Defense)

Cade Terrell, Tre Ford, Payton Young, Kolby Harris, Layden Roque, Jabari Ellison, Diego Sanchez, Vernon Glover

Honorable Mention – All District

Evan Wiltz, Riley Hall, Reggie Sanders, Mike Day, John Soloman, Deriez Wilson, Khalid Sereal, Rodney Bimage, Nick Peace, Chance Gage

24-6A Coach of the Year

John Snelson – Winningest Football Coach in Dickinson ISD history with 84 wins and a 72% winning percentage in 10 seasons. Only Teddy Gray in his 3 year stint has a higher winning percentage.

2nd Team Academic All State

Micah Barnett, Canon Anderson, Coy Magliolo

Honorable Mention Academic All State

Luke Martin, Kolby Harris, Keigan Powers, Donovan Green

Academic All District

Marquis Johnson, Layden Roque, Malachi McNair, John Solomon, Luke Martin, De'Rion Crooms, Payton Young, Donovan Green, Diego Sanchez, Jabari Ellison, Canon Anderson, Kyler Gregory, Alex Mata, Micah Barnett, Coy Magliolo, Kallen Cram, Jake Hill, Chance Gage, Jeremiah Scoby, Reginald Bethley, Venon Glover, Zyon Little, Izaak Arias, Kolby Harris, Nick Pease, Keigan Powers, Tyree Woods, Lane Orchard, Khalid Sereal, Trent Moore, Dereiz Wilson, Michale Bimage, Riley Hall, Evan Wiltz, Emery Allen, Ja'Marcus Anderson, La'Ron Nelson

Houston Touchdown Club Pre-Season Player of the Year Nominee

Donovan Green, PJ Williams

Houston Touchdown Club Player of the Year Finalists

Donovan Green

Galveston County Player of the Year

Donovan Green

1st Team All Galveston County

Luke Martin, Donovan Green, PJ Williams, Tyree Woods

2nd Team All Galveston County

Micah Barnett, Jayson Caldwell, Vernon Glover

3rd Team All Galveston County

John Solomon, Reggie Sanders, De'Rion Crooms, Marquis Johnson, Michael Bimage, Braedon Stafford, Layden Roque, Jabari Ellison, Kolby Harris

2021 Team Awards

- District Champions
- Bi District Champs 6 out of the last 7 years
- 9 straight years to make the playoffs

DHS VOLLEYBALL

Coach Kati Farias

1. SUMMARY OF PROCEDURES/EVENTS/ATHLETICS: The Dickinson High School Volleyball Program participated in District 24-6A. Varsity participated in a pre-season and 2 tournaments. 9th grade teams participated in 2 tournaments and a pre-season and JV participated in 3 tournaments and a pre-season. All four teams were able to complete a full district schedule.

2. PERTINENT STATISTICS-SUCH AS NUMBERS, DESCRIPTIONS OF VARIABLES, CURRENT STATUS RELATIVE TO PRIOR YEAR, ETC: We had approximately 54 student/athletes play on four teams – Varsity, Junior Varsity, Freshmen A, and Freshmen B. Each team played complete seasons for district play. We did not play some of our pre-season matches due to COVID related issues. We were able to play a full district schedule.

DHS Volleyball Ethnicity

	Varsity	JV	Freshmen
Asian	0	0	0
Black	4	6	12
Hispanic	3	4	6
White	6	4	6

The Varsity team improved as the season progressed. Varsity went into the second round in 4th place in district, they fought until the end and missed playoffs by one match. We finished district play with a record of 5-7. This was the best showing for us in district play in all of my 5 years as head coach. Our JV team finished 3rd in district play.

2021 DHS Volleyball Records

Varsity	Overall: 15-16	District: 5-7
Junior Varsity		District: 8-4 (3 rd in District)
Freshmen A		District: 3-9
Freshmen B		District: 4-8

3. PLANS FOR IMPROVEMENT/MODIFICATIONS/ENHANCEMENT OF EFFORTS. In pre-season, we will continue to play more competitive teams to prepare us for district and add higher skilled teams to our Gator Classic Volleyball Tournament. Varsity will travel to Austin to play teams we would normally not play. We will also find tournaments of higher level for our 9th and JV teams. We will encourage our athletes to play “Club Volleyball” outside of school in order to compete with district schools. To stay competitive in 6A, our athletes must gain experience beyond their high school season. We will also host a 6th grade league/camp in the spring to get our younger kids in the school district involved in the DISD volleyball program. We will also have

skill sessions in the spring as well as the summer for our athletes to attend. As a staff, we will attend coaching clinics, etc. to improve our knowledge of the game. We will also continue to offer 5th-8th grade and High School volleyball camps to improve the skills of all our players. We will rotate going to both Junior Highs in off- season during 6th period to work with the incoming freshmen (8th graders at this time) to better prepare them for High School volleyball. Our potential Varsity players will participate in a two day Spring Volleyball League in May at CCISD. As with any sport or academic class, our athletes as well as the program must have a good core skill foundation to become successful. Our coaching staff will do everything possible to help our athletes be successful as well. We will not shy away from hard work.

4. EVIDENCE OF SUCCESS/STUDENT PERFORMANCES/#'S INVOLVED/GROWTH/SAFETY RECORD, ETC: We are seeing improvement at the sub-varsity levels. We competed with every district team. Sub-varsity growth will help with future years at the varsity level. The Varsity team had numerous All-District Honors awarded to the following players: Setter of the Year for District 24-6A was Elaina Spriggins; 1st Team All District: Brandolyn Freeman and Madison Spells; 2nd Team All District: Caroline Boone and Addison Stanley; Honorable Mention All-District: Frida Moreno and Bailey Wilson. All-District Academic Team: Addison Stanley, Lydia Baines-Gatewood, Gracie Boone, Caroline Boone, Alexandria Bowles, Ashlyn Castillo, Frida Moreno, Madison Spells, Elaina Spriggins, and Bailey Wilson. We expect our numbers to grow and anticipate athletic depth in our program. With additional growth, we expect additional improvement. We will continue to improve our efforts in the off-season and pre-season by conditioning to avoid injuries, and we will definitely encourage our athletes to condition during the summer in preparation for the upcoming season. We will highly encourage attendance and participation in the school district's strength and conditioning clinic offered in the summer. We will have open gym in the spring and the summer for skill development.

5. EVALUATION STATEMENT REGARDING CURRENT PROGRAM AND POTENTIAL FOR NEAR AND LONG-TERM FUTURE. The tradition and expectations are in place for our athletes to work hard and "give it your all" in every aspect of the program every day. The standard is to be competitive each and every season. We want to instill that you must work hard to be successful, and that attitude will help you throughout your life.

6. FISCAL IMPACT OF ANY PROPOSED REVISIONS IN CURRENT PROGRAM. As we grow the need for more equipment, practice gear, uniforms etc., will bring a continual need for an increase in budget.

Our goal every year is to put in the work and efforts to put Dickinson Volleyball back on the map! I think this year's group put our program one step closer to accomplishing that.

DHS GIRLS CROSS COUNTRY
Coach Gladys Sonnier

1. Summary of procedures/events/activities: We participated in Girls Cross Country and fielded 2 teams: Junior Varsity, and Varsity.

2. Pertinent Statistics: We had 9 girls run for us this season. Our largest class is the junior and sophomore class.

Ethnicity Report – Girls Cross Country

	Varsity	JV	Open	
Asian	0%	0%	14	0%

Black	20%	25%	0%
Hispanic	40%	50%	0%
White	40%	25%	0%
Other	0%	0%	0%
Total	5	4	0

3. Plans for improvements/modifications/enhancement of efforts: Great cross-country seasons start at the end of June with the athletes coming to Strength and Conditioning camp. We improved all personal times in meets and at district. Next season, we will continue to begin in June at the Strength and Conditioning camp to have a great 2021 season. The entire goal for this season was to grow the program, get as many girls involved as possible and improve district times and place. With the athletic period moved to 1st period, it allowed the athletes to be able to do their work out at a more reasonable time. During the latter part of the season our varsity runners are running up to 8+ mile runs. As expected this takes longer than an hour. For the athletes to have time to complete the workout and still be able to shower, change, and get to class on time at 7:05am. Moving the athletic period to 1st has been a great advantage. During the year we plan to go to both Junior High schools and talk to the 8th graders to find out who is interested in running cross country their freshman year. This will help get more girls interested and have their information so that they can be informed about the summer runs. We will also send cross country athletes to the Junior High to help with practices to get more athletes involved to increase participants for next school year.

Needs: Our team needs to be healthy, and be more dedicated. The biggest loss of eligibility came from Covid-19. This did affected our Varsity level, we lost a runner right before district, causing us not to have 5 members which is needed to have a team at district. We are still in need of a permanent campus loop to run on so that we can lessen the amount of running on Dickinson streets. We have a loop that when we can get DISD O&F to mow it, we have a mile track. This can be made permanent by installing cinders or gravel and making it a full time jogging trail not only for cross country but to promote fitness of general students and staff as well.

Offseason: We came out of the summer with the goal of placing higher in district on the varsity level. Even though we did not meet that goal, we want to maintain that as our focus. We have some young talent and should have some more coming up next year on the freshman and sophomore level that might be in contention for varsity spots. The secret to being competitive is getting cross country runners to stay active year round. The programs that we want to be able to compete with do this and since we have taken this philosophy we have been competitive.

4. Evidence of success/student performance/growth/ safety record, etc.: Overall, success for us was measured in the amount of girls who competed and learned to finish 2-3 mile races in the late summer Texas heat. We finished last in almost every competition, but the girls improved their personal times each week. They also improved their times in district from last year and competed with class and character – and our presence was positively noted by several other schools. We finished in 7th place for varsity at district and we were 7th on the JV team. We did not have any regional qualifiers but Thea Arnold, Julia Sanchez, and Jasmin Wright were academic all-district. A considerable amount of runners will return next year along with some hopeful talent joining us to make DHS girls cross country very competitive.

District Finishes

Varsity – 7th

Varsity returners for 2021 season – 4

JV – 7th

JV runners who saw some varsity meet action – 1

DHS TENNIS

Coach Douglas Spaniel

1. Summary of procedures, events, activities: The Dickinson Gator tennis team has two separate seasons during the school year, one in the fall and another in the spring. The fall season is the team tennis season where the combined wins/losses of each player combine for a team win/loss. The spring season is an individual season where we attend 8 tournaments per team plus the district tournament and athletes have an opportunity to compete in singles or doubles. We competed in 11 matches with our varsity team and 6 matches with our junior varsity/freshman team. The varsity team went 5-6 this year with a 0-6 record in district while the JV/Freshman team went 0-6. The spring season began in January and ended April 8th. Where the Varsity team attended 8 tournaments no including district and the JV/Freshman team attended 6 tournaments no including district.

2. Plans for Improvements/Modifications/Enhancement of efforts: We are continuing to focus on having our athletes get in shape and working on fundamentals to continue and see success. We will continue to enhance our skills as we continue our summer workouts. The goal is to work on the footwork drills that can reach across different sports, along with conditioning as tennis requires long timeframes for matches and play time. We are working on the true mechanics for each shot on a weekly basis to have a foundation to build upon for more advance areas of tennis. Summer will involve group lessons on two days and small group lessons with rotating personal on two days to get a more in depth lessons for improvement. The district has continued to invest in our facilities with new nets and windscreens five years ago, a repurposed tennis building four years ago, and the tennis courts resurfaced two years ago. Some enhancements needed are windscreens on the backcourts. If we had more of the windscreens that we have dividing the courts around them aside from the side where the spectators are and the mirrored spot on the opposite side, it would help cut the wind down and make the back courts more playable for practice matches and tournaments. We would also like to add more seating or preferably shade for the bleachers for spectators.

3. Evidence of success/student performance/#'s involved/growth/safety record: Each year our numbers have grown and we have worked to be more competitive. This year we had 50 students on the team with many students interested going into next year. We had 18 students on the varsity team and 32 on the JV/Freshman team. This was our fourth year to have two teams compete in the fall. There are two tennis classes this year our advanced class has 22 students in it and a beginner class with 25 students. There were people this year who were not in tennis class but on the team and many of them will be joining the tennis classes next year so they can get more practice time and play. We posted two awards for the fall season earning 2nd team all-district for one of our girl singles players and one for one of our boys' singles players.

4. Evaluation statement regarding current program and potential for near/long term future: The DHS tennis program is creating an environment where hard work is the expectation. We have a bright future with consistency and continuing to build our junior high programs. There will be a meeting at the junior highs so the students will have time to and a chance to meet with the coaches. This will give us a chance to tell them about summer practices and expectations. Also, more time meeting with the junior high coaches to give them examples of what to work on and have the kids build up to get them ready for the high school level. Having three coaches to lead our teams is an excellent advantage for our students and our program. As there is potential a new option for a third full time coach who has a similar background in tennis as me (Coach Spaniel) to help improve the team even further. This is a tough tennis district as many of the school have students who have been playing since 4-5th grade where our students have been playing since maybe 8th grade. Yet the opposing coaches have noticed improvements in our own players with many getting more wins in district and competing with the other schools/players.

5. Fiscal impact of any proposed revisions in current programs: The growth of the program will continue to be a good thing for Dickinson High School with more students involved it will continue to increase pride and connection for students to their school and community. It is important that the tennis program, as it grows receives more support from the school. We need an increase in our budget as we look to reach 80 students over the next couple of years we will need a budget increase to cover more uniforms, practice shirts, and tennis balls. As the program increases, I would like to request the potential for an increased stipend as the team continues to increase in skills, potential, and growth in the future. We also would like to take some steps to enhance our tennis courts with more windscreens on the back fence. Also posters to put on the court fences of the team and seniors to show school support and spirit.

DHS GOLF

Coach John Bruyssaard

1. Summary of procedures, events, and activities: The DHS golf team's season runs from August – April. The original team schedule included a mix of beginner (4) and JV boy's tournaments (8) and JV girl's tournaments (7). The season had many modifications and weather.
2. Plans for improvements/modifications/enhancements of efforts: The focus is on fundamentals, as the third year coach I still see several areas that most of the golfers need to work on. One area of need is to have access to a facility for indoor practice for chipping and putting during inclement weather.
3. Evidence of success/student performance/numbers involved/growth/safety record: The team went from 16 (4 girls and 12 boys) to 18 (6 girls and 12 boys). I had 5 boys competing at the JV level and 7 competing at the beginner level, I lost one boy due to grades and eligibility. The beginner boys showed a marked level of improvement. The beginner boys improved by an average of 8 strokes. The beginner boys finished in the middle of the group at most tournaments. The JV boys had a great season, they finished in the top five in most of the tournaments that they entered. The JV boys finished 4th at the JV district meet. Individually there was one JV boy who finished in tied for 3rd at JV district. He went on to compete at the two day varsity district tournament where he had did an amazing job. The girls played all JV tournaments. All 5 girls improved from the beginning to the end. The Girls improved by an average of 5 strokes. I am losing 4 seniors, 1 girl and 3 boys. I am going to recruit some players. There are only 11 signed up. I know that 2 senior boys and 2 senior girls are going to golf but do not want to be in the class. Putting the starting number at 15 golfers.
4. Fiscal impact of any proposed revisions: My goal is to still grow this program so that we have teams compete at all three levels: beginner, JV and Varsity. When this occurs a second coach will need to be added. Another coach is needed to help manage golfers at practice to make sure that they are doing what is expected. The reasons for a 2nd coach are: during golf practice I have players on the driving range, players on the 9 hole chip and putt, players on the putting and chipping green and players on the course, practice is spread out; also due to the number of potential days that would be missed. Each level is allowed up to 8 tournaments, beginner boys level 8 days, beginner girls 8 days, JV boys 8 days, JV girls 8 days, varsity boys 8-16 days (most varsity tournaments are 2 days). Total number of days out of the classroom is between 35 – 45 days.

DHS BOYS BASKETBALL

Coach Jason Wilson

The Dickinson High School Boys Basketball Team had an impressive season earning the UIL 24-6A District Championship with an 11-1 district record and 33-4 overall record. The team advanced into the playoffs and were named Bi-District Champions and Area Champions.

Several players earned individual honors for their performance during the season that are:

Vernon Glover	District 24-6A Defensive Player of the Year
Seth Jones	All-State Honors, All-Region Honors, 24-6A First Team All-District
Patrick Williams	24-6A First Team All-District
Zyon Little	24-6A First Team All-District
Donovan Green	24-6A Second Team All-District
Jayson Caldwell	24-6A Second Team All-District
Donovan Pointer	District 24-6A Honorable Mention
Qasim Boyd	District 24-6A Honorable Mention

Also contributing to the team's successful season were the following players.

Johnathan Garcia

Chase Johnson

Jace Sarvaunt

Joshua Wooley

The DHS Boys Basketball Team is led by Head Coach Jason Wilson, who was named UIL 24-6A Coach of the Year, and assistant coaches Matthew Klingenberg, Justin Wilson, Jay Williams, Teron Guidry and Shannon Jones.

DHS GIRLS BASKETBALL

Coach Noroda Knox

All-District Selections 24-6A

1st Team All District

Senior Forward, Brandolyn Freeman

Junior Forward, Danielle Porter

2nd Team All District

Freshmen Guard, Jazmine Hansley

Junior Guard, Tiffany Nguyen

Honorable Mention

Sophomore Guard, Tierra Spells

Junior Guard, Jaroney Lymuel

1. Number of Participants: We encourage our players to participate in as many sports and activities as possible for as long as possible while they are in high school. This is why I have listed the number of players on each team that participate in multiple activities (athletics and fine arts). We did not have many freshmen that played volleyball come and tryout for basketball this year. This has really affected our freshmen numbers. Our JV team was composed of mainly sophomores because the class was very large and there were 3 sophomores on varsity.

Total – 32
Varsity – 11
JV – 10
9 A – 10

2. Ethnic Break Down: We have 31 players involved in the basketball program at the end of the year, this includes players that are in the athletic period that anticipate playing next year.

- 24 African American – 77 %
- 5-Hispanic – 17%
- 1-Asian- 3%
- 1-White- 3%

3. Projected Numbers For Next Season: We anticipate 35-40 players involved in the girls basketball program, next year. The numbers listed below are as estimate of the number of players that we will have on each team. These estimated numbers are based on the participation rate this season. Our freshmen class next year will be double the size of our current freshmen class. It will be difficult to carry a freshmen B team with the freshmen numbers. Within the next two season the program should have the numbers to carry a Freshmen A and B team.

4. Off - Season Expectations: We want our players to develop individual skills that they will utilize throughout the summer as well as next basketball season. Our entire focus is on the individual skill development. We encourage our players to attend open gym shooting after school and open gym games after school as many times as possible. Although finances are a concern, we have encouraged the players to participate in club basketball during the off-season and can assist with finding sponsors for players who are interested but have financial restrictions. We will direct players in THE direction of club teams that will fit their individual goals.

5. Strengths And Weakness For The Next Season:

Strengths: 9 returning varsity players with 18 or more games played.

Athleticism in program.

Guard play should be better.

Weaknesses o Lack shooters

Depth at post on the varsity level.

Players in the program not participating in competitive club programs.

6. Recommendations For Improving The Program: Hire a fourth coach for the program. The girls basketball program was one coach short this year and it did affect the logistics of the program. Align head coach or first assistant coach prep period to the junior high athletic period. It's difficult to build the program and be involved in the development of the junior high players when you can't be involved in the athletic period.

- Improve relationship with our feeder schools especially our junior high schools.
- Feeder coaches attending the high school practice before their season starts.
- hosting a girls' basketball summer or fall league for high school and junior high.

DHS POWER LIFTING

Coach Earl Ricicar

1. Summary of procedures, events, activities:

The Dickinson Power Lifting program began its season after the football season ended. The season ran from late December 2021 to the end of March 2022. The program had three teams this season, a varsity boys' team that competed in 6 contests, a varsity girls' team that completed in 5 contests and a junior varsity boys' team that competed in 4 contests. In addition, the program had 13 athletes that competed in regional and state competition. The power lifting program ended the season with 12 athletes advancing to the state championship.

Kaylee Barajaz	Regional Third Place in the 105 class and qualified for State Finished in the top 15 at the state meet
Ayah Bnider	Regional First Place in the 181 class and qualified for State Set a new regional record with a squat of 410 pounds State First Place in the 181 class
Deaisha Boone	Regional First Place in the 259 plus class and qualified for State Set a new regional record with a bench press of 235 pounds State Fourth Place in the 259 plus class
Kaire Campomanes	Regional Third Place in the 165 class and qualified for State Finished in the top 15 at the state meet
Peyton Jones	Finished in the top 10 at regionals in the 123 class
Keyona Kitchen	Regional First Place in the 220 class and qualified for State State Third Place in the 220 class
Hadie Lumbreras	Finished in the top 10 at regionals in the 165 class
Christy Richardson	Regional Second Place in the 148 class and qualified for State State Eighth Place in the 148 class
Aden Arredondo	Regional Fifth Place in the 181 class and qualified for State
Jayden Dekelaita	Regional Ninth Place in the 148 class
Josyah Dekelaita	Regional Ninth Place in the 132 class
Daniel Garcia	Regional Third Place and State 12 th Place in the 148 class
Jim Gomez	Regional Eighth Place in the 132 class
Bladdin Hill	Regional Fourth Place in the 165 class and qualified for State
Cace Jones	Regional Third Place and State 12 th Place in the 181 class
Emilio Martinez	Regional Seventh Place in the 242 class
Josiah Mason	Regional Second Place and State 10 th Place in the SHW class
Jonathan Sagastizado	Regional Seventh Place in the 198 class and qualified for State
Tyler Vu	Regional Eighth Place in the 114 class
Dereiaz Wilson	Regional Sixth Place in the 308 class

2. Pertinent statistics:

Varsity – 12 State Qualifiers

Ethnic participation data

	Numbers	White	African American	Hispanic	Other
Varsity	22	3	8	8	3
JV	37	13	4	16	4
<u>TOTALS</u>	<u>59</u>	<u>27%</u>	<u>20%</u>	<u>41%</u>	<u>12%</u>
Coaches	2		150		

3. Plans for Improvements/Modifications/Enhancement of efforts:

Improvements on the Power Lifting program will begin with the coach installing a good work habit and lifting routine for the returning athletes during the off-season. Also, the program will advance with the experience of all the returning athletes.

4. Evidence of success/student performance/#'s involved/growth/safety record:

Out of the 22 varsity lifters, 12 boys and 8 girls qualified for the Regional Finals. There were 6 boys and 6 girls that qualified for State. Fourteen of the regional qualifiers will return for next year. Through the whole season, there were no serious injuries to report.

5. Evaluation statement regarding current program and potential for near/long term future:

The DHS Power Lifting program is always trying to strive for success in athletic competition and academically. As of now, the program is in good shape and set up for future success far and near. The program is always open for improvement and student-athlete success.

6. Fiscal impact of any proposed revisions in current programs:

As the program increases in number of student-athletes, the weight room is a big help in their success. Also, with the increase in participation levels along with the increase in pricing for equipment there is a much needed increase for the supply budget to provide the best support for each athlete.

DHS SWIM

COACH Jason Lind-Olson

Summary of Events & Activities:

The COVID-19 pandemic had less of an impact on our season compared to last year.

Tryouts for the Swim Team were held September 9th, 2021. If you made the team, you were automatically on "Varsity"—as there is no JV team. 12 Girls, and 9 boys made the team, including one boy Diver.

Spiking COVID-19 numbers in the month of December caused Clear Brook to cancel the “Jingle Bell” invitational—which is one of the bigger meets of the year. However, we were still able to attend the “Halloween” meet at Alvin High School on October 26th, the “Turkey Bowl” at Texas City on November 18th, and the “Reindeer Classic” at Pearland on December 11th. We also swam at several “tri-meets” with Texas City & Ball High.

District 24-6A held their district meet at the Matthew T. Doyle Natatorium in Texas City on January 28th, 2022. The boys 400 Free Relay beat out Clear Brook for 6th place—which allowed us to advance to Regionals Prelims. We did not make top 16 at Prelims, so we did not advance to the Finals.

The biggest story of the year was my diver, Junior Justin Heard, advancing to the 6A State Competition in Austin on February 18th, 2022. Justin scored 413 points (37 more points than last year) and placed 13th in the State! We look forward to Justin’s continued success in his Senior year.

Plans for Improvement: Athletes will continue to improve by focusing on fundamentals, conditioning, and weight training. Pool practice is Monday - Thursday at the Texas City Natatorium, and Fridays are for "Dry-Land" workouts and strength training on campus. In addition to increasing strength and speed, I will improve the "team dynamic" by including many team building exercises acquired during my Coaches' Training at

THSCA (July 21-23, 2019). Having athletes acquire the skill of "team before self" is very important to me--as they will carry this with them into future relationships, and career choices.

Evidence of Success/Growth:

In my fourth year of coaching, almost a dozen athletes have earned their letterman jackets, along with additional patches. I'm losing 4 Seniors next year, so I'm hoping to add several to my roster next Fall.

Future of the Program:

(Same as last year) In order for the Swimming/Diving program to continue its growth and success, I feel an assistant coaching position is necessary. If the district could have a Junior Varsity Coach take swimmers to JV meets, these athletes will grow in their confidence and be more successful in the long run.

Also, If this school district ever plans to truly compete at the level of CCISD, then we need our own Aquatics Facility built in our District. Busing the athletes to Texas City every day to practice is not efficient, and the amount of district funds paid to TCISD just to use the facility for a couple hours each day during the season is outlandish. If the district built its own Aquatics Center, every student from elementary to high school would have the opportunity to take swim lessons, and perhaps even discover a love for the sport. Every sport from Football, Basketball, Volleyball, Track, etc. could use the facility in the off-season for conditioning. Lastly, Water Polo will become a UIL-sanctioned sport starting next school year, and this will increase the time that transportation is needed to Texas City.

Closing:

I love being a part of this School District! We are making HUGE improvements ALL areas. Everything from Sports, Fine-Arts, and Academics is going deep into the "play-offs" of their respectful competitions. Please give Swimming/Diving the opportunity to grow as other programs have--and continue to do.

DHS SOFTBALL

Head Coach: Timi Radicioni

1. Summary of procedures, events, activities: The Dickinson softball program began its season January 14, 2022 and finished on April 26, 2022. The program has two teams, a varsity and junior varsity. Each team competed in scrimmages, tournaments, and district play. At the varsity level, the team finished 5th in district with a 5-8 record and an overall record of 12-19. At the JV level, the team finished with an 8-4 in district and an overall record of 12-19.

24-6A All-District Honors

Kayden Henry- 1st Team All District Outfielder

Kadence Williams- 2nd Team All District Pitcher

Jersie Pelham- 2nd Team All District Catcher

Daniella Rios- 2nd Team At Large

Mia Traugott- Honorable Mention

2. Plans for Improvements/Modifications/Enhancement of efforts: Improvements of the program are to continue building confidence and belief of the athletes within themselves. This will allow the athletes to strengthen their skills for the game, both offensively and defensively. We continued building a stronger foundation and will continue to build upon that year after year. Also, the program will advance into the post season with the experience of all the returning athletes.

3. Evidence of success/student performance/#'s involved/growth/safety record: 12 varsity players will be returning for the 2023 season. The JV will continue to build strength and sharpen skills needed to make varsity. The coaching staff will attend coaching clinics to bring in new ideas for drills that will motivate the athletes to work harder at the level of competition needed for 24-6A skills. Throughout the whole season, there were no serious injuries to report.

4. Evaluation statement regarding current program and potential for near/long term future: The DHS softball program is always trying to strive for success in athletic competition and academically. As of now, the program has set up its foundation for future success with continued fundamentals development of current and new athletes. The program is always open for improvement and student-athlete success.

5. Fiscal impact of any proposed revisions in current programs: As the program increases in number of student-athletes, success will continue. Also, with the increase in participation level a much needed increase for the supply budget to provide the best support for each athlete.

DHS BASEBALL

Coach: James "Bo" Davis

1. Summary of procedures, events, activities: The Dickinson baseball program began its season Friday, January 21, 2022 and finished on Friday, April 29, 2022. The program had three teams this season, a varsity, junior varsity, and sophomore team. Each team competed in 4 scrimmages and 3 full Tournaments. The Varsity finished with a 8-15-2 (3-8). The Junior Varsity finished with a 6-15 (3-8) record. The Sophomore team finished with a 13-11 (6-6 – 3rd Place) record. 1 graduating senior has signed a letter of intent to play collegiate baseball:

JT Davis – Luna CC (New Mexico)

2. Plans for Improvements/Modifications/Enhancement of Efforts:

The Dickinson Baseball Program will continue its summer league, summer workouts, fall league, and weightlifting in the off-season. We'll also continue to lift during the season. This will allow our athletes to develop their offensive and defensive skills along with their strength, speed, and agility.

3. Evidence of success/student performance/#'s involved/growth/safety record:

3 starters will return for the 2023 season. We will have sufficient talent to fill the rest of the roster. We had 44 athletes participate in baseball during the 2021-22 school year. 17 on varsity, 14 on JV, and 13 on the Sophomore team. There was 1 injury during the season.

4. Evaluation statement regarding current program and potential for near/long term future:

The DHS Baseball program will continue to build on the strong athletic and academic foundation that we have laid out over the past few seasons. In the short term, our goal will be to win District. In the long term, we want to continue to build and develop our athletes in order to prepare them for the mental and physical challenges of playing in one of the toughest 6A districts in the state and beyond.

5. Fiscal impact of any proposed revisions in current programs:

Winning will breed excitement and success. The varsity has won district twice (2017 & 2019), gone to the playoffs 4 years in a row (2017-21), won Bi-District 3 years in a row (2017-19, the 1st time in school history), won Area for the first time in 31 years (2019), finished with a winning record (14-12-1) for the 6th year in a

row, and won 20+ games overall 3 years in a row (2017-19). We look forward to continuing our new winning tradition in 2023 and the excitement that it brings to our school and community.

DHS GIRLS SOCCER

Coach Samuel Goodwin

1. Summary of procedures, events, activities: We were able to fill 3 teams this year (Sophomore, JV-A, Varsity) with 13 players on Sophomore team, 16 players on the JV-A, and 18 on Varsity. JV-A overall record 7-7-2 and Varsity's overall record was 7-11 and 2-10 in district. The girls showed a lot of pride, perseverance, and hard work throughout the entire season. I'm only graduating 3 seniors with 2 seniors being starters with 13 returners. Varsity started off strong with a record of 5-1. The team took a tremendous blow due to covid. The entire team that went to the tournament was put on Quarantine.

Tournament Soph/ JV- A played in the Woodland tournament. Record 0-0-1. Requested to play in it again. Varsity- College Station Tournament. Record 2-1. Not sure if we will play in it again.

2. Statistics for JV and Varsity:

ETHNIC BREAKDOWN

	Numbers	White	Black	Hispanics	Other
Sophomore	8	0	0	8	
JV A	16	1	1	14	0
Varsity	18	7	0	11	0
Total	42	8	1	33	0

GROWTH IN SOCCER PROGRAM

Teams	2017	2020	2021	2022
High School	41- 2 teams	39- 2 teams	40- 2 teams	42-3 teams
Jr. High girls 7th/8th combined	30	No season	51- with both schools	44- total 22 at both schools

3. Plans for improvements/Modifications/Enhancement of efforts: We have made many improvements with the buildings and the facilities. We have not made any more changes to facilities this year. However, we were able to purchase numerous performance equipment like, agility rings, cones, speed chutes, ball pumps, and pop up soccer goals. This was approved and purchased by our athletic department and activity account.

4. Evidence of success/student performance/#'s involved/growth/safety record: The positive performance by our coaching staff has impacted program growth and success. Our players are doing well in our classrooms and are expected to perform at a higher level in athletics, community and education. We have support from our staff and parents in the understanding of the importance of molding a complete student- athlete and person. Each player understands that they will be evaluated and assigned to the most appropriate team that suits their individual soccer abilities. This year the games were more competitive and closer than previous years. Also a player received a scholarship to play at Navarro Jr. College.

5. Evaluation statement regarding current program and potential for near/long term future: The girls' soccer program has shown stability throughout the years and has improved participation wise with now having 3 competitive teams. The program has received continued support throughout the community and our parents. Our girls have been successful in the classroom as well as in the community. We are hoping that the exposure from social media, Jr. High participation, and summer activities will bring awareness to our district, city, and girls' program.

6. Fiscal impact of any proposed revisions in current programs: The staff and budget are currently sufficient.

7. Coaching staff/ High school soccer experience : Head Coach- Samuel Goodwin, 8 years

DHS BOYS SOCCER

Coach Daniel Edinburgh

1. Summary of procedures, events, activities: The Dickinson soccer program began its season December 12th, 2021 and finished on March 25th, 2022. The program had 3 teams this season, a varsity, junior varsity and a sophomore team. Each team competed in scrimmages, tournaments and in district play. The sophomore team finished 2nd in their division, the junior varsity finished 1st in district play and the varsity team finished 3rd.

24-6A All-District Honors

1st Team All District

Alejandro Trejo

Amado Garcia

Kevin Juarez

2nd Team All District

Jonathan Vega

Victor Luevano

Alexis Martinez

Honorable Mention

Jonathan De Leon

Pablo Perez

Juan Miguel Rodriguez

2. Plans for improvements/Modifications/Enhancement of efforts: The coaching staff has been proactive in setting up a schedule for the boys that they can follow even if they are out. Each day we push them to their max both physically and most importantly mentally. The system appears to be working because we continuously get positive feedback from teachers who have the boys in their classroom. We continually change and tweaking a few things to get the best performance from the boys. We still want them to be better in the classroom, so they have consequences/extra conditioning if the player doesn't maintain an 80 or higher in each class. These young men are not just athletes, but student athletes and one of their goals should be to play in the next level while upholding a proper GPA. We currently have a motto: "Get Better Every Day" So as coaches we currently ask them Is that the best you can do? Just like the past few years, scoring was a problem for us this season. It has steadily dropped since we have received fewer and fewer club players who go to practice outside of the school's

involvement. What the club teams have access to year-round are soccer goals. It is extremely difficult to score goals constantly when you cannot practice shooting on a goal. It would be like having a basketball player aiming for a pole (no backboard or rim) 10 feet up after working on a move to get around someone. Most athletes are visual learners especially when it comes to their sport. So trying to shoot on a soccer goal without having anything there makes it more problematic. We recently bought an all-terrain goal that can be placed on the turf or grass. It is not a full goal, but it still gives the players a target to aim for when practicing.

3. Evidence of success/student performance/#'s involved/growth/safety record: Our record in the district this year was 6-3-3. The games that we lost and tied were games that we simply could not put the ball away in the back of the net. We are losing 11 seniors this year, 5 of which are very talented. About 2 juniors and 1 or 2 sophomores consistently started each game so that gives us a little to go on and work on to grow. Next year our numbers should stay around 50 to 60 players divided up between the 3 teams. Trying to keep numbers around 18 to 20 players on one team is important. It makes the intensity much higher during practice when the boys have a smaller group to bond. The closer they are the more they push themselves. This year some players were not able to meet the high expectations the program has so they left on their own accord. Each year the number of athletes leaving will be lower, which in the end will streamline our program. We will continue to have teams at the Jr. High to improve their skills so that one day they too might be the future varsity. It is good for the Jr. High players to meet the coaching staff at the High School so they know what the expectations' are at the next level. McAdams won their division and it is still not decided on how Kranz will finish. Both could win their district play and play each other in the final.

4. Evaluation statement regarding current program and potential for near/long term future: Positive thinking and attitude breeds positive outlooks. If the boys continue to push themselves, making not only themselves better but also their teammates, then the program has a positive future. With our continued growth as a strong athletic program, we will continue to be a strong team in our district. This program should see continued runs for the playoffs. The goal for this program in the long term is that the Dickinson Boys' Soccer Team is a team opponents know will be a formidable one to meet on the field. Other teams will know that "We are a team that works like no one else so we get results like no one else!"

5. Fiscal impact of any proposed revisions in current programs: Each year, the equipment bought is used for a clean appearance, and to enhance and strengthen the athletic ability of each student athlete in our program. We are truly thankful for any financial support given to the soccer program.

DHS GIRLS TRACK
Coach Marvin Welch

1. Summary of Procedures/Events/Activities: This was our 14th year competing in District 24-6A. We ended the season breaking the school record in 3 events, 2 State Qualifiers and 2 top Nationally Ranked events. We also competed in 3 meets on held on College Campuses; Texas A&M, Texas Southern and University of Texas Relays. In each one of those highly competitive meets we made the finals and competed for a medal. While at Texas Relays our 4x1 relay was one of the only 5 out of the 9 high school to compete from state of Texas in the finals.

2. Pertinent Statistics

Team	Total # of Athletes	Black	Hispanic	White	Other
JV	26	19	156 3	4	0

Varsity	15	13	0	2	0
TOTALS	41	32	3	6	0

3. Plans for Improvement/Modification/Enhancement of Efforts: With such a young talented team returning, next year our goal is to win the District 24 6A Championship as well as the UIL 6A State Championship. To make that happen we will need to have as many athletes compete as possible. Track & Field Summer camp as well as local summer track programs will be key for development. We do not have any seniors this year so our team was very young. Our goal is to get our Jr. high programs to support our organization and improve their numbers. The Jr. high numbers are very low, looking at the results from the Jr. high district meet as well as cross country district meet we will not receive any distance runners next year. My plan is to promote our Cross Country and distance program this summer at the high school. On February 1, 2022 I conducted a 2 hour Track & Field Clinic at Dickinson HS for our Jr. High Coaches. My goal is to continue to have one each year.

4. Evidence of Success/Student Performance/#'s involved/Growth Safety Record: Our young ladies finished the 2022 UIL 24-6A Championship in 2nd place overall.

DISTRICT MEET (TOP 4 ADVANCE TO AREA)

100m – (Jr.) Jada Lee 2nd Place, (Jr.) Kayden Henry 3rd Place, (So.) Alahna Brown 4th Place

100 Hurdles – (Jr.) Essence Hines 2nd Place

200m – (Jr.) Jada Lee 2nd Place, (Jr.) Kayden Henry 3rd Place

400m – (Fr.) Anaya Jones 4th Place

4x1 Relay – (So.) Nia Scott, (Jr.) Jada Lee, (Jr.) Kayden Henry, (So.) Alahna Brown - Placed 1st *(A New School Record 46.74)

4x2 Relay – (So.) Nia Scott, (So.) Alahna Brown, (Fr.) Anaya Jones, (Fr.) Kaidance Redmon - Placed 1st

4x4 Relay – (Fr.) Anaya Jones, (Fr.) Ko'Real Williams, (Jr.) Raney Williams, (Jr.) Maia Crump-Warner – Placed 3rd

Long Jump – (Jr.) Ra'ianna Artmore - Placed 1st, (Jr.) Raney Williams Placed 3rd

Triple Jump – (Jr.) Raney Williams - Placed 2nd

Shot Put – (Jr.) Cailyn Riley - Placed 4th

Discus – (Jr.) Cailyn Riley - Placed 2nd

*Team Placed - 2nd Overall in Team Points (District Champion Runner Up)

AREA MEET (TOP 4 ADVANCE TO REGIONALS)

100m – (Jr.) Kayden Henry Placed 3rd *(A New School Record 11.70s)

100 Hurdles – (Jr.) Essence Hine – Placed 4th

200m – (Jr.) Jada Lee – Placed 4th, (Jr.) Kayden Henry – Placed 3rd

Long Jump – (Jr.) Ra'ianna Artmore – Placed 1st

Shot Put – (Jr.) Cailyn Riley - Placed 3rd

4x1 Relay – (So.) Nia Scott, (Jr.) Jada Lee, (Jr.) Kayden Henry, (So.) Alahna Brown - Placed 2nd *(A New School Record 46.48)

4x2 Relay – (So.) Nia Scott, (So.) Alahna Brown, (Fr.) Anaya Jones, (Fr.) Kaidance Redmon - Placed 3rd

REGIONALS (TOP 2 ADVANCE TO STATE)

100m – (Jr.) Jada Lee – Placed 2nd #28 in the US and #16 in Texas *(A New School Record 11.60s)

Long Jump – (Jr.) Ra'ianna Artmore – Placed 1st

4x1 Relay – (So.) Nia Scott, (Jr.) Jada Lee, (Jr.) Kayden Henry, (So.) Alahna Brown – Finished 8th overall with

the time of 46.20 #10 in the U.S.

200m – (Jr.) Kayden Henry – Finished 5th and #28 in Texas

STATE MEET

100m – (Jr.) Jada Lee – Placed 9th

Long Jump – (Jr.) Ra’ianna Artmore – Placed 9th

5. Evaluation Statement Regarding Current Program and Potential for Near/Long Term Future: We would like to thank the Board of Trustees for all the support they have given this program. We appreciate the way our Board of Trustees gives recognition to our student athletes. That is one key reason why this program will continue to grow and be successful. Considering the Gator Relays, the 24-6A District meet, and our summer programs, we are exposing the sport to more of our community. We will continue to strive to assist our junior high coaches and athletes. We continue to focus on academics with our student-athletes while pushing them to take advantage of our dual-credit and collegiate programs. The athletic period also helps by giving athletes the opportunity to finish practice earlier and go home to work on academics as well as not interrupting soccer games.

6. Fiscal Impact Of Any Proposed Evisions in Current Program: Our track at Sam Vitanza is deteriorating and with several bubbles/blisters showing up all over the track. We have made some improvements to the track to get up by for the year.

DHS BOYS TRACK

Coach Mark Crooms

1. Summary of procedures, events, activities: The Dickinson track program began its season on February 01, 2021 and end its season on May 13, 2022 after the State meet. The program had three teams this season, Varsity Boys, JV and Freshman Boys. We were able to complete a full season. The Varsity Team competed in 8 track meet before distract meet we finish we finish 4rd at the District meet with 82 points. The JV team Was District Champs with 124 points and the freshman team was also district champs with 136 points.

I was proud of this young athlete.

We had several kids performing very well at the District meet.

- Our 4X200 relay team which consisted of: DeRion Crooms, Nick Peace, Lenard Brown and Rodney Bimage was 5th
- 4x400 Relay team of Nick Peace, DeRion Crooms, Rodney Bimage, Jabrie Ellison and was 5th
- Luke Martin was 1st in the 110 hurdles and 1st in the 300 hurdles
- Thomas Rodriquez was 3rd in the discus and 4th shot put
- Kai Griffin was 2nd In the 110 Hurdles and 2nd in the 300 hurdles
- Marquise Johnson was 2nd in the long jump
- Marquise Johnson was 2nd in the 100 and 200
- Rodney Bimage was 3rd Long Jump

We also Had Several Athlete Perform very well at the Area/Regional meet.

- Marquise Johnson was 2nd 100 and Long Jump 158
- Rodney Bimage was 3rd in long jump

- Kai Griffin was 2nd in the 300 hurdles
- Regional Meet
- Marquise Johnson was 3rd in the Long Jump and he will Advance to the State meet in Austin on May 14, 2022

2. Plans for Improvements/Modifications/Enhancement of efforts: Improvement for the program will be to continue working with each athlete in recognizing their strengths and weakness on the field, as well as motivating them in those areas. We will also continue as a team toward maintaining clear ground rules and responsibilities.

3. Evidence of success / student performance numbers involved growth and safety. In 2022, we had 35 freshmen, 25 Junior Varsity and 22 Varsity athletes participating on the Dickinson Gator Track Team.

4. Evaluation statement regarding current program and potential for near/long term future: As the DHS track program continues to grow we strive for success on the field as well as in the classroom. Our goal is to have more of our athletes qualify for area, regional and state track meets. We aim to create drills and practice plans that are specific toward each area of the track and field program. With a list of comprehensive drills; our goals are to provide a great training environment for skill development and specialized practice plans to enhance the performance of the athletes.

5. Fiscal impact of any proposed revisions in current programs: We have been very fortunate this year to be able to provide the necessary items needed for our student-athletes.

KRANZ JH

Girls Volleyball, Basketball & Track

1. Summary of events:

Kranz filled 4 volleyball teams this season.

8th grade A and B (22 athletes)

7th grade A and B (27 athletes)

8th grade A went 1 and 6 overall for the season, B went 1 and 4.

7th grade A went 4 and 3 this season, B went 2 and 3.

7A & 7B qualified for the district tournament.

Kranz filled 4 basketball teams this season.

8th grade A only (13 athletes)

7th grade A and B (24 athletes)

8th grade A went 4 and 4 overall for the season.

7th grade A went 5 and 3 this season, B went 5 and 0.

All 3 teams (8A, 7A, & 7B) qualified for the district tournament.

Kranz filled 2 track teams this season.

8th grade – 5 athletes

7th grade – 23 athletes

8th grade – at the district meet, 1 of our athletes finished 1st in the triple jump and & 2nd in the 100M, 200M, 400M & long jump.

7th grade – at the district meet, we finished 1st & 3rd in the 200M, 4th in the 100M, 2nd in the 300M Hurdles, 6th in the 800M, 3rd in the triple jump, 4th in the discus, 1st in the 4x2 & 4x4, and 2nd in the 4x1. Overall, we came in 2nd place as a team.

2. Evidence of success: Our athletes showed improvement in volleyball, basketball & track from week to week and competed in every game/meet.

3. Potential for program growth: We will continue with our strength and conditioning program in our athletic periods to help build stronger, faster, and more agile athlete. We will also continue our mental training program twice a month during our athletic periods to help build a mentally strong athlete.

4. How can we continue to grow as a program: Our coaches will attend trainings and conferences to grow in their knowledge of the sports they coach.

VOLLEYBALL ONLY 2021

ETHNICITY	8th grade	7th grade
White	7	11
African American	8	6
Hispanic	7	9
Other	0	1
TOTAL	22	27

GIRLS BASKETBALL ONLY 2021-2022

ETHNICITY	8th grade	7th grade
White	2	5
African American	7	10
Hispanic	4	9
Other	0	8
TOTAL	13	24

GIRLS TRACK ONLY 2022

ETHNICITY	8th grade	7th grade
White	1	10
African American	3	9
Hispanic	1	4
Other	0	0
TOTAL	5	23

KRANZ JUNIOR HIGH
Football, Basketball and Track

1. SUMMARY OF PROCEDURES/EVENTS/ ATHLETICS

Football

2021 Season:

Our 7B team won the district championship with an undefeated season. Our 7A lost in the championship game. Our 8A won the championship and our 8B went 6-2.

Basketball

Our 8A team went 13-4 and won the middle of the year CCISD tournament. Our 8B won two different tournaments and lost in the semifinals. Our 7A won their division and lost in the semifinals and our 7B also lost in the semifinals.

Track

We had a very successful track season. Our 8th grade team won the district championship and our 7th grade had multiple athletes win medals.

Plans for improvements/modifications/enhancement of efforts: As a football staff at Kranz JHS we plan on attending different clinics around the state. These include but are not necessarily limited to the THSCA Coaching School over the summer. We also plan on working closely with the high school program to implement any changes they see fit.

2. Evidence of success/student performance/#'s involved/growth/safety record, etc: Our football program had 3 teams play in the championship game with two winning. Our basketball program was able to win 3 different tournaments. In addition, our 8th grade track team won the district championship.

3. Evaluation statement regarding current program and potential for near and Long-term future: We are creating a winning culture at Kranz JHS based on hard work and grit. Our athletes know that they expected to carry themselves the “Gator” way in both athletics and in the classroom. We take pride in instilling a tough mindset that will carry over to the high school level.

Fiscal impact of any proposed revisions in current program: We raised \$3,200 in our fundraiser this year. Next year we plan on trying a different fundraiser, with the hope of raising \$6,000.

McADAMS JH VOLLEYBALL
Coach Erin Menotti

1. Summary of events:

McAdams filled 4 volleyball teams this season.

8th grade A and B (24 athletes)

7th grade A and B (23 athletes)

8th grade A: 0-7 8TH grade B: 1-6

7th grade A: 2-5 7th grade B: 2-5

2. Evidence of success: This season each team improved on individual skills as well as coming together as a team and learning what it means to be part of a team.
3. Potential for program growth: Each year our coaching staff takes steps to improve what they know about the sport they coach. We attend coaching schools and use online resources. We meet often to discuss what is working and what may not be working that needs improvement.
4. How can we continue to grow as a program: We have a strong set of coaches on staff who continue to search out potential in students.
5. With the hire of Coach Bitner the athletics program will begin seeing much needed improvements with workouts and conditioning. A para is available and is being utilized in conditioning for all athletes. Ideally having a 7th grade coach in 7th grade athletics and an 8th grade coach in 8th grade athletics would be more beneficial to coaches and athletes but the program is improving.

VOLLEYBALL ONLY 2021-2022

ETHNICITY	8th grade	7th grade
White	6	9
African American	11	6
Hispanic	7	6
Other	0	2
TOTAL	24	23

McADAMS JUNIOR HIGH FOOTBALL
Coach Michael Guillory

7B 5-1 /2nd Overall 59
 7A 6-0 /1st Overall Undefeated 22
 8B 6-1 /2nd Overall 38
 8A 4-3 /3rd In Black Division 24

Demographics
 W- 38
 B- 67
 H- 38
 A- 0
 Total=143

McAdams Gators held a total of 143 student Athletes in our football program. For 7B we had 59 Athletes, 7A 22 Athletes, 8B 38 Athletes, and 8A had 24 Athletes. Our teams improved on daily practices and will focus more on individual drills next season. 7A had a undefeated season with a record of 5-0, winning 1st Place

overall 7B had a undefeated regular season until the championship losing by 1 point. 7B finished with a 5-1 record and 2nd place overall. 8B had a overall record of 6-1, finishing 2nd place overall. 8A Finished 3rd in the black Division. 8A battled some injuries but finished the season with a 4-3 record overall McAdams Jr. High finished with a overall record of 21-5 and 1 District championship.

1. SUMMARY OF PROCEDURES/EVENTS/ ATHLETICS: We fielded 4 football teams at McAdams this year. We filled an 8th Grade A and B teams as well as a 7th grade A and B teams. 7th A team carried 32 athletes, and B team carried 44. 8th A team carried 28, and 8B team carried 48. We played 6 games and a playoff game at the end. One game was canceled due to weather. The football teams were successful this year. The 8th Grade A Team went 5-3 for the season with first place seeding. The 8th Grade B Team went undefeated 8-0 for the season winning the first place seeding. The 7th grade A team went 3-5 for the season with a 3rd place seeding and the 7th grade B team went undefeated with a 5-2 District record winning the Championship. All teams combined produced 18 wins, 8 losses, 1 Tie, and 1 district championship.

Plans for improvements/modifications/enhancement of efforts: We are attending meetings or clinics that involve the skills to coach multiple positions. Our youth football league has grown to further help with the success of McAdams football teams. We have gained knowledge about using the weight room to build our athletes to be bigger, faster, and stronger. We evaluate at the end of each season and work together as coaches to come up with ways to improve our preseason, post season, and offseason. We work on teaching discipline, work ethic and character in order to make the student-athlete a complete person.

2. Evidence of success/student performance/#'s involved/growth/safety record, etc.: We were successful with McAdams football this fall and showed great improvement by the end of the season. With our success, we have PE. Students now interested in playing football next year both 7th and 8th grade.

3. Evaluation statement regarding current program and potential for near and Long-term future.: McAdams is continuing to grow. The coaches stay open minded to know strategies and approaches to athletic success. Our coaches will attend conferences to learn new ideas and strategies for working with young athletes. We also recommend our coaches attend Friday night football games to help and learn the program. We will continue to stress discipline and leadership to our student-athletes.

4. Fiscal impact of any proposed revisions in current program: The boys' athletic program grew even more from last year. We were able to maintain the second place spot from last year's 7th grade. Coaches are able to cater to each student much easier.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2022

Item Title: Human Capital Assessment & Retention Report

Agenda Item: Kimberly Rich

Background Information:

Human Capital Assessment & Retention Report attached

Recommendation:

Information only

Action Item: _____ Yes No

HUMAN CAPITAL ASSESSMENT & RETENTION REPORT

Dickinson ISD District Goal 4 states that the DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success. In line with the district goal, the primary goal of the Human Resources Department (HR) is to attract, hire, develop, and retain well-trained, certified and highly qualified teachers and to support personnel who will positively impact DISD students.

One objective in reaching this goal is to provide teachers ongoing annual feedback that creates opportunities for recognizing excellence, developing skills and leadership, and retaining high performing staff in every job position. Quality teachers are the key to classroom success. They seek out opportunities to improve planning, instruction and the learning environment as exemplified on the D-TAS rubric.

Teacher Appraisal System (T-TESS)

T-TESS is the formal appraisal system for teachers of Dickinson ISD. T-TESS is the state approved appraisal process and is intended to be used for continuous professional growth through ongoing feedback and support resulting in refinement of knowledge, skills, and practices that ultimately impact student performance. The system consists of an evaluation rubric, a goal-setting and professional development plan, and a student growth measure embedded in processes of support that encourage professional growth, goal identification, and the establishment of strengths, as well as professional development needs.

T-TESS is based on the Texas Teacher Standards outlined in Texas Administrative Code, Chapter 149. These standards inform the training, appraisal, and professional development of teachers, define a set of professional indicators that allow for a common understanding of and vocabulary for desired teaching practices, and measure teachers' pedagogy and professional responsibilities.

The comprehensive T-TESS rubric (Appendix A) includes specific dimensions, descriptors, and performance levels. An in-depth understanding of how their performance will be measured using this rubric is essential for teachers to thoroughly engage in T-TESS. Ongoing, systematic rollout processes and exposure to the rubric are critical to ensure that teachers have an opportunity to 'unwrap' the dimensions, create a pool of shared meaning and personally gather data to move from the current to desired levels of performance. On campuses where the evaluation process truly leads to improved instruction and student performance, continuous improvement is an accepted norm and structures are established to support a community of learners.

The T-TESS rubric includes four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. Individual rubrics are established for each

dimension of the T-TESS rubric to include specific descriptors of practices for each of the performance levels – distinguished, accomplished, proficient, developing, and improvement needed.

Appendix B provides 2021-2022 summative T-TESS data grouped by campus, identifying the percent of teachers attaining specific performance levels by dimension.

Teacher Development and Professional Learning

Dickinson ISD is committed to ensuring that all personnel have the relevant knowledge, skills and expertise to perform their work to consistently meet high standards and to increase student achievement. The district recognizes that training and development are fundamental to ensure the quality of its services to students. The district supports a culture of lifelong learning and encourages employees to take ownership of their own professional development. The district expectation is for teachers to attain at least 24 hours (four six hour days) of professional learning. Four (4) days are built into the school calendar, identified as Professional Learning Exchange Days (Appendix C).

Contracts

Chapter 21 of the Texas Education Code (TEC) requires that certain full-time professionals and administrators and nurses be employed by a probationary, term, or continuing employment contract. These contracts are often referred to as Chapter 21 contracts. The law mandates specific rights and administrative procedures for each type of Chapter 21 contract. Professionals entitled to one of these types of contracts generally include the following: classroom teachers, counselors, nurses, principals, librarians, and other professional and administrator positions that require a certificate issued by the State Board for Educator Certification (SBEC) (e.g., diagnosticians, athletic directors).

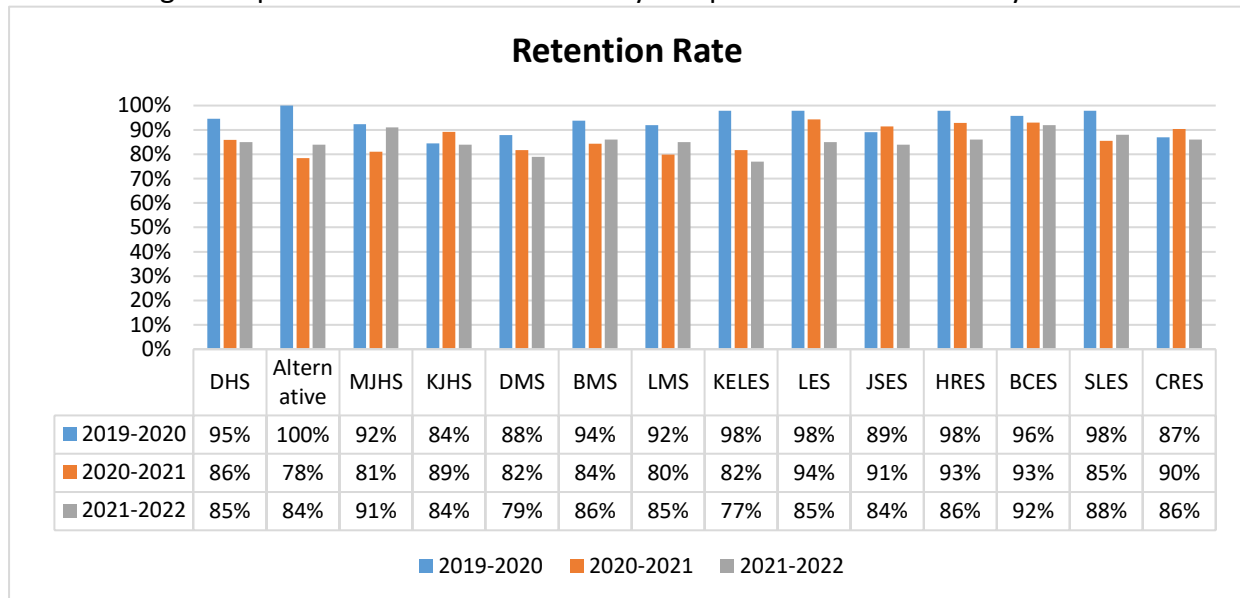
Contract proposals are initiated through the HR office and sent to the campus principals for their recommendations. All contracts are distributed to employees electronically after Board approval.

The following chart identifies the number of teachers by campus offered either a probationary or term contract. The chart also identifies the number of leavers (resignation, retirement, or certification issues) per campus.

Campus	Total Teachers	Probationary	Term	Leavers
DHS	232	30	168	34
ALT	23	1	17	5
MJHS	76	13	58	5
KJHS	81	12	60	9
DMS	55	11	36	8
BMS	52	3	43	6
LMS	46	5	35	6
KELES	50	12	26	12
LES	51	12	31	8
JSES	51	7	36	8
HRES	51	11	35	5
BCES	52	4	46	2
SLES	54	10	43	1
CRES	52	8	39	5

As of May 13, 2022

The following chart provides the retention rate by campus over the last three years.



Teacher Performance Improvement

Throughout the year, campus administrators submit documentation regarding teacher memorandums (Appendix D). For the 2021-2022 school year, the district employed approximately 798 teachers. According to the documentation submitted, 27 teachers received memorandums for various reasons. Approximately four of the 27 received two or more memorandums throughout the school year. Seven employees either resigned/retired immediately or resigned at the end of the 2021-2022 school year. Of the 27 employees, 18 received a contract recommendation for the 2022-2023 school year.

Texas Teacher Evaluation and Support System (T-TESS) Rubric

PLANNING					
Standards and Alignment (Dimension 1.1)					
Dimension 1.1 Standards and Alignment:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p> <p>Standards Basis: 1A, 1B, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes</p>	<ul style="list-style-type: none"> All rigorous and measurable goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are logically sequenced are relevant to students' prior understanding and real-world applications integrate and reinforce concepts from other disciplines provide appropriate time for student work, student reflection, lesson and lesson closure deepen understanding of broader unit and course objectives are vertically aligned to state standards are appropriate for diverse learners Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> All measurable goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced are relevant to students' prior understanding integrate other disciplines provide appropriate time for student work, lesson and lesson closure reinforce broader unit and course objectives are vertically aligned to state standards are appropriate for diverse learners All objectives aligned and logically sequenced to the lesson's goal. Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> All goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced are relevant to students provide appropriate time for lesson and lesson closure fit into the broader unit and course objectives are appropriate for diverse learners. All objectives aligned to the lesson's goal. Integration of technology when applicable. 	<ul style="list-style-type: none"> Most goals aligned to state content standards. Most activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced sometimes provide appropriate time for lesson and lesson closure Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<ul style="list-style-type: none"> Few goals aligned to state content standards. Few activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced rarely provide time for lesson and lesson closure Lessons where few objectives are aligned and sequenced to the lesson's goal.
STUDENT-CENTERED ACTIONS ←				TEACHER-CENTERED ACTIONS	

<p style="text-align: center;">PLANNING</p> <p style="text-align: center;">Data and Assessment (Dimension 1.2)</p>					
Dimension 1.2 Data and Assessment:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	<ul style="list-style-type: none"> Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students or families. Utilization of few sources of student data.
STUDENT-CENTERED ACTIONS ←			→ TEACHER-CENTERED ACTIONS		

PLANNING					
Knowledge of Students (Dimension 1.3)					
Dimension 1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. Opportunities for students to utilize their individual learning patterns, habits and needs. 	<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	<ul style="list-style-type: none"> Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.
STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS →		

PLANNING

Activities (Dimension 1.4)

Dimension 1.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. 	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	<ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	<ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
<p>STUDENT-CENTERED ACTIONS ←—————→ TEACHER-CENTERED ACTIONS</p>					

171

INSTRUCTION					
Achieving Expectations (Dimension 2.1)					
Dimension 2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social- emotional success. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social- emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systematically enables students to set goals for themselves and monitor their progress over time. 	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social- emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor. 	<ul style="list-style-type: none"> Sets academic expectations that challenge all students. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Addresses student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets academic expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities for students to take initiative of their own learning.
STUDENT-CENTERED ACTIONS ←			→ TEACHER-CENTERED ACTIONS		

INSTRUCTION

Content Knowledge and Expertise (Dimension 2.2)

<p>Dimension 2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. 	<ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> Conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> Conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
STUDENT-CENTERED ACTIONS ←		TEACHER-CENTERED ACTIONS →			

INSTRUCTION

Communication (Dimension 2.3)

<p>Dimension 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. 	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. Skillfully uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students. 	<ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Provides explanations that are clear and uses verbal and written communication that is clear and correct. Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. Uses probing questions to clarify and elaborate learning. 	<ul style="list-style-type: none"> Leads lessons with some opportunity for dialogue, clarification or elaboration. Recognizes student misunderstandings but has a limited ability to respond. Uses verbal and written communication that is generally clear with minor errors of grammar. Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<ul style="list-style-type: none"> Directs lessons with little opportunity for dialogue, clarification or elaboration. Is sometimes unaware of or unresponsive to student misunderstandings. Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.
STUDENT-CENTERED ACTIONS ←		TEACHER-CENTERED ACTIONS →			

INSTRUCTION
Differentiation (Dimension 2.4)

	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Dimension 2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> • Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Consistently monitors the quality of student participation and performance. • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> • Adapts lessons to address some student needs. • Sometimes monitors the quality of student participation and performance. • Sometimes provides differentiated instructional methods and content. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> • Provides one-size-fits-all lessons without meaningful differentiation. • Rarely monitors the quality of student participation and performance. • Rarely provides differentiated instructional methods and content. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
	STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	

175

INSTRUCTION

Monitor and Adjust (Dimension 2.5)

Dimension 2.5 Monitor and Adjust:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.
STUDENT-CENTERED ACTIONS ←					TEACHER-CENTERED ACTIONS →

LEARNING ENVIRONMENT

Classroom Environment, Routines and Procedures (Dimension 3.1)

<p>Dimension 3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.</p> <p>Standards Basis: 1D, 4A, 4B, 4C, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<p>DISTINGUISHED</p>	<p>ACCOMPLISHED</p>	<p>PROFICIENT</p>	<p>DEVELOPING</p>	<p>IMPROVEMENT NEEDED</p>
	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. 	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.
	<p>STUDENT-CENTERED ACTIONS ←</p>			<p>TEACHER-CENTERED ACTIONS →</p>	

LEARNING ENVIRONMENT					
Managing Student Behavior (Dimension 3.2)					
Dimension 3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning.
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS	

LEARNING ENVIRONMENT
Classroom Culture (Dimension 3.3)

<p>Dimension 3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <p>Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements. 	<ul style="list-style-type: none"> Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher. 	<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 	<ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other. 	<ul style="list-style-type: none"> Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and of the teacher.
<p align="center">STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS</p>					

179

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
Professional Demeanor and Ethics (Dimension 4.1)

<p>Dimension 4.1 Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p> <p>Standards Basis: 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data; daily interaction with others</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. Advocates for the needs of all students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). 	<ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.
	<p>STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS</p>				

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
Goal Setting (Dimension 4.2)

<p>Dimension 4.2 Goal Setting: The teacher reflects on his/her practice.</p> <p>Standards Basis: 5D, 6A, 6B</p> <p>Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Implements substantial changes in practice resulting in significant improvement in student performance. 	<ul style="list-style-type: none"> Sets some short- and long- term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short-term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice. 	<ul style="list-style-type: none"> Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.
STUDENT-CENTERED ACTIONS ←		TEACHER-CENTERED ACTIONS			

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
Professional Development (Dimension 4.3)

<p>Dimension 4.3 Professional Development: The teacher enhances the professional community.</p> <p>Standards Basis: 3A, 6A, 6B, 6C</p> <p>Potential Sources of Evidence: Goal-setting and professional development plan (GSPD); conferences and conversations with the teacher, including the end-of-year conference; analysis of student data; daily interaction with others</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<ul style="list-style-type: none"> Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. Seeks resources and collaboratively fosters faculty knowledge and skills. Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject- level team leadership, committee leadership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus. 	<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<ul style="list-style-type: none"> Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed. 	<ul style="list-style-type: none"> Engages in few professional development activities, professional learning communities or committees to improve professional practice.
<p align="center">STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS</p>					

PROFESSIONAL PRACTICES AND RESPONSIBILITIES
School Community Involvement (Dimension 4.4)

Dimension 4.4 School Community Involvement:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.</p> <p>Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher, including the end-of-year conference; classroom artifacts; student data; daily interaction with others</p>	<ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Initiates collaborative efforts that enhance student learning and growth. Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. 	<ul style="list-style-type: none"> Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. Joins colleagues in collaborative efforts that enhance student learning and welfare. Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. 	<ul style="list-style-type: none"> Contacts parents/guardians regularly regarding students' academic and social/emotional growth. Actively participates in all school outreach activities Communicates the mission, vision and goals of the school to students, colleagues, parents and families. 	<ul style="list-style-type: none"> Contacts parents/guardians in accordance with campus policy. Attends most required school outreach activities. Communicates school goals to students, parents and families. 	<ul style="list-style-type: none"> Contacts parents generally about disciplinary matters. Attends few required school outreach activities.
STUDENT-CENTERED ACTIONS ←		→ TEACHER-CENTERED ACTIONS			

RUBRIC WORD BANK
(with examples of qualifiers that are interchangeably used)

DIMENSION EXAMPLE:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
LEARNING ENVIRONMENT: CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT: MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION: ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION: CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION: DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)
	MOVES TO STUDENTCENTERED ACTIONS	MOVES TO STUDENTCENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER- CENTERED ACTIONS	FOCUSES ON TEACHER- CENTERED ACTIONS	FOCUSES ON TEACHER- CENTERED ACTIONS

184

2021-2022 T-TESS Detailed Analysis Report

	1.1 - Standards & Alignment					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	5	70	22.5	2.5	0
BAY COLONY ELEMENTARY	40	5	25	67.5	2.5	0
CALDER ROAD ELEMENTARY	42	40.48	40.48	19.05	0	0
DCC	3	0	0	100	0	0
Dickinson Alternative Learning	2	0	50	50	0	0
DICKINSON HIGH SCHOOL	179	1.12	29.21	61.8	6.74	1.12
DUNBAR MIDDLE SCHOOL	36	0	22.22	69.44	8.33	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	58.06	35.48	6.45	0
GENE KRANZ JUNIOR HIGH	67	11.94	58.21	28.36	1.49	0
HUGHES ROAD ELEMENTARY	9	0	33.33	66.67	0	0
JAKE SILBERNAGEL ELEMENTARY	41	0	41.46	53.66	4.88	0
KENNETH E. LITTLE ELEMENTARY	39	0	17.95	69.23	12.82	0
LOUIS G. LOBIT ELEMENTARY	38	5.26	42.11	44.74	7.89	0
MCADAMS JUNIOR HIGH	65	0	21.88	75	3.12	0
SAN LEON ELEMENTARY	44	0	9.09	88.64	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	1.2 - Data & Assessment					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	10	70	20	0	0
BAY COLONY ELEMENTARY	40	5	20	70	5	0
CALDER ROAD ELEMENTARY	42	45.24	30.95	21.43	2.38	0
DCC	3	0	0	100	0	0
Dickinson Alternative Learning	2	0	0	100	0	0
DICKINSON HIGH SCHOOL	179	1.13	24.86	61.02	12.43	0.56
DUNBAR MIDDLE SCHOOL	36	0	16.67	80.56	2.78	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	61.29	35.48	3.23	0
GENE KRANZ JUNIOR HIGH	67	8.96	40.3	44.78	4.48	1.49
HUGHES ROAD ELEMENTARY	9	0	44.44	44.44	11.11	0
JAKE SILBERNAGEL ELEMENTARY	41	0	46.34	48.78	4.88	0
KENNETH E. LITTLE ELEMENTARY	39	0	15.38	74.36	10.26	0
LOUIS G. LOBIT ELEMENTARY	38	2.63	34.21	52.63	10.53	0
MCADAMS JUNIOR HIGH	65	0	10.94	75	14.06	0
SAN LEON ELEMENTARY	44	0	9.09	88.64	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	1.3 - Knowledge of Students					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	10	55	35	0	0
BAY COLONY ELEMENTARY	40	5	50	37.5	7.5	0
CALDER ROAD ELEMENTARY	42	45.24	38.1	11.9	4.76	0
DCC	3	0	33.33	66.67	0	0
Dickinson Alternative Learning	2	0	100	0	0	0
DICKINSON HIGH SCHOOL	179	5.62	24.72	62.92	6.74	0
DUNBAR MIDDLE SCHOOL	36	0	33.33	63.89	2.78	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	58.06	38.71	3.23	0
GENE KRANZ JUNIOR HIGH	67	11.94	50.75	35.82	1.49	0
HUGHES ROAD ELEMENTARY	9	0	33.33	44.44	22.22	0
JAKE SILBERNAGEL ELEMENTARY	41	0	37.5	62.5	0	0
KENNETH E. LITTLE ELEMENTARY	39	0	17.95	76.92	5.13	0
LOUIS G. LOBIT ELEMENTARY	38	7.89	39.47	47.37	5.26	0
MCADAMS JUNIOR HIGH	65	1.56	12.5	70.31	15.62	0
SAN LEON ELEMENTARY	44	0	36.36	61.36	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	1.4 - Activities					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	5	55	40	0	0
BAY COLONY ELEMENTARY	40	0	30	60	10	0
CALDER ROAD ELEMENTARY	42	40.48	33.33	26.19	0	0
DCC	3	0	0	100	0	0
Dickinson Alternative Learning	2	0	0	100	0	0
DICKINSON HIGH SCHOOL	179	2.81	24.16	60.11	12.36	0.56
DUNBAR MIDDLE SCHOOL	36	2.78	13.89	72.22	11.11	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	58.06	29.03	12.9	0
GENE KRANZ JUNIOR HIGH	67	9.09	51.52	31.82	7.58	0
HUGHES ROAD ELEMENTARY	9	0	22.22	44.44	33.33	0
JAKE SILBERNAGEL ELEMENTARY	41	0	39.02	53.66	7.32	0
KENNETH E. LITTLE ELEMENTARY	39	0	23.08	64.1	10.26	2.56
LOUIS G. LOBIT ELEMENTARY	38	0	42.11	52.63	5.26	0
MCADAMS JUNIOR HIGH	65	1.56	12.5	56.25	29.69	0
SAN LEON ELEMENTARY	44	0	38.64	59.09	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	2.1 - Achieving Expectations					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	7.5	55	37.5	0	0
BAY COLONY ELEMENTARY	40	2.5	35	57.5	5	0
CALDER ROAD ELEMENTARY	42	42.86	40.48	14.29	2.38	0
DCC	3	0	33.33	66.67	0	0
Dickinson Alternative Learning	2	0	50	50	0	0
DICKINSON HIGH SCHOOL	179	2.27	35.8	50	11.36	0.57
DUNBAR MIDDLE SCHOOL	36	0	27.78	66.67	5.56	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	60	30	10	0
GENE KRANZ JUNIOR HIGH	67	8.96	46.27	40.3	4.48	0
HUGHES ROAD ELEMENTARY	9	0	22.22	55.56	22.22	0
JAKE SILBERNAGEL ELEMENTARY	41	2.44	24.39	68.29	4.88	0
KENNETH E. LITTLE ELEMENTARY	39	0	23.08	64.1	12.82	0
LOUIS G. LOBIT ELEMENTARY	38	0	36.84	55.26	7.89	0
MCADAMS JUNIOR HIGH	65	0	12.31	67.69	20	0
SAN LEON ELEMENTARY	44	0	27.27	70.45	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	2.2 - Content Knowledge & Expertise					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	25	52.5	20	2.5	0
BAY COLONY ELEMENTARY	40	0	27.5	62.5	10	0
CALDER ROAD ELEMENTARY	42	42.86	38.1	19.05	0	0
DCC	3	0	33.33	66.67	0	0
Dickinson Alternative Learning	2	0	0	100	0	0
DICKINSON HIGH SCHOOL	179	3.95	35.03	54.24	6.21	0.56
DUNBAR MIDDLE SCHOOL	36	0	33.33	61.11	5.56	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	58.06	32.26	9.68	0
GENE KRANZ JUNIOR HIGH	67	14.93	44.78	37.31	2.99	0
HUGHES ROAD ELEMENTARY	9	0	22.22	66.67	11.11	0
JAKE SILBERNAGEL ELEMENTARY	41	2.44	21.95	63.41	12.2	0
KENNETH E. LITTLE ELEMENTARY	39	0	20.51	61.54	17.95	0
LOUIS G. LOBIT ELEMENTARY	38	2.63	44.74	42.11	10.53	0
MCADAMS JUNIOR HIGH	65	0	24.62	46.15	29.23	0
SAN LEON ELEMENTARY	44	0	40.91	56.82	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	2.3 - Communication					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	5	60	35	0	0
BAY COLONY ELEMENTARY	40	0	32.5	65	2.5	0
CALDER ROAD ELEMENTARY	42	61.9	23.81	14.29	0	0
DCC	3	0	66.67	33.33	0	0
Dickinson Alternative Learning	2	0	0	100	0	0
DICKINSON HIGH SCHOOL	179	2.26	33.33	55.37	8.47	0.56
DUNBAR MIDDLE SCHOOL	36	2.78	25	72.22	0	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	64.52	29.03	6.45	0
GENE KRANZ JUNIOR HIGH	67	7.58	51.52	36.36	4.55	0
HUGHES ROAD ELEMENTARY	9	0	22.22	66.67	11.11	0
JAKE SILBERNAGEL ELEMENTARY	41	0	36.59	60.98	2.44	0
KENNETH E. LITTLE ELEMENTARY	39	0	33.33	53.85	12.82	0
LOUIS G. LOBIT ELEMENTARY	38	7.89	39.47	44.74	7.89	0
MCADAMS JUNIOR HIGH	65	1.54	20	55.38	23.08	0
SAN LEON ELEMENTARY	44	0	61.36	36.36	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	2.4 - Differentiation					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	7.5	70	22.5	0	0
BAY COLONY ELEMENTARY	40	2.5	35	60	2.5	0
CALDER ROAD ELEMENTARY	42	52.38	26.19	19.05	2.38	0
DCC	3	0	0	100	0	0
Dickinson Alternative Learning	2	0	0	100	0	0
DICKINSON HIGH SCHOOL	179	2.82	24.29	62.15	10.17	0.56
DUNBAR MIDDLE SCHOOL	36	0	16.67	77.78	5.56	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	54.84	38.71	6.45	0
GENE KRANZ JUNIOR HIGH	67	12.12	48.48	31.82	6.06	1.52
HUGHES ROAD ELEMENTARY	9	0	22.22	55.56	22.22	0
JAKE SILBERNAGEL ELEMENTARY	41	4.88	31.71	51.22	12.2	0
KENNETH E. LITTLE ELEMENTARY	39	0	10.26	74.36	15.38	0
LOUIS G. LOBIT ELEMENTARY	38	2.63	18.42	68.42	10.53	0
MCADAMS JUNIOR HIGH	65	0	7.69	66.15	26.15	0
SAN LEON ELEMENTARY	44	0	65.91	31.82	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	2.5 - Monitor & Adjust					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	12.5	67.5	20	0	0
BAY COLONY ELEMENTARY	40	5	32.5	57.5	5	0
CALDER ROAD ELEMENTARY	42	50	26.19	23.81	0	0
DCC	3	0	0	100	0	0
Dickinson Alternative Learning	2	0	0	100	0	0
DICKINSON HIGH SCHOOL	179	2.26	28.25	59.89	8.47	1.13
DUNBAR MIDDLE SCHOOL	36	0	19.44	72.22	8.33	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	54.84	41.94	3.23	0
GENE KRANZ JUNIOR HIGH	67	15.15	51.52	27.27	4.55	1.52
HUGHES ROAD ELEMENTARY	9	0	22.22	66.67	11.11	0
JAKE SILBERNAGEL ELEMENTARY	41	2.44	51.22	36.59	9.76	0
KENNETH E. LITTLE ELEMENTARY	39	0	12.82	76.92	10.26	0
LOUIS G. LOBIT ELEMENTARY	38	0	18.42	71.05	10.53	0
MCADAMS JUNIOR HIGH	65	1.54	18.46	64.62	15.38	0
SAN LEON ELEMENTARY	44	0	65.91	31.82	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	3.1 - Classroom Environment					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	42.5	40	17.5	0	0
BAY COLONY ELEMENTARY	40	12.5	57.5	27.5	2.5	0
CALDER ROAD ELEMENTARY	42	64.29	30.95	4.76	0	0
DCC	3	0	0	100	0	0
Dickinson Alternative Learning	2	0	50	50	0	0
DICKINSON HIGH SCHOOL	179	5.08	40.68	49.72	4.52	0
DUNBAR MIDDLE SCHOOL	36	0	47.22	47.22	5.56	0
ELVA C. LOBIT MIDDLE SCHOOL	31	3.23	67.74	25.81	3.23	0
GENE KRANZ JUNIOR HIGH	67	21.21	54.55	22.73	1.52	0
HUGHES ROAD ELEMENTARY	9	0	44.44	44.44	11.11	0
JAKE SILBERNAGEL ELEMENTARY	41	7.32	68.29	24.39	0	0
KENNETH E. LITTLE ELEMENTARY	39	2.56	46.15	43.59	7.69	0
LOUIS G. LOBIT ELEMENTARY	38	7.89	60.53	26.32	5.26	0
MCADAMS JUNIOR HIGH	65	0	24.62	67.69	7.69	0
SAN LEON ELEMENTARY	44	0	68.18	29.55	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	3.2 - Managing Student Behavior					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	27.5	67.5	5	0	0
BAY COLONY ELEMENTARY	40	30	42.5	27.5	0	0
CALDER ROAD ELEMENTARY	42	57.14	40.48	2.38	0	0
DCC	3	0	0	100	0	0
Dickinson Alternative Learning	2	0	50	50	0	0
DICKINSON HIGH SCHOOL	179	5.65	35.59	49.72	8.47	0.56
DUNBAR MIDDLE SCHOOL	36	2.78	55.56	30.56	11.11	0
ELVA C. LOBIT MIDDLE SCHOOL	31	3.23	67.74	25.81	3.23	0
GENE KRANZ JUNIOR HIGH	67	22.73	53.03	19.7	4.55	0
HUGHES ROAD ELEMENTARY	9	0	55.56	33.33	11.11	0
JAKE SILBERNAGEL ELEMENTARY	41	17.5	65	15	2.5	0
KENNETH E. LITTLE ELEMENTARY	39	2.56	35.9	51.28	10.26	0
LOUIS G. LOBIT ELEMENTARY	38	10.53	57.89	23.68	7.89	0
MCADAMS JUNIOR HIGH	65	1.54	35.38	55.38	7.69	0
SAN LEON ELEMENTARY	44	0	70.45	27.27	2.27	0

2021-2022 T-TESS Detailed Analysis Report

	3.3 - Classroom Culture					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	42.5	47.5	10	0	0
BAY COLONY ELEMENTARY	40	30	35	32.5	2.5	0
CALDER ROAD ELEMENTARY	42	61.9	30.95	7.14	0	0
DCC	3	0	66.67	33.33	0	0
Dickinson Alternative Learning	2	0	0	100	0	0
DICKINSON HIGH SCHOOL	179	5.08	39.55	46.89	7.91	0.56
DUNBAR MIDDLE SCHOOL	36	2.78	38.89	55.56	2.78	0
ELVA C. LOBIT MIDDLE SCHOOL	31	3.23	67.74	29.03	0	0
GENE KRANZ JUNIOR HIGH	67	14.93	58.21	26.87	0	0
HUGHES ROAD ELEMENTARY	9	0	44.44	33.33	22.22	0
JAKE SILBERNAGEL ELEMENTARY	41	15	40	42.5	2.5	0
KENNETH E. LITTLE ELEMENTARY	39	2.56	35.9	53.85	7.69	0
LOUIS G. LOBIT ELEMENTARY	38	7.89	57.89	26.32	7.89	0
MCADAMS JUNIOR HIGH	65	1.56	21.88	67.19	9.38	0
SAN LEON ELEMENTARY	44	0	68.18	29.55	0	2.27

2021-2022 T-TESS Detailed Analysis Report

	4.1 - Professional Demeanor & Ethics					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	5	90	5	0	0
BAY COLONY ELEMENTARY	40	0	25	70	5	0
CALDER ROAD ELEMENTARY	42	90.24	4.88	4.88	0	0
DCC	3	0	0	100	0	0
Dickinson Alternative Learning	2	0	0	100	0	0
DICKINSON HIGH SCHOOL	179	8.57	45.71	38.86	5.71	1.14
DUNBAR MIDDLE SCHOOL	36	2.78	47.22	41.67	8.33	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	58.62	37.93	3.45	0
GENE KRANZ JUNIOR HIGH	67	14.93	47.76	37.31	0	0
HUGHES ROAD ELEMENTARY	9	0	50	50	0	0
JAKE SILBERNAGEL ELEMENTARY	41	9.76	68.29	21.95	0	0
KENNETH E. LITTLE ELEMENTARY	39	0	28.21	69.23	0	2.56
LOUIS G. LOBIT ELEMENTARY	38	0	21.05	76.32	2.63	0
MCADAMS JUNIOR HIGH	65	21.88	23.44	53.12	1.56	0
SAN LEON ELEMENTARY	44	0	2.27	97.73	0	0

2021-2022 T-TESS Detailed Analysis Report

	4.2 - Goal Setting					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	0	47.5	52.5	0	0
BAY COLONY ELEMENTARY	40	2.5	20	77.5	0	0
CALDER ROAD ELEMENTARY	42	58.54	14.63	24.39	2.44	0
DCC	3	0	33.33	66.67	0	0
Dickinson Alternative Learning	2	0	0	100	0	0
DICKINSON HIGH SCHOOL	179	2.91	47.67	45.35	4.07	0
DUNBAR MIDDLE SCHOOL	36	0	16.67	80.56	2.78	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	63.33	36.67	0	0
GENE KRANZ JUNIOR HIGH	67	16.42	52.24	29.85	1.49	0
HUGHES ROAD ELEMENTARY	9	0	50	37.5	12.5	0
JAKE SILBERNAGEL ELEMENTARY	41	12.2	63.41	24.39	0	0
KENNETH E. LITTLE ELEMENTARY	39	0	15.38	82.05	2.56	0
LOUIS G. LOBIT ELEMENTARY	38	2.63	23.68	71.05	2.63	0
MCADAMS JUNIOR HIGH	65	0	3.17	92.06	4.76	0
SAN LEON ELEMENTARY	44	0	0	100	0	0

2021-2022 T-TESS Detailed Analysis Report

	4.3 - Professional Development					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	5	15	80	0	0
BAY COLONY ELEMENTARY	40	2.5	27.5	70	0	0
CALDER ROAD ELEMENTARY	42	58.54	19.51	21.95	0	0
DCC	3	0	0	100	0	0
Dickinson Alternative Learning	2	0	50	50	0	0
DICKINSON HIGH SCHOOL	179	6.94	44.51	45.66	2.89	0
DUNBAR MIDDLE SCHOOL	36	2.78	19.44	63.89	13.89	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	56.67	43.33	0	0
GENE KRANZ JUNIOR HIGH	67	14.93	37.31	47.76	0	0
HUGHES ROAD ELEMENTARY	9	0	50	37.5	12.5	0
JAKE SILBERNAGEL ELEMENTARY	41	0	31.71	68.29	0	0
KENNETH E. LITTLE ELEMENTARY	39	0	15.38	74.36	10.26	0
LOUIS G. LOBIT ELEMENTARY	38	0	21.05	73.68	5.26	0
MCADAMS JUNIOR HIGH	65	0	4.69	90.62	4.69	0
SAN LEON ELEMENTARY	44	0	4.55	95.45	0	0

2021-2022 T-TESS Detailed Analysis Report

	4.4 - School Community Involvement					
	Documents	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
BARBER MIDDLE SCHOOL	40	5	40	55	0	0
BAY COLONY ELEMENTARY	40	0	17.5	82.5	0	0
CALDER ROAD ELEMENTARY	42	53.66	24.39	19.51	2.44	0
DCC	3	0	66.67	33.33	0	0
Dickinson Alternative Learning	2	0	50	50	0	0
DICKINSON HIGH SCHOOL	179	10.4	42.77	41.04	5.78	0
DUNBAR MIDDLE SCHOOL	36	2.78	19.44	75	2.78	0
ELVA C. LOBIT MIDDLE SCHOOL	31	0	56.67	43.33	0	0
GENE KRANZ JUNIOR HIGH	67	12.12	56.06	28.79	3.03	0
HUGHES ROAD ELEMENTARY	9	0	50	50	0	0
JAKE SILBERNAGEL ELEMENTARY	41	2.44	46.34	48.78	2.44	0
KENNETH E. LITTLE ELEMENTARY	39	0	25.64	66.67	7.69	0
LOUIS G. LOBIT ELEMENTARY	38	0	18.42	81.58	0	0
MCADAMS JUNIOR HIGH	65	0	7.81	84.38	7.81	0
SAN LEON ELEMENTARY	44	0	4.55	95.45	0	0

187 Day Teacher Work Calendar

Total Days: 187					
Start Date: August 13, 2021					
End Date: June 1, 2022					
Complete Work Schedule					
Month	Sched. # of work days	Unpaid Holidays		Additional Days	
		Dates	#	Dates	#
Aug	13		0		
Sep	21	6	1		
Oct	21		0		
Nov	19	24-26	3		
Dec	13	20-24, 27-31	10		
Jan	20	17	1		
Feb	20		0		
Mar	18	14-18	5		
Apr	20	15	1		
May	21	30	1		
June	1		0		
July	0		0		
Total	187	Unpaid holidays	22		

August 2021 (13)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	MP	NT	NT	NT	SD	14
15	SD	SD	SD	SD	TP	21
22	[23	24	25	26	27	28
29	30	31				

September 2021 (21)						
S	M	T	W	T	F	S
			1	2	3	4
5	H	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021 (21)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	[18	19	20	21	22	23
24	PC ^w	26	27	28	29	30
31						

November 2021 (19)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	E	E	H	H	H	27
28	29	30				

December 2021 (13)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 [^]	18
19	H	H	H	H	H	25
26	H	H	H	H	H	

January 2022 (20)						
S	M	T	W	T	F	S
						1
2	SD ^w	[4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022 (20)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	SD ^w	22	23	24	25	26
27	28					

March 2022 (18)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	H	H	H	H	H	19
20	[21	22	23	24	25	26
27	28	29	30	31		

April 2022 (20)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	H	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022 (21)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 [^]	TP	28
29	H	E				

June 2022 (1)						
S	M	T	W	T	F	S
			E	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022 (0)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- [Grading Period Begins
-] Grading Period Ends
- ^ Early Release
- H Student/Teacher Holiday
- MP Mentor/Protege Teachers

- NT New Teacher Training
- SD Staff Development (no school for students)
- TP Teacher Preparation (no school for students)
- E Teacher Exchange Day/Student Holiday
- PC Parent Conference Day/Student Holiday
- w TEA-Approved Staff Development Waiver Days

Dickinson Independent School District

PROFESSIONAL LEARNING EXCHANGE DAY REQUEST FORM

NAME _____ CAMPUS _____ DATE _____

In-district training will be provided for the majority of staff development needs. All professional learning exchange day training must be registered in Eduphoria after approval by principal.

1. Name of workshop, seminar or event: _____

2. Dates of Training: _____
3. Please include an explanation of how the training addresses our campus improvement plan.

PRINCIPAL'S APPROVAL **DATE**

Number of Professional Learning Exchange Day Hours earned: _____

TRAINING HOUR CREDITS

Teachers may select staff development, workshops, conferences and college courses that address priority objectives in their campus improvement plans. **Staff development activities attended for exchange day requirements must be pre-approved by the campus principal.** District provided training is encouraged for trade day credit.

1. College course work taken between June 3, 2021 and May 2, 2022, qualifies for exchange-day hours with the principal's approval. One semester course equals forty-five clock hours.
2. Any curriculum or departmental training needs prior approval of the principal to qualify for exchange hours.
3. This form must be completed by the teacher and approved by the principal prior to the training.
4. A certificate of attendance is available through Eduphoria after completion of district sessions. Teachers must upload certificate of attendance for **out-of-district** sessions.

EXCHANGE DAY GUIDELINES 2021-2022

1. November 22nd and 23rd, May 31st and June 1st are designated as exchange days for purposes of a 187 day calendar.
2. Training hours for the November Exchange days shall be earned on or after June 3, 2021, and prior to November 1, 2021. Training hours for the May Exchange Days shall be earned on or after June 3, 2021 and prior to May 2, 2022.
3. **Six** hours of approved training are required for each exchange day. Training may occur during the summer, after school or on weekends. Training may occur in small blocks of time, but must total six hours to qualify for one exchange day. No credit will be given for partial days.
4. Teachers who do not earn exchange days will be docked at their daily rate of pay for each exchange day not earned. **This dock will occur on the December 30th paycheck and the May 30th paycheck.**
5. If a teacher receives pay for training, the paid days may **not** be used for exchange days.
6. Principals shall submit a list of teachers who do not qualify to receive pay for exchange days by November 15, 2021 and May 15, 2022.

I understand that if I do NOT register, I will not be able to attend. I understand that I am responsible for my attendance at district provided trainings. If I register for a session but later discover that I am not able to attend, I need to unregister from the session at least 48 hours prior to the event. If I do not unregister from the session, \$150 will be payroll deducted.

Teacher Printed Name **Teacher Signature**

Dickinson Independent School District

Curriculum and Instruction Professional Learning Norms

- **Register in Eduphoria prior to the session.**
- **Be prepared, punctual and remain for the entire session.**
- **Business casual attire is appropriate for Professional Learning inside and outside the district.**
 - **Jeans are not appropriate when attending Professional Learning outside the district.**
- **Sign in at the beginning of the session and after lunch (if applicable).**
- **Be an engaged participant and willing to share.**
- **Actively listen to each other's ideas and opinions.**
- **Remain focused on the topic or task.**
- **Be respectful of the learning environment and other participants.**
- **Be aware of distractions (phones, texting, email, sidebar conversations).**
- **Conduct personal business outside of the meeting and only during breaks.**
- **Take care of yourself.**
- **Clean up your area and make sure all supplies are returned to the presenter.**
- **After the session, complete the survey in Eduphoria and/or the evaluation provided by the presenter to receive professional learning credit and a certificate of attendance.**
- **Be willing to share information with peers and implement new learning.**
- **Only workshop participants are allowed in sessions. Due to safety concerns, non-participants will not be allowed to be in sessions nor in common areas outside of sessions.**

Teacher Memorandum Report

Campus	DISD Years of Service	Assignment	Initial Date	Initial Documentation	Follow-up Date	Follow-up Documentation	Follow-up Date	Follow-up Documentation	Follow-up Date	Follow-up Documentation	Follow-up Date	Follow-up Documentation	Possible Recommendation
Barber Middle School	5	Teacher	08/20/2021	Summary of Conference Memo - District Policy / Procedure									Resignation
Barber Middle School	11	Teacher	10/29/2021	Memorandum - Professional Communication									Term Contract
Bay Colony Elementary	2	Teacher	09/10/2021	Summary of Conference Memo - Student Safety									Term Contract
Bay Colony Elementary	21	Teacher	10/01/2021	Summary of Conference Memo - Parent Communication									Term Contract
Bay Colony Elementary	9	Teacher	01/26/2022	Summary of Conference Memo - Professional Communication	03/11/2022	Summary of Conference Memo - Texting	4/26/2022	Summary of Conference Memo - Professional Communication					Term Contract
Bay Colony Elementary	2	Teacher	04/26/2022	Summary of Conference Memo - Professional Communication									Probationary Contract
Bay Colony Elementary	2	Teacher	05/12/2022	Summary of Conference Memo - Classroom Management									Probationary Contract
Bay Colony Elementary	2	Teacher	05/12/2022	Summary of Conference Memo - Professional Communication									Term Contract
Calder Road Elementary	5	Teacher	05/09/2022	Summary of Conference Memo - Student Safety	05/16/2022	Administrative Leave - Allegations of Controlled Substance							Term Contract
Calder Road Elementary	1	Teacher	05/16/2022	Administrative Leave - Allegations of Controlled Substance									Probationary Contract
Dickinson High School	6	Teacher	08/24/2021	Email - Attendance Concern	01/19/2022	Admin Leave	1/24/2022	Summary of Conference Memo					Term Contract
Dickinson High School	0	Teacher	11/19/2021	Memo - Professional Communication	04/07/2022	Admin Leave	4/8/2022	Resignation Letter					Resignation
Dickinson High School	0	Teacher	12/14/2021	Memo - Professional Communication									Resignation
Dickinson High School	0	Teacher	01/06/2022	Summary of Conference Memo - Ethics / Professional Communication									Resignation
Dunbar Middle School	2	Teacher	10/14/2021	Summary of Conference Memo - Procedures									Probationary Contract
Dunbar Middle School	6	Teacher	10/26/2021	Memo - Procedures									Term Contract
KE Little Elementary	0	Teacher	09/16/2021	Memo - Student Safety	11/12/2021	Summary of Conference Memo - Student Safety							Resignation
KE Little Elementary	3	Teacher	10/19/2021	Administrative Leave - Inappropriate Interaction with Colleague									Resignation
KE Little Elementary	4	Teacher	12/10/2021	Summary of Conference Memo - Student Safety / Classroom Management									Term Contract
Kranz Junior High	3	Teacher	10/13/2021	Summary of Conference Memo - Procedures									Term Contract
Kranz Junior High	8	Teacher	11/05/2021	Summary of Conference Memo - Substitute Procedures									Term Contract
Kranz Junior High	1	Teacher	03/24/2022	Summary of Conference Memo - Classroom Management									Resignation
Lobit Middle School	3	Teacher	10/19/2021	Summary of Conference Memo - Procedures	10/26/2021	Email Communication	11/3/2021	Summary of Conference Memo	11/4/2021	Administrative Leave	12/7/2021	Proposed Termination	Termination
McAdams Junior High	11	Teacher	10/28/2021	Summary of Conference Memo - Procedures	11/10/2021	Summary of Conference Memo - Communication							Term Contract
McAdams Junior High	28	Teacher	04/25/2022	Summary of Conference Memo									Term Contract
McAdams Junior High	6	Teacher	05/02/2022	Memo - Student Supervision									Term Contract
Silbernagel Elementary	6	Nurse	08/19/2021	Memo - Attendance									Retirement

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for April, 2022 and year to date is attached.

Recommendation:

Information only

Action Item: _____ Yes No

Dickinson Independent School District
 Monthly Tax Collections Report
 Maintenance Operations and Interest Sinking

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected										
2021	\$5,721,869,549	\$1.312	\$75,070,928	\$70,611,973	94.06%										
2020	\$4,851,053,036	\$1.344	\$65,198,153	\$63,813,518	97.88%										
2019	\$4,166,906,421	\$1.450	\$60,420,143	\$59,423,702	98.35%										
2018	\$3,689,155,526	\$1.520	\$56,075,164	\$54,995,123	98.07%										
2017	\$3,390,794,185	\$1.520	\$52,218,230	\$51,140,065	97.94%										
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131						\$70,611,973		
YTD % Collected	0.00%	1.45%	6.44%	49.04%	78.78%	92.81%	94.06%	94.06%	94.06%	94.06%	94.06%	94.06%	94.06%	94.06%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238						\$127,416		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$0	\$0	\$0	\$0	\$0	\$70,739,389	94.23%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498						\$360,723		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$0	\$0	\$0	\$0	\$0	\$71,100,112	94.71%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894						\$153,938		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$0	\$0	\$0	\$0	\$0	\$71,254,050	N/A	
2020 Tax Year	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Totals:	% To Total	
Current Year Tax	Pending Billing	\$378,534	\$2,549,710	\$13,354,403	\$29,495,191	\$14,036,825	\$1,771,012	\$682,688	\$492,047	\$415,731	\$290,712	\$346,665	\$63,813,518		
YTD % Collected	0.00%	0.58%	4.49%	24.97%	70.21%	91.74%	94.46%	95.51%	96.26%	96.90%	97.34%	97.88%	97.88%	97.88%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828	\$34,645	\$78,174	\$87,587	\$67,362	\$44,020	\$166,788	\$1,169,927		
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$1,805,657	\$760,862	\$579,634	\$483,093	\$334,732	\$513,453	\$64,983,444	99.67%	
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700	\$105,272	\$70,803	\$56,352	\$56,101	\$47,512	\$42,502	\$587,663		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$1,910,929	\$831,665	\$635,986	\$539,194	\$382,244	\$555,955	\$65,571,107	100.57%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509	\$13,930	\$16,899	\$36,967	\$38,277	\$258,611		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$649,916	\$556,093	\$419,212	\$594,232	\$65,829,718	N/A	
2019 Tax Year	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Totals:	2019 Total	
Current Year Tax	Pending Billing	\$149,295	\$2,782,035	\$24,347,020	\$21,701,965	\$7,295,092	\$624,605	\$713,295	\$409,011	\$818,065	\$386,690	\$196,629	\$59,423,702		
YTD % Collected	0.00%	0.25%	4.85%	45.15%	81.07%	93.14%	94.17%	95.35%	96.03%	97.39%	98.03%	98.35%	98.35%	98.35%	
Prior Years Tax	\$204,856	\$75,888	\$65,915	\$67,241	\$105,664	\$412,440	\$36,605	\$19,100	-\$8,538	\$45,032	\$57,688	\$121,115	\$1,203,006		
Subtotal Taxes	\$204,856	\$225,183	\$2,847,950	\$24,414,261	\$21,807,629	\$7,707,532	\$661,210	\$732,395	\$400,472	\$863,098	\$444,379	\$317,744	\$60,626,708	100.34%	
Penalty & Interest	\$43,730	\$20,895	\$21,205	\$23,190	\$29,700	\$58,660	\$49,448	\$58,734	\$44,198	\$61,352	\$56,012	\$35,363	\$502,486		
Total Taxes & P&I	\$248,586	\$246,078	\$2,869,155	\$24,437,451	\$21,837,329	\$7,766,192	\$710,658	\$791,129	\$444,670	\$924,450	\$500,391	\$353,106	\$61,129,195	101.17%	
Attorney Fees	\$37,553	\$18,475	\$15,622	\$16,339	\$14,363	\$16,576	\$8,654	\$7,447	\$9,389	\$11,274	\$48,017	\$31,772	\$235,481		
Total Collections	\$286,139	\$264,553	\$2,884,778	\$24,453,789	\$21,851,692	\$7,782,768	\$719,311	\$798,576	\$454,059	\$935,723	\$548,408	\$384,878	\$61,364,675	N/A	
2018 Tax Year	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Jul-19	Aug-19	Totals:	% To Total	
Current Year Tax	Pending Billing	\$770,275	\$2,711,777	\$10,821,827	\$31,598,499	\$6,705,964	\$1,032,517	\$527,234	\$385,353	\$339,487	\$372,586	\$238,083	\$55,503,602		
YTD % Collected	0.00%	1.35%	6.10%	25.07%	80.46%	92.21%	94.02%	94.94%	95.62%	96.21%	96.87%	97.28%	97.28%	97.28%	
Prior Years Tax	\$115,032	\$102,879	\$49,873	\$71,307	\$61,014	\$112,220	\$32,790	\$62,396	\$47,284	\$49,934	\$64,771	\$46,812	\$816,312		
Subtotal Taxes	\$115,032	\$873,153	\$2,761,650	\$10,893,135	\$31,659,513	\$6,818,184	\$1,065,307	\$589,630	\$432,637	\$389,421	\$437,358	\$284,895	\$56,319,914	98.71%	
Penalty & Interest	\$21,487	\$18,180	\$14,583	\$15,852	\$22,941	\$73,075	\$62,393	\$48,233	\$44,527	\$37,546	\$54,866	\$38,823	\$444,565		
Total Taxes & P&I	\$136,519	\$891,333	\$2,776,233	\$10,908,986	\$31,682,454	\$6,891,259	\$1,127,700	\$637,863	\$477,164	\$426,967	\$492,224	\$315,777	\$56,764,478	99.49%	
Attorney Fees	\$19,713	\$14,417	\$11,989	\$12,942	\$14,314	\$22,911	\$12,565	\$13,744	\$13,326	\$8,928	\$35,743	\$27,655	\$208,248		
Total Collections	\$156,232	\$905,750	\$2,788,222	\$10,921,929	\$31,696,768	\$6,914,169	\$1,140,265	\$651,608	\$490,490	\$435,895	\$527,967	\$343,432	\$56,972,727	N/A	
2017 Tax Year	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18	Aug-18	Totals:	% To Total	
Current Year Tax	Pending Billing	\$187,352	\$2,763,831	\$21,998,802	\$19,021,683	\$7,891,945	\$1,072,658	\$543,284	\$471,494	\$357,831	\$365,201	\$321,043	\$54,995,123		
YTD % Collected	0.00%	0.33%	5.26%	44.49%	78.42%	92.49%	94.40%	95.37%	96.21%	96.85%	97.50%	98.07%	98.07%	98.07%	
Prior Years Tax	\$200,336	\$135,217	\$62,894	\$83,240	\$64,886	\$61,495	\$65,875	\$58,143	\$48,631	\$40,850	\$38,184	\$204,591	\$1,064,342		
Subtotal Taxes	\$200,336	\$322,569	\$2,826,725	\$22,082,041	\$19,086,569	\$7,953,440	\$1,138,534	\$601,427	\$520,125	\$398,681	\$403,384	\$525,634	\$56,059,466	99.97%	
Penalty & Interest	\$49,273	\$44,823	\$17,838	\$23,288	\$18,997	\$78,141	\$73,420	\$44,898	\$55,366	\$46,319	\$57,711	\$48,275	\$558,349		
Total Taxes & P&I	\$249,608	\$367,392	\$2,844,563	\$22,105,330	\$19,105,567	\$8,031,580	\$1,211,954	\$646,325	\$575,491	\$445,000	\$461,095	\$573,909	\$56,617,814	100.97%	
Attorney Fees	\$49,872	\$35,006	\$13,496	\$20,231	\$10,986	\$10,396	\$8,938	\$17,883	\$17,233	\$12,983	\$45,535	\$46,595	\$289,154		
Total Collections	\$299,481	\$402,398	\$2,858,059	\$22,125,561	\$19,116,553	\$8,041,977	\$1,220,891	\$664,208	\$592,724	\$457,983	\$506,631	\$620,504	\$56,906,968	N/A	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: 2022-2023 Grading and Reporting Procedures

Agenda Item: Dr. Jeff Pack/Jacquelyn Kennedy

Background Information:

The 2022-2023 Grading and Reporting Procedures is attached for your review. Administration will review changes with the Board.

Recommendation:

Information only

Action Item: _____ Yes _____ No

22-23



GRADING & REPORTING PROCEDURES

208

DICKINSON INDEPENDENT SCHOOL DISTRICT

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CONFIDENT LEARNERS TODAY CHANGE MAKERS TOMORROW GATORS FOREVER



OUR VISION

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

OUR MISSION

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

DISTRICT GOALS 2022-2023

- Goal 1 DISD will provide effective teaching and learning experiences for all students that will result in continuous success.
- Goal 2 DISD will provide a physically and emotionally safe, healthy, and equitable environment.
- Goal 3 DISD will make family and community partnerships a priority.
- Goal 4 DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.
- Goal 5 DISD will provide operational services to support the success of student learning.

TABLE OF CONTENTS

GENERAL INFORMATION	1
Purpose of Grading Guidelines	1
State Curriculum	1
Instructional Programs (EHAA, EHA, EIA)	1
Academic Achievement (EIA Local)	1
DISD Written Curriculum	1
Instructional Materials (EFA)	2
Online Instructional Materials and Resources	2
Instructional Practices	2
Curriculum Mastery	2
Official Grade Reports	2
Grade Reporting Calendar to Parents: 2022-2023	3
Progress Reports	3
New Student Transfer Grades	4
Online Gradebook Access	4
Lesson Plans	4
Academic Dishonesty	4
Academic Honor Roll Elementary (Pre-K – 4)	5
Academic Honor Roll (5-8)	5
Credit by Exam for Acceleration without Prior Instruction	5
Credit by Exam for Credit Recovery	6
STAAR (State of Texas Assessments of Academic Readiness)	6
High School Courses—End-of-Course (EOC) Assessments	6
Personal Graduation Plans	7
ELEMENTARY: PREKINDERGARTEN – GRADE 4	9
Grading Roles and Responsibilities (PK-Grade 4)	9
Teacher Records/Gradebook	10
Parent/Guardian – Communication	10
Standards for Mastery	10
Required Attendance	10
Numerical Scores and Letter Grades (Grades 1-4)	11
Assignment/Assessment Grades (Grades 1-4)	11
Final Grade Reported	11
Transfer Students	12
Physical Education, Art and Music	12

Conduct	12
Homework	13
Reteaching and Reassess for Mastery	13
Late Work	13
MIDDLE SCHOOL/JUNIOR HIGH: GRADES 5 - 8	16
Grading Roles and Responsibilities – Grades 5-8	16
Teacher Records/Gradebook	17
Parent/Guardian – Communication	17
Course Syllabus	17
Standards for Mastery	17
Required Attendance	18
Homework	18
Grading Homework	18
Calculation of Nine-week Averages	18
Numerical Scores and Letter Grades (Grades 5-8)	18
Assignment/Assessment Grades (Grades 5-8)	18
Semester Exams (High School Credit Courses)	19
Incomplete Grades	19
Final Grade Reported	19
Transfer Students	20
Conduct	20
Calculation of Semester Average	21
Reteaching and Reassess for Mastery	21
Late Work	22
Make-Up Work	22
Grade Averaging to Receive High School Credit	23
Extracurricular Activities and University Interscholastic League (UIL) Eligibility	23
HIGH SCHOOL: GRADES 9 - 12	26
Grading Roles and Responsibilities – Grades 9-12	26
Teacher Records/Gradebook	27
Parent/Guardian – Communication	27
Course Syllabus	27
Standards for Mastery	27
Required Attendance	28
Homework	28
Grading Homework	28
Calculation of Nine-week Averages	28

Numerical Scores and Letter Grades (Grades 9-12)	28
Grades 9-12 Course Credit	28
Grading Categories and Grade Weights (Grades 9-12)	29
Minor Assignments/Assessments	29
Major Assessments	29
Semester Exams (High School Courses)	29
Additional Grading Information	30
Incomplete Grades	30
Final Grade Reported	30
Dual Credit Courses	30
Transfer Students	30
Conduct	31
Calculation of Semester Average	31
Reteaching and Reassess for Mastery	32
Late Work	32
Make-Up Work	33
High School Grade Averaging to Receive Credit	33
High School Grade Points	34
Extracurricular Activities and University Interscholastic League (UIL) Eligibility	34
DICKINSON CONTINUATION CENTER	36
Grading Guidelines	36
GUIDELINES FOR SPECIAL PROGRAMS	36
English Learners and Recent Immigrants	36
Bilingual and ESL Program Grading (K-6)	37
APPENDIX A: Student Summary and Progress Supporting a Grade Below 50	38
APPENDIX B: Application for Dual Credit, Honors, or AP Waiver	39
APPENDIX C: DISD 2022-2023 TEA/UIL Eligibility Calendar	40
APPENDIX D: Teacher Acknowledgement	41

GENERAL INFORMATION



GENERAL INFORMATION

Purpose of Grading Guidelines

Grades serve to monitor and assess student progress, document the level of mastery, and demonstrate what has been learned by students in a quantitative format. Providing timely feedback to students and parents via grades is essential in identifying areas of strengths and opportunities for growth.

State Curriculum

Curriculum content is prescribed by the Texas Education Agency through the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). Local curriculum documents are based upon the State curriculum framework and SBOE approved standards. Curriculum content is not prescribed in detail by the Texas Education Agency, but provides a framework to draw upon for the development of the district's locally developed curriculum.

Instructional Programs (EHAA, EHA, EIA)

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated district objectives.

The District shall ensure that all children in the District participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

In grades K-5, offerings may include English language arts (reading, literature, oral language, writing, handwriting, spelling), science, mathematics, social studies, art, music, physical education/wellness, theater arts, technology applications, and to the extent possible, languages other than English (LOTE).

In grades 6-8, campuses maintain a balanced curriculum which may include English language arts, science, mathematics, social studies, fine arts, health/physical education, technology applications, and to the extent possible, languages other than English.

At the high school level, the district provides instruction in the required curriculum as specified in 19 Administrative Code 74.1. This includes: English language arts, mathematics, science, social studies, physical education, fine arts, career and technical education, languages other than English, technology applications, and personal financial literacy.

Academic Achievement (EIA Local)

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned.

DISD Written Curriculum

Written curriculum is defined as those standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives, which are aligned to district assessments, a scope and sequence, collective commitments/best practice lessons, and aligned resources.

The written curriculum is designed to provide teachers and students with the State's expectations of what students are to learn. Teachers are required to use the district written curriculum as their primary source of instructional direction.

Instructional Materials (EFA)

District-adopted textbooks and electronic media serve as one instructional resource to meet course and curriculum objectives. Instructional materials (either print or online versions) that have been evaluated by the state are placed on a list identifying their percentage of TEKS alignment. These instructional resources are offered for purchase and selected by the district through a formal committee process (19 TAC 67.107).

Online Instructional Materials and Resources

Some instructional materials and resources are only available to students in an online format. These materials are considered to be an integral part of the instructional programs.

Instructional Practices

Instructional strategies and practices to ensure student success are based upon district philosophy and campus and teacher analysis of student needs, effective teaching practices, student learning styles, and demonstrated success through the assessment process.

Student academic achievement shall be based on the degree of mastery of the District's instructional objectives as outlined in the curriculum guides for each subject. The objectives reflect the Texas Education Agency statewide standards, the Texas Essential Knowledge and Skills (TEKS), and address the skills and concepts needed for successful performance in the current grade and in the next grade.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the level of mastery of the designated TEKS. The student's mastery level shall be a major factor in determining the grade for a subject or course.

Grades should be fairly determined from a wide variety of information, which could include student performance on daily assignments/homework, tests, and/or special projects. The information used in grading should be appropriate to the grade level and subject being considered. Prior to instruction, students should be informed of the class or course expectations, and the teacher must be prepared to document and explain how grades are determined.

Curriculum Mastery

Promotion and course credit shall be based on mastery of the curriculum. Expectations and standards for promotion shall be established for each grade level, content area, and course and shall be coordinated with compensatory, intensive, and/or accelerated services. [See EHBC] The District shall comply with applicable state and federal requirements when determining methods for students with disabilities [see FB] or students who are English language learners [see EHBE and EKBA] to demonstrate mastery of the curriculum.

Official Grade Reports

The District shall issue grade reports/report cards every nine weeks on a form approved by the Superintendent or designee. Interim progress reports shall be issued for all students after the third or fourth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion. (EIA Local)

Grade Reporting Calendar to Parents: 2022-2023

GRADES PK-4

<i>1st Semester</i>		
Grading Period	Progress Report Date	Report Card Date
1 st Aug. 18 – Oct. 14	9/21/2022	10/20/2022
2 nd Oct. 17 – Dec. 16	11/16/2022	1/6/2023
<i>2nd Semester</i>		
3 rd Jan. 4 – Mar. 10	2/1/2023	3/23/2023
4 th Mar. 20 – May 25	4/20/2023	5/27/2023

GRADES 5-6

<i>1st Semester</i>		
Grading Period	Progress Report Date	Report Card Date
1 st Aug. 18 – Oct. 14	9/22/2022	10/21/2022
2 nd Oct. 17 – Dec. 16	11/17/2022	1/7/2023
<i>2nd Semester</i>		
3 rd Jan. 4 – Mar. 10	2/2/2023	3/24/2023
4 th Mar. 20 – May 25	4/19/2023	5/26/2023

GRADES 7-12

<i>1st Semester</i>			
Grading Period	Progress Report Date	Progress Report Date	Report Card Date
1 st Aug. 18 – Oct. 14	9/15/2022	10/6/2022	10/20/2022
2 nd Oct. 17 – Dec. 16	11/10/2022	12/8/2022	1/5/2023
<i>2nd Semester</i>			
3 rd Jan. 4 – Mar. 10	1/26/2023	2/16/2023	3/24/2023
4 th Mar. 20 – May 25	4/13/2023	5/4/2023	5/27/2023

Progress Reports

The purpose of the Progress Report is to inform students, parents/guardians, and campus administrators regarding progress in a subject, in conduct, or in both. The Progress Report reflects both satisfactory and unsatisfactory student progress.

1. All students in grades K-6 will receive a Progress Report at the end of the fourth week of a nine week grading period.
2. All students in grades 7-12 will receive a progress report via the Skyward reporting system following the third and sixth week of a nine week grading period.
3. It is the student's responsibility to deliver the Progress Report to the parent/guardian if receiving a paper copy of the progress report.
4. Parents shall be contacted by the teacher at any time the student is in danger of failing or if there is a significant decrease in grades and if the grade drops below a 70.

5. If a student is required by the campus to return signed progress reports, teachers will telephone or email parents/guardians when a Progress Report is not returned with a parent/guardian signature or when immediate notification of possible failure is required.
6. Teachers are required to maintain a telephone or electronic log of contacts and attempted contacts with parents/guardians. Logs will be submitted to campus principals upon request.

New Student Transfer Grades

When students transfer into the District during a grading period, the grades received from the sending school for the same or similar course will be calculated with the current course grades to compute the Report Card grade.

Online Gradebook Access

Parents/guardians may access student information through the electronic gradebook available in Skyward Family and Student Access (www.dickinsonisd.org). The electronic gradebook will provide number grades and the assignments that make up that grade, missing assignments, and any comments entered by teachers from the last grading cycle. Parents/guardians should contact the school regarding access information.

Lesson Plans

All DISD teachers are required to prepare weekly lesson plans. The purpose of a lesson plan is to provide an *electronic document* outlining content objectives, language objectives, and activities for instruction. Lesson plans will include the TEKS, learning targets, student outcomes, instructional activities, resources/materials, and other appropriate information.

Lesson plans must be monitored by each campus principal.

Academic Dishonesty

Academic integrity is a fundamental value of teaching, learning, and scholarship. DISD has the primary responsibility for protecting and promoting the highest standards of academic integrity. Both students and faculty will thrive in an atmosphere where academic work is challenging, relevant and fair.

Academic dishonesty as defined in the Dickinson ISD Policy (EIA)

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee taking into consideration written materials, observation, or information from students.

Behaviors defined as cheating include, but are not limited to:

- Giving or receiving information, looking on someone else's work, or allowing someone else to see one's work during an exam, test, or quiz.
- Unauthorized receipt or distribution of exam, test or quiz contents, materials, or answer key.
- Use of unauthorized resources such as notes, cell phones, or other electronic devices during an exam.
- Taking an exam, producing a project, paper, or assignment for another student or asking someone to take an exam or produce a project, paper or assignment for an individual.
- Copying work assigned to be done independently or letting others copy one's work.

Behaviors defined as plagiarism include, but are not limited to:

- Any misrepresentation of another's work as one's own, including the copying of sentences, phrases, images, entire essays, passages from an undocumented source, musical scores, electronic media, and other similar works.
- Paraphrasing another's work as one's own without proper citation also constitutes plagiarism.

Academic Honor Roll Elementary (Pre-K – 4)

A student must have an average of 90 or more in all subjects graded numerically and no grade below S in any area graded S, N, and U to be placed on the all-A Honor Roll. AB Honor Roll requires students to earn no more than 2 Bs in any academic subject, with no content grade below S. Conduct grades do not affect a student's placement on the honor roll.

In determining the Honor Roll awards for the end of the year, grades for each nine-weeks are used—not the yearly averages. For example, a student who receives a certificate for the All A Honor Roll for the year must have all As each nine weeks grading period.

Academic Honor Roll (5-8)

A student must have an average of 90 or more in all subjects graded numerically each nine weeks to be placed on the all-A Honor Roll. AB Honor Roll requires students to earn no more than 2 B's in any academic subject each nine-weeks. Conduct grades do not affect a student's placement on the honor roll.

In determining the Honor Roll awards for the end of the year, grades for each nine-weeks are used—not the yearly averages. For example, a student who receives a certificate for the All A Honor Roll for the year must have all As each nine weeks grading period.

Credit by Exam for Acceleration without Prior Instruction

Grade Acceleration

Exams for acceleration are offered four times per year for students enrolled in DISD on an advertised schedule. Application should be made through the school counselor. Application deadlines for exam sessions are listed on the registration form. No other Exams for Acceleration are offered during the school year. Student placement in a new grade level will only occur at the start of a school year. Once a student has begun a grade level or course, the student is no longer eligible to take the corresponding Exam for Acceleration.

Kindergarten Acceleration

State law requires that students be five years old by September 1st for entry into Kindergarten. Consequently, DISD Board Policy does not provide for early admittance to Kindergarten. A five-year old student who attends private Kindergarten may take the first grade Exams for Acceleration the following year. A student must be enrolled in Dickinson ISD in order to participate in the Kindergarten Exams for Acceleration during the summer. There will be only one Kindergarten Exam for Acceleration administration each year, and it will take place in June. Students will take four exams: English Language Arts, mathematics, science, and social studies. Per DISD Board Policy EHDC(LOCAL) a student must receive a score of 90% or higher on all four exams in order to be accelerated to first grade. Other requirements outlined in EHDC(LOCAL) also apply.

Acceleration for Grades 1 through 8

Students will take four exams: English Language Arts, mathematics, science, and social studies. Students must receive a score of 80% or higher on **all** four exams in order to be accelerated to the next grade level.

Students in grades 1 – 5 must have a recommendation from a school district representative to be accelerated. [EHDC(LEGAL)]

High School Course Acceleration (Courses with No Prior Instruction)

Students must take an exam for each semester of an academic course for which they are attempting to earn credit. The student must earn at least an 80% on both semester exams to receive credit for the course. If a student is given credit in a subject on the basis of an exam in which the student scored an 80% or higher, then the exam score will be entered on the student’s transcript. The exam score will not be computed in class rank.

For more information on Credit by Exam and the registration form, see the DISD website – www.dickinsonisd.org and policy EHDC(Local).

Credit by Exam for Credit Recovery

A student who has previously taken a course or subject—but did not receive credit or a final grade for it—may, in circumstances determined by the principal or attendance committee, be permitted to earn credit by passing an exam approved by the district’s board of trustees on the essential knowledge and skills defined for that course or subject. Prior instruction may include, for example, incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a non-accredited school. The opportunity to take an examination to earn credit for a course or to be awarded a final grade in a subject after the student has had prior instruction is sometimes referred to as “credit recovery.”

The school counselor or principal would determine if the student could take an exam for this purpose. If approval is granted, the student must score at least 70 on the exam to receive credit for the course or subject. The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an exam. For further information, see the school counselor and policy EHDB(LOCAL).

STAAR (State of Texas Assessments of Academic Readiness)

Grades 3–8

In addition to routine tests and other measures of achievement, students at certain grade levels will take state-mandated assessments, such as the STAAR, in the following subjects:

- Mathematics, annually in grades 3–8
- Reading/Language Arts, annually in grades 3–8
- Science in grades 5 and 8
- Social Studies in grade 8

Parents of a student at any grade level at or above grade 3 who does not perform satisfactorily on his or her state-mandated exams must be notified that their child will participate in accelerated instruction designed to improve performance.

High School Courses—End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- United States History

Satisfactory performance on the applicable assessments will be required for graduation, unless otherwise waived or substituted as allowed by state law and rules. There are three testing windows during the year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

Personal Graduation Plans

A personal graduation plan will be developed for each high school student who is subject to the requirements of the foundation graduation program. The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the Distinguished Level of achievement. Attainment of the Distinguished Level of achievement entitles a student to be considered for admission to a public four year college or university in Texas. The school will review personal graduation plan options with each student entering grade 9 and his or her parent/guardian. Before the end of grade 9, a student and his or her parent/guardian will be required to sign off on a personal graduation plan that includes a course of study that promotes college and workforce readiness and career placement and advancement, as well as facilitates the transition from secondary to postsecondary education. The student's personal graduation plan will denote an appropriate course sequence based on the student's choice of endorsement. For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

**ELEMENTARY
PREKINDERGARTEN - GRADE 4**



Grading Roles and Responsibilities (PK-Grade 4)

Student

- Complete assigned work on time and return it to the teacher.
- Plan to schedule time to work on long-term assignments so assignments will be completed on time.
- Initiate communication with the teacher when not understanding the assignment or if experiencing difficulty.
- Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
- Evaluate own work for accuracy and seek clarification as needed from the teacher.
- Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (See Academic Dishonesty).

Parent/Guardian

- Establish a specific time, place, and manner for homework to be completed.
- Provide the supplies and materials necessary to complete homework.
- Monitor as needed, but do not do homework for the student.
- Assist student in planning a time schedule for long-term assignments.
- Initiate direct communication with the teacher when academic or grade concerns arise.

Campus

- Each campus and/or department will adhere to the late work guidelines as established within this manual.
- Campuses will adhere to the district assessment calendar.
- Teachers shall not be directed to alter grades by administrators and or committees such as ARD Committees, 504 committees, LPACs, and RtI committees. Exceptions to this would be a calculation error, the district grading policy was not followed, or failure to provide established accommodations and or modifications.

Grade Level Teams

- Teacher teams within a grade level will confer in the development of lesson plans.
- Team assessments will be developed if a district-developed test is not administered.

Teacher

- Teachers are required to provide the daily learning and language objectives and activities for each class. They should be given verbally and also written and posted in the classroom to provide visual information.
- All records of grades and assessments become a part of the confidential record for the assessment of student performance.
- Teachers will inform students of content covered on all major assessments.
- Teachers must follow the DISD Grading and Reporting Procedures and ask for clarification from campus administration or department chairs as needed.
- Teachers will provide students with a rubric for long-term projects/alternative assessments.

Teacher Records/Gradebook

Grade records are an important record-keeping tool. Accurate record keeping is essential and all teachers will maintain the District electronic gradebook.

- Grades recorded in a gradebook are documentation of a student's progress and mastery of the TEKS and curriculum objectives.
- Grades recorded in a gradebook represent a confidential record for assessment of student performance.
- The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
- The electronic gradebook must adhere to the calculations outlined in the DISD Grading and Reporting Guidelines.
- Only the teacher of record (or principal designee) will enter grades in the gradebook.
- Teachers will update district electronic gradebooks on a weekly basis.

Parent/Guardian – Communication

- A combination of report cards, progress reports and parent contacts are used to inform parents of their child's progress in schools.
- Teachers will provide an overview of the grade level expectations at the beginning of the school year.
- Parents are encouraged to set up automated grade alerts in the District's grade management system, Skyward.
- Teachers will communicate on a regular basis with parents concerning students' academic progress. Additionally, teachers at all grade levels must inform parents when a student's academic progress becomes unsatisfactory.

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

EIE(LOCAL)

Grading for Pre-Kindergarten

Pre-K students will receive a skills report at the end of each comprehensive CIRCLE Assessment (October, January, and May).

Grading for Kindergarten

Kindergarten students will receive a report card at the end of each nine weeks. Skills on the report card will be evaluated using the following scale: 0 – Does Not Meet grade level expectations, 1 – Approaches grade level expectations, 2 – Meets grade level expectations, and 3 – Masters grade level expectations.

Grading for Grades 1-4 (Promotion)

In grades 1–4, promotion to the next grade level shall be based on meeting a grade of 70 or above in reading, language arts, mathematics, and either science or social studies. *EIE(LOCAL)*

Required Attendance

In accordance with state law, a student may not be given credit or receive a grade for a class unless the student is in attendance for at least 90% of the days the class is offered.

Numerical Scores and Letter Grades (Grades 1-4)

The following table relates the numerical scores and letter grades used to report Language Arts, Reading, Writing, Mathematics, Science and Social Studies:

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
75-79	C	Fair Progress
70-74	D	Marginal Progress
69 and below	F	Failing

Assignment/Assessment Grades (Grades 1-4)

- All grades entered in the gradebook must reflect assessment of mastery of the TEKS.
- All assignments must have a descriptive title and reference to the standard(s) being assessed.
- All grades will be weighted equally.
- Assignments may include: class work, science labs, journals, reading responses, minor projects, notes, quizzes/common formative assessments, common summative assessments (unit), projects, research papers, extended labs, presentations, performances, nine weeks' tests and other similar assignments. (Short quizzes do not have to be scheduled in advance.)
- Teachers are required to record a minimum of one (1) grade per week for each course/subject. Collaborative teacher teams will determine which assignments will be graded.
- The above represents the minimum requirements, and teachers may provide additional assessments and assignments at their discretion in order to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- No one grade shall count for more than 20% of the nine-week average.
- Students shall have the opportunity to review all graded work. Daily work and quizzes should be returned within two to four scheduled class days.
- Assessments created with copyrighted materials will be reviewed in class but will not be returned for students to keep. Parents may request a review of the assessment at the school.
- Major projects and assessments with written compositions should be reviewed and returned on a timely basis. Timely is determined by the length and complexity of the assignment and the number of students for whom a grade will be assigned.
- For any rubric-based grades, the rubric must be provided in advance.
- Collaborative work shall result in individual grades for individual work or may result in a group grade depending upon the rubric assignment. Students shall be given the option to produce work individually for projects or products.

Final Grade Reported

- **The teacher of record will determine and enter the grades in the gradebook.**
- The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
- When reporting and recording any failing grade below a 50 for the final grade on the Report Card, teachers must provide documentation of the required actions taken utilizing the "Student Summary and Progress Supporting Final Grades Below a '50' Form". This form is placed in the student's cumulative file by the campus administrator (see Appendix A).

Transfer Students

Grade averages for any student transferring to Dickinson ISD will be used in place of assignments, quizzes, and major grades that the student has missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that most benefits the student.

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+	98		B+	88		C+	78		D	70
A	95		B	85		C	75		F	0
A-	92		B-	82		C-	72			

Students transferring into the District with a letter grade of P (Pass) or F (Fail) shall be credited in conformity with the District course descriptions; however, no grade points shall be given for letter grades of P or F. *EIC (LOCAL)*

Physical Education, Art and Music

The table below shows the letter grade used to report Physical Education, Art, and Music:

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Conduct

The student is assessed on conduct documented by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. If the student's conduct grade falls below satisfactory, the parent must be contacted. Conduct grades may affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report student conduct:

Grade		Description
E	Excellent	The student displays an excellent attitude, excellent work habits and overall conduct is cooperative. The student consistently observes classroom/school rules and regulations.
S	Satisfactory	The student displays a good attitude, good work habits and overall conduct is cooperative. The student generally observes classroom/school rules and regulations.
N	Needs Improvement	The student displays a fair attitude and needs improvement in work habits. At times, conduct is uncooperative and class is disrupted. The student does not observe classroom/school rules and regulations.
U	Unsatisfactory	The student displays a poor attitude and is consistently uncooperative. The student disrupts class and shows little respect for classroom and school rules and regulations.

Homework

Homework is not counted for a grade. Students are encouraged to read 15-20 minutes each night. Teachers can provide additional resources upon request.

Reteaching and Reassess for Mastery

Dickinson Independent School District provides a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills, and competencies established by the district curriculum and the state standards.

DISD will utilize ongoing mastery assessments to determine which students are in need of intervention or acceleration. Formative/summative assessments and teacher observations will be utilized to determine which students are not mastering instructional objectives and are in need of extra support.

Intervention is responding to a learning problem right away using a new method. As a general rule, when students do not understand, teachers do one of three things:

- If it is a large portion of the class, the content will be explained again in a different way.
- If it is only a few students, individual or small group instruction will be provided.
- If a student still does not understand after receiving extra help, additional small group instruction and/or tutorial time will be recommended and provided.

Reteaching strategies to address both misunderstanding and partial understanding include, but are not limited to: error analysis, descriptive feedback on original task/assessment, student examples of expectations, modeling, think aloud, new tasks assigned by teacher, manipulatives, presenting the information again in a different way, review sessions, graphic organizers, small-group instruction, practice activities, computer tutorials/programs, peer tutoring, breaking down concept into smaller components, games and hands-on activities, and cooperative learning.

- If 25% or more of the students in a teacher's class do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide reteaching and reassessment for students who did not pass. The score of the retest shall improve the test grade to a maximum of 70%. This requirement does not apply to nine weeks or semester exams.
- Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of the 25%. Extenuating circumstances may be taken into consideration.
- In the event of unusual circumstances, an individual student may ask for the opportunity for reteaching and retesting. This request will be evaluated by a committee comprised of the teacher, the department chair, and the content area assistant principal. In case of disputes, the final decision rests with the campus principal. The request for a retesting opportunity shall be made within one (1) week after the test has been returned.
- Teachers may exercise their discretion in allowing retest opportunities to a grade higher than 70; however the procedure used must be approved by the campus principal and consistent among grade levels/departments.

Late Work

Students are expected to submit all assignments by the date and time established by the classroom teacher. Any work not turned in by the end of the grading period will be recorded as a zero.

Make-Up Work

In order to provide the total assessment “picture” of a student’s academic progress for a course, any student missing classroom instruction shall be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests following any absence.

Make-Up Work Guidelines

- Make-up work is available to all students following any absence. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory make-up work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
- Exceptions may be granted by the campus administration in extenuating circumstances.
- The number of class days allowed for make-up work to be completed **for full credit will be day for day upon return to school**. Extra time may be given at the teacher’s discretion.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.
- Teachers are required to provide assignments prior to a scheduled absence, when requested by the parent. ***Please note: scheduled absences require principal approval with two weeks advance notice.***
- Parents may request work for students who have been or who anticipate an absence to exceed three days. A 24-hour notice is required to gather the work from teachers.

**MIDDLE SCHOOL/JUNIOR HIGH
GRADES 5 - 8**



Grading Roles and Responsibilities – Grades 5-8

Student

- Complete assigned work on time and return it to the teacher.
- Plan to schedule time to work on long-term assignments so assignments will be completed on time.
- Initiate communication with the teacher when not understanding the assignment or if experiencing difficulty.
- Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
- Evaluate own work for accuracy and seek clarification as needed from the teacher.
- Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (See Academic Dishonesty).
- Students in grades 7-8 participating in extracurricular activities must meet UIL grade eligibility requirements for participation.

Parent/Guardian

- Establish a specific time, place, and manner for homework to be completed.
- Provide the supplies and materials necessary to complete homework.
- Monitor as needed, but do not do homework for the student.
- Assist student in planning a time schedule for long-term assignments.
- Initiate direct communication with the teacher when academic or grade concerns arise.

Campus

- Each campus and/or department will adhere to the late work guidelines as established within this manual.
- Campuses will adhere to the district assessment calendar.
- Teachers shall not be directed to alter grades by administrators and or committees such as ARD Committees, 504 committees, LPACs, and RtI committees. Exceptions to this would be a calculation error, the district grading policy was not followed, or failure to provide established accommodations and or modifications.

Department

- Teachers within a department will confer in the development of lesson plans.
- Departmental assessments will be developed if a district-developed test is not administered.

Teacher

- Teachers are required to provide the daily learning and language objectives and activities for each class. They should be given verbally and also written and posted in the classroom to provide visual information. Students will have the opportunity to copy homework assignments in planners.
- All records of grades and assessments become a part of the confidential record for the assessment of student performance.
- Teachers will inform students of content covered on all major assessments.
- Teachers must follow the DISD Grading and Reporting Procedures and ask for clarification from campus administration or department chairs as needed.
- Teachers will provide students with a rubric for long-term projects/alternative assessments.

Teacher Records/Gradebook

Grade records are an important record-keeping tool. Accurate record keeping is essential and all teachers will maintain the District electronic gradebook.

- Grades recorded in a gradebook are documentation of a student's progress and mastery of the TEKS and curriculum objectives.
- Grades recorded in a gradebook represent a confidential record for assessment of student performance.
- The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
- The electronic gradebook must adhere to the calculations outlined in the DISD Grading and Reporting Guidelines.
- Only the teacher of record (or principal designee) will enter grades in the gradebook.
- Teachers will update district electronic gradebooks on a weekly basis.

Parent/Guardian – Communication

- A combination of report cards, progress reports, and parent contacts will be used to inform parents of their child's progress in schools.
- Teachers will provide an overview of the grade level expectations at the beginning of the school year.
- Parents are encouraged to set up automated grade alerts in the District's grade management system, Skyward.

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first two weeks of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course's major projects and themes. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major themes and course projects. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included:

- Teacher name
- Course title
- Conference time
- School/Teacher phone number
- Outline or scope and sequence of major course units, themes, or projects
- General method of assessment and grade calculation in compliance with DISD Grading and Reporting Procedures
- Homework expectations

A copy of the course syllabus must be submitted to the campus principal at the beginning of each year.

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Required Attendance

In accordance with state law, a student may not be given credit or receive a grade for a class unless the student is in attendance for at least 90% of the days the class is offered.

Homework

Homework is work assigned by a teacher to be completed in its entirety outside of the classroom. Unfinished classwork is not considered homework. Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught.

In order to ensure that homework practices are efficient and effective, homework for an average student should reflect the following:

- Not to exceed **2 hours per week** for students in fifth through eighth grade, not including unfinished classwork
- Never to be a disciplinary measure
- To be used to enrich and strengthen classroom experiences

Exceptions may apply for special projects and advanced academics.

Grading Homework

Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner. Peer grading is appropriate for revising and editing work.

Calculation of Nine-week Averages

Numerical Scores and Letter Grades (Grades 5-8)

The following table relates the numerical scores and letter grades in grades 5-8 that are used to report Reading Language Arts, Mathematics, Science, and Social Studies:

Numeric Average	Letter Grade	Description
90-100	A	Excellent Progress
80-89	B	Good Progress
75-79	C	Fair Progress
70-74	D	Marginal Progress
69 and below	F	Failing

Assignment/Assessment Grades (Grades 5-8)

- All grades entered in the gradebook must reflect assessment of mastery of the TEKS.
- All assignments must have a descriptive title and reference to the standard(s) being assessed.
- All grades will be weighted equally.
- Assignments may include: class work, science labs, journals, reading responses, minor projects, notes, quizzes/common formative assessments, common summative assessments (unit), projects, research papers, extended labs, presentations, performances, nine weeks' tests and other similar assignments. (Short quizzes do not have to be scheduled in advance.)

- Teachers are required to record a minimum of one (1) grade per week for each course/subject. Collaborative teacher teams will determine which assignments will be graded.
- Junior High students taking high school credit courses will be held to the same grading standards as high school students.
- The above represents the minimum requirements, and teachers may provide additional assessments and assignments at their discretion in order to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- No one grade shall count for more than 20% of the nine-week average.
- Students shall have the opportunity to review all graded work. Daily work and quizzes should be returned within two to four scheduled class days.
- Assessments created with copyrighted materials will be reviewed in class but will not be returned for students to keep. Parents may request a review of the assessment at the school.
- Major projects and assessments with written compositions should be reviewed and returned on a timely basis. Timely is determined by the length and complexity of the assignment and the number of students for whom a grade will be assigned.
- Published writing refers to the use of the entire writing process (brainstorming, rough draft, revising, editing, and publishing) when writing a composition.
- Assessment rubrics must be provided in advance for all collaborative work assignments.
- Collaborative work shall result in individual grades for individual work or may result in a group grade depending upon the assignment. Students shall be given the option to produce work individually for projects or products.

Semester Exams (High School Credit Courses)

- Junior High students taking high school credit courses will be held to the same semester exam requirements as high school students.

Incomplete Grades

- A student enrolled in a high school course receiving an incomplete and/or zero for a missed semester exam will have the opportunity to make-up the semester exam following the schedule established by the campus.
- In unusual cases, where the student has missed a large quantity of class time or work, the time may be extended for completing the assignments.
- In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL requirement).

Final Grade Reported

- The teacher of record will determine and enter the grades in the gradebook.
- The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
- When reporting and recording any failing grade below a 50 for the final grade on the Report Card, teachers must provide documentation of the required actions taken utilizing the “Student Summary and Progress Supporting Final Grades Below a ‘50’ Form”. This form is placed in the student’s cumulative file by the campus administrator (see Appendix A).

Transfer Students

Grade averages for any student transferring to Dickinson ISD will be used in place of assignments, quizzes, and major grades that the student has missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that most benefits the student.

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+	98		B+	88		C+	78		D	70
A	95		B	85		C	75		F	0
A-	92		B-	82		C-	72			

Students transferring into the District with a letter grade of P (Pass) or F (Fail) shall be credited in conformity with the District course descriptions; however, no grade points shall be given for letter grades of P or F. *EIC (LOCAL)*

Transfer Students Who Have Not Been Previously Enrolled in a School for the Current School Year

- Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
- Teachers may assign additional assignments that are relevant in preparing students for the assessment.
- Students entering DISD without transfer grades and after 25% of the semester has passed, will audit courses.

Conduct

The student is assessed on conduct by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. Conduct grades may affect eligibility for participation in school activities; poor conduct interferes with a student's ability to learn in class. The following letter system is used to report student conduct:

Grade		Description
E	Excellent	The student displays an excellent attitude, excellent work habits and overall conduct is cooperative. The student consistently observes classroom/school rules and regulations.
S	Satisfactory	The student displays a good attitude, good work habits and overall conduct is cooperative. The student generally observes classroom/school rules and regulations.
N	Needs Improvement	The student displays a fair attitude and needs improvement in work habits. At times, conduct is uncooperative and class is disrupted. The student does not observe classroom/school rules and regulations.
U	Unsatisfactory	The student displays a poor attitude and is consistently uncooperative. The student disrupts class and shows little respect for classroom and school rules and regulations.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade-book represent a confidential record for assessment of student performance.

Grades 5-8

1st Semester Grade

The semester average is determined using the nine-week averages.

1st Nine-Week Average	50%
2nd Nine-Week Average	50%

2nd Semester Grade

The semester average is determined using the nine-week averages.

3rd Nine-Week Average	50%
4th Nine-Week Average	50%

High School Credit Courses

1st Semester Grade

The semester average is determined using the nine-week averages and the semester/final exam.

1st Nine-Week Average	45%
2nd Nine-Week Average	45%
Semester Exam	10%

2nd Semester Grade

The semester average is determined using the nine-week averages and the final exam.

3rd Nine-Week Average	45%
4th Nine-Week Average	45%
Semester Exam	10%

Reteaching and Reassess for Mastery

Dickinson Independent School District provides a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills, and competencies established by the district curriculum and the state standards.

DISD will utilize ongoing mastery assessments to determine which students are in need of intervention or acceleration. Formative/summative assessments and teacher observations will be utilized to determine which students are not mastering instructional objectives and are in need of extra support.

Intervention is responding to a learning problem right away using a new method. As a general rule, when students do not understand, teachers do one of three things:

- If it is a large portion of the class, the content will be explained again in a different way.
- If it is only a few students, individual or small group instruction will be provided.
- If a student still does not understand after receiving extra help, additional small group instruction and/or tutorial time will be recommended and provided.

Reteaching strategies to address both misunderstanding and partial understanding include, but are not limited to: error analysis, descriptive feedback on original task/assessment, student examples of expectations, modeling, think aloud, new tasks assigned by teacher, manipulatives, presenting the information again in a

different way, review sessions, graphic organizers, small-group instruction, practice activities, computer tutorials/programs, peer tutoring, breaking down concept into smaller components, games and hands-on activities, and cooperative learning.

- If 25% or more of the students in a teacher’s class do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide reteaching and reassessment for students who did not pass. The score of the retest shall improve the test grade to a maximum of 70%. This requirement does not apply to nine weeks or semester exams.
- Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of the 25%. Extenuating circumstances may be taken into consideration.
- In the event of unusual circumstances, an individual student may ask for the opportunity for reteaching and retesting. This request will be evaluated by a committee comprised of the teacher, the department chair, and the content area assistant principal. In case of disputes, the final decision rests with the campus principal. The request for a retesting opportunity shall be made within one (1) week after the test has been returned.
- Teachers may exercise their discretion in allowing retest opportunities to a grade higher than 70; however the procedure used must be approved by the campus principal and consistent among grade levels/departments.

Late Work

Students are expected to submit all assignments by the date and time established by the teacher. Any work not turned in by the end of the grading period will be recorded as a zero. The table below represents the maximum penalty that may be imposed for turning in late work.

Days Late	Points Deducted (from earned grade)
1 day	10 points off
2 days	20 points off
3 days	30 points off
4 or more days	50 points off

- Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.
- Major projects and term papers that are assigned in advance are due on the due date. In the event of an excused absence and/or school event (i.e. UIL), the assignment is due on the day of return.

Make-Up Work

In order to provide the total assessment “picture” of a student’s academic progress for a course, any student missing classroom instruction shall be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests following any absence.

Make-Up Work Guidelines

- Make-up work is available to all students following any absence. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory

make-up work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.

- Exceptions may be granted by the campus administration in extenuating circumstances.
- The number of class days allowed for make-up work to be completed for full credit will be day for day upon return to school. Extra time may be given at the teacher's discretion.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.
- Teachers are required to provide assignments prior to a scheduled absence, when requested by the parent. **Please note:** *scheduled absences require principal approval with two weeks advance notice.*
- Parents may request work for students who have been or who anticipate an absence to exceed three days. A 24-hour notice is required to gather the work from teachers.

Grade Averaging to Receive High School Credit

Grade averaging will be utilized for year-long courses if the grade is at least a 60 for either semester. The other semester must have a grade higher than a 70 that averages with the failing semester grade to achieve a final grade of 70. Courses must be taken during the same school year. **Courses taken in summer school or credit recovery are not considered for grade averaging. The failed semester is not counted for NCAA.**

Extracurricular Activities and University Interscholastic League (UIL) Eligibility

Per Policy EIA (Local), grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of grades.

Dickinson ISD Eligibility Calendar

DISD publishes an official eligibility calendar annually. See Appendix C of this document, the campus extracurricular sponsor, or www.dickinsonisd.org. This calendar is strictly adhered to, and it is recommended that you maintain a copy for your reference.

Official Eligibility Grade Check Date

This is the established calendar date for the official grade check.

Gain/Lose Dates

Students will gain eligibility if they are passing in ALL classes or lose eligibility if they fail ANY class.

Gain Only Dates

Ineligible students have the opportunity to regain eligibility if they are passing ALL classes, not just the ones they were failing.

Grade Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Advanced Class Waivers

Dickinson ISD values academic rigor in student coursework and upholds high standards in regard to grade exemptions in Advanced level course work. Students who participate in an advanced course (AP, Dual Credit, or Honors) may apply for a waiver if they fail an advanced course with a 60 or higher for each UIL grading period. In order to apply for a waiver for UIL participation, a waiver application must be filled out completely.

The waiver application is available from the coach/ sponsor or in Appendix C of this document. The form must be turned in within the 7-day grace period to the UIL administrator. The following rules must be noted:

- An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
- Only Dual Credit, Honors, and AP classes are eligible for a waiver.
- On-level courses do not qualify for a waiver.
- The grade under consideration must be a **60** or higher.
- In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. Consideration will be given to extenuating circumstances.
- **If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three-week grade check immediately following the nine week grading period in ALL classes in order to maintain eligibility.**

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
- All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each six-week grading period. Students who pass remain eligible until the end of the next grading period.

All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

**HIGH SCHOOL
GRADES 9 - 12**



Grading Roles and Responsibilities – Grades 9-12

Student

- Complete assigned work on time and return it to the teacher.
- Plan to schedule time to work on long-term assignments so assignments will be completed on time.
- Initiate communication with the teacher when not understanding the assignment or if experiencing difficulty.
- Complete all assignments within the time limits given by the teacher or be subject to appropriate late work guidelines.
- Evaluate own work for accuracy and seek clarification as needed from the teacher.
- Maintain academic integrity and honesty. Academic dishonesty may result in behavioral and academic consequences (See Academic Dishonesty).
- Students in grades 9-12 participating in extracurricular activities must meet UIL grade eligibility requirements for participation.

Parent/Guardian

- Establish a specific time, place, and manner for homework to be completed.
- Provide the supplies and materials necessary to complete homework.
- Monitor as needed, but do not do homework for the student.
- Assist student in planning a time schedule for long-term assignments.
- Initiate direct communication with the teacher when academic or grade concerns arise.

Campus

- Each campus and/or department will adhere to the late work guidelines as established within this manual.
- Campuses will adhere to the district assessment calendar.
- Teachers shall not be directed to alter grades by administrators and or committees such as ARD Committees, 504 committees, LPACs, and RtI committees. Exceptions to this would be a calculation error, the district grading policy was not followed, or failure to provide established accommodations and or modifications.

Department

- Teachers within a department will confer in the development of lesson plans.
- Departmental assessments will be developed if a district-developed test is not administered.

Teacher

- Teachers are required to provide the daily learning and language objectives and activities for each class. They should be given verbally and also written and posted in the classroom to provide visual information. Students will have the opportunity to copy homework assignments in planners.
- All records of grades and assessments become a part of the confidential record for the assessment of student performance.
- Teachers will inform students of content covered on all major assessments.
- Teachers must follow the DISD Grading and Reporting Procedures and ask for clarification from campus administration or department chairs as needed.
- Teachers will provide students with a rubric for long-term projects/alternative assessments.

Teacher Records/Gradebook

Grade records are an important record-keeping tool. Accurate record keeping is essential and all teachers will maintain the District electronic gradebook.

- Grades recorded in a gradebook are documentation of a student's progress and mastery of the TEKS and curriculum objectives.
- Grades recorded in a gradebook represent a confidential record for assessment of student performance.
- The set of grades indicated in the gradebook shall be the complete set from which the student's average is determined.
- The electronic gradebook must adhere to the calculations outlined in the DISD Grading and Reporting Guidelines.
- Only the teacher of record (or principal designee) will enter grades in the gradebook.
- Teachers will update district electronic gradebooks on a weekly basis.

Parent/Guardian – Communication

- A combination of report cards, progress reports, and parent contacts will be used to inform parents of their child's progress in schools.
- Teachers will provide an overview of the grade level expectations at the beginning of the school year.
- Parents are encouraged to set up automated grade alerts in the District's grade management system, Skyward.

Course Syllabus

All secondary teachers are required to prepare, post, and distribute a course syllabus for students during the first two weeks of the course and/or semester. The purpose of the course syllabus is to provide information, guidelines, and an overview of a teacher's requirements for successful completion of a course. The syllabus may be defined as the scope and sequence of a course's major projects and themes. It may be prepared by semester or full-year requirements. The syllabus is designed to give students and parents/guardians an overview of the course's major themes and course projects. Each teacher may develop his/her own format of a course syllabus, but the following elements must be included:

- Teacher name
- Course title
- Conference time
- School/Teacher phone number
- Outline or scope and sequence of major course units, themes, or projects
- General method of assessment and grade calculation in compliance with DISD Grading and Reporting Procedures
- Homework expectations

A copy of the course syllabus must be submitted to the campus principal at the beginning of each year.

Standards for Mastery

Mastery shall be determined as follows:

- Course assignments shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit or final exams or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

EIE(LOCAL)

Required Attendance

In accordance with state law, a student may not be given credit or receive a grade for a class unless the student is in attendance for at least 90% of the days the class is offered.

High School students may have two college visit days their junior year and two their senior year. It is recommended that students obtain prior approval from their grade level counselor/administrator. A letter from the college or university verifying the visit must be submitted to the attendance office upon return.

Homework

Homework provides opportunities for students to apply knowledge, skills, and processes from previous learning to display their understanding. Homework should be considered extended learning opportunities for students to demonstrate mastery of concepts taught. Homework is a necessary part of the instructional process that begins in the classroom, extends into the home, and provides a way for parents/guardians to become aware of the instructional program and their student's educational progress.

In order to ensure that homework practices are efficient and effective, homework for an average student should reflect the following:

- Not to exceed 10 hours per week for high school students
- Never to be a disciplinary measure
- To be used to enrich and strengthen classroom experiences

Exceptions may apply for special projects and advanced academics. If a student chooses to participate in AP, Honors, or Dual Credit classes, additional homework time may be required.

Grading Homework

Homework may be graded in a variety of ways. At times, checking for completion is appropriate. At other times, a complete analysis of procedure, content, and/or correct answers is appropriate. Graded assignments should be returned to the student in a timely manner. Peer grading is appropriate for revising and editing work.

Calculation of Nine-week Averages

Numerical Scores and Letter Grades (Grades 9-12)

Beginning in grade 9, grades are weighted and receive grade points and credits. The chart on page 28 shows the grade points earned for high school courses.

Grades 9-12 Course Credit

Grade-level advancement for students in ninth through twelfth grades shall be earned by course credits. After the ninth grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
19	Grade 12 (Senior)

Grading Categories and Grade Weights (Grades 9-12)

All nine-week averages shall be calculated on a percentage system for each category of assignment. A 100-point grading scale will be used in all courses.

Category	Description	Value (Regular)	Value (Honors)	Value (AP)
Minor	Minor Grades	50%	40%	40%
Major	Major Grades	50%	60%	60%

Grading percentages will vary for high school elective courses. Please see the course syllabus for grading categories.

Minor Assignments/Assessments

- Minor Assignments/Assessments are designed to measure a student's progress toward learning standards. Assignments in this category may include: class work, science labs, journals, reading responses, minor projects, notes, quizzes/common formative assessments, and other similar assignments. (Short quizzes do not have to be scheduled in advance.)
- Teachers are required to record a minimum of twelve (12) minor assignment/assessment grades per nine-week grading period for each course/subject. Collaborative teacher teams will determine which minor assessments will be recorded for a grade.
- Junior High students taking high school credit courses will be held to the same grading standards as high school students.

Major Assessments

- Major Assessments may include: common summative assessments (unit), projects, research papers, extended labs, presentations, performances, nine weeks' tests and other similar assignments. For English Language Arts only, one major grade must be a writing piece that will be included in the student's writing portfolio.
- Teachers are required to record a minimum of three (3) major assessments per nine-week grading period. Collaborative teacher teams will determine which major assessments will be recorded for a grade.
- Junior High students taking high school credit courses will be held to the same grading standards as high school students.

Semester Exams (High School Courses)

- Semester exams will comprise 10% of the final course grade.
- Comprehensive semester exams are administered in all high school courses at the end of the fall and spring semesters. They will not be administered early, and a "0" will be recorded if the student is absent. A make-up opportunity will be provided.
- Semester exams must be representative of the work of all prior instruction.
- Honors course "mock" exams (where applicable) will count as the semester exam for the spring semester.
- Advanced Placement exams will count as a semester exam exemption for AP students.
- Retest opportunities are not available for semester exams.
- Junior High students taking high school credit courses will be held to the same semester exam requirements as high school students.

Additional Grading Information

- All grades entered in the gradebook must reflect assessment of mastery of the TEKS.
- The above represents the minimum requirements, and teachers may provide additional assessments and assignments at their discretion in order to allow multiple opportunities for students to demonstrate mastery of the TEKS.
- No one grade shall be weighted more than 20% of the nine-week average.
- Students shall have the opportunity to review all graded work. Daily work and quizzes should be returned within two to four scheduled class days.
- Assessments created with copyrighted materials will be reviewed in class but will not be returned for students to keep. Parents may request a review of the assessment at the school.
- Major projects and assessments with written compositions should be reviewed and returned on a timely basis. Timely is determined by the length and complexity of the assignment and the number of students for whom a grade will be assigned.
- Published writing refers to the use of the entire writing process (brainstorming, rough draft, revising, editing, and publishing) when writing a composition.
- Assessment rubrics must be provided in advance for all collaborative work assignments.
- Collaborative work shall result in individual grades for individual work or may result in a group grade depending upon the assignment. Students shall be given the option to produce work individually for projects or products.

Incomplete Grades

- A high school student receiving an incomplete and/or zero for a missed semester exam will have the opportunity to make-up the semester exam following the schedule established by the campus.
- In unusual cases, where the student has missed a large quantity of class time or work, the time may be extended for completing the assignments.
- In all cases, the teacher must communicate to the student the nature of the outstanding work and the time limitation for completing the work (UIL requirement).

Final Grade Reported

- The teacher of record will determine and enter the grades in the gradebook.
- The actual grade earned on any assignment may exceed 100%; however, the calculated average on a Progress Report and/or Report Card may not exceed 100%.
- When reporting and recording any failing grade below a 50 for the final grade on the Report Card, teachers must provide documentation of the required actions taken utilizing the “Student Summary and Progress Supporting Final Grades Below a ‘50’ Form”. This form is placed in the student’s cumulative file by the campus administrator (see Appendix A).

Dual Credit Courses

Dual Credit Courses may require an alternate grading system due to the rigor of the course and the established requirements as noted through the Dual Credit Articulation Agreement with College of the Mainland.

Transfer Students

Grade averages for any student transferring to Dickinson ISD will be used in place of assignments, quizzes, and major grades that the student has missed during the current grading period. Students will be permitted to submit alternate assignments, quizzes, and major grades for any transferred grade. Teachers will use the grade that most benefits the student.

Students transferring into the District shall receive the numerical grade that was earned in courses at another school. Letter grades shall be recorded as follows:

A+	98		B+	88		C+	78		D	70
A	95		B	85		C	75		F	0
A-	92		B-	82		C-	72			

Students transferring into the District with a letter grade of P (Pass) or F (Fail) shall be credited in conformity with the District course descriptions; however, no grade points shall be given for letter grades of P or F. *EIC (LOCAL)*

Transfer Students Who Have Not Been Previously Enrolled in a School for the Current School Year

- Students will be assessed for their demonstration of mastery of course content utilizing district/campus developed assessments which cover previously taught content.
- Teachers may assign additional assignments that are relevant in preparing students for the assessment.
- Students entering DISD without transfer grades and after 25% of the semester has passed, will audit courses.

Conduct

The student is assessed on conduct by each teacher. The conduct grade indicates how well the student is performing in classroom citizenship. Conduct grades may affect eligibility for participation in school activities; poor conduct interferes with a student’s ability to learn in class. The following letter system is used to report student conduct:

Grade		Description
E	Excellent	The student displays an excellent attitude, excellent work habits and overall conduct is cooperative. The student consistently observes classroom/school rules and regulations.
S	Satisfactory	The student displays a good attitude, good work habits and overall conduct is cooperative. The student generally observes classroom/school rules and regulations.
N	Needs Improvement	The student displays a fair attitude and needs improvement in work habits. At times, conduct is uncooperative and class is disrupted. The student does not observe classroom/school rules and regulations.
U	Unsatisfactory	The student displays a poor attitude and is consistently uncooperative. The student disrupts class and shows little respect for classroom and school rules and regulations.

Calculation of Semester Average

All secondary courses will calculate and report a semester average. Calculated averages reported on progress reports or report cards may not exceed 100%. Grades recorded in a grade-book represent a confidential record for assessment of student performance.

1st Semester Grade

The semester average is determined using the nine-week averages and the semester/final exam.

1st Nine-Week Average	45%
2nd Nine-Week Average	45%
Semester Exam	10%

2nd Semester Grade

The semester average is determined using the nine-week averages and the final exam.

3rd Nine-Week Average	45%
4th Nine-Week Average	45%
Semester Exam	10%

Reteaching and Reassess for Mastery

Dickinson Independent School District provides a well-balanced curriculum on the state prescribed Texas Essential Knowledge and Skills (TEKS). Students will have the opportunity to master the knowledge, skills, and competencies established by the district curriculum and the state standards.

DISD will utilize ongoing mastery assessments to determine which students are in need of intervention or acceleration. Formative/summative assessments and teacher observations will be utilized to determine which students are not mastering instructional objectives and are in need of extra support.

Intervention is responding to a learning problem right away using a new method. As a general rule, when students do not understand, teachers do one of three things:

- If it is a large portion of the class, the content will be explained again in a different way.
- If it is only a few students, individual or small group instruction will be provided.
- If a student still does not understand after receiving extra help, additional small group instruction and/or tutorial time will be recommended and provided.

Reteaching strategies to address both misunderstanding and partial understanding include, but are not limited to: error analysis, descriptive feedback on original task/assessment, student examples of expectations, modeling, think aloud, new tasks assigned by teacher, manipulatives, presenting the information again in a different way, review sessions, graphic organizers, small-group instruction, practice activities, computer tutorials/programs, peer tutoring, breaking down concept into smaller components, games and hands-on activities, and cooperative learning.

- If 25% or more of the students in a teacher's class do not demonstrate mastery of the TEKS on a classroom test, the teacher will provide reteaching and reassessment for students who did not pass. The score of the retest shall improve the test grade to a maximum of 70%. This requirement does not apply to nine weeks or semester exams.
- Students with three or more zeros on assignments over the assessed material may be excluded from the calculation of the 25%. Extenuating circumstances may be taken into consideration.
- In the event of unusual circumstances, an individual student may ask for the opportunity for reteaching and retesting. This request will be evaluated by a committee comprised of the teacher, the department chair, and the content area assistant principal. In case of disputes, the final decision rests with the campus principal. The request for a retesting opportunity shall be made within one (1) week after the test has been returned.
- Teachers may exercise their discretion in allowing retest opportunities to a grade higher than 70; however the procedure used must be approved by the campus principal and consistent among grade levels/departments.

Late Work

Students are expected to submit all assignments by the date and time established by the teacher. Any work not turned in by the end of the grading period will be recorded as a zero. The table below represents the maximum penalty that may be imposed for turning in late work.

School Days Late	Points Deducted (from earned grade)
1 day	10 points off
2 days	20 points off
3 days	30 points off
4 or more days	50 points off

- Extenuating circumstances may occur that are out of the control of the student and which prevent him/her from completing and returning homework assignments. The student is to inform the teacher of any such circumstances that prevented the completion of the homework. Teachers may grant exceptions to this policy, as necessary.
- Major projects and term papers that are assigned in advance are due on the due date. In the event of an excused absence and/or school event (i.e. UIL), the assignment is due on the day of return.

Make-Up Work

In order to provide the total assessment “picture” of a student’s academic progress for a course, any student missing classroom instruction shall be given the opportunity to make up the missing assigned work. This will ensure instructional continuity and place importance upon consistent attendance and daily study. Students shall be permitted to make up assignments and tests following any absence.

Make-Up Work Guidelines

- Make-up work is available to all students following any absence. Students are responsible for asking teachers for the make-up work upon returning to class. Students shall receive credit for satisfactory make-up work after an absence, but may receive a zero for any test not made up within the allotted time. Any assignment not turned in within the allotted time falls within the late work guidelines.
- Exceptions may be granted by the campus administration in extenuating circumstances.
- The number of class days allowed for make-up work to be completed for full credit will be day for day upon return to school. Extra time may be given at the teacher’s discretion.
- Extenuating circumstances will be reviewed on an individual basis.
- A student should not, on the day of returning to school, be required to take a quiz or test that was announced during his/her absence.
- Teachers may assign additional work to ensure that students who have been absent have sufficient opportunity to master the TEKS or to meet subject or course requirements. The assignments shall be based on the instructional objectives for the subject or course and may provide greater depth of subject matter than routine make-up work.
- Teachers are required to provide assignments prior to a scheduled absence, when requested by the parent. **Please note: scheduled absences require principal approval with two weeks advance notice.**
- Parents may request work for students who have been or who anticipate an absence to exceed three days. A 24-hour notice is required to gather the work from teachers.

High School Grade Averaging to Receive Credit

Grade averaging will be utilized for year-long courses if the grade is at least a 60 for either semester. The other semester must have a grade higher than a 70 that averages with the failing semester grade to achieve a final grade of 70. Courses must be taken during the same school year. **Courses taken in summer school or credit recovery are not considered for grade averaging. The failed semester is not counted for NCAA.**

High School Grade Points

Class ranking for each student in the graduating class shall be determined by averaging the semester grade points through the 7th semester of high school. Honor graduates, including Valedictorian and Salutatorian, will be named after the final class rank. No distinction is made between four-year and three-year graduates. All courses taken within the regular school day and regular school year shall carry grade points, including those grades transferred from other accredited high schools. Grades for courses in which credit was earned in credit recovery, outside the regular school day (i.e. evening school) or outside of the regular school year (i.e. summer school) shall not be included in the computation of a student’s GPA. In addition, courses for which high school credit was earned before the student entered high school shall not be included in the computation. Grade points shall be awarded for course work according to the following scale:

Grade Points Earned						
Numerical Grade	Letter Grade	*Dual Credit/ AP (4 point weighted scale)	Honors/PreAP/ Advanced CTE** (4 point weighted scale)	Academic (4 point scale)	Alternate Courses (3 point scale)	
95-100	A+ / A	6.0	5.0	4.0	90-100	3.0
90-94	A-	5.5	4.5	3.5		
85-89	B+ / B	5	4.0	3.0	80-89	2.0
80-84	B-	4.5	3.5	2.5		
75-79	C+ / C	4	3.0	2.0	70-79	1.0
70-74	C-	3.5	2.5	1.5		
0-69	D / F	0	0.0	0.0	0-69	0.0

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

**Some advanced CTE courses will be on the 5.0 scale beginning with Freshman starting 2020-21 school year and thereafter. Courses are designated in Section 3: Course Descriptions of this handbook.

Extracurricular Activities and University Interscholastic League (UIL) Eligibility

Per Policy EIA (Local), grades shall not be increased or reduced for participation or lack of participation in any extracurricular activity. Teachers, coaches, directors, and sponsors should refer to Texas Education Code §76.1 for definition of extracurricular activities. Sponsors of extracurricular clubs and groups are responsible for ensuring that participating students are eligible through confirmation of grades.

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DISD publishes an official eligibility calendar annually. See Appendix C of this document, the campus extracurricular sponsor, or www.dickinsonisd.org. This calendar is strictly adhered to, and it is recommended that you maintain a copy for your reference.

Official Eligibility Grade Check Date

This is the established calendar date for the official grade check.

Gain/Lose Dates

Students will gain eligibility if they are passing in ALL classes or lose eligibility if they fail ANY class.

Gain Only Dates

Ineligible students have the opportunity to regain eligibility if they are passing ALL classes, not just the ones they were failing.

Grade Period Dates

This is the effective date that students regain or lose eligibility at the end of the school day. It is seven calendar days after the official eligibility check.

Advanced Class Waivers

Dickinson ISD values academic rigor in student coursework and upholds high standards in regard to grade exemptions in Advanced level course work. Students who participate in an advanced course (AP, Dual Credit, or Honors) may apply for a waiver if they fail an advanced course with a 60 or higher for each UIL grading period. In order to apply for a waiver for UIL participation, a waiver application must be filled out completely. The waiver application is available from the coach/ sponsor or in Appendix C of this document. The form must be turned in within the 7-day grace period to the UIL administrator. The following rules must be noted:

- An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
- Only Dual Credit, Honors, AP, and regular Pre-Calculus classes are eligible for a waiver.
- On-level courses do not qualify for a waiver.
- The grade under consideration must be a **60** or higher.
- In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. Consideration will be given to extenuating circumstances.
- **If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three-week grade check immediately following the nine week grading period in ALL classes in order to maintain eligibility.**

University Interscholastic League (UIL) Eligibility

(Refer to UIL website <http://www.utexas.edu/admin/uil/admin/side/acad.html>)

- A student who receives, at the end of any grading period (after the first six weeks of the school year), a grade below 70 in any academic class or a student with disabilities who fails to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for at least three school weeks. An ineligible student may practice or rehearse, however. The student regains eligibility when the principal and teachers determine that he/she has: (1) earned a passing grade (70 or above) in all academic classes, other than those that are advanced, and (2) completed the three school weeks of ineligibility.
- All schools must check grades for all participants at the end of the first six weeks of the school year. From that point, grades are checked at the end of each six-week grading period. Students who pass remain eligible until the end of the next grading period.

All activity coaches and directors are responsible for obtaining official grade reports from the individual the principal designates as the keeper of official grades before the student represents the school. This provision applies to all grading periods. It also applies to all three school week evaluation periods for ineligible students.

DICKINSON CONTINUATION CENTER

Grading Guidelines

Most courses at the Dickinson Continuation Center are completed online using Edgenuity. The following grading categories and grade weights will be used:

Quizzes	30%
Tests	40%
Assignments	10%
Exam	20%

- The average from Edgenuity will be entered in the teacher's gradebook in Skyward as an assignment. This grade will be posted directly on the student's transcript.
- If absences cause a student to fall behind Edgenuity's assignment calendar, it is the student's responsibility to do the work required to get back on target.
- If a student fails an assignment, quiz, and/or a test, he/she may be granted an additional attempt with the ability to earn the higher of the two grades.
- Core subject courses that are directly taught by classroom teachers, follow the same grading guidelines as all secondary campuses in the district.

GUIDELINES FOR SPECIAL PROGRAMS

English Learners and Recent Immigrants

All academic and performance expectations apply equally to second language learners; however, it is imperative to recognize critical processes and features of second language acquisition including the affective, linguistic, and cognitive needs as described in section 89.1210(e) of 19 TAC Chapter 89, Subchapter BB:

(1) **Affective.** Limited English proficient students shall be provided instruction using second language methods in English to introduce basic concepts of the school environment which instills confidence, self-assurance, and a positive identity with their cultural heritages. The program shall address the history and cultural heritage associated with both the students' home language and the United States.

(2) **Linguistic.** Limited English proficient students shall be provided intensive instruction to develop proficiency in the comprehension, speaking, reading, and composition of the English language. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills.

(3) **Cognitive.** Limited English proficient students shall be provided instruction in English, Mathematics, Science, Health, and Social Studies using second language methods. The instruction in academic content areas shall be structured to ensure that the students master the required essential knowledge and skills and higher order thinking skills. It is also imperative to modify the **instruction, pacing, and materials** to ensure that English learners have a full opportunity to meet these expectations. The expectations apply to the second language learner at his/her level of proficiency in English. **Students who have waived the services of the Bilingual/EL Program will be graded according to DISD Grading and Reporting Procedures without consideration given to the student's English language proficiency level.**

Bilingual and ESL Program Grading (K-6)

The following procedures and expectations will be utilized for students in Bilingual or ESL Programs.

Emerging Bilinguals (EB) in the bilingual program are to be assessed for progress and achievement through native language instruction, as well as assessing progress in learning English. For Spanish speaking students in the bilingual program, the Spanish Report Card will be used to report grades to parents/guardians every nine weeks. In accordance with state requirements, the DISD is currently implementing both a Bilingual and an ESL program for elementary (PreK-6). The Bilingual program provides academic instruction in the native language as well as instructional time to English language acquisition, with the amount of instruction in each language being commensurate with the students' level of proficiency in each language and their level of academic achievement. The ESL Program provides instruction in English through sheltered instruction strategies to support comprehensive input and to accelerate language acquisition.

1. Teachers will report grades following District guidelines in all content areas during each grading period.
2. Teachers will report conduct grades in accordance with District procedures for all grade levels.
3. Parent/Guardian-teacher communication is scheduled to address individual student needs.

APPENDIX A: STUDENT SUMMARY AND PROGRESS SUPPORTING A GRADE BELOW 50

**Student Summary and Progress Reporting:
Grade Below 50**

Student Name:	Campus:	Date:
Teacher Name:		
Subject:	Attendance:	
TEKS Not Mastered:		
Reteach/Retest Instruction Dates:		Grade: 3 weeks _____ 6 weeks _____ 9 weeks _____
Late/Make-up work opportunities according to district policy were provided on the following dates:		
Number of grades reported for class during grading period:		
Instructional Interventions provided to support student: Number of minutes: Results:		
Discipline/Class conduct:		
Parent notification date(s):		
AP/Principal/Counselor notification date(s):		

Signature of Teacher

APPENDIX B: APPLICATION FOR DUAL CREDIT, HONORS, OR AP WAIVER

Dickinson ISD 2022-2023
Application for Dual Credit, Honors, or AP Waiver

UIL Activity: _____ Coach/Sponsor: _____

In order to apply for a waiver for UIL participation, this form needs to be filled out completely. The following rules must be noted:

1. An application is a request. The UIL administrator will **CONSIDER** the waiver; it is not a guaranteed waiver.
2. Only Dual Credit, Honors, and AP classes are eligible for a waiver.
3. On-level courses do not qualify for a waiver.
4. The grade under consideration must be a **60** or higher for each UIL grading period.
5. In order to be considered for a waiver, a student must be present 96% of the days in which school was in session during the grading period in which the waiver is requested. For example, if there are 30 days in the grading period, a student must be present 28.8 days. Consideration will be given to extenuating circumstances.
6. **If a waiver is awarded for any nine weeks grading period (NW1, NW2, and NW3), the student must earn a passing grade of at least 70 by the three week grade check immediately following the nine week grading period in ALL classes.**

The following courses will be considered for waiver purposes:

- **English** - All AP, Dual Credit and Honors courses
- **Math** - All AP, Dual Credit, Honors courses AND Pre-calculus
- **Science** - All AP, Dual Credit, and Honors courses
- **Social Studies and Economics** - All AP, Dual Credit and Honors courses
- **Languages other than English** - All AP, Dual Credit, and Honors courses

Student Name: _____ Grade Level: 7 8 9 10 11 12

Student ID: _____ Class Failing: _____

Numerical Average: _____

Teacher Comments: _____

The student must address the two areas below in writing and attach responses to this form.

1. **Reasons for failure**
2. **Plan to improve grade**

Return the completed waiver application and written responses to the UIL administrator. Typed responses are preferred. Failure to complete the application in its entirety will result in denial of the waiver. All waivers are due before the 7-day grace period ends.

Student Signature: _____ Date: _____

Parent Signature: _____ Parent Phone: _____

Coach/Sponsor's signature: _____

APPENDIX C: DISD 2022-2023 TEA/UIIL ELIGIBILITY CALENDAR

This document is intended to bring clarity to the eligibility calendar for UIL participants. Specifically, be aware of the following points:

- Grace periods for eligibility are seven (7) calendar days after the evaluation, with the exception of holidays.
- Students may only lose eligibility at PR 2 and the nine weeks grading period.
- Students can regain eligibility at the following times: 3 weeks progress report, 6 weeks progress report and 9 weeks grade report.
- All students are academically eligible during Thanksgiving Break, Christmas Break, and Spring Break holidays.
- All students not meeting credit/promotion criteria on August 23, 2022 are academically ineligible until the end of the 1st 6 weeks (PR2).

August 23, 2022	Any student not meeting credit/promotion criteria becomes ineligible
October 1, 2022	Mandatory UIL grade check of all students (PR2)
October 8, 2022	All passing students obtain eligibility-All failing students become ineligible
October 15, 2022	End of 1st 9 weeks – all students’ grades are checked (NW1)
October 22, 2022	All passing students obtain eligibility-All failing students become ineligible
Nov. 5, 2022	Check grades of all ineligible students (PR3)
Nov. 12, 2022	All passing students become eligible
Nov. 19- Nov. 28	All students are academically eligible (Holiday) **under No Pass, No Play Rule only
Nov. 29, 2022	Students ineligible prior to the holiday, Return to ineligible status
December 3, 2022	Check grades of all ineligible students (PR4)
December 10, 2022	All passing students become eligible
December 17, 2022	End of 2 nd 9 weeks – all students’ grades are checked
Dec. 17 - Jan. 3	All students are academically eligible (Holiday) ** under No Pass, No Play Rule only
January 4, 2023	Students ineligible prior to the holiday, return to ineligible status (NW1)
January 11, 2023	All passing students obtain eligibility-All failing students become ineligible (NW2)
January 24, 2023	Check grades of all ineligible students (PR5)
January 31, 2023	All passing students obtain eligibility
February 11, 2023	Check grades of all ineligible students (PR6)
February 18, 2023	All passing students obtain eligibility
March 11, 2023	End of 3rd 9 weeks – all students’ grades are checked (NW3)
March 11-20, 2023	All students are academically eligible (Holiday) ** under No Pass, No Play Rule only
March 28, 2023	All passing students obtain eligibility-All failing students become ineligible
April 8, 2023	Check grades of all ineligible students (PR7)
April 15, 2023	All passing students obtain eligibility
April 29, 2023	Check grades of all ineligible students (PR8)
May 6, 2023	All passing students obtain eligibility

**Dickinson Independent School District
Grading and Reporting Procedures Teacher Acknowledgement Form**

By my signature, I acknowledge receipt of the Dickinson ISD Grading and Reporting Procedures manual. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Dickinson ISD Grading and Reporting Procedures manual is available to me on-line at the district's website located at <http://www.dickinsonisd.org/page/staff.home>. The manual is accessible by following the link above, clicking Educational Services Resources, and then opening the Grading and Reporting folder.

I understand that changes in district policies may supersede, modify, or eliminate the information summarized in this manual. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Printed Name:

Campus/Department:

Teacher Signature

Date

Signed forms are due to your campus principal on or before August 26, 2022

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: 21-22 District Improvement Plan Summative Review

Agenda Item: Dr. Jeff Pack

Background Information:
Administration will present the 2021-2022 District Improvement Plan Summative Review.

Recommendation:
Information only

Action Item: Yes No

Dickinson Independent School District

District Improvement Plan

2021-2022 Summative Review



256

Mission Statement

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

Vision

WHAT WE ASPIRE TO BE

Inclusive of all, Dickinson ISD will cultivate excellence, producing confident, collaborative, goal-driven learners who become empowered citizens in a global society.

Value Statement

257

**CONFIDENT LEARNERS
TODAY**

**CHANGE MAKERS
TOMORROW**

**GATORS
FOREVER!**

Table of Contents

Goals 4

- Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success. 4
- Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment 14
- Goal 3: DISD will make family and community partnerships a priority. 21
- Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success. 26
- Goal 5: DISD will provide operational services to support the success of student learning. 31





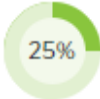



Goals









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

Performance Objective 1: Develop and implement effective Professional Learning Communities on all campuses in all grade levels.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the Solution Tree PLC model district-wide (Includes the framework in which PLCs function)</p> <ol style="list-style-type: none"> Campus leadership teams and teachers attend PLC At Work summer conference in DISD Teams who attend the summer training will structure PLCs and model the Solution Tree format Utilize Global PD for more information about how to structure PLCs <p>Strategy's Expected Result/Impact: Rigorous Teaching and Assessing in the Classroom ultimately resulting in improved test results.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Campus instructional leadership</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - Results Driven Accountability</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
				 259
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the Solution Tree PLC common language district-wide</p> <p>Strategy's Expected Result/Impact: Improved student achievement based on assessment data</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator All instructional stakeholders</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 211-Title IA, Title III Paraprofessionals - 255-Title IIA, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Incorporate the 4 Essential Questions to guide PLCs and decision-making Strategy's Expected Result/Impact: Improved teaching learning based on district and state assessments Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Campus instructional leadership Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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





Performance Objective 2: Provide curriculum that is strategically aligned and focused on essential standards.





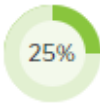

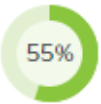





TEA Priorities: Build a foundation of reading and math

Evaluation Data Sources: Improved student achievement based on assessment data

Summative Evaluation: Met Objective

Next Year's Recommendation: Curriculum specialist and instructional coaches will support teacher teams to differentiate their selection of essential standards based on 260 campus data.

Strategy 1 Details	Reviews			
Strategy 1: Identify essential standards PK-12 in all core subjects/classes. Strategy's Expected Result/Impact: Improved student achievement based on assessment data Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Instructional Coaches, Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and resources for teachers on the unpacking of essential standards. Train instructional coaches to unpack the TEKS.</p> <p>Strategy's Expected Result/Impact: Improved teacher instruction and student achievement based on assessment data</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide resources and training for teachers on using essential standards (guidance documents for scope and sequence, lesson planning, best practices, strategies, etc)</p> <p>Strategy's Expected Result/Impact: Improved teacher instruction and student achievement based on assessment data</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Instructional Coaches Coordinator of Special Programs Instruction & Compliance</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				 261
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Develop a comprehensive assessment plan.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Develop a Calendar of Assessments including the implementation of digital assessments Staff Responsible for Monitoring: Director of Assessment Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop protocol for Data Review after each assessment including an intentional intervention plan Staff Responsible for Monitoring: Director of Assessment, Curriculum Coordinator Curriculum Specialists Campus Instructional Leadership Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Transition state and local assessments to online administrations Staff Responsible for Monitoring: Director of Assessment Curriculum Coordinator Curriculum Specialists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Train teams to verify campus assessments are aligned to state standards and DISD curriculum (to include writing assessments) Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Curriculum Coordinator Curriculum Specialists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Provide training for assessment protocols (administration, procedures, requirements) Staff Responsible for Monitoring: Director of Assessment Campus Testing Coordinators	Formative			Summative
	Nov	Jan	Mar	June

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6







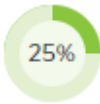
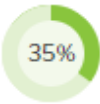


Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success.













Performance Objective 4: Implement best practices to ensure quality instruction.





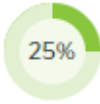







TEA Priorities: Build a foundation of reading and math













Summative Evaluation: Met Objective





















Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development for teachers/staff on best practices for differentiating instruction (e.g. UDL) All instructional resources are vetted through an alignment process and included in the district curriculum. Classroom instruction, including instruction for special population groups, shall be aligned to the district curriculum, including scope and sequence, unit overviews and district-approved best practices (strategies, structures, student tasks.)</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Curriculum Coordinator Principals Instructional Coaches Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
	50%	60%	70%	100%
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a comprehensive 3 year plan for implementing UDL.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Deputy Superintendent of Educational Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	10%	25%	35%	→

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training and implement teacher coaching cycle with instructional coaches.</p> <p>Strategy's Expected Result/Impact: Improved teacher instruction and student achievement based on assessment data</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Curriculum Coordinator Instructional Coaches Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and implement a plan for Schoology as an instructional platform</p> <p>Create plan for roll out Implement phase 1 - moving from Google Classroom to Schoology and provide instructional expectations Research Blended Learning Models with a Blended Learning Team of educators Identify a district model for Blended Teaching Summer-Provide professional development on the district blended teaching model Investigate the feasibility of using Schoology for curriculum - move curriculum documents if feasible Implement the district blended learning model</p> <p>Strategy's Expected Result/Impact: Improved teacher instruction and student achievement based on assessment data</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Executive Director of Technology Curriculum Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				 264

Strategy 5 Details	Reviews			
<p>Strategy 5: Establish a laser focus on teaching phonics in grades K-3. Review curriculum documents and ensure there is a strong process of the instruction of phonics including specific resources to be used Provide training to LAR instructional coaches LAR instructional coaches will train campus teachers in accessing and utilizing the district phonics resources</p> <p>Strategy's Expected Result/Impact: Improved teacher instruction and student achievement based on assessment data</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Curriculum Coordinator Curriculum Specialists ELAR Specialists Campus administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Special Programs: Provide customized instruction for qualified general education homebound students and professional development opportunities for teachers and campus 504 coordinators on 504 regarding compliance on homebound services.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Special Programs: Ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching with the goal that teachers of special education students are providing rigorous instruction to all students to ensure they are making progress within their curriculum and IEPs, including utilizing all accommodations agreed upon by the ARD committee</p> <p>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance Campus principals / Assistant principals</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID and ED and conducting Case Review for all evaluations of ID students.</p> <p>Strategy's Expected Result/Impact: increased knowledge and accurate identification of students</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Special Programs: Conduct FIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records).</p> <p>Strategy's Expected Result/Impact: Improve SPP 11 data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Special Programs: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services.</p> <p>Strategy's Expected Result/Impact: Improve SSP 11 (LRE) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance Campus principals / Assistant principals</p> <p>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Special Programs: Dickinson ISD is committed to decreasing the percent of special education removals (Action code (E105) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, 60) as evidenced by PEIMS report comparisons and continued implementation of Restorative Practice Techniques.</p> <p>Strategy's Expected Result/Impact: Improved SSP 18 (Sped Total Disciplinary Removals Rate) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Campus Administrators Coordinator of Evaluation and Related Services Behavior Coaches</p> <p>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Developing and implementing a well-rounded program of instruction to meet the academic needs of students through Robotics; GT programs, Investigators, Gator Scholars, STEM Academy, Gator Travelers; advanced courses; dual credit; dual language; CTE Programs and Fine Arts.</p> <p>Strategy's Expected Result/Impact: Improve student academic achievement</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics Director of Fine Arts Director of CTE Director of Bilingual /ESL</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p> <p>Funding Sources: - 287-Title IV, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				 267
Strategy 13 Details	Reviews			
<p>Strategy 13: Assist schools in identifying and serving GT students.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and participation in well-rounded programs</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Assist schools in identifying students at risk for academic failure and providing opportunities for students to achieve academic growth.</p> <p>Strategy's Expected Result/Impact: Close the learning gaps for struggling students</p> <p>Staff Responsible for Monitoring: Director of At Risk</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 211-Title IA, - 199-SCE, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<p>Strategy 15: Increase certification options through our Career & Technical Education (CTE) program by providing students with opportunities to prepare for certification exams using online platforms</p> <p>Strategy's Expected Result/Impact: Increase the number of certifications earned by students</p> <p>Staff Responsible for Monitoring: Director of CTE</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - Perkins, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
<p>Strategy 16: Provide work-based learning opportunities through our Career & Technical Education (CTE) program that provide students in-depth interaction with industry professionals</p> <p>Strategy's Expected Result/Impact: Increase in career readiness for students</p> <p>Staff Responsible for Monitoring: Director of CTE</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - Perkins, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
<p>Strategy 17: Provide academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupation or industries</p> <p>Strategy's Expected Result/Impact: Increase in career readiness for students</p> <p>Staff Responsible for Monitoring: Director of CTE</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - Perkins, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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






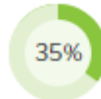
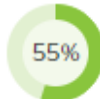





Performance Objective 5: Reduce and eliminate random variation in the delivery of curriculum.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Sources: Improved teaching learning based on district and state assessments





















Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to evaluate and revise curriculum documents and monitor instruction.

Strategy 1 Details	Reviews			
<p>Strategy 1: Design and implement a Teaching and Learning Process Model and a Quality Control system for delivery of instruction. Evaluate the current instructional model using the CMSi standards for curriculum Adjust model as necessary (Use the CMSi Mastery Learning Instructional Model) Identify a Teaching and Learning Process Model. Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 50%	 65%	 100% 269
Strategy 2 Details	Reviews			
<p>Strategy 2: Re-establish Tier 1 priorities and eliminate random variation of priorities Identify Tier 1 Priorities for each core content area and grade level Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Curriculum Coordinator Curriculum Specialists Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 35%	 55%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Expand the safety program to incorporate best practices and move beyond compliance.

Strategy 1 Details	Reviews			
Strategy 1: Update Safety Procedures using Texas School Safety Center (TSSC) Protocol Staff Responsible for Monitoring: Assistant Supt. for Administration Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create Electronic Master Safety Procedures Manual Staff Responsible for Monitoring: Assistant Supt. for Administration Results Driven Accountability Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Safety Training Strategy's Expected Result/Impact: Texas School Safety Center Staff Responsible for Monitoring: Assistant Supt. for Administration Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Special Programs: Expand Standard Response Protocol Training for Professional School Counselors to include increased emphasis on response and reunification. Staff Responsible for Monitoring: Social Emotional Learning Specialist Executive Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Special Programs: Develop specific reunification plan for high-needs, special education students Staff Responsible for Monitoring: Assistant Supt. for Administration Executive Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Routinely practice reunification tabletop exercises including a simulated drill Staff Responsible for Monitoring: Assistant Superintendent for Administration	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: Foster students' emotional safety through the development of positive relationships and school culture/climate (e.g Restorative Practices, Character Strong).

Strategy 1 Details	Reviews			
Strategy 1: Special Programs: Implement campus SEL SQUADS (Social Emotional Learning Staff Qualified Uniquely advocating for Dickinson) teams. Strategy's Expected Result/Impact: Social/Emotional Learning Specialist Staff Responsible for Monitoring: Professional School Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Special Programs: Implement Gator BREAK in classrooms Staff Responsible for Monitoring: Social/Emotional Learning Specialist SEL SQUADS	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Special Programs: Provide students that meet qualifications access to Communities in Schools Student Support Specialist on all campuses. Strategy's Expected Result/Impact: Support at-risk students and reduce drop out. Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Special Programs: Provide referrals to outside agencies to meet the needs of students. Strategy's Expected Result/Impact: Increased referrals Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: Enhance students' physical health through instruction and district health services.

Strategy 1 Details	Reviews			
Strategy 1: Transform physical education into comprehensive wellness program. - Identify priority health TEKS and integrate them into PE classes - Provide professional development time for PE teachers - Create a wellness awareness campaign Staff Responsible for Monitoring: Assistant Superintendent for Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote Gator Hope Clinic access Staff Responsible for Monitoring: Gator Hope Clinic Physician Assistant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Special Programs: Provide Anti-victimization training. Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Special Programs: Expand Substance Abuse Prevention Program Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Special Programs: Implement Human Trafficking Prevention Program - Training for staff - Curriculum for students Staff Responsible for Monitoring: Social/Emotional Learning Specialist Funding Sources: - Outside Agency	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

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

273

Strategy 1 Details	Reviews			
Strategy 1: Special Programs: Promote the streamlined Gator Wellness Center Referral Process Staff Responsible for Monitoring: Social/Emotional Learning Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Special Programs: Implement SEL SQUAD Staff Responsible for Monitoring: Social/Emotional Learning Specialist	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Special Programs: Strengthen Staff Wellness Initiative Staff Responsible for Monitoring: Social/Emotional Learning Specialist	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				











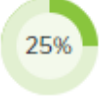

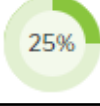







Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 5: Establish an advisory council to advocate for an equitable environment for all.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: The council will be established in 22-23, and the council will decide on next steps.

Strategy 1 Details	Reviews			
Strategy 1: Assemble committee and begin discussions Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details				
Strategy 2: Ongoing leadership development and capacity building Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details				
Strategy 3: Disaggregate data to identify underserved and marginalized groups Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Review research to identify equity strategies for P-12 Educational systems Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Solicit feedback from stakeholders to develop equity framework Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Present framework to staff and community groups for feedback Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Facilitate community and district sessions to assess DISD practices and recommend tactics Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Research viability of stakeholder recommended tactics Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: Review and identify tactics with administrators for inclusion in the equity action plan Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Finalize inaugural equity action plan Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Integrate and align appropriate equity tactics into the district strategic plan and other action plans Staff Responsible for Monitoring: Deputy Superintendent for Educational Services	Formative			Summative
	Nov	Jan	Mar	June
				 276
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: Provide parents access to various community resources.

Evaluation Data Sources: Parent and community surveys, participation data from schools

Strategy 1 Details	Reviews			
Strategy 1: Create and maintain a Community Online Resource Strategy's Expected Result/Impact: Provide access to a variety of resources for parent and family needs Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Survey parents to identify needed resources such as counseling services, food, and other community resources Strategy's Expected Result/Impact: Identify specific needs of students and families Staff Responsible for Monitoring: Director of Federal Programs Executive Director of Special Programs District Social Worker & Counselor Schoolwide and Targeted Assistance Title I Elements: 2.6 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure parent communication is translated to Spanish Strategy's Expected Result/Impact: Improve parent communication Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 3.2 Funding Sources: Translation Services - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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

Performance Objective 2: Expand partnership with community organizations and churches to support students and schools with various campus needs.

Evaluation Data Sources: Parent surveys, evidence of website usage

Strategy 1 Details	Reviews			
Strategy 1: Use current partnerships to grow volunteering programs, that may include educational resources for families, tutoring and other needs as they arise Strategy's Expected Result/Impact: Increased family and community connections and meeting needs of students and families Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 3.2 Funding Sources: - No Funding Required	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Research and develop a community-based student mentoring program to support students academically, socially and emotionally, including students with disabilities.</p> <p>Strategy's Expected Result/Impact: Positive impact on the social and emotional learning for students</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist Director of Federal Programs Executive Director of Special Programs District Social Worker & Counselor District Transition Specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

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

Performance Objective 3: Expand partnerships with area colleges and universities

Evaluation Data Sources: Evidence of student enrollment and participation in programs

278

Strategy 1 Details	Reviews			
<p>Strategy 1: Actively partner with area colleges and universities</p> <p>Strategy's Expected Result/Impact: Increase college and career readiness for students and educate families about college and career opportunities</p> <p>Staff Responsible for Monitoring: Director of At-Risk Director of Advanced Academics Director of CTE</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs</p> <p>Strategy's Expected Result/Impact: Increase college and career readiness for students and families</p> <p>Staff Responsible for Monitoring: Director of At-Risk</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Partner with CTE businesses at junior high, middle and elementary schools to foster college and career readiness Strategy's Expected Result/Impact: Increase college and career readiness for students and families Staff Responsible for Monitoring: Director of At-Risk Director of Advanced Academics Director of CTE Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs Strategy's Expected Result/Impact: Improve parent and family communication Staff Responsible for Monitoring: Director of At-Risk, Bilingual/ ESL	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

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









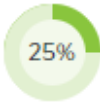

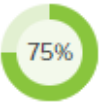





279









Performance Objective 4: Equip families with tools to enhance and extend learning at home.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Strategy 1 Details	Reviews			
Strategy 1: Create a parent/family survey to identify the individual needs of each campus related to learning and utilizing district resources Strategy's Expected Result/Impact: Identify the needs of families and students Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide training to parents in ways to support their children at home in reading, math homework Strategy's Expected Result/Impact: Improve parent and family engagement to support learning Staff Responsible for Monitoring: Director of Federal Programs Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 Funding Sources: - 211-Title IA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide parents with classes/supports for accessing district resources to support learning Strategy's Expected Result/Impact: Improve parent and family engagement to support learning Staff Responsible for Monitoring: Technology Integration Coordinator Director of Federal Programs Director of At-Risk, Director of Advanced Academics Director of Professional Learning Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2 Funding Sources: - 211-Title IA, - 263-Title IIIA	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			280
Strategy 4: Set up needs assessment platform at registration for parents to identify training needs as related to use of district educational and student management resources Strategy's Expected Result/Impact: Identify the specific needs of students and families Staff Responsible for Monitoring: Director of Federal Programs Director of At-Risk	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit, Open Windows Lighted Doors... for students and families. Strategy's Expected Result/Impact: Increase awareness for students and parents of various educational opportunities available for all students Staff Responsible for Monitoring: Director of Federal Programs Director of At-Risk Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199-SCE, - Local Funding, - 211-Title IA	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide a Parent and Family Engagement Coordinator for each campus to provide support for meeting the needs of the families, planning engagement activities, and documenting engagement requirements.</p> <p>Strategy's Expected Result/Impact: Foster parent and school partnerships and improve parent and family engagement.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs Principal Parent and Family Engagement Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 3.1, 3.2</p> <p>Funding Sources: Extra Duty Pay - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 1: Refine a recruitment pipeline with multiple sources to provide the district with qualified candidates to meet the staffing needs of the district.

TEA Priorities: Recruit, support, retain teachers and principals

281

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to recruit in a variety of venues including in-district and out of district job fairs to attract a broad and diverse applicant pool.</p> <p>Strategy's Expected Result/Impact: Increase the number of qualified applicants available for each new position.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.</p> <p>Strategy's Expected Result/Impact: Increase overall district retention rate.</p> <p>Staff Responsible for Monitoring: Executive Director for Human Resources</p> <p>Funding Sources: - Local Funding, - 211-Title IA, - Special Programs</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide campus administrators with training on hiring practices and interviewing techniques.</p> <p>Strategy's Expected Result/Impact: Develop equity-based practices for screening, interviewing, and retaining employees.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Increase partnerships with teacher preparation programs including state and local universities.</p> <p>Strategy's Expected Result/Impact: Increase rate of acquisition of teachers from affiliated programs.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
				282
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to advertise open positions in variety of virtual formats including social media, web pages, and professional associations/organizations.</p> <p>Strategy's Expected Result/Impact: Increase the number of qualified applicants available for each new position.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

















Strategy 6 Details	Reviews			
Strategy 6: Research best-practices for a grow your own program for students in the Teaching & Learning CTE Program of Study (POS). Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students Staff Responsible for Monitoring: Director of Career & Technical Education Funding Sources: - Local Funding, - Perkins	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Special Programs: Implement a recruitment and supplemental training program for teachers who are interested in becoming an educational diagnostician or LSSP. Strategy's Expected Result/Impact: Increase staff knowledge. Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation & Related Services Funding Sources: - Local Funding, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success. 283

Performance Objective 2: Provide high-quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction.

TEA Priorities: Recruit, support, retain teachers and principals

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities across all departments and content areas. Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Department Funding Sources: - 211-Title IA, - 263-Title IIIA, - Local Funding, - 199-SCE, - IDEA B	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance the two-year teacher induction and mentoring program to all teachers new to the profession. Strategy's Expected Result/Impact: Increase teacher retention rate of beginning teachers (0-2 years). Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning</p> <p>Funding Sources: - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop emerging teacher-leaders and mid-level administrators for future positions within the district through a leadership academies and opportunities to lead campus and district professional development sessions Staff Responsible for Monitoring: Director of Teacher Development & Professional Learning</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Special Programs: Provide/expand district-wide professional development focusing on the development and implementation of the Students Success Triangle (IEP goals, objectives, PLAAFPs, progress monitoring and reporting), accommodations, and designated supports, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district offerings. Strategy's Expected Result/Impact: Increased knowledge base for educators. Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Funding Sources: - Special Programs, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Special Programs: Provide professional development (e.g. Neuhaus, Reading by Design, Learning Ally, etc.) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities. Strategy's Expected Result/Impact: Increased knowledge base for educators Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Special Programs: Continue to provide professional development for ECSE, PK and K-12 support staff, teachers, administrators, and paraprofessionals supporting research-based instructional strategies for working with students with behavioral, occupational, physical, speech/ language, hearing, sight, functional and/or learning challenges with the goal of increasing inclusive opportunities for students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increase inclusive learning opportunities for students with disabilities</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Funding Sources: - Local Funding, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices</p> <p>Strategy's Expected Result/Impact: Increased staff knowledge Student progress on STAAR / STAAR-Alt & EOC</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Funding Sources: - IDEA B, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Special Programs: Provide CBVIs, explore employment opportunities, and organize visits to college campuses (COM and ACC Strive Program), and transition fair. (Follow county health guidelines addressing COVID.)</p> <p>Strategy's Expected Result/Impact: Increased opportunities for students in special education to generalize skills</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Funding Sources: - Local Funding, - IDEA B</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

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

Performance Objective 3: Provide all staff with a package of benefits and services that addresses personal and professional needs.

TEA Priorities: Recruit, support, retain teachers and principals

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with performance objective; this is a moving target.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a comprehensive retention plan that provides avenues for DISD employees to seek degrees, certifications, and CPEs in accordance with district needs and priorities.</p> <p>Strategy's Expected Result/Impact: Targeted teachers will successfully complete certification requirements by designated timelines.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and make plans to implement Teacher Incentive Allotment .</p> <p>Strategy's Expected Result/Impact: Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p> <p>Funding Sources: - Outside Agency</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			286
<p>Strategy 3: Collaborate with the SHAC committee and Social-Emotional Learning Specialist to develop a comprehensive wellness program.</p> <p>Strategy's Expected Result/Impact: Support overall well-being of all staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to provide district maintained employee daycare, ages birth to 5 years, to attract and retain highly qualified candidates.</p> <p>Strategy's Expected Result/Impact: Increase retention rate for employees who benefited from employee day care facility.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

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

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

Evaluation Data Sources: 2021-2022 District Budget

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase network bandwidth as well as NOC to campus connectivity to provide for increased digital learning Strategy's Expected Result/Impact: Faster connectivity, ability to do district wide online assessments Staff Responsible for Monitoring: DISD Technology Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - Equity Plan Funding Sources: ERate and Local Funds - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will be annually trained on data privacy and security. Any company housing DISD data will be required to comply with all FERPA and COPPA Laws Strategy's Expected Result/Impact: Data privacy and security, no breaches Staff Responsible for Monitoring: Executive Director of Technology</p> <p>Funding Sources: Local Funds - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All DISD software will be updated as necessary Strategy's Expected Result/Impact: Increased network security. Increased productivity through efficient work flow Staff Responsible for Monitoring: Executive Director of Business Operations, Executive Director of Technology</p> <p>Funding Sources: Local Funds - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Refresh network hardware Strategy's Expected Result/Impact: Efficient network functioning Staff Responsible for Monitoring: Executive Director of Technology Schoolwide and Targeted Assistance Title I Elements: 2.4 Funding Sources: ERate Federal Funds and Local Funds - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Utilize district funds and resources in a fiscally responsible manner

Evaluation Data Sources: District inventory, Annual Audit Reports

Strategy 1 Details	Reviews			
Strategy 1: Enhance internal controls to protect district assets via inventory runs, bar coding and attendance accountability via TCP Strategy's Expected Result/Impact: Financial transparency Staff Responsible for Monitoring: Executive Director of Technology Executive Director of Business Services Funding Sources: Finance System, Inventory System - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase resources through alternate funding sources such as grants Strategy's Expected Result/Impact: Fund technology and intervention for student learning Staff Responsible for Monitoring: Federal Programs Director Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: - 211-Title IA, - 263-Title IIIA, Various federal funds and grants - Local Funding	Formative			Summative
	Nov	Jan	Mar	June

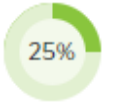





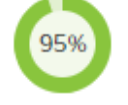





Strategy 3 Details	Reviews			
Strategy 3: Maintain an efficient procurement system Strategy's Expected Result/Impact: Manage district resources Staff Responsible for Monitoring: Executive Director of Business Services Funding Sources: Finance System - Local Funding, - Bond	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Software utilized for instructional needs will be evaluated annually by curriculum and Instructional Technology Teams to determine the effectiveness of the software for student growth Strategy's Expected Result/Impact: Software that promotes student academic growth Staff Responsible for Monitoring: Deputy Superintendent for Educational Services Funding Sources: - Local Funding	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 3: Provide a safe, clean and comfortable environment through climate control management, working door closures and locks/access systems and providing PPE 289

Evaluation Data Sources: Inspections and checks

Strategy 1 Details	Reviews			
Strategy 1: Maintain efficient operation of climate control to maintain facilities as well as instructional continuity *Investigate controls to help monitor district utility demand *Upgrade energy management controls Strategy's Expected Result/Impact: Lower utility bills Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director of Maintenance Director of Energy Management	Formative			Summative
	Nov	Jan	Mar	June



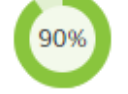

Strategy 2 Details	Reviews			
Strategy 2: Ensure that all doors and locks are functioning properly on all campuses and district buildings Strategy's Expected Result/Impact: Safe and secure schools Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director of Maintenance	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Maintain a cleaning/maintenance schedule that allows all buildings and areas inside and outside of the buildings to be properly cleaned and maintained *Supply PPE for all sites Strategy's Expected Result/Impact: Clean and well-maintained buildings Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director of Custodial Services	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





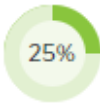

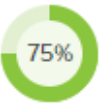



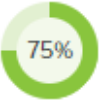





Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 4: Provide a foundation for the instructional day through food and nutrition as well as transportation services. Fully staffed teams, purchasing additional busses, improving menu items and providing free breakfast to all ²⁹⁰

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Sources: Times of routes, staffing reports, USDA reports

Strategy 1 Details	Reviews			
Strategy 1: Transportation- purchase additional buses; hire additional staff Strategy's Expected Result/Impact: Additional routes so the rides are shorter Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director of Transportation	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Maintain a full Transportation Staff *Recruit *Retain *Incentivise Strategy's Expected Result/Impact: Maintain and add routes Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director of Transportation	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: FNS- improve menu options and promote healthy eating habits Strategy's Expected Result/Impact: Healthier students Staff Responsible for Monitoring: Director of Food and Nutrition Services	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: FNS- continue providing breakfast and lunch free to all students Strategy's Expected Result/Impact: Students who are ready to learn without worrying about food. Staff Responsible for Monitoring: Director of Food and Nutrition Services	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 5: Create safe educational spaces that promote effective teaching and learning through electronic alerts in buildings for egress points, vestibule upgrades and controlled access to buildings.

Evaluation Data Sources: Construction reports, access control data

Strategy 1 Details	Reviews			
Strategy 1: Implement electronic alerts in all areas of district buildings *Train on use of alert button app *Develop, implement, and practice reunification Strategy's Expected Result/Impact: Safe and secure schools Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Executive Director of Technology	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a master plan for visitor entry *Vestibule Security Upgrades Strategy's Expected Result/Impact: Safe and secure schools Staff Responsible for Monitoring: Executive Director of Facilities Planning and Construction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Develop master plan utilizing controlled access with district IDs Strategy's Expected Result/Impact: Safe and secure schools Staff Responsible for Monitoring: Executive Director of Facilities Planning and Construction	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2022
Item Title: 2022-2023 Board Goals
Agenda Item: Carla Voelkel/Dr. Jeff Pack

Background Information:

The proposed 2022-2023 Dickinson ISD Board Goals are attached.

Recommendation:

The Superintendent and the Deputy Superintendent for Educational Services recommend approval of the 2022-2023 Dickinson ISD Board Goals.

Action Item: Yes No

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



2022-2023 Board Goals

- 1. DISD will provide effective teaching and learning experiences for all students that will result in continuous success.**
- 2. DISD will provide a physically and emotionally safe, healthy, and equitable environment.**
- 3. DISD will make family and community partnerships a priority.**
- 4. DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.**
- 5. DISD will provide operational services to support the success of student learning.**

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2022
Item Title: Low Attendance Day Waiver for Dickinson HS on April 14, 2022
Agenda Item: Dr. Jeff Pack

Background Information:

Districts or campuses can request a waiver from the Texas Education Agency to excuse any instructional days from ADA and FSP funding calculations that have attendance at least 10 percentage points below the last school year's overall average attendance, for the district or applicable campus, due to inclement weather, health, or safety-related issues.

Dickinson HS: Average Daily Attendance for April 14, 2022, was 56.54% due to a safety issue
Dickinson HS: Average Daily Attendance for the 2020-2021 school year was 90.24%

Recommendation:

The Superintendent and Deputy Superintendent for Educational Services recommend approval.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 6, 2022

Item Title: Personnel Compensation Plan Manual for 2022-2023

Agenda Item: Kimberly Rich

Background Information:

Attached is the Personnel Compensation Plan Manual for 2022-2023

Recommendation:

The Superintendent, the Assistant Superintendent for Administration and the Executive Director of Human resources recommend approval of the Personnel Compensation Plan Manual for 2022-2023.

Action Item: Yes No

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

COMPENSATION MANUAL



Table of Contents

DISD MISSION STATEMENT	4
FOREWORD	4
CERTIFICATION	4
DICKINSON ISD STATEMENT OF NONDISCRIMINATION	4
POLICY	5
SCHOOL BOARD OF TRUSTEES AND ADMINISTRATOR ROLE IN DISTRICT SALARY ADMINISTRATION	6
THE SCHOOL BOARD OF TRUSTEES' ROLE	6
THE SUPERINTENDENT'S ROLE	6
COMPENSATION PLAN	6
DEFINITION OF A PAY SYSTEM	6
BASIC OBJECTIVES OF A PAY SYSTEM	7
PAY EQUITY	7
<i>Definition</i>	7
<i>Internal Equity</i>	7
<i>External Equity</i>	8
COMPENSABLE FACTORS	8
<i>Definition</i>	8
<i>Skill</i>	8
<i>Effort</i>	8
<i>Responsibility</i>	8
STAFFING GUIDELINES	9
PURPOSE	9
NEW HIRE PLACEMENT GUIDES	9
ADDITIONAL NOTES	10
HIRING PROCEDURES	18
"NEW" POSITIONS	18
"NEW" AND "REPLACEMENT" POSITIONS	18
ADDITIONAL PAY FOR DEGREES/CERTIFICATIONS	18
PAY GRADES & CALENDARS BY POSITION	19
ADMINISTRATIVE / PROFESSIONAL PAY GRADES	26
PROFESSIONAL JOB CLASSIFICATION / HIRING SCHEDULE	31
PARAPROFESSIONAL / CLERICAL / TECHNICAL PAY RANGES	34
SUPPORT SERVICES PAY RANGES	40
FACILITY SERVICES PAY RANGES	41
COMPENSATION ADJUSTMENTS	41

TRANSPORTATION PAY RANGES	61
FOOD & NUTRITION SERVICES PAY RANGES	65
STIPENDS AND SUPPLEMENTAL PAY FOR SUPPLEMENTAL DUTIES	68
ATHLETIC STIPENDS	72
EXTRA-CURRICULAR PAY SCALE	77
EXTRA DUTY PAY	78
AGREEMENT FORM REQUIRED	78
RESPONSIBILITY FOR NOTIFICATION	78
SPECIAL CIRCUMSTANCES	78
PROFESSIONAL STAFF	79
SPECIAL DUTY SALARY SCHEDULE	81
SUBSTITUTES	81

DISD Mission Statement

The mission of the Dickinson Independent School District is to equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

Foreword

This compensation plan was initially adopted in August 1996 to establish a direction and procedure to equitably compensate Dickinson ISD employees. This plan is to be the sourcebook and guidance document for compensation policies and procedures for Dickinson ISD. With the knowledge that this type of system is generally in continual development, it is to be reviewed and updated each budget year.

Certification

This Personnel Compensation Manual is the official pay policy of Dickinson Independent School District and is to be utilized for all personnel compensation questions/decisions/actions. The official copy shall be maintained and updated in the office of the Executive Director for Human Resources.

Dickinson ISD Statement of Nondiscrimination

It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex or handicap for services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 5 04 of the Rehabilitation Act of 1973, as amended.

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo o discapacidad, por servicios o actividades como es requerido en el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada.

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

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo, discapacidad, o edad en las prácticas de empleo como es requerido por el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972; el Acto de la Discriminación de Edades de 1975, según

enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Robert Cobb, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000, and/or the Section 504 Coordinator, Laurie Rodriguez, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000.

Para información sobre sus derechos o procedimientos de quejas, contacte el Coordinador del Título IX, Robert Cobb, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000, y/o el Coordinador de la Sección 504, Laurie Rodríguez, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000.

Policy

All policies and procedures from the Dickinson ISD Board Policy Manual may be referenced by clicking the links below:

Employment Objectives - Equal Employment Opportunity [DAA \(LEGAL\)](#)

Compensation and Benefits - Compensation Plan [DEA \(LOCAL\) / DEA \(LEGAL\)](#)

Compensation and Benefits – Vacations and Holidays [DED \(LOCAL\)](#)

Compensation Plan – Wage and Hour Laws [DEAB \(LOCAL\) / DEAB \(LEGAL\)](#)

School Board of Trustees and Administrator Role in District Salary Administration

The School Board of Trustees' Role

- Set goals and the pay philosophy for the district.
- Establish policies to govern the pay system.
- Approve adjusted compensation plans.
- Approve the amount of the general employee pay increases annually and adopt the budget.
- Balance employee needs against fiscal control needs of the District and the community.
- Plan compensation package for the Superintendent.

The Superintendent's Role

- Present pay plans and policies to meet the goals and philosophy of the School Board of Trustees.
- Research economic factors and develop recommendations for the annual pay increase and the payroll budget.
- Administer individual pay actions according to District policy and procedures.
- Communicate the District pay plan and policies to employees and respond to requests for information.
- Monitor and adjust the district salary structures regularly.

Compensation Plan

Definition of a Pay System

A pay system consists of all the policies, procedures and management tools that are used to define the basis for organizational pay actions.

A pay system should include:

- Job titles and job descriptions
- Defined pay ranges for each job
- Policies and administrative procedures
- Plan for communicating with employees
- Process for maintaining the system

Basic Objectives of a Pay System

Pay systems should be designed strategically to control and facilitate the following basic objectives:

- | | |
|------------|---|
| Objective: | Pay for Job Responsibility |
| Strategy: | Set and maintain the proper pay differential between jobs that require different levels of skill, effort, and responsibility. |
| Objective: | Pay Competitively |
| Strategy: | Keep trained employees paid within a proper range of the competitive job market. |
| Objective: | Provide Continued Pay Advancement |
| Strategy: | Prevent employees from topping out of pay scales too soon OR becoming overpaid for the worth of the job. |
| Objective: | Recruit Good Applicants |
| Strategy: | Keep starting salaries attractive by allowing inflationary adjustments to be made easily and within budget. |
| Objective: | Keep Payroll Costs Affordable |
| Strategy: | Keep payroll cost increases flexible to allow annual planning in response to revenue and market changes. |
| Objective: | Keep Good Employees |
| Strategy: | Pay trained employees' fair salaries for the worth of their job in an appropriate period of time. |

Pay Equity

Definition

Fair pay for the worth of the work performance to the organization.

Internal Equity

The worth of a job to the organization based on job content (skills, responsibility, effort required). To have internal equity, the system must identify the relative worth of all jobs according to a common set of compensable (job worth) factors.

External Equity

The worth of a job to the organization based on the outside job market (competitive pay). To have external equity, the system must identify the relative worth of jobs in the competitive marketplace.

Compensable Factors

Definition

Any factor (job characteristic) used to provide a basis for judging job value in a job evaluation process. The most commonly employed compensable factors include skill, effort, responsibility, and working conditions, where applicable.

Skill

- Knowledge and abilities required to successfully perform the job.
- Education or specialized knowledge — acquired through formal training or lower-level training.
- Experience — work experience beyond education or specialized training needed to perform the job.

Effort

- Difficulty of the work performed in terms of physical or mental energy.
- Working conditions — adverse conditions (physical hazards, stress or excessive time) associated with performing normal job duties.
- Complexity — difficulty of task and mental focus needed to complete tasks.
- Judgment — frequency and importance of independent decisions necessary to perform the job.

Responsibility

- Effects of proper or improper action on the products or services of the entire organization.
- Scope of authority — the degree to which influence is exercised over school operations and the scope of impact the job has on the district as a whole.
- Supervision of others — accountability and obligation for work performed by other employees.

Staffing Guidelines

Purpose

The purpose of this compensation plan booklet is for the administration of salaries and wages for classroom teachers, administrative educational programs and business operations, administrative support, instructional support and auxiliary employees of the Dickinson Independent School District. Practices described are intended to implement local Board policy and Board approved compensation plans and to comply with state and federal regulations.

New Hire Placement Guides

The Employment, assignment, and salary placement are in accordance with the job requirements as specified by the job description. For all employees, the District will only consider actual years of experience, not purchased years of experience for TRS purposes. The District does not pay for teaching experience unless verified with an official Teacher Service Record [TSR]. Out of state or private school experience must be verified on a TSR. Work experience at a college or university must also be verified by a service record and by the College Verification Form.

Where job requirements include transcripts, certificates, or licenses, these must be official and on file with Human Resource Services. Official transcripts become property of the Dickinson Independent School District as long as he/she remains a District employee. All college degrees obtained, or semester hours earned to obtain employment or to receive graduate or undergraduate pay are accepted only if they are from institutions accredited by nationally recognized accrediting agencies. Audits for official documents are performed annually.

The Dickinson ISD Human Resources Department will determine hiring rates based upon job-related qualifications, salary history, and salaries of other employees in the same position. Hiring rates shall normally not be set at a rate above the salary of other employees with equal or more experience in the same position/pay grade. The Executive Director of Human Resources sets hiring rates. Salaries are determined on an individual basis based on each person's credited years of experience, current shortage needs of the District, and credentials related to instructional leadership or method.

Breaks in continuous service for any reason means the new hire placement guidelines are used. Movement from one pay group to another (i.e. teacher to administrative professional or instructional support to administrative support) will result in the use of new hire salary placement guidelines. Rate of pay will not exceed the maximum or be below the minimum of the pay grade without Superintendent approval.

Additional Notes

The Superintendent is authorized to modify staffing guidelines as required to meet budget constraints. Staffing Levels are to be monitored by budget managers. Any increase over approved levels will require prior approval of the Superintendent. Any increase over approved levels that will require additional budget allocation shall have prior School Board approval. Maintenance and Transportation staffing shall be determined by the Superintendent annually during budget planning and as conditions warrant during the budget year.

Elementary Instruction (PK-4)		
Teachers		
Classroom Teacher	Each increment of 25 students	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by Special Programs Department approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and in appropriate group sizes as approved by the Superintendent
Campus Compliance Facilitator	Provided on a caseload basis as determined by Special Programs Department	0.5 Full-Time person (or as approved by Superintendent)
Dyslexia Specialist	Each campus	1 Full-Time person (additional staff based on student need as determined by Special Programs Department and approved by the Superintendent)
Bilingual/ESL Specialist	Varies by program/campus design	1 Full-Time person (additional staff based on student need as determined by the Special Programs Department and approved by the Superintendent)
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/Special Programs Paraprofessional	To be determined by the Special Programs Department and approved by the Superintendent	Additional staff based on student need as determined by Special Programs Department and approved by the Superintendent
Instructional Intervention Paraprofessional	Each campus	1 Full-Time person
Bilingual Instructional Intervention Paraprofessional	K-4 based on campus need	1 Full-Time person
Computer Lab Monitor	Each campus	1 Full-Time person
ISS Paraprofessional	Each campus	1 Full-Time person
PE Paraprofessional	Each campus	1 Full-Time person
Pre-K (Regular/Bilingual)	For each class over 11 students	1 Full-Time person

Multipurpose Paraprofessional	Each campus	1 Full-Time person
Library/Media Services		
Librarian	Each campus	1 Full-Time person
Library Paraprofessional	250 to 500 students	1/2-Time person
	500 to 750 students	additional 1/2-Time person
	750 to 1000+ students	additional 1/2-Time person
Counseling Services		
Counselor	250 to 750 students	1 Full-Time person
	700 to 1000 students	additional 1/2-Time person (as Counselor or Social Worker)
	900 to 1250 students	additional 1/2-Time person
Health Services		
Registered Nurse	Each campus	1 Full-Time person
Administration		
Principal	Each campus	1 Full-Time person
Assistant Principal	Up to 800 ADA (FTE's)	1 Full-Time person
Secretarial/Clerical		
Secretary	Each campus	1 Full-Time person
Receptionist/Clerical	500 to 800 students	1 Full-Time person
	For each additional increment of 250 students	additional 1/2-Time person
Attendance/Data Entry Clerk	Each campus	1 Full-Time person

Middle and Junior High Instruction (5-8)		
Teachers		
Classroom Teacher	25-32 students per classroom - not to exceed 150 total students without Superintendent approval	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by Special Programs Department and approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and in appropriate group sizes as approved by the Superintendent
Campus Compliance Facilitator	Determined on a caseload basis for each MS as determined by the Special Programs Department	0.5 Full-Time person (or as approved by Superintendent)
	Determined on a caseload basis for each JH as determined by the Special Programs Department	1 Full-Time person (or as approved by the Superintendent)
Dyslexia Specialist	Each campus	1 Full-Time person (additional staff based on student need as determined by the Special Programs Department and approved by the Superintendent)
Bilingual/ESL Specialist	Varies by program/campus design	1 Full-Time person (additional staff based on student need as determined by Special Programs and approved by Superintendent)
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/ Special Programs Paraprofessional	To be determined by the Special Programs Department and approved by the Superintendent	Additional staffing as recommended by the Executive Director of Special Programs and approved by the Superintendent
Instructional Intervention Paraprofessional	Up to 600 students	1 Full-Time person
	For every increment of 400 students	1 additional person
Bilingual/ESL Instructional Intervention Paraprofessional	Each campus of 1000+ students	1 Full-Time person
Computer Lab Monitor	Each campus	1 Full-Time person
ISS Paraprofessional	Each campus	1 Full-Time person
PE Paraprofessional	Each campus	1 Full-Time person

Library/Media Services		
Librarian	Up to 1200 students	1 Full-Time person
	1200 to 2000+	1 Full-Time Person
Library Paraprofessional	250 to 1200	1 Full-Time person
	1201 to 2000+	1 Full-Time person
Counseling Services		
Counselor	Up to 600 students	1 Full-Time person
	For every increment of 400 students	1 additional person
Health Services		
Registered Nurse	Each campus	1 Full-Time person
Administration		
Principal	Each campus	1 Full-Time person
Dean of Instruction	Each JH campus	1 Full-Time person
Assistant Principal	Up to 650 students	1 Full-Time person
	651 to 1100 students	1 additional person
	1101 to 1300 students	1 additional person
	1300+ students	1 additional person
Secretarial/Clerical		
Secretary	Each campus	1 Full-Time person
Receptionist/Clerical	For 400-600 students	1 Full-Time person
	If more than 600 students	1 additional person
Attendance/Data Entry Clerk	Each campus	1 Full-Time person
Assistant Principal's Secretary	For each TWO AP positions in Grades 5-6	1 Full-Time person
	For each AP position in Grades 7-8	1 Full-Time person
Counselor's Secretary	Each JH campus	1 Full-Time person

High School Instruction (9-12)		
Teachers		
Classroom Teacher	25-35 students per classroom - not to exceed 150 total students without Superintendent approval	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by the Special Programs Department approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and in appropriate group sizes as approved by Superintendent
Campus Compliance Facilitator	Each campus	1 Full-Time person
Dyslexia Specialist	Each campus	1 Full-Time person (based on student needs)
ESL Teacher	Varies by program/campus design	1 Full-Time person (based on student needs)
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/ Special Programs Paraprofessional	To be determined by the Special Programs Department approved by the Superintendent	Additional staffing as recommended by the Executive Director of Special Programs and approved by the Superintendent
Instructional Intervention Paraprofessional	Up to 1000 students	1 Full-Time person
	For every increment of 500 students	1 additional person
ESL Instructional Intervention Paraprofessional	Each campus of 1500+ students	1 Full-Time person
Computer Lab Monitor	Each campus	1 Full-Time person
Library/Media Services		
Librarian	Up to 1200 students	1 Full-Time person
	1200 to 2000+	1 Full-Time Person
Library Paraprofessional	250 to 1200	1 Full-Time person
	1201 to 2000+	1 Full-Time person
Counseling Services		
Counselor	Up to 449 students	1 Full-Time person
	450 to 899 students	1 additional person
	900 to 1349 students	1 additional person
	1350 to 1799 students	1 additional person
	1800 to 2249 students	1 additional person
Special Education	Up to 450 students	1 Full-Time person

Health Services		
Registered Nurse	HS campus	1 Full-Time person
	1600+ students	1 additional person
Clinic Paraprofessional (LVN or PCT)	HS campus	1 Full-Time person
Administration		
Principal	Each campus	1 Full-Time person
Dean of Instruction	HS campus	1 Full-Time person
Associate Principal	Ninth Grade Center	1 Full-Time person
Assistant Principal	Up to 499 students	1 Full-Time person
	500 to 999 students	1 additional person
	1000 to 1499 students	1 additional person
	1500 to 1999 students	1 additional person
	2000 to 2499 students	1 additional person
	2500 to 2999 students	1 additional person
	3000 to 3499 students	1 additional person
	3500+ students	1 additional person
Secretarial/Clerical		
Secretary	Each administrator	1 Full-Time person
Registrar	HS campus	1 Full-Time person
Registrar Clerk	Ninth Grade Center	1 Full-Time person
Attendance Clerk	HS campus	2 Full-Time person
	Ninth Grade Center	1 Full-Time person
Receptionist/Clerical	HS campus	1 Full-Time person
	Ninth Grade Center	1 Full-Time person
Accounting Clerk/ Bookkeeper	HS campus	2 Full-Time position
Publication Clerk	HS campus	1 Full-Time person
	Ninth Grade Center	1 Full-Time person
Counseling/CCR Services	HS campus	1 Full-Time person

Dickinson Continuation Center / DALC		
Teachers		
Classroom Teacher	Based on ADA up to 40 students	2 Full-Time people per classroom
	41 to 65 students	1 additional person
	66 to 80 students	1 additional person
	81 to 95 students	1 additional person
	For every increment of 15 students	1 additional person
Counseling Services		
Counselor/Social Worker	DCC/DALC campus	1 Full-Time person
Administration		
Principal/Site Coordinator	DCC/DALC campus	1 Full-Time person
Secretarial/Clerical		
Secretary	DCC campus	1 Full-Time person
Secretary	DALC campus	1 Full-Time person
Receptionist/Clerical	DCC campus	1 Full-Time person

Gator Academy		
Administration		
Director of Employee Child Care Facility	Gator Academy	1 Full-Time person
Instructional Services		
Infants	6 weeks - 12 months	2 Full-Time positions 1 Part-Time position (6 hr)
First Steps	12 - 18 months	2 Full-Time positions
Toddlers	18 -24 months	2 Full-Time positions
Early Pre-School	2-3 years of age	2 Full-Time positions 1 Part-Time position (6 hr)
Pre-School	3-4 years of age	1 Full-Time position
Pre-K	4-5 years of age	1 Full-Time position 1 Part-Time position (6 hr)
Kitchen Manager		1 Full-Time position
Ready, Set, Teach Students		2 Part-Time positions at substitute rate
<i>Additional staff as required by the Department of Family and Protective Services</i>		

District-Wide Services		
Curriculum/Technology Specialists	As approved by the Superintendent	As assigned
School Health Personnel	<p>Campus placements of school health personnel will be made based on identified student health / nursing needs.</p> <p>The district's Lead Nurse must be a RN with 5 years of school nursing experience who is properly trained to supervise other school health personnel.</p>	As assigned
LSSP/OT/PT/SLP/SLPA/ Diagnostician	As approved by the Superintendent	As assigned
Food & Nutrition Services		
FNS Manager	Each campus	1 Full-Time person
FNS Worker	As determined by the Director of FNS	As assigned
<i>Full-time workers may work less than eight (8) hours.</i>		
Maintenance/Facilities/Custodial		
Custodian	For each 24,000 sq. ft. or as determined by the supervisor and approved by the Superintendent	1 Full-Time person

Hiring Procedures

"New" Positions

Any personnel decision which affects the budget expenditures (other than discretionary substitutes) will require approval of the Superintendent. Budget managers will have indirect responsibility for personnel expenditure decisions through the recommendation process.

Requests for additional personnel expenditures, new positions, stipends or additional days to be worked must be in writing to the Superintendent. If approved, the Superintendent will indicate approval by signing the request and forwarding copies to the requesting budget manager, Business Department and the Human Resources Department.

"New" and "Replacement" Positions

- Copy of the approval to the Executive Director for Human Resources (for all "new" positions).
- Complete Request for Posting, if necessary. (Requires posting unless prior approval by the Superintendent is obtained.)
- Postings for positions that require a certificate or license shall be placed, no later than the tenth day before a position is filled, on the District website (DC Legal).
- Follow interview procedures.
- Hiring Manager will complete and submit employee recommendation form online.
- Human Resources will complete a Personnel Action form and submit to the Business Department
- Human Resources will forward salary notification to the employee.

Additional Pay for Degrees/Certifications

Pay for additional degrees (e.g. Master's and Doctorate), professional certifications (e.g. LSSP and Auxiliary certifications (e.g. Texas CDL, TDA Applicator's License, ASE, and lead differentials) will be credited once HR is notified. The deadline to notify HR is August 15th / January 15th. Certifications must be maintained and current in order to continue receiving the certification pay.

Pay Grades & Calendars by Position

Position	Pay Grade	Calendar
Accountant (Business Services / FNS)	AP3	221
Accountant, Specialist	AP1	221
Accountant, Purchasing	AP3	221
Accountant, Senior	AP4	221
Accounting Clerk / Bookkeeper (DHS)	PCT8	221
Accounts Payable Specialist	PCT7	221
Assessment Staff Support Clerk	PCT5	200
Assessment Specialist	AP5	205
Assistant Athletic Director	AP6	221
Assistant Athletic Field Caretaker	FAS3	235
Assistant Director, Energy Management	AP2	221
Assistant Director, Transportation	AP4	211
Assistant Principal, Dickinson Continuation Center (DCC)	AP4	211
Assistant Principal, Elementary (Grades PK-4) and Middle School (Grades 5-6)	AP4	205
Assistant Principal, Junior High (Grades 7-8) and High School (Grades 9-12)	AP6	211
Assistant Superintendent, Administration	AP9	221
Athletic Complex Caretaker	FAS4	235
Athletic Coordinator	AP6	211
Athletic Field Caretaker	FAS4	235
Attendance / AP Secretary (Middle School)	PCT5	192
Attendance / Data Entry Clerk (Elementary)	PCT5	202
Attendance / Data Entry Clerk (Junior High and High School)	PCT5	192
Attendance / Data Entry Clerk, Lead (High School)	PCT5	221
Attendance Intervention Specialist	PCT8	221
Attendance Manager (DHS)	AP3	192
Benefits Specialist	AP1	221
Bookkeeper Clerk (High School)	PCT6	192
Bus Driver	TRA5	177
Bus Driver Trainee	TRA3	177
Bus Driver Trainer	TRA5	177
Bus Driver, Late Run / Mid-day Dispatcher	TRANS	177
Bus Driver, Lead	TRA5	177
Bus Driver, Mid-day Dispatcher Assistant	TRANS	177
Bus Monitor	TRA1	177
Campus Compliance Facilitator	Teacher	198
Campus Compliance Data Clerk	PCT3	184
Campus Security Monitor	PCT6	180

Carpenter	FAS6	235
Case Management Clerk	PCT2	180
Commercial Refrigeration/ Appliance Technician	FNS7	221
Computer Lab Monitor (Junior High)	PCT3	180
Computer Lab Monitor (Elementary and Middle Schools)	PCT4	180
Computer Lab Monitor, Edgenuity (DHS)	PCT4	184
Construction Project Coordinator	AP3	221
Coordinator, Assessment	AP6	221
Coordinator, Benefits / Risk Management	AP3	221
Coordinator, Digital Media	AP3	221
Coordinator, DISD Ed Foundation	AP1	221
Coordinator, Evaluation and Related Services	AP6	221
Coordinator, Facility Services	FAS6	235
Coordinator, Purchasing	AP5	221
Coordinator, Special Programs Instruction & Compliance	AP6	221
Counselor (DHS/ DCC and DALC)	AP5	210
Counselor (Elementary)	AP4	190
Counselor (Junior High)	AP5	198
Counselor (Middle School)	AP4	198
Craft Apprentice (HVAC, General Maintenance, Electrical, Plumbing, & Life Safety/ Security)	FAS4	235
Curriculum and Instruction Application Manager	AP6	221
Curriculum Specialist	AP4	221
Custodian	FAS2	210
Custodian, Head (Elementary, Middle Schools and ESC)	FAS4	235
Custodian, Head (DHS)	FAS6	235
Custodian, Head (Junior High and Lobit Education Village)	FAS5	235
Custodian, Laundry Worker	FAS3	235
Custodian, Lead (Junior High and High School)	FAS3	235
Custodian, Lead Laundry Worker	FAS4	235
Data Entry / Counselor's Secretary (Middle School)	PCT5	198
Data Quality Coordinator	AP5	221
Data Quality Manager	AP2	221
Dean of Instruction (Junior High)	AP6	221
Delivery Driver	FAS3	235
Deputy Superintendent, Business and Operations	AP10	221
Deputy Superintendent, Educational Services	AP10	221
DHS Assistant Principal (Special Education)	AP7	221
DHS Associate Principal	AP7	221
DHS Attendance Manager	AP3	192

DHS Dean of Instruction	AP7	221
DHS Lead Counselor / Secondary Counseling Coordinator	AP6	221
DHS Registrar (Degreed)	AP3	221
DHS Testing Coordinator and Instructional Materials Manager	AP3	211
Diagnostician	AP5	200
Diagnostician Trainee	AP4	200
Director, Advanced Academic Programs	AP7	221
Director, Alternative Education	AP7	221
Director, Assessment, Accountability and Compliance	AP7	221
Director, Athletics / Head Football Coach	AP8	221
Director, At-Risk Programs	AP7	221
Director, Career Technical Education and Career Readiness	AP7	221
Director, Communications	AP5	221
Director, Curriculum and Instruction	AP7	221
Director, Custodial Services	AP7	230
Director, DISD Education Foundation	AP5	221
Director, Employee Child Care Center (Gator Academy)	AP1	198
Director, Energy Management	AP5	221
Director, Federal Programs	AP7	221
Director, Fine Arts	AP7	221
Director, Food and Nutrition Services	AP7	221
Director, Human Resources	AP7	221
Director, Maintenance	AP7	230
Director, Marketing and Social Media	AP5	221
Director, Purchasing	AP7	221
Director, Safety and Security	AP7	221
Director, Teacher Development and Professional Learning	AP7	221
Director, Transportation	AP7	221
Dispatcher	TRA4	190
District Assessment Coordinator	AP6	221
District Behavior Specialist	Teacher	205
District Security & Access Control Manager	AP6	221
Electrician	FAS6	235
Electrician Specialist	FAS7	235
ESL Clerk (DHS)	PCT3	184
Esmond Center Records Clerk	PCT4	184
Esmond Program Manager	AP3	198
Executive Director, Business Operations	AP8	221
Executive Director, Facility Planning and Construction	AP9	221
Executive Director, Human Resources	AP8	221

Executive Director, Payroll	AP8	221
Executive Director, Special Programs	AP8	221
Executive Director, Technology	AP8	221
Facilities Project Assistant	AP3	221
Facilities/Stadium Manager	AP2	230
Field Trip Coordinator	TRA5	177
Fleet Manager	AP1	235
FNS Apprentice	FNS1	171
FNS Assistant Director	AP5	221
FNS Assistant Manager (Elementary and Middle School)	FNS3	171
FNS Assistant Manager (Junior High and High School)	FNS4	171
FNS Compliance & Personnel Supervisor	AP3	221
FNS Culinary Supervisor	AP4	221
FNS Manager (Elementary, Middle School and Junior High)	AP1	180
FNS Manager (High School)	AP2	180
FNS Mechanical/Distribution Supervisor	FNS7	235
FNS Office Coordinator	PCT7	221
FNS Senior Mentor Manager	AP2	180
FNS Supervisor of Personnel & Purchasing	AP5	221
FNS Site Supervisor	AP5	221
FNS Technician	FNS2	170
Grounds Foreman	FAS5	235
Grounds Mechanic	FAS5	235
Grounds Supervisor	FAS6	235
Grounds Worker	FAS3	235
Help Desk Specialist	AP2	221
Human Resources Generalist	PCT7	221
HVAC Maintenance Worker	FAS3	235
HVAC Specialist	FAS7	235
HVAC Technician	FAS6	235
Infrastructure Manager	AP5	221
Infrastructure Specialist	AP4	221
Inventory Management Technician	FAS5	235
Inventory Specialist	TRA6	221
Junior Systems Analyst	AP4	221
Landscape Detailer	FAS4	235
Lead Counselor	AP6	221
Librarian, Elementary (Grades PK-4)	Teacher	188
Librarian, Junior High (Grades 7-8) and High School (Grades 9-12)	Teacher	198
Librarian, Middle School (Grades 5-6)	Teacher	193

Licensed Professional Counselor (LPC)	AP4	190
LSSP	AP5	200
LSSP Intern	AP4	200
Marketing and Communications Specialist	AP3	221
Mechanic	TRA6	235
Mechanic Helper	TRA4	235
Network Manager	AP6	221
Network Specialist	AP4	221
Nurse, LVN	Teacher (70%)	190
Nurse, Registered	Teacher	190
Office Generalist	TRA5	177
Painter	FAS6	235
Paraprofessional, ABCD	PCT3	182
Paraprofessional, Behavior (General Ed)	PCT3	180
Paraprofessional, Bilingual / ESL Instructional Intervention	PCT3	180
Paraprofessional, Clerical	PCT1	184
Paraprofessional, Clinic (No other qualifications)	PCT3	184
Paraprofessional, DALC	PCT4	180
Paraprofessional, Day Care (Gator Academy)	PCT2	184
Paraprofessional, In-School Suspension	PCT2	180
Paraprofessional, Instructional Intervention	PCT3	180
Paraprofessional, JJAEP	PCT2	180
Paraprofessional, Library, Elementary (PK-4) and Middle School (5-6)	PCT1	180
Paraprofessional, Library, Junior High (7-8) and High School (9-12)	PCT1	184
Paraprofessional, Multipurpose (60 College Hours Required)	PCT3	180
Paraprofessional, PE	PCT1	180
Paraprofessional, Pre-K (Regular / Bilingual)	PCT3	180
Paraprofessional, Publication	PCT1	190
Paraprofessional, Special Education	PCT3	182
Payroll Coordinator	AP2	221
Payroll Specialist	PCT7	221
Payroll Specialist (Operations and Facilities)	PCT6	221
Payroll Systems Specialist	AP1	221
PC Support Technician	AP2	221
PEIMS Senior Information Specialist	AP4	221
PEIMS Specialist	PCT6	221
Pest Control Operator	FAS5	235
Plumber	FAS6	235
Plumbing Specialist	FAS7	235
Principal, CAP	AP6	211

Principal, Elementary (Grades PK-4) and Middle School (Grades 5-6)	AP7	221
Principal, High School (Grades 9-12)	AP10	221
Principal, Junior High (Grades 7-8)	AP8	221
Probation Manager	FNS5	180
Publications / Business Technician/ Receptionist	PCT5	221
Purchasing / Warehouse Manager	FAS6	235
Receptionist (Middle School and Junior High)	PCT2	192
Receptionist / Clerk (DCC and DALC)	PCT2	180
Receptionist / Clerk (Elementary)	PCT2	184
Receptionist / Clerk (High School)	PCT2	192
Receptionist / Clerk (Operations and Facilities)	PCT3	221
Registrar (Junior High)	PCT6	192
Registrar Clerk (High School)	PCT6	198
Routing Specialist	TRA5	177
Scheduling Clerk & Summer Receptionist (High School)	PCT5	221
Secretary, Assistant Principal (Junior High and High School)	PCT4	192
Secretary, Assistant Superintendent of Administration	PCT10	221
Secretary, Associate Principal (High School)	PCT5	221
Secretary, Athletic Department	PCT8	221
Secretary, Coastal Alternative Program (CAP)	PCT6	211
Secretary, College and Career Center	PCT4	198
Secretary, Counselor (Junior High and High School)	PCT4	192
Secretary, Dean of Instruction (High School)	PCT5	221
Secretary, Dean of Instruction (Junior High)	PCT5	215
Secretary, Deputy Superintendent of Business and Operations	PCT10	221
Secretary, Deputy Superintendent of Educational Services	PCT10	221
Secretary, Director of Alternative Education	PCT7	221
Secretary, Director of Career and Technical Education	PCT7	221
Secretary, Director of Transportation	PCT7	221
Secretary, Educational Services Department	PCT8	221
Secretary, Esmond Center Educational Records	PCT6	198
Secretary, Executive Director of Human Resources	PCT8	221
Secretary, Executive Director of Technology	PCT8	221
Secretary, Executive Director of Special Programs	PCT8	221
Secretary, Principal (DCC and DALC)	PCT6	221
Secretary, Principal (Elementary, Middle School and Junior High)	PCT7	221
Secretary, Principal (High School)	PCT9	221
Secretary, Special Education Assessment	PCT6	221
Secretary, Special Education PEIMS	PCT6	221
Secretary, Special Programs Coordinators	PCT6	221

Secretary, Superintendent of Schools	PCT11	221
SEL Counseling Clerk	PCT3	184
Senior Systems Analyst	AP6	221
Social Emotional Learning Specialist	AP6	211
Social Worker / District Special Education Counselor	AP4	205
Special Education Program Coordinator	AP6	221
Special Programs Curriculum & Instruction Specialist	AP4	221
Special Programs Facilitator	AP4	205
Specialist (Curriculum & Instruction - ELAR, Math, Sci, SS, STEAM, EL PK-5)	AP4	221
Program Support Specialist (Bil/EL)	AP4	211
Speech Language Pathologist (SLP), CCC/CFY	AP5	200
Speech Language Pathologist (SLP) Assistant	AP4	187
Speech Language Pathologist (SLP)	AP4	190
Teacher	Teacher	187
Technical Support Specialist	PCT5	221
Technician, Building Maintenance (DHS)	FAS5	235
Technician, Door Hardware	FAS6	235
Technician, General Maintenance	FAS6	235
Technician, Life Safety / Security	FAS6	235
Technology Integration Coordinator	AP5	221
Technology Integration Specialist	AP4	221
Technology Services Manager	AP6	221
Therapist Assistant (COTA / LPTA)	AP3	180
Therapist Trainee (OT / PT)	AP3	200 (Max)
Therapist, Certified Occupational / Physical (as needed)	AP4	200
Transportation Route Coordinator	AP1	221
Transportation Special Needs Route Coordinator	AP1	221
Transportation Supervisor	AP2	221
Utility Foreman	FAS5	235
Utility Supervisor	FAS6	235
Utility Worker	FAS3	235
Voice Systems Specialist	AP4	221
Warehouse Manager	FNS6	221
Warehouse Worker	FAS3	235

Administrative / Professional Pay Grades

AP1	Minimum	Midpoint	Maximum
Calendars	\$227.13	\$283.91	\$340.69
180	\$40,883	\$51,104	\$61,324
198	\$44,972	\$56,214	\$67,457
221	\$50,196	\$62,744	\$75,292
235	\$53,376	\$66,719	\$80,062
Position			Assigned Calendar
Accounting Specialist			221
Benefits Specialist			221
Coordinator of DISD Ed Foundation			221
Director of Employee Child Care Center (Gator Academy)			198
Fleet Manager			235
FNS Manager (Elementary, Middle School and Junior High)			180
Payroll Systems Specialist			221
Transportation Route Coordinator			221
Transportation Route Coordinator, Special Needs			221

AP2	Minimum	Midpoint	Maximum
Calendars	\$268.12	\$335.15	\$402.19
180	\$48,262	\$60,327	\$72,394
205	\$54,965	\$68,706	\$82,449
221	\$59,255	\$74,068	\$88,884
230	\$61,668	\$77,085	\$92,504
Position			Assigned Calendar
Assistant Director of Energy Management			221
Lead Nurse			221
Facilities/Stadium Manager			230
FNS Manager (High School)			180
FNS Senior Mentor Manager			180
Help Desk Specialist			221
Lead Nurse			221
Payroll Coordinator			221
PC Support Technician			221
Transportation Supervisor			221
Data Quality Manager			221

AP3	Minimum	Midpoint	Maximum
Calendars	\$293.37	\$366.71	\$440.05
180	\$52,807	\$66,008	\$79,209
192	\$56,327	\$70,408	\$84,490
198	\$58,087	\$72,609	\$87,130
200	\$58,674	\$73,342	\$88,010
211	\$61,901	\$77,376	\$92,851
221	\$64,835	\$81,043	\$97,251
Position		Assigned Calendar	
Accountant (Business Services / FNS)		221	
Attendance Manager (DHS)		192	
Coordinator of Benefits / Risk Management		221	
DHS Attendance Manager		192	
DHS Registrar (Degreed)		221	
DHS Testing Coordinator and Instructional Materials Manager		211	
Digital Media Coordinator		221	
DISD Lead Nurse		221	
Esmond Program Manager		198	
Facilities Project Assistant		221	
FNS Compliance & Personnel Supervisor		221	
Marketing and Communications Specialist		221	
Purchasing Accountant		221	
Therapist Assistant (COTA/LPTA)		180	
Therapist Trainee (OT/PT)		200 (Max)	

AP4	Minimum	Midpoint	Maximum
Calendars	\$321.76	\$402.20	\$482.64
187	\$60,169	\$75,211	\$90,254
190	\$61,134	\$76,418	\$91,702
198	\$63,708	\$79,636	\$95,563
200	\$64,352	\$80,440	\$96,528
205	\$65,961	\$82,451	\$98,941
211	\$67,891	\$84,864	\$101,837
221	\$71,109	\$88,886	\$106,663
Position		Assigned Calendar	
Assistant Director of Transportation		211	
Assistant Principal, Dickinson Continuation Center (DCC)		211	
Assistant Principal, Elementary (Grades PK-4) and Middle School (Grades 5-6)		205	
Counselor (Elementary School)		190	

Counselor (Middle School)	198
Diagnostician Trainee	200
FNS Culinary Supervisor	221
Junior Systems Analyst	221
Licensed Professional Counselor	190
LSSP (Intern)	200
Network Specialist	221
Program Support Specialist (BIL/EL)	221
Senior Accountant	221
Social Worker/ District Special Education Counselor	205
Special Programs Curriculum & Instruction Specialist	221
Special Programs Facilitator	205
Specialist (Curriculum & Instruction - ELAR, Math, Sci, SS, STEAM, EL PK-5)	221
Speech Language Pathologist (SLP)	190
Speech Language Pathologist (SLP) Assistant	187
Technology Integration Specialist	221
Therapist, Certified Occupational/ Physical (as needed)	200
Voice Systems Specialist	221

AP5	Minimum	Midpoint	Maximum
Calendars	\$365.92	\$457.40	\$548.88
198	\$72,452	\$90,565	\$108,678
200	\$73,184	\$91,480	\$109,776
205	\$75,014	\$93,767	\$112,520
210	\$76,843	\$96,054	\$115,265
221	\$80,868	\$101,085	\$121,302
Position			Assigned Calendar
Assessment Specialist			205
Coordinator of Purchasing			221
Counselor (DHS/DCC and DALC)			210
Counselor (Junior High)			198
Data Quality Coordinator			221
Diagnostician/ LSSP/ Speech Pathology CC			200
Director of Communications			221
Director of DISD Education Foundation			221
Director of Energy Management			221
Director of Marketing and Social Media			221
FNS Assistant Director			221
FNS Supervisor of Personnel & Purchasing			221
FNS Site Supervisor			221
Curriculum & Instruction Applications Manager			221

AP6	Minimum	Midpoint	Maximum
Calendars	\$410.09	\$512.61	\$615.14
211	\$86,529	\$108,161	\$129,795
221	\$90,630	\$113,287	\$135,946
Position			Assigned Calendar
Assistant Athletic Director			221
Assistant Principal, Junior High (Grades 7-8) and High School (Grades 9-12)			211
Compliance Coordinator			221
Coordinator of Assessment			221
Coordinator of Athletics			211
Coordinator of Evaluation and Related Services			221
Coordinator of Special Programs Instruction & Compliance			221
Curriculum and Instruction Application Manager			221
DHS Lead Counselor / Secondary Counseling Coordinator			221
District Security & Access Control Manager			221
Dean of Instruction, Junior High (Grades 7-8)			221
District Assessment Coordinator			221
Network Manager			221
Principal of CAP			211
Senior Systems Analyst			221
Social Emotional Learning Specialist			211
Special Education Program Coordinator			221
Special Programs Compliance Coordinator			221
Technology Services Manager			221

AP7	Minimum	Midpoint	Maximum
Calendars	\$444.80	\$556.00	\$667.20
221	\$98,301	\$122,876	\$147,451
230	\$102,304	\$127,880	\$153,456
Position			Assigned Calendar
DHS Assistant Principal (Special Education)			221
DHS Associate Principal			221
DHS Dean of Instruction			221
Director of Advanced Academic Programs			221
Director of Alternative Education			221
Director of Assessment, Accountability and Compliance			221
Director of At-Risk Programs			221
Director of Career Technical Education and Career Readiness			221
Director of Curriculum & Instruction			221

Director of Custodial Services	230
Director of Federal Programs	221
Director of Fine Arts	221
Director of Food and Nutrition Services	221
Director of Human Resources	221
Director of Maintenance	230
Director of Purchasing	221
Director of Safety and Security	221
Director of Teacher Development and Professional Learning	221
Director of Transportation	221
Principal, Elementary (Grades PK-4) and Middle School (Grades 5-6)	221

AP8	Minimum	Midpoint	Maximum
Calendars	\$493.70	\$617.12	\$740.54
221	\$109,108	\$136,384	\$163,659
Position			Assigned Calendar
Director of Athletics / Head Football Coach			221
Executive Director of Business Operations			221
Executive Director of Human Resources			221
Executive Director of Payroll			221
Executive Director of Special Programs			221
Executive Director of Technology			221
Principal, Junior High School (Grades 7-8)			221

AP9	Minimum	Midpoint	Maximum
Calendars	\$520.51	\$650.64	\$780.77
221	\$115,033	\$143,791	\$172,550
Position			Assigned Calendar
Assistant Superintendent of Administration			221
Executive Director of Facility Planning and Construction			221

AP10	Minimum	Midpoint	Maximum
Calendars	\$567.82	\$709.78	\$851.74
221	\$125,488	\$156,861	\$188,235
Position			Assigned Calendar
Deputy Superintendent for Business and Operations			221
Deputy Superintendent for Educational Services			221
Principal, High School (Grades 9-12)			221

Professional Job Classification / Hiring Schedule

COUNSELOR SALARY SCHEDULE	
A counselor's base salary shall be calculated utilizing the Teacher Salary Schedule / Compensation Chart. A certified teacher serving as a social worker would be paid as a certified counselor.	
Position	Assigned Calendar
Counselor, DHS/ DCC/ DALC	210
Counselor, Elementary (Grades PK-4)	190
Counselor, Junior High (Grades 7-8)	198
Counselor, Middle School (Grades 5-6)	198
DHS / Secondary Lead Counselor (AP5)	221

PROFESSIONAL SUPPORT STAFF HIRING SCHEDULE		
Position	Paygrade	Assigned Calendar
Assessment Specialist	AP5	205
Campus Compliance Facilitator	Teacher	187
Diagnostician	AP5	200
District Behavior Specialist	Teacher	205
Licensed Professional Counselor (LCP)	AP4	190
LSSP	AP5	200
Diagnostician Trainee	AP4	200
LSSP Intern	AP4	200
OT / PT Therapist Trainee	AP3	(Maximum) 200
Social Worker / District Special Education Counselor	AP4	205
Speech Language Pathologist (SLP), CCC/CFY	AP5	200
Speech Language Pathologist (SLP) Assistant	AP4	187
Speech Language Pathologist (SLP)	AP4	190
Therapist, Certified Occupational / Physical (as needed)	AP4	200
Therapist Assistant (COTA / LPTA)	AP3	180

SCHOOL HEALTH PERSONNEL		
Qualifications / Position	Starting Rate	Assigned Calendar
Lead Nurse	AP2	221
Licensed Vocational Nurse (LVN)	Teacher Salary Schedule (70%)	190
Registered Nurse	Teacher Salary Schedule	190

LIBRARIAN HIRING SCHEDULE		
Position	Starting Rate	Assigned Calendar
Librarian, Elementary (Grades PK-4)	Teacher Salary Schedule	188
Librarian, High School (Grades 9-12)	Teacher Salary Schedule	198
Librarian, Junior High (Grades 7-8)	Teacher Salary Schedule	198
Librarian, Middle School (Grades 5-6)	Teacher Salary Schedule	193
Library Paraprofessional	Teacher Salary Schedule	184

TEACHER SALARY SCHEDULE		
Step/Local Experience	DISD Compensation Rate	DISD Daily Rate
0	\$59,000.00	\$315.51
1	\$59,220.00	\$316.68
2	\$59,474.00	\$318.04
3	\$59,592.00	\$318.67
4	\$59,710.00	\$319.30
5	\$60,410.00	\$323.05
6	\$60,560.00	\$323.85
7	\$60,710.00	\$324.65
8	\$61,460.00	\$328.66
9	\$61,525.00	\$329.01
10	\$61,635.00	\$329.60
11	\$61,745.00	\$330.19
12	\$61,960.00	\$331.34
13	\$62,175.00	\$332.49
14	\$62,445.00	\$333.93
15	\$62,715.00	\$335.37
16	\$63,090.00	\$337.38
17	\$63,480.00	\$339.47
18	\$63,860.00	\$341.50
19	\$64,420.00	\$344.49
20	\$65,010.00	\$347.65
21	\$65,595.00	\$350.78
22	\$66,175.00	\$353.88
23	\$66,760.00	\$357.01
24	\$67,460.00	\$360.75
25	\$68,150.00	\$364.44
26	\$68,835.00	\$368.10
27	\$69,530.00	\$371.82
28	\$70,220.00	\$375.51
29	\$70,800.00	\$378.61
30	\$71,385.00	\$381.74
31	\$71,960.00	\$384.81
32	\$72,550.00	\$387.97
33	\$73,135.00	\$391.10
34	\$73,720.00	\$394.22
35	\$74,200.00	\$396.79
36	\$74,680.00	\$399.36
37	\$75,160.00	\$401.93
38	\$75,640.00	\$404.49
39	\$76,125.00	\$407.09
40	\$76,660.00	\$409.95

Teacher is defined as a classroom teacher, a counselor, a librarian, and a registered nurse.
DISD Teacher Salary Schedule is based on a Bachelor's Degree.
Master's Degree: Add \$1,000, Doctorate's Degree: Add \$2,000 to the appropriate step on DISD Base Salary Schedule.
Career Ladder Level II: Add 1 step level, Career Ladder Level III: Add 2 step levels.
This compensation chart is approved for the current school year only and, in no way, is intended to be interpreted for future use beyond the school year for which it was approved.

An additional \$500 per step after Step 40 up to a maximum of Step 46.

Paraprofessional / Clerical / Technical Pay Ranges

PCT1	Minimum	Midpoint	Maximum
Calendars	\$108.80	\$145.07	\$181.34
180	\$19,584	\$26,113	\$32,641
184	\$20,019	\$26,693	\$33,367
190	\$20,672	\$27,563	\$34,455
Position			Assigned Calendar
Clerical Paraprofessional			184
Library Paraprofessional, Elementary (PK-4) and Middle School (5-6)			180
Library Paraprofessional, Junior High (7-8) and High School (9-12)			184
PE Paraprofessional			180
Publication Paraprofessional			190

PCT2	Minimum	Midpoint	Maximum
Calendars	\$115.71	\$154.28	\$192.85
180	\$20,828	\$27,770	\$34,713
184	\$21,291	\$28,388	\$35,484
192	\$22,216	\$29,622	\$37,027
Position			Assigned Calendar
Case Management Clerk			180
Day Care Paraprofessional (Gator Academy)			184
In-School Suspension Paraprofessional			180
JJAEP Paraprofessional			180
Receptionist, Junior High			192
Receptionist, Middle School			192
Receptionist / Clerk (DCC and DALC)			180
Receptionist / Clerk, Elementary			184
Receptionist / Clerk, High School			192

PCT3	Minimum	Midpoint	Maximum
Calendars	\$120.97	\$161.30	\$201.62
180	\$21,775	\$29,034	\$36,292
182	\$22,017	\$29,357	\$36,695
184	\$22,258	\$29,679	\$37,098
187	\$22,621	\$30,163	\$37,703
221	\$26,734	\$35,647	\$44,558
Position			Assigned Calendar
ABCD Paraprofessional			182
Behavior Paraprofessional (General Ed)			180
Bilingual / ESL Instructional Intervention Paraprofessional			180
Clinic Paraprofessional (No other qualifications)			184
Computer Lab Monitor (Junior High)			180
ESL Clerk (DHS)			184
Instructional Intervention Paraprofessional			180
Multipurpose Paraprofessional (60 College Hours Required)			180
Pre-K Paraprofessional (Regular / Bilingual)			180
Receptionist / Clerk, Operations and Facilities			221
SEL Counseling Clerk			184
Special Education Paraprofessional			182
Campus Compliance Data Clerk			184

PCT4	Minimum	Midpoint	Maximum
Calendars	\$123.36	\$164.48	\$205.60
180	\$22,205	\$29,606	\$37,008
184	\$22,698	\$30,264	\$37,830
187	\$23,068	\$30,758	\$38,447
192	\$23,685	\$31,580	\$39,475
198	\$24,425	\$32,567	\$40,709
Position			Assigned Calendar
Computer Lab Monitor (Elementary & Middle School)			180
DALC Paraprofessional			180
Esmond Center Records Clerk			184
Edgenuity Computer Lab Monitor			184
Secretary, Assistant Principal (Junior High and High School)			192
Secretary, College and Career Center			198
Secretary, Counselor (Junior High and High School)			192

PCT5	Minimum	Midpoint	Maximum
Calendars	\$128.79	\$171.72	\$214.66
192	\$24,728	\$32,970	\$41,215
198	\$25,500	\$34,001	\$42,503
200	\$24,888	\$33,184	\$41,480
202	\$26,016	\$34,687	\$43,361
215	\$27,690	\$36,920	\$46,152
221	\$28,463	\$37,950	\$47,440
Position		Assigned Calendar	
Assessment Staff Support Clerk		200	
Attendance / AP Secretary, Middle School		192	
Attendance / Data Entry Clerk, Elementary		202	
Attendance / Data Entry Clerk, Junior High		192	
Attendance / Data Entry Clerk, High School		192	
Attendance / Data Entry Clerk (LEAD), High School		221	
Data Entry / Counselor's Secretary, Middle School		198	
Publications / Business Technician/ Receptionist		221	
Scheduling Clerk & Summer Receptionist (High School)		221	
Secretary, Associate Principal (High School)		221	
Secretary, Dean of Instruction (Junior High and High School)		215 / 221	
Technical Support Specialist		221	

PCT6	Minimum	Midpoint	Maximum
Calendars	\$132.34	\$176.45	\$220.56
180	\$23,821	\$31,761	\$39,701
192	\$25,409	\$33,878	\$42,348
198	\$26,203	\$34,937	\$43,671
211	\$27,924	\$37,231	\$46,538
221	\$29,247	\$38,995	\$48,744
Position		Assigned Calendar	
Bookkeeper Clerk, High School		192	
Campus Security Monitor		180	
Payroll Specialist, Operations and Facilities		221	
PEIMS Specialist		221	
Registrar, Junior High		192	
Registrar Clerk, High School		198	
Secretary, Coastal Alternative Program (CAP)		211	
Secretary, Esmond Center Educational Records		198	
Secretary, Special Education Assessment		221	

Secretary, Special Programs Coordinators	221
Secretary, Special Education PEIMS	221
Secretary, Principal (DCC and DALC)	221

PCT7	Minimum	Midpoint	Maximum
Calendars	\$135.86	\$181.14	\$226.43
221	\$30,025	\$40,032	\$50,041
Position			Assigned Calendar
Accounts Payable Specialist			221
FNS Office Coordinator			221
Human Resources Generalist			221
Payroll Specialist			221
Secretary, Director of Alternative Education			221
Secretary, Director of Career and Technical Education			221
Secretary, Director of Transportation			221
Secretary, Principal (Elementary)			221
Secretary, Principal (Middle School)			221
Secretary, Principal (Junior High)			221

PCT8	Minimum	Midpoint	Maximum
Calendars	\$146.45	\$195.26	\$244.08
221	\$32,365	\$43,152	\$53,942
Position			Assigned Calendar
Accounting Clerk / Bookkeeper, DHS			221
Attendance Intervention Specialist			221
Secretary, Athletic Department			221
Secretary, Educational Services Department			221
Secretary, Executive Director of Human Resources			221
Secretary, Executive Director of Special Programs			221
Secretary, Executive Director of Technology			221

PCT9	Minimum	Midpoint	Maximum
Calendars	\$179.74	\$239.65	\$299.56
221	\$39,723	\$52,963	\$66,203
Position			Assigned Calendar
Secretary, Principal (High School)			221

PCT10	Minimum	Midpoint	Maximum
Calendars	\$212.91	\$283.88	\$354.85
221	\$47,053	\$62,737	\$78,422
Position			Assigned Calendar
Secretary, Assistant Superintendent of Administration			221
Secretary, Deputy Superintendent of Educational Services			221

PCT11	Minimum	Midpoint	Maximum
Calendars	\$224.65	\$299.54	\$374.42
221	\$49,648	\$66,198	\$82,747
Position			Assigned Calendar
Secretary, Superintendent of Schools			221

PCT DAILY RATE SCHEDULE

Years Exp.	PCT1	PCT2	PCT3	PCT4	PCT5	PCT6	PCT7	PCT8	PCT9	PCT10	PCT11
0	\$108.80	\$115.71	\$120.97	\$123.36	\$128.79	\$132.34	\$135.86	\$146.45	\$179.74	\$212.91	\$224.65
1	\$109.80	\$116.41	\$121.97	\$124.36	\$129.79	\$133.34	\$136.86	\$147.45	\$180.74	\$213.91	\$225.65
2	\$110.80	\$116.96	\$122.27	\$124.71	\$130.79	\$134.34	\$137.86	\$148.05	\$181.44	\$214.91	\$226.65
3	\$112.80	\$118.21	\$123.57	\$126.06	\$132.79	\$136.34	\$139.86	\$149.65	\$183.14	\$216.91	\$228.65
4	\$114.80	\$119.46	\$124.87	\$127.41	\$134.79	\$138.34	\$141.86	\$151.25	\$184.84	\$218.91	\$230.65
5	\$116.80	\$120.71	\$126.17	\$128.76	\$136.79	\$140.34	\$143.86	\$152.85	\$186.54	\$220.91	\$232.65
6	\$118.80	\$121.96	\$127.47	\$130.11	\$138.79	\$142.34	\$145.86	\$154.45	\$188.24	\$222.91	\$234.65
7	\$119.80	\$123.21	\$128.77	\$131.11	\$139.79	\$143.34	\$146.86	\$155.45	\$189.94	\$224.91	\$236.65
8	\$120.80	\$124.46	\$130.07	\$132.36	\$140.79	\$144.34	\$147.86	\$156.45	\$191.64	\$226.91	\$238.65
9	\$121.80	\$125.71	\$131.37	\$133.61	\$141.79	\$145.34	\$148.86	\$157.45	\$193.34	\$228.91	\$240.65
10	\$122.80	\$126.96	\$132.67	\$134.86	\$142.79	\$146.34	\$149.86	\$158.45	\$195.04	\$230.91	\$242.65
11	\$123.80	\$128.21	\$133.97	\$136.11	\$143.79	\$147.34	\$150.86	\$159.45	\$196.74	\$232.91	\$244.65
12	\$124.80	\$129.46	\$135.27	\$137.36	\$144.79	\$148.34	\$151.86	\$160.45	\$198.44	\$234.91	\$246.65
13	\$125.80	\$130.71	\$136.57	\$138.61	\$145.79	\$149.34	\$152.86	\$161.45	\$200.14	\$236.91	\$248.65
14	\$126.80	\$131.96	\$137.87	\$139.86	\$146.79	\$150.34	\$153.86	\$162.45	\$201.84	\$238.91	\$250.65
15	\$127.80	\$133.21	\$139.17	\$141.11	\$147.79	\$151.34	\$154.86	\$163.45	\$203.54	\$240.91	\$252.65
16	\$128.80	\$134.46	\$140.47	\$142.36	\$148.79	\$152.34	\$155.86	\$164.45	\$205.24	\$242.91	\$254.65
17	\$129.80	\$135.71	\$141.77	\$143.61	\$149.79	\$153.34	\$156.86	\$165.45	\$206.94	\$244.91	\$256.65
18	\$130.80	\$136.96	\$143.07	\$144.86	\$150.79	\$154.34	\$157.86	\$166.45	\$208.64	\$246.91	\$258.65
19	\$131.80	\$138.21	\$144.37	\$146.11	\$151.79	\$155.34	\$158.86	\$167.45	\$210.34	\$248.91	\$260.65
20	\$132.80	\$139.46	\$145.67	\$147.36	\$152.79	\$156.34	\$159.86	\$168.45	\$212.04	\$250.91	\$262.65
21	\$133.80	\$140.71	\$146.67	\$148.36	\$153.79	\$157.34	\$160.86	\$169.45	\$213.74	\$252.91	\$264.65
22	\$134.80	\$141.96	\$147.67	\$149.36	\$154.79	\$158.34	\$161.86	\$170.45	\$215.44	\$254.91	\$266.65
23	\$135.80	\$143.21	\$148.67	\$150.36	\$155.79	\$159.34	\$162.86	\$171.45	\$217.14	\$256.91	\$268.65
24	\$136.80	\$144.46	\$149.67	\$151.36	\$156.79	\$160.34	\$163.86	\$172.45	\$218.84	\$258.91	\$270.65
25	\$137.80	\$145.71	\$150.67	\$152.36	\$157.79	\$161.34	\$164.86	\$173.45	\$220.54	\$260.91	\$272.65
26	\$138.80	\$146.96	\$151.67	\$153.36	\$158.79	\$162.34	\$165.86	\$174.45	\$222.24	\$262.91	\$274.65
27	\$139.80	\$148.21	\$152.67	\$154.36	\$159.79	\$163.34	\$166.86	\$175.45	\$223.94	\$264.91	\$276.65
28	\$140.80	\$149.46	\$153.67	\$155.36	\$160.79	\$164.34	\$167.86	\$176.45	\$225.64	\$266.91	\$278.65
29	\$141.80	\$150.46	\$154.67	\$156.36	\$161.79	\$165.34	\$168.86	\$177.45	\$227.34	\$268.91	\$280.65
30	\$142.80	\$151.46	\$155.67	\$157.36	\$162.79	\$166.34	\$169.86	\$178.45	\$228.34	\$270.91	\$282.65
31	\$143.80	\$152.46	\$156.67	\$158.36	\$163.79	\$167.34	\$170.86	\$179.45	\$229.34	\$272.91	\$284.65
32	\$144.80	\$153.46	\$157.67	\$159.36	\$164.79	\$168.34	\$171.86	\$180.45	\$230.34	\$274.91	\$286.65
33	\$145.80	\$154.46	\$158.67	\$160.36	\$165.79	\$169.34	\$172.86	\$181.45	\$231.34	\$276.91	\$288.65
34	\$146.80	\$155.46	\$159.67	\$161.36	\$166.79	\$170.34	\$173.86	\$182.45	\$232.34	\$278.91	\$290.65
35	\$147.80	\$156.46	\$160.67	\$162.36	\$167.79	\$171.34	\$174.86	\$183.45	\$233.34	\$280.91	\$292.65
36	\$148.80	\$157.46	\$161.67	\$163.36	\$168.79	\$172.34	\$175.86	\$184.45	\$234.34	\$282.91	\$294.65
37	\$149.80	\$158.46	\$162.67	\$164.36	\$169.79	\$173.34	\$176.86	\$185.45	\$235.34	\$284.91	\$296.65

Daily rate for employees in these categories shall not be less than the amount shown on this schedule. Daily rates above are subject to adjustment above the base amount based on performance of the specific job duties for the position, with prior approval of the Superintendent. *Increase according to step/increment pattern (Ex. PCT1-9 \$1.00; PCT10-11 \$2.00).*

Support Services Pay Ranges

Pay Grade	Minimum	Midpoint	Maximum
SS1	\$10.79	\$15.42	\$20.04
SS2	\$11.89	\$16.99	\$22.08
SS3	\$12.97	\$18.53	\$24.09
SS4	\$15.14	\$21.62	\$28.11
SS5	\$17.30	\$24.72	\$32.14
SS6	\$19.80	\$28.28	\$36.76
SS7	\$22.23	\$31.76	\$41.28

Facility Services Pay Ranges

This hiring schedule is based on qualifying factors that result in STEPS.

Compensation Adjustments

Current employees' hourly rates shall be no less than a new employee who meets the criteria for the same step, based on the step requirements. Each adjustment is a stand-alone adjustment.

Standard Certification / Differential Categories	Additional Pay (per Hour)
Lead Differential (by number of employees supervised)	
1 to 2	\$1.00
3 to 5	\$1.25
6 to 10	\$1.50
10 to 15	\$2.00
16+	\$2.50
Asbestos Inspector License	\$2.25
Texas Commercial Driver's License	\$2.00
Call Out Guidelines	Minimum Number of Hours Paid at Current Hourly Rate
Alarm Issues (Security / Fire)	1.5 hour minimum
Maintenance Issues (Emergency repairs, or anything outside of alarms)	3.0 hour minimum

FAS2	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$11.89	\$12.40	\$12.91	\$13.59	\$14.44
Position					Assigned Calendar
Custodian					210 / 235
Substitute Custodian (Step 1)					No Assigned Calendar

Step Schedule for Hiring	
Custodian - FAS2	
Step 1	<ol style="list-style-type: none"> 1) No job related experience. 2) Demonstrate the ability to lift fifty (50) pounds routinely. 3) Read and understand instructions for cleaning, maintenance, and safety procedures.
Step 2	<ol style="list-style-type: none"> 1) At least one (1) year job related experience. 2) Basic knowledge of cleaning agents and their applications. 3) Basic knowledge of custodial practices used in cleaning schools. 4) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc.
Step 3	<ol style="list-style-type: none"> 1) At least three (3) years job related experience. 2) Experience in classroom cleaning including marker boards, furniture, windows, etc. 3) Experience in carpet care procedures.
Step 4	<ol style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in the operation of floor maintaining equipment (i.e. auto scrubbers, burnishers, wet vac, etc.). 3) Performs job duties without direct supervision.
Step 5	<ol style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, furniture repair, etc. 3) Experience with the appropriate procedures for opening, closing and safeguarding facilities, including securing exit doors, activating alarms, etc.

FAS3	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$12.97	\$13.90	\$14.82	\$16.67	\$17.60
Position			Assigned Calendar		
Assistant Athletic Field Caretaker			235		
Delivery Driver			235		
Grounds Worker			235		
HVAC Maintenance Worker			235		
Laundry Worker			235		
Lead Custodian, Junior High, High School and ESC			235		
Utility Worker			235		
Warehouse Worker			235		
Job Specific Certification Categories			Certification Rates (per Hour)		
Grounds Worker/ AFC Assistant (Pest)					
TDA Applicator's License with Weed Control			\$1.75		
(3) Additional Categories for TDA Applicator's License (Lawn, Ornamental, Pest and Termite)			\$2.00		
Grounds Worker/ AFC Assistant (Irrigation)					
Texas Irrigation Installer Certification			\$1.00		
Texas Irrigator License			\$1.50		
HVAC Maintenance Worker					
EPA Certification in Refrigerant Recovery (Universal)			\$2.00		
Utility / Warehouse Worker - Add'l Steps (If Employed on Step 1)					
Step 2			\$1.25		
Step 3			\$1.50		
Step 4			\$2.00		
Step 5			\$2.50		
Step Schedule for Hiring					
<i>Athletic Field Caretaker Assistant - FAS3</i>					
Step 1	1) No job related experience.				
	2) Possess a valid Texas Driver's license with a good driving record.				
Step 2	1) At least one (1) year job related experience.				
	2) One (1) year experience in grounds keeping or athletic field maintenance practices.				
	3) Skilled in the use of various types of mowers, weed eaters, striping machines, etc.				
Step 3	1) At least three (3) years job related experience.				
	2) Exhibits knowledge in the operation of irrigation systems.				
	3) Experience in the mowing of natural turf in various patterns using a reel mower.				
	4) Exhibits knowledge in basic procedures for maintaining and layout of athletic fields including football, soccer, baseball, etc.				
Step 4	1) At least five (5) years of job related experience.				
	2) Exhibits knowledge in the operation and repair of irrigation systems.				
	3) Proficient in painting procedures for athletic fields including layout, decal applications, striping and chalking.				
Step 5	1) At least seven (7) years of job related experience.				
	2) Exhibits knowledge in the diagnosis and treatment of horticulture problems caused by disease, insects, etc.				
	3) Experience in the restoration of athletic field surfaces using aerators, top dressers, tractors, sod cutter, etc.				

Grounds Worker - FAS3

- Step 1** 1) No job related experience.
2) Possess a valid Texas Driver's license with a good driving record.
- Step 2** 1) At least one (1) year of job related experience.
2) Exhibits the knowledge of basic grounds keeping practices and procedures.
3) Demonstrate the ability to operate various types of mowers, weed eaters, trimmers, etc.
- Step 3** 1) At least three (3) years job related experience.
2) Demonstrate basic knowledge of irrigation systems.
3) Experienced in tree and shrub trimming practices and procedures.
- Step 4** 1) At least five (5) years of job related experience.
2) Knowledge of various classes of plants, trees, flowers, etc. and their care.
3) Experience in the repair of irrigation systems.
- Step 5** 1) At least seven (7) years of job related experience.
2) Exhibits knowledge in the diagnosis and treatment of horticulture problems caused by disease, insects, etc.
3) Experience in the supervision of grounds keeping and landscaping projects.

HVAC Maintenance Worker - FAS3

- Step 1** 1) No job related experience.
2) Possess a valid Texas Driver's license with a good driving record.
3) Demonstrate the ability to follow written and verbal instructions.
4) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2** 1) At least one (1) year of job related experience.
2) Experience in the use of hand and power tools.
3) Demonstrate the ability to climb and use an extension, step and roof ladder.
4) Demonstrate the ability to work without supervision.
- Step 3** 1) At least three (3) years job related experience.
2) Knowledge of basic preventative maintenance practices for HVAC equipment.
3) Demonstrate basic computer skills.
- Step 4** 1) At least five (5) years of job related experience.
2) Experience in HVAC preventative maintenance, including inspecting / replacing belts, greasing bearings, etc.
3) Demonstrate the ability to track replacement of filters and maintain filter replacement schedule.
- Step 5** 1) At least seven (7) years of job related experience.
2) Proficient in the use of a computer for documentation and communication purposes.
3) Experience in minor troubleshooting and replacement of HVAC components and systems.

Laundry Worker - FAS3

- Step 1** 1) No job related experience.
2) Possess a valid Texas Driver's license with a good driving record.
3) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2** 1) At least one (1) year of job related experience.
2) Exhibits effective oral and written communication skills.
3) Knowledge of cleaning procedures for office areas.
4) Knowledge of basic washing and drying of clothes according to color, volume and fabric type.
- Step 3** 1) At least three (3) years job related experience.
2) Demonstrate the ability to organize and implement a laundry schedule.
3) At least three (3) years of experience in cleaning of office areas and restrooms.
- Step 4** 1) At least five (5) years of job related experience.
2) Experience in washing and drying of clothes including bleaching/stain removal/handling & delivery.
- Step 5** 1) At least seven (7) years of job related experience.
2) Proficient in all areas of commercial laundry procedures.
3) Experience in the maintaining of commercial flooring including stripping, waxing, buffing, and carpet cleaning.

Lead Custodian, Junior High, High School and ESC - FAS3

- Step 1**
- 1) No job related experience.
 - 2) Demonstrates the ability to lift fifty (50) pounds routinely.
 - 3) Read and understand instructions for cleaning, maintenance, and safety procedures.
- Step 2**
- 1) At least one (1) year of related job experience.
 - 2) Basic knowledge of cleaning agents and their applications.
 - 3) Basic knowledge of custodial practices used in cleaning schools.
 - 4) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc.
- Step 3**
- 1) At least three (3) years of related job experience.
 - 2) Experience in classroom cleaning including marker boards, furniture, windows, etc.
 - 3) Experience in carpet care procedures.
- Step 4**
- 1) At least five (5) years of related job experience.
 - 2) Experienced in the operation of floor maintaining equipment (i.e. auto scrubbers, burnishers, wet vac, etc.).
 - 3) Performs job duties without direct supervision.
- Step 5**
- 1) At least seven (7) years of related job experience.
 - 2) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, furniture repair, etc.
 - 3) Experience with the appropriate procedures for opening, closing and safeguarding facilities, including securing exit doors, activating alarms, etc.

Delivery Driver - FAS3

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 2) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2**
- 1) At least one (1) year of related job experience.
 - 2) Experience in the sorting of mail for delivery.
 - 3) Exhibits high level of oral and written communication skills.
 - 4) Demonstrate the ability to work without supervision.
- Step 3**
- 1) At least three (3) years of related job experience.
 - 2) Experience in the use of postage machine.
 - 3) Proficient at reading maps and using GPS to locate destinations.
- Step 4**
- 1) At least five (5) years of related job experience.
 - 2) Knowledge of postal regulations and requirements
- Step 5**
- 1) At least seven (7) years of related job experience.
 - 2) Experience in the regulations and procedures required to ship various types of parcels via private carrier.
 - 3) Experience in the regulations, requirements and procedures involved with district and postal service of delivery of mail, board folders, etc.

Utility Worker - FAS3

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to follow written and verbal instructions.
- Step 2**
- 1) At least one (1) year of related job experience.
 - 2) Demonstrate the ability to lift fifty (50) pounds routinely.
 - 3) Skilled in the use of basic hand tools.
 - 4) Experience in the use of a pallet jack, truck cart, vending dolly and other moving equipment.
- Step 3**
- 1) At least three (3) years of related job experience.
 - 2) Experience in the use of power tools.
 - 3) Experience in the transport and delivery of various materials and supplies.
 - 4) Skilled in the use of pressure washing equipment.

Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of related job experience. 2) Basic knowledge of parking lot maintenance and sign repair.
Step 5	<ul style="list-style-type: none"> 3) Demonstrate the ability to pressure wash buildings and parking lots following a schedule. 1) At least seven (7) years of related job experience. 2) Possess certification in forklift operation. 3) Demonstrate the ability to work independently to complete work orders, furniture transfers, deliveries, etc.
<i>Warehouse Worker - FAS3</i>	
Step 1	<ul style="list-style-type: none"> 1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record.
Step 2	<ul style="list-style-type: none"> 2) Demonstrate the ability to lift fifty (50) pounds on a frequent basis. 1) At least one (1) year of related job experience. 2) Exhibit knowledge of basic warehouse procedures (including storing, inventory, tracking, receiving, etc.). 3) Demonstrate basic computer skills. 4) Experience in the verification of shipments with information on invoices, packing slips, purchase orders and use of a computer.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of related job experience. 2) Experience in warehouse shipping and receiving practices. 3) Experience in the moving of inventory to various locations by safely and properly operating fork lift, pallet jack and / or handcart. 4) Proficient in the use of computerized maintenance management inventory system.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of related job experience. 2) Possess strong computer skills (demonstrates the ability to use software programs to develop management assistance documents). 3) Provide evidence of appropriate training experience in warehouse management. 4) Experience in the organization and implementation of delivering of materials and supplies to designated destinations.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of related job experience. 2) Proficient in purchasing and inventory control methods and procedures. 3) Possess certification in forklift operation.

FAS4	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$15.14	\$16.22	\$17.30	\$19.46	\$20.54
Position			Assigned Calendar		
Athletic Complex Caretaker			235		
Athletic Field Caretaker			235		
Craft Apprentice, HVAC, General Maintenance, Electrical, Plumbing, and Life Safety/ Security			235		
Head Custodian, Elementary, Middle Schools and ESC			235		
Landscape Detailer			235		
Lead Laundry/Custodian			235		
Job Specific Certification Categories			Certification Rates (per Hour)		
Athletic Facilities Caretakers					
1) Step 2			\$1.50		
2) Step 3			\$2.00		
3) Step 4			\$2.50		
4) Step 5			\$2.75		
Landscape Detailer					
TDA Applicator's License with Weed Control			\$1.75		
(3) Additional Categories for TDA Applicator's License (Lawn Ornamental, Pest and Termite)			\$2.00		
Texas Irrigation Installer Certification			\$1.00		
Texas Irrigator License			\$1.50		
Craft Apprentice					
Electrical					
1) Texas Maintenance Electrician License			\$2.00		
2) Texas Journeyman Electrician License			\$2.50		
3) Texas Master Electrician License			\$3.00		
Plumber					
1) Texas Tradesman Plumber - Limited License			\$2.00		
2) Texas Journeyman Plumber's License			\$2.50		
3) Texas Masters Plumber's License			\$3.00		
General Maintenance/ Life Safety/ Security					
1) Step 2			\$1.50		
2) Step 3			\$2.00		
3) Step 4			\$2.50		
4) Step 5			\$2.75		
HVAC					
1) EPA Certification in Refrigerant Recovery (Universal)			\$2.00		
2) Texas Class "B" license in HVAC or Associate's Degree in Air Conditioning Technology			\$2.50		
3) Texas Class "A" license in HVAC			\$3.00		
Step Schedule for Hiring					
Athletic Complex Caretaker - FAS4					
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to follow verbal and written instructions.				
Step 2	1) At least one (1) year of job related experience. 2) Demonstrate knowledge of basic grounds keeping practices. 3) Demonstrate basic knowledge of custodial practices used in cleaning schools.				

	4) Experience with appropriate procedures for opening, closing and safeguarding facilities, including securing gates and doors, security alarms, etc.
Step 3	1) At least three (3) years of job related experience. 2) Experience in the operation of floor care equipment (i.e. buffers, wet vac, burnishers, etc.). 3) Basic knowledge in the care of artificial turf. 4) Basic knowledge in the care of synthetic running track surfaces.
Step 4	1) At least five (5) years of job related experience. 2) Experience in the care and minor maintenance of aluminum bleachers. 3) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, etc.
Step 5	1) At least seven (7) years of job related experience. 2) Experience in interior and exterior maintenance of athletic facilities, including locker rooms, press boxes, restrooms, mechanical rooms, etc. 3) Experience in field preparation and set up for football, soccer and other athletic events. 4) Proficient in the operation of an athletic venue during scheduled events.
<i>Athletic Field Caretaker - FAS4</i>	
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record 3) Demonstrate basic knowledge of turf (natural) including aeration, mowing, irrigation, etc.
Step 2	1) At least one (1) year of experience in grounds keeping and landscaping procedures. 2) Experience in the mowing of turf (natural) in various patterns using a reel mower 3) Demonstrate basic knowledge of various procedures required to maintain athletic fields including football, baseball, soccer, etc. 4) Demonstrate basic knowledge in the layout of athletic fields including football, baseball, soccer, etc. 5) Skilled in use of various types of mowers, weed eaters, striping machines, aerators, etc.
Step 3	1) At least three (3) years of experience in grounds keeping and landscaping procedures. 2) Knowledge in painting procedures for athletic fields including layout, decal applications, striping and chalking. 3) Experience in the recognition of various problems related to turf management caused by disease, weeds, insects, etc.
Step 4	1) At least five (5) years of experience in grounds keeping and landscaping. 2) At least one (1) years of experience in athletic field preparation and procedures. 3) Experience in the repair of athletic field irrigation systems.
Step 5	1) At least seven (7) years of experience in grounds keeping and landscaping. 2) At least 2 years of experience in athletic field preparation and procedures. 3) Experience in the supervision of grounds personnel in athletic field procedures and preparation.
<i>Craft Apprentice - FAS4</i>	
Step 1	1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to follow written and verbal instructions.
Step 2	1) At least one (1) year of job related experience. 2) Knowledge of tools in a designated craft. 3) Basic knowledge of work related systems (i.e. plumbing, A/C, electrical, etc.). 4) Demonstrate basic computer skills.
Step 3	1) At least three (3) years job related experience. 2) Knowledge of general maintenance duties related to assigned craft. 3) Demonstrate the ability to work unsupervised.
Step 4	1) At least five (5) years of job related experience. 2) Experience in the procurement of supplies, parts and tools. 3) Experience in work order system procedures. 4) Experienced in preventative maintenance procedures related to assigned craft.
Step 5	1) At least seven (7) years of job related experience. 2) Experience in troubleshooting procedures related to assigned craft.

3) Proficient in the use of a computer for various duties.

Head Custodian (Elementary, Middle Schools and ESC) - FAS4

- Step 1**
- 1) At least one (1) year of job related experience.
 - 2) Basic knowledge of custodial practices used in cleaning schools.
 - 3) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc.
 - 4) Read and understand written and verbal directives.
 - 5) Experience with appropriate procedures for opening, closing and safeguarding facilities.
 - 6) Experience in the operation of floor maintaining equipment.
- Step 2**
- 1) At least three (3) years of job related experience.
 - 2) At least one (1) year of supervisory experience.
- Step 3**
- 1) At least five (5) years verifiable experience as a custodian.
 - 2) Planning and directing experience.
 - 3) At least two (2) years of supervisory experience.
- Step 4**
- 1) At least seven (7) years of verifiable job related experience.
 - 2) At least three (3) years of verifiable supervisory experience.
 - 3) At least two (2) years planning and directing experience.
- Step 5**
- 1) At least nine (9) years of verifiable job related experience.
 - 2) At least five (5) years of verifiable building keeper experience as a supervisor.
 - 3) At least five (5) years planning and directing experience.
 - 4) Experience in training personnel in custodial safety procedures.

Landscape Detailer - FAS4

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Exhibits the knowledge of basic grounds keeping practices and procedures
 - 3) Demonstrate the ability to operate various types of equipment such as mowers, weed eaters, hedge trimmers, etc.
 - 4) Possess basic knowledge of various types of plants, flowers, trees, etc. and their care.
- Step 3**
- 1) At least three (3) years of job related experience.
 - 2) Demonstrate basic knowledge of shrub and tree maintenance.
 - 3) Demonstrate basic knowledge of irrigation systems maintenance and repair.
- Step 4**
- 1) At least five (5) years of job related experience.
 - 2) Experienced in flower bed and soil maintenance practices including, weeding, mulching, aerating, edging, and fertilization.
 - 3) Experienced in the removal and planting of ornamental plants, bushes, flowers, plants and shrubs.
- Step 5**
- 1) At least seven (7) years of job related experience.
 - 2) Exhibit detailed knowledge and experience in pruning, trimming, grafting, and removal of trees of various types and sizes
 - 3) Experienced in the installation of landscaping projects and using softscaping and hardscaping materials.
 - 4) Experienced in the installation and repair of irrigation systems for commercial landscaping.

Lead Laundry/Custodian - FAS4

- Step 1**
- 1) No job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Exhibit effective oral and written communication skills.
 - 3) Knowledge of cleaning procedures.
 - 4) Knowledge of basic washing and drying of clothes according to color, volume and fabric type.
- Step 3**
- 1) Three (3) years of job related experience.
 - 2) Demonstrate the ability to organize and implement a laundry schedule.
 - 3) Experience in the operation of custodial equipment and floor machines.

Step 4	1) Five (5) years of job related experience. 2) Planning and directing experience.
Step 5	1) Seven (7) years of job related experience. 2) Experience in training personnel in custodial and laundry procedures.

FAS5	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$17.30	\$19.78	\$21.01	\$22.25	\$24.72
Position				Assigned Calendar	
Building Maintenance Technician, DHS				235	
Grounds Foreman				235	
Grounds Mechanic				235	
Head Custodian, Junior High and Lobit Education Village				235	
Inventory Management Technician				235	
Pest Control Operator				235	
Utility Foreman				235	
Job Specific Certification Categories				Certification Rates (per Hour)	
Grounds Foreman & Pest Control Operator					
TDA Applicator's License with Weed Control				\$1.75	
(3) Additional Categories for TDA Applicator's License (Lawn, Ornamental, Pest and Termite)				\$2.00	
Texas Irrigation License				\$1.50	
Indoor Pest Management Coordinator Certification				\$2.25	
Grounds Mechanic					
*Certification must be through Outdoor Power Equipment accredited program					
Small Engine Repair Certification*				\$1.25	
Diesel Engine Repair Certification*				\$1.75	
Hydraulic Systems Repair Certification*				\$1.75	
Step Schedule for Hiring					
Building Maintenance Technician, DHS - FAS5					
Step 1	1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of commercial building maintenance related to electrical, plumbing, carpentry and painting. 4) Demonstrate the ability to work without direct supervision.				
Step 2	1) At least three (3) years of job related experience. 2) Possess the ability to organize and maintain a preventative maintenance program. 3) Experience in basic electrical, plumbing and carpentry repairs.				
Step 3	1) At least five (5) years of job related experience. 2) Skilled in the use of tools in the paint trade such as brushes, rollers and drywall tools. 3) Experience in the troubleshooting and repair of electrical and lighting systems. 4) Experience in the troubleshooting and repair of plumbing fixtures and systems.				
Step 4	1) At least seven (7) years of job related experience. 2) Experience in repair and replacement of doors, hardware, ceilings and flooring systems in commercial buildings. 3) Demonstrate the ability to repair damaged drywall surfaces to maintain a uniform appearance of the surrounding area. 4) Demonstrate advanced skills and knowledge required to repair and recoat any pre-coated paint surfaces with various types of paint finishes.				

- Step 5**
- 1) At least nine (9) years of job related experience.
 - 2) Extensive training with documentation in the area of maintenance related to school facilities and/or commercial buildings.
 - 3) Demonstrate the ability to plan and direct personnel in a supervisory role.
 - 4) Proficient in the repair and preventative maintenance of electrical, lighting and plumbing systems of school facilities.

Grounds Foreman - FAS5

- Step 1**
- 1) Demonstrate knowledge of seasonal mowing and trimming requirements.
 - 2) Demonstrate knowledge of various types of equipment used in mowing operations.
 - 3) Possess a valid Texas Driver's license with a good driving record.
- Step 2**
- 1) At least one (1) year of job related experience.
 - 2) Demonstrate basic knowledge of landscaping procedures.
 - 3) Demonstrate basic knowledge of irrigation installation and repairs.
- Step 3**
- 1) At least three (3) years of job related experience.
 - 2) At least one (1) year of experience planning / directing a mowing and landscaping operation.
- Step 4**
- 1) At least five (5) years of job related experience.
 - 2) Demonstrate knowledge in the care of various typing of plants, trees, flowers, etc.
 - 3) At least three (3) years of experience planning / directing a mowing and landscaping operation.
- Step 5**
- 1) At least seven (7) years of job related experience.
 - 2) Experience in the identification and treatment of horticultural problems caused by disease, insects, etc.
 - 3) Experience in landscaping installation and repairs.

Grounds Mechanic - FAS5

- Step 1**
- 1) Possess a valid Texas Driver's license with a good driving record.
 - 2) Demonstrate basic knowledge of grounds and landscaping procedures.
 - 3) Demonstrate basic knowledge of repair of outdoor power equipment.
- Step 2**
- 1) At least one (1) year of experience in the repair of lawn equipment (i.e. walk behind and riding mowers, weed eaters, blowers, etc.).
 - 2) Demonstrate knowledge of preventative maintenance procedures for lawn equipment.
- Step 3**
- 1) At least three (3) years of experience in the repair of lawn equipment (i.e. walk behind and riding mowers, weed eaters, blowers, etc.).
 - 2) Proficient in the use of all lawn equipment and tractors.
 - 3) Demonstrate knowledge in the operation of heavy equipment (i.e. backhoes, loaders, tractors).
 - 4) Experience in the repair of two stroke and four stroke engines.
- Step 4**
- 1) At least five (5) years of experience in the repair of commercial lawn and power equipment.
 - 2) Experience in the maintenance and repair of spray equipment (i.e. chemical sprayers, striping machines, etc.).
 - 3) Experience in the repair of hydraulic systems on heavy equipment.
- Step 5**
- 1) At least seven (7) years of experience in lawn equipment repair including heavy equipment.
 - 2) Demonstrate detailed knowledge of grounds and landscaping procedures.
 - 3) Proficient in the repair of heavy equipment (i.e. backhoes, tractors, lifts, etc.).

Head Custodian, Junior High and Lobit Education Village - FAS5

- Step 1**
- 1) At least one (1) year of job related experience.
 - 2) Basic knowledge of custodial practices used in cleaning schools.
 - 3) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc.
 - 4) Read and understand written and verbal directives.
 - 5) Experience with appropriate procedures for opening, closing and safeguarding facilities.
 - 6) Experience in the operation of floor maintaining equipment.
- Step 2**
- 1) At least three (3) years of job related experience.
 - 2) At least one (1) year of supervisory experience.
- Step 3**
- 1) At least five (5) years of verifiable experience as a custodian.

	<ul style="list-style-type: none"> 2) Planning and directing experience. 3) At least two (2) years of supervisory experience.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of verifiable job related experience. 2) At least three (3) years of verifiable supervisory experience.
Step 5	<ul style="list-style-type: none"> 3) At least two (2) years of planning and directing experience. 1) At least nine (9) years of verifiable job related experience. 2) At least five (5) years of verifiable building keeper experience as a supervisor. 3) At least five (5) years of planning and directing experience. 4) Experience in training personnel in custodial safety procedures.
<i>Inventory Management Technician - FAS5</i>	
Step 1	<ul style="list-style-type: none"> 1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to lift fifty (50) pounds on a frequent basis. 4) Demonstrate basic computer skills.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Exhibits knowledge of basic warehouse procedures including storing, inventory, tracking, receiving, etc. 3) Experience in inventory control methods and procedures. 4) Demonstrate knowledge of advanced computer skills.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Proficient in the used of a computerized inventory management system. 3) Exhibit knowledge of warehouse and truck stock distribution, stocking and auditing procedures. 4) Possess certification as a trained forklift operator.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in the use of a bar coding system for inventory control. 3) Demonstrate advanced computer skills with the ability to compile detailed inventory reports. 4) Demonstrate knowledge of tool crib operating procedures.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Proficient in following and implementing district and departmental purchasing procedures. 3) Provide documentation of training and experience in warehouse management methods and procedures.
<i>Pest Control Operator - FAS5</i>	
Step 1	<ul style="list-style-type: none"> 1) No job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic computer skills.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Experience in the identification and resolution of pest control issues. 3) Demonstrate knowledge of safety procedures in handling chemicals as required by Texas SPCB.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Experience in the planning of pest and weed control strategies. 3) Experience in the application of IPM procedures related to schools.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Experience in the identification and resolution of termite issues. 3) Proficient in the use of a computer to maintain accurate records as per Texas SPCB requirements.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Knowledge of procedures in control of nuisance wildlife.
<i>Utility Foreman - FAS5</i>	
Step 1	<ul style="list-style-type: none"> 1) Possess valid Texas driver's license with a good driving record. 2) Demonstrate the ability to follow written and verbal instructions.

	3) Experience in the use of a pallet jack, truck cart, different types of dollies and other moving equipment.
Step 2	1) At least one (1) years of job related experience. 2) Experience in the transport and delivery of various materials and supplies. 3) Skilled in the use of hand tools (i.e. hammers, screwdrivers, socket sets, etc.) 4) Skilled in the use of power tools (drills, saws, etc.)
Step 3	1) At least three (3) years of job related experience. 2) Demonstrate the ability to work independently to complete work orders, deliveries and other job assignments. 3) Demonstrate basic computer skills 4) Knowledge of the regulations, requirements and procedures involved with district mail distribution.
Step 4	1) At least five (5) years of job related experience. 2) Demonstrate knowledge of parking lot maintenance and repair procedures. 3) Demonstrate knowledge of pressure washing practice and procedures for cleaning the exterior of commercial buildings. 4) Experienced in the organizing, transport and delivery of furniture, materials, supplies, etc.
Step 5	1) At least seven (7) years of job related experience. 2) Experience in coordinating and supervising projects such as pressure washing, moving and deliveries to meet assigned deadlines. 3) Experience in set up procedures for special events such as banquets, graduation, auctions, etc. 4) Demonstrate advanced computer skills.

FAS6	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$19.80	\$22.62	\$25.45	\$28.28	\$29.69
Position				Assigned Calendar	
Carpenter				235	
Coordinator, Facility Services				235	
Grounds Supervisor				235	
Head Custodian, DHS				235	
Painter				235	
Plumber				235	
Electrician				235	
Purchasing / Warehouse Manager				235	
Technician (Door Hardware, General Maintenance, Life Safety/Security, and HVAC)				235	
Utility Supervisor				235	
Job Specific Certification Categories				Certification Rates (per Hour)	
Carpenter, Door Hardware Technician, Grounds Supervisor, Painter, HVAC Technician (General Maintenance; Life Safety/Security; Facility Services Coordinator)					
Asbestos Inspector License				\$2.25	
Texas Class A HVAC License				\$3.00	
Texas Class B HVAC License				\$2.50	
Electrician					
1) Texas Maintenance Electrician License				\$2.00	
2) Texas Journeyman Electrician License				\$2.50	
3) Texas Master Electrician License				\$3.00	

Step Schedule for Hiring

Carpenter - FAS6

- Step 1** 1) At least one (1) year of job related experience.
 2) Possess a valid Texas Driver's license with a good driving record.
 3) Demonstrate the ability to use hand tools and portable power tools.
- Step 2** 1) At least three (3) years of job related experience.
 2) Demonstrate the ability to read blueprints.
 3) Demonstrate the ability to organize vehicle with necessary materials for daily work.
- Step 3** 1) At least five (5) years of job related experience.
 2) Demonstrate the ability to operate stationary and portable power tools.
 3) Demonstrate the ability to use carpentry hand tools.
 4) Demonstrate the ability to follow established safety procedures and techniques used to perform job duties.
- Step 4** 1) At least seven (7) years of job related experience.
 2) Demonstrate the ability to plan basic construction projects.
 3) Demonstrate the ability to read basic architectural drawings.
- Step 5** 1) At least nine (9) years of job related experience.
 2) Demonstrate the ability to make drawings or sketches of construction projects.
 3) Demonstrate the ability to plan and order materials for construction projects.

Coordinator, Facility Services - FAS6

- Step 1** 1) At least one (1) year of job related experience.
 2) Demonstrate knowledge of various types of equipment used in mowing operations.
 3) Possess a valid Texas Driver's license with a good driving record.
 4) Demonstrate good receptionist skills including telephone and radio protocol.
- Step 2** 1) At least three (3) years of job related experience.
 2) Knowledge of facility maintenance methods and procedures.
 3) Knowledge of facility rental procedures.
 4) Knowledge of payroll processing.
- Step 3** 1) At least five (5) years of job related experience.
 2) Experience in the entry and extraction of data using the district's Computerized Maintenance Management System (CMMS) (i.e., work orders, equipment schedules, facility projects, etc.).
 3) Experience in the entry and extraction of data from the CMMS for facility scheduling, rental and billing.
 4) Demonstrate the ability to organize staff meetings, training sessions and other events related to the Operations and Facilities department.
- Step 4** 1) At least seven (7) years of job related experience.
 2) Experience in payroll processing including time sheets, leave requests, attendance and other related documents.
 3) Experience in maintaining security system records, codes and other related information.
 4) Experience in generating reports from the data in the CMMS (i.e., work orders, productivity, facility rentals, etc.).
- Step 5** 1) At least nine (9) years of job related experience.
 2) Experience in the direction and training of personnel on usage of the CMMS for work order and inventory purposes.
 3) Experience in the direction and training of personnel and organizations on the usage of the CMMS for facility rentals and usage.
 4) Experience in the direction and training of office personnel in the proper methods and protocol used by the Operations and Facilities department.

Door Hardware Technician - FAS6

- Step 1** 1) At least one (1) year of job related experience.
 2) Possess a valid Texas Driver's license with a good driving record.
 3) Experience in the use of various hand and power tools.

Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Experience in the operation of key coding and duplicating machine. 3) Basic knowledge in building security practices.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Demonstrate the ability to install and repair cylindrical and mortise locks. 3) Demonstrate the ability to install and repair door closures and exit devices.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in the implementation and maintaining of a facility key code system. 3) Experience in the repair of various types of interior and exterior doors. 4) Experience in the repair and replacement of door mullions, thresholds, hinges and glazing systems.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Knowledge of ADA laws related to doors and door hardware. 3) Experience in the repair and replacement of locker hardware. 4) Experience in the repair and maintenance of electronic door devices.
Electrician - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters. 4) Demonstrate the ability to follow written and verbal instructions.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience as an Electrician or six (6) years as an Electrical apprentice. 2) Proficient in the use of a computer for documentation and communication purposes (i.e., work orders, email, requisitions, etc.). 3) Knowledge of, and experience with compliance of the National Electric Code and related local codes. 4) Demonstrate the ability to read writing diagrams and schematics for diagnostic purposes.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience as an Electrician, or eight (8) years as an Electrical Apprentice. 2) Experience in the cutting, bending, threading and running of electric conduit materials. 3) Experience in the pulling of insulated terminations to complete the installation of electrical circuits. 4) Skilled in the testing of malfunctioning electrical circuits and systems using test equipment.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an Electrician. 2) Demonstrate the ability to read and interpret detailed drawings, plans and specifications. 3) Experience in the installation, trouble shooting, and repair of commercial lighting fixtures and systems.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as an Electrician. 2) Experience in the direction and training of personnel to install, maintain and repair commercial electrical circuits and systems. 3) Experience in electrical load calculations and planning for large jobs and special projects. 4) Experience in preventative maintenance procedures for electrical and lighting systems for commercial buildings.
General Maintenance Technician - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of building maintenance related to electrical, plumbing and carpentry.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Demonstrate the ability to work without supervision. 3) Experience in organizing and maintaining a preventative maintenance program. 4) Experience in minor electrical, plumbing and carpentry repairs.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience.

	<ul style="list-style-type: none"> 2) Documented training and/or experience with organization and implementation of preventative maintenance program. 3) Experience in basic troubleshooting and repair of electrical and lighting systems. 4) Experience in basic troubleshooting and repair of plumbing fixtures and systems.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) Experience in repair and replacement of doors, hardware, ceilings and flooring systems in commercial buildings. 3) Demonstrate the ability to interpret blueprints and schematics to troubleshoot electrical, plumbing and structural problems.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of job related experience. 2) Extensive training with documentation in the area of maintenance related to school facilities and/or commercial buildings. 3) Demonstrate the ability to plan and direct personnel in a supervisory role. 4) Proficient in preventative maintenance of all areas of school facilities.
Grounds Supervisor - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of grounds and landscaping procedures.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) Knowledge of turf management, including disease control, irrigation and drainage.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job related experience. 2) Knowledge of indoor pest management procedures. 3) Experience scheduling and supervising a large mowing and landscaping operation.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job related experience. 2) At least two (2) years of supervisory experience. 3) Experience in scheduling and supervising indoor pest management program.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) or more years of job related experience. 2) Experience in the design and installation of irrigation systems.
Head Custodian, DHS - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Basic knowledge of custodial practices used in cleaning schools. 3) Knowledge of custodial safety procedures including MSDS sheets, Bloodborne Pathogens, etc. 4) Read and understand written and verbal directives. 5) Experience with appropriate procedures for opening, closing and safeguarding facilities. 6) Experience in the operation of floor maintaining equipment.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job related experience. 2) At least one (1) year of supervisory experience.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of verifiable experience as a custodian. 2) Planning and directing experience. 3) At least two (2) years of supervisory experience.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of verifiable job related experience. 2) At least three (3) years of verifiable supervisory experience. 3) At least two (2) years of planning and directing experience.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of verifiable job related experience. 2) At least five (5) years of verifiable building keeper experience as a supervisor. 3) At least five (5) years of planning and directing experience. 4) Experience in training personnel in custodial safety procedures.
HVAC Technician - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters.

Step 2	<p>4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes.</p> <p>1) At least three (3) years of job related experience.</p> <p>2) Possess EPA certification in refrigerant recovery with a "Universal" endorsement.</p> <p>3) Proficient in the use of a computer for documentation and communication purposes (i.e. work orders, email, heat load calculations, requisitions, etc.).</p> <p>4) Knowledge of and experience with compliance of the Uniform Mechanical code and related laws and regulations.</p>
Step 3	<p>1) At least five (5) years of job related experience.</p> <p>2) Experience in the diagnosis and repair of HVAC systems 25 tons and under.</p> <p>3) Experience in the diagnosis and repair of commercial ice makers.</p> <p>4) Experience in the preventative maintenance practices and procedures for HVAC systems.</p>
Step 4	<p>1) At least seven (7) years of job related experience.</p> <p>2) Experience in the repair of chilled water systems including chillers, pumps, and air handlers.</p> <p>3) Experience in the troubleshooting and calibration of DDC controls.</p> <p>4) Experience in the diagnosis and repair of commercial boilers.</p>
Step 5	<p>1) At least nine (9) or more years of job related experience.</p> <p>2) Experience in the use and programming of BAS control systems for energy management purposes.</p> <p>3) Demonstrate the ability to diagnose and repair HVAC systems of any size or capacity.</p> <p>4) Experience in the direction and training of personnel to install, maintain and repair commercial HVAC system.</p>
<i>Life Safety / Security Technician - FAS6</i>	
Step 1	<p>1) At least one (1) year of job related experience.</p> <p>2) Possess a valid Texas Driver's license with a good driving record.</p> <p>3) Skilled in the use of hand tools and portable power tools.</p> <p>4) Experience in the use of meters and other test equipment.</p>
Step 2	<p>1) At least three (3) years of job related experience.</p> <p>2) Demonstrate the ability to work troubleshoot AC and DC circuits.</p> <p>3) Proficient in the use of a computer for documentation and communication purposes (work orders, email, requisitions, etc.).</p> <p>4) Basic knowledge of NFPA codes and standards.</p>
Step 3	<p>1) At least five (5) years of job related experience.</p> <p>2) Experience in troubleshooting and repair of security systems.</p> <p>3) Experience in troubleshooting and repair of life safety systems.</p> <p>4) Demonstrate the ability to read and interpret detailed drawings, plans and specifications.</p>
Step 4	<p>1) At least seven (7) years of job related experience.</p> <p>2) Experience in the methods and practices used to repair and maintain various electronic equipment.</p> <p>3) Knowledge of elevating equipment maintenance and repair.</p> <p>4) Experience in the coordination of inspections for fire alarm systems, fire sprinkler systems, fire suppression systems, and fire extinguishers.</p>
Step 5	<p>1) At least nine (9) or more years of job related experience.</p> <p>2) Proficient in preventative maintenance practices and documentation of service and repair of life safety and security systems.</p> <p>3) Experience in the direction and training of personnel in the use of district facilities security systems.</p> <p>4) Experience in the direction and training of personnel in the use of district facilities fire equipment and life safety systems.</p> <p>5) Demonstrate the ability to diagnose and correct complex problems with life safety and security systems.</p>

Painter - FAS6

- Step 1**
- 1) At least one (1) year of job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Skilled in the use of tools in the paint trade such as brushes, rollers, spray equipment and drywall tools.
- Step 2**
- 1) At least three (3) years of job related experience.
 - 2) Demonstrate the skills and knowledge required to prepare and recoat any pre-coated paint surface.
 - 3) Experience in the preparation of new surfaces for painting. Surfaces include wood, metal, drywall masonry, etc.
 - 4) Demonstrate the ability to follow established safety procedures and techniques used to perform job duties (i.e. climbing, lifting, etc.).
- Step 3**
- 1) At least five (5) years of job related experience.
 - 2) Demonstrate the ability to use correct procedures for mixing, tinting and matching colors of various types of paint.
 - 3) Demonstrate the ability to measure, cut, paste and apply commercial wall covering materials.
- Step 4**
- 1) At least seven (7) years of job related experience.
 - 2) Demonstrate the ability to tape, float and texture new drywall surfaces.
 - 3) Demonstrate the ability to repair damaged drywall surfaces to maintain a uniform appearance of the surrounding area.
 - 4) Experience in the use of stains, sealants, varnishes and lacquers to coat wood surfaces.
- Step 5**
- 1) At least nine (9) years of job related experience.
 - 2) Demonstrate the ability to develop and implement a schedule for painting a facility which minimizes inconvenience of the building occupants.
 - 3) Experience in the directing and training of personnel in procedures and methods related to the paint field.
 - 4) Proficient in the completion of paperwork for documentation and procurement purposes (i.e. work orders, requisitions, etc.).

Plumber - FAS6

- Step 1**
- 1) At least one (1) year of job related experience.
 - 2) Possess a valid Texas driver's license with a good driving record.
 - 3) Skilled in the use of power tools, hand tools and trade related instruments.
 - 4) Demonstrate the ability to read basic architectural drawings.
- Step 2**
- 1) At least three (3) years of job related experience.
 - 2) Experience in the cleaning of obstructions in drain and sewer lines in commercial facilities.
 - 3) Knowledge of and experience with the National Plumbing and Uniform Mechanical Code.
- Step 3**
- 1) At least five (5) years of job related experience.
 - 2) Experience in the cutting, threading, bolting, soldering and other established pipe joining procedures.
 - 3) Experience in the installation and repair of commercial plumbing fixtures (i. e. toilet, lavatory, faucet, drinking fountain, etc.)
- Step 4**
- 1) At least seven (7) years of job related experience.
 - 2) Experience in the installation and repair of domestic water heaters and commercial boilers.
 - 3) Demonstrate the ability to read and interpret detailed drawings, plans and specifications to determine layout, methods, materials and equipment required to complete work orders and projects.
- Step 5**
- 1) At least nine (9) years of job related experience.
 - 2) Experience in the installation, repair and testing of commercial natural gas piping systems.
 - 3) Experience in the direction and training of personnel to install, maintain and repair commercial plumbing systems
 - 4) Demonstrate the ability to diagnose and repair complex problems in gas, water and sewer systems in commercial facilities.

Purchasing/Warehouse Manager - FAS6

- Step 1**
- 1) At least one (1) year of job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record
 - 3) Demonstrate knowledge of routing warehouse set up.
- Step 2**
- 1) At least three (3) years of job related experience.
 - 2) Demonstrate the ability to keep accurate records of purchases.
 - 3) Demonstrate the ability to keep accurate records of disbursements of supplies, materials and tools.
 - 4) Demonstrate proficient computer skills.
- Step 3**
- 1) At least five (5) years of job related experience.
 - 2) Demonstrate the ability to follow district purchasing procedures.
 - 3) Possess certification in fork lift operation
- Step 4**
- 1) At least seven (7) years of job related experience.
 - 2) Provide evidence of warehouse management training.
 - 3) Proficient in purchasing and inventory control methods and procedures.
- Step 5**
- 1) At least nine (9) years of job related experience.
 - 2) Experience in the organization and implementation of warehouse procedures and protocol.
 - 3) Experience in the supervision of warehouse personnel in the areas of purchasing, inventory and tool management.

Utility Supervisor - FAS6

- Step 1**
- 1) At least one (1) year of job related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to follow written and verbal instructions.
 - 4) Demonstrate the ability to give verbal and written directives.
 - 5) Demonstrate basic knowledge of transport and delivery of furniture, materials, supplies, etc.
- Step 2**
- 1) At least three (3) years of job related experience.
 - 2) Experience in the use of a pallet jack, truck cart, vending dolly and other moving equipment.
 - 3) Experience in the use of hand tools (i.e. hammers, screwdrivers, socket sets, etc.).
 - 4) Demonstrate basic computer skills.
- Step 3**
- 1) At least five (5) years of job related experience.
 - 2) Demonstrate knowledge of parking lot maintenance and repair procedures.
 - 3) Experience in the organizing, transport and delivery of furniture, materials, supplies, etc.
- Step 4**
- 1) At least seven (7) years of job related experience.
 - 2) Experience in set up procedures for special events such as banquets, fairs, graduation, etc.
 - 3) Experience in the exterior cleaning of commercial buildings using commercial pressure washing equipment, chemicals, lifts, etc.
 - 4) Demonstrate advanced computer skills.
- Step 5**
- 1) At least nine (9) years of job related experience.
 - 2) Experience in the organization, sale and disposal methods of school district property by auction, recycling or other approved methods.
 - 3) Experience in the supervising of multiple crews to complete daily job assignments and meet assigned deadlines.
 - 4) Experience in transport and delivery of large heavy equipment and furniture (i.e. pianos, risers, etc.).

FAS7	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$22.23	\$26.99	\$30.17	\$33.34	\$36.52
Position				Assigned Calendar	
Specialist (Electrician, HVAC and Plumbing)				235	
Step Schedule for Hiring					
<i>Electrician Specialist - FAS7</i>					
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of experience as an Electrician or four (4) years as an Electrical Apprentice. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters. 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes. 				
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of experience as an Electrician or six (6) years as an Electrical Apprentice. 2) Knowledge of and experience with the National Electric Code and relevant local codes. 3) Skilled in the testing of malfunctioning electrical circuits and systems using test equipment. 				
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of experience as an Electrician or eight (8) years as an Electrical Apprentice. 2) Experience in the cutting, bending, threading and running of electrical conduit materials. 3) Experience in the pulling of insulated wires and cables through conduit including terminations to complete installation of electrical circuits. 				
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an Electrician. 2) Possess a valid Journeyman or Maintenance Electrician license issued by the State of Texas. 3) Experience in the installation, troubleshooting and repair of commercial lighting fixtures and systems. 4) Demonstrate the ability to read and interpret detailed drawings, plans and specifications. 				
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as an Electrician. 2) Possess a Master Electrician license issued by the State of Texas. 3) Experience in the installation, troubleshooting and repair of commercial lighting fixtures and systems. 4) Experience in the direction and training of personnel to install, maintain and repair of electrical circuits and systems. 5) Experience in electrical load calculations and planning for large jobs and special projects. 				
<i>HVAC Specialist - FAS7</i>					
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of experience as an HVAC Technician or four (4) years as an HVAC Apprentice. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in the use of power tools, hand tools and meters. 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes. 				
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of experience as an HVAC Technician or six (6) years as an HVAC Apprentice. 2) Possess EPA Certification in refrigerant recovery (Universal) 3) Knowledge of and experience with compliance of the Uniform Mechanical Code and related laws and regulations. 				
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of experience as an HVAC Technician or eight (8) years as an HVAC Apprentice. 2) Possess a valid Class "B" HVAC license issued by the State of Texas or a degree in air conditioning or refrigeration engineering / technology. 3) Experience in the diagnosis and troubleshooting of commercial HVAC systems 25 tons and under. 				
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an HVAC Technician. 2) Experience in the troubleshooting, calibration and repair of pneumatic and DDC control systems. 3) Experience in the diagnosis and troubleshooting of air conditioning, heating, refrigeration systems of any size or capacity. 				
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as an HVAC Technician. 2) Possess a valid Class "A" HVAC license issued by the State of Texas or NATE certification in air conditioning, heating, hydronics and commercial refrigeration service or a degree in air 				

conditioning / refrigeration technology.

- 3) Proficient in the use of a computer for documentation and communication purposes (i.e. work orders, email, heat load calculations, refrigerant tracking, etc.).
- 4) Experience in the programming of energy management systems.
- 5) Experience in the direction and training of personnel to install, maintain and repair commercial HVAC systems.

Plumbing Specialist - FAS7

- | | |
|---------------|---|
| Step 1 | <ol style="list-style-type: none">1) At least one (1) year of experience as a Plumber or four (4) years as a Plumber's Apprentice.2) Possess a valid Texas Driver's license with a good driving record.3) Skilled in the use of power tools, hand tools and trade related instruments.4) Demonstrate the ability to read basic architectural drawings. |
| Step 2 | <ol style="list-style-type: none">1) At least three (3) years of experience as a Plumber or six (6) years as a Plumber's Apprentice.2) Registered as a Plumber's Apprentice with the Texas State Board of Plumbing Examiners.3) Knowledge of and experience with the National Plumbing and Uniform Mechanical code. |
| Step 3 | <ol style="list-style-type: none">1) At least five (5) years of experience as a Plumber or eight (8) years as a Plumber's Apprentice.2) Experience in the cutting, threading, bolting, soldering and other established pipe joining procedures.3) Experience in the installation and repair of commercial plumbing fixtures (i.e. toilet, lavatory, water fountains).4) Experience in the cleaning of obstructions in drain and sewer lines using the appropriate equipment. |
| Step 4 | <ol style="list-style-type: none">1) At least seven (7) years of experience as a Plumber.2) Possess a valid Journeyman Plumber's license issued by the State of Texas.3) Experience in the installation and repair of domestic water heaters and boilers.4) Demonstrate the ability to read and interpret detailed drawings, plans and specifications to determine layout, methods, materials and equipment needed to complete work orders and projects. |
| Step 5 | <ol style="list-style-type: none">1) At least nine (9) years of experience as a Plumber.2) Possess a valid Master Plumber's license issued by the State of Texas.3) Experience in the installation, repair and testing of commercial natural gas piping systems.4) Experience in the direction and training of personnel to install, maintain and repair commercial plumbing systems.5) Experience in all aspects of plumbing repair and installation for commercial buildings. |

Transportation Pay Ranges

TRANSPORTATION HIRING SCHEDULE			
Years of Experience	Bus Monitors - TRA1	Driver Trainees - TRA3	Drivers - TRA5
0	\$11.50	\$13.50	\$20.00
1	\$11.65	\$13.75	\$20.15
2	\$11.80	\$13.95	\$20.30
3	\$11.90	\$14.05	\$20.55
4	\$12.00	\$14.15	\$20.75
5	\$12.10	\$14.30	\$20.90
6	\$12.35	\$14.40	\$21.00
7	\$12.45	\$14.70	\$21.10
8	\$12.60	\$14.95	\$21.30
9	\$12.70	\$15.05	\$21.40
10	\$12.85	\$15.15	\$21.50
11	\$13.00	\$15.35	\$21.70
12	\$13.15	\$15.55	\$22.10
13	\$13.30	\$15.75	\$22.50
14	\$13.45	\$15.95	\$22.90
15	\$13.60	\$16.15	\$23.30
16	\$13.75	\$16.35	\$23.70
17	\$13.90	\$16.55	\$24.10
18	\$14.05	\$16.75	\$24.50
Pay Differentials			
Lead Driver/Trainer			\$1.00 additional per hour
Extracurricular Trip Rate			Driver's hourly rate
18+ Years of Experience			
Bus Monitors - SS1, 18 years of experience rate +			\$0.15 additional per hour
Driver Trainees - SS3, 18 years of experience rate +			\$0.20 additional per hour
Drivers - SS5, 18 years of experience rate +			\$0.40 additional per hour
Late Run/Mid-day Dispatcher			\$14.00
Mid-day Assistant			\$14.00
Substitute Bus Driver			\$20.00
Substitute Bus Monitor			\$11.50
Sponsor Pay - Rate Based on Round Trip Mileage			
100 miles or less			\$20.00 / Trip
101-200 miles			\$30.00 / Trip
201-400 miles			\$50.00 / Trip
401 miles or more			\$60.00 / Trip

Standard Certification / Differential Categories	Additional Pay (per Hour)
Lead Differential (by number of employees supervised)	
1 to 2	\$0.50
3 to 5	\$0.75
6+	\$1.00

Transportation Certification - Mechanics/ Mechanic Helpers	Additional Pay (per Hour)
Certification is obtained, salary increase will be awarded as follows:	
Propane Certification	\$0.25
ASE Certification (Pay does not accumulate)	
At Least one or equivalent	\$0.25
Four areas towards ASE or equivalent	\$0.75
Certified Master Mechanic or equivalent	\$1.50
Inspections - Department of Transportation	\$0.25

TRA4	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$15.14	\$18.38	\$20.54	\$22.70	\$23.79
Position			Assigned Calendar		
Dispatcher			190		
Mechanic Helper			235		
Step Schedule for Hiring					
Dispatcher - TRA4					
Step 1	1) Related work experience not required. 2) Minimum two (2) years of experience as a school bus driver preferred. 3) General knowledge of basic computer programs. 4) Ability to learn the City of Dickinson, Dickinson ISD Schools and District boundaries. 5) Able to obtain a CDL license.				
Step 2	1) At least two (2) years related work experience. 2) Ability to work under pressure and prioritize/multitask effectively and efficiently. 3) Have a high level of skill in communication, both written and verbal. 4) CDL with P&S endorsements.				
Step 3	1) At least four (4) years related work experience. 2) Demonstrate excellent attendance record. 3) Possess strong interpersonal skills with a demonstrate the ability to work harmoniously with drivers, other office staff, administration, students, and parents. 4) Have the ability to learn new computer programs.				
Step 4	1) At least six (6) years of related work experience. 2) Ability to perform duties with awareness of all district requirements and Board of Education policies. 3) Bilingual preferred.				
Step 5	1) Eight (8) or more years of related work experience.				
Mechanic Helper - TRA4					
Step 1	1) Entry level training. 2) Experienced in mechanics.				
Step 2	1) At least two (2) years verifiable related work experience.				
Step 3	1) At least five (5) years verifiable related work experience.				
Step 4	1) At least eight (8) years related work experience.				
Step 5	1) At least ten (10) years or more of related work experience.				

TRA5	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$17.30	\$21.01	\$23.42	\$25.96	\$27.19
Position			Assigned Calendar		
Driver Trainer			177		
Field Trip Coordinator			177		
Lead					
Driver			177		
Office Generalist			177		
Routing Specialist			177		
Additional Pay					
<i>Compensation for these 4 positions shall be regular driver salary plus \$1.00 per hour:</i>					
Driver Trainer, Field Trip Coordinator, Office Generalist, Routing Specialist					
<i>Lead Driver - TRA5</i>					
Lead drivers may be assigned as follows:					
1-20 drivers = 1 lead driver					
21-30 drivers = 2 lead drivers					
31-40 drivers = 3 lead drivers					
41-50 drivers = 4 lead drivers					
51-60 drivers = 5 lead drivers					
61-70 drivers = 6 lead drivers					
71-80 drivers = 7 lead drivers					
81-90 drivers = 8 lead drivers					
91-100 drivers = 9 lead drivers					
Lead drivers shall be available to:					
1) Drive any route in the district.					
2) Assist with office duties as necessary (dispatch, etc.)					
3) Assist with route auditing.					
4) Assist with training of drivers.					
5) Assist with training of students.					
6) Provide special project support as assigned by the Director for Transportation.					
<i>Compensation for lead driver position shall be regular driver salary plus \$1.00 per hour.</i>					

TRA6	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$19.80	\$24.04	\$26.87	\$29.69	\$31.11
Position			Assigned Calendar		
Inventory Specialist			221		
Mechanic			235		
Step Schedule for Hiring					
<i>Inventory Specialist - TRA6</i>					
Step 1	<ul style="list-style-type: none"> 1) Must possess a Commercial Driver's License with appropriate endorsements and classifications to substitute as a bus driver when needed. 2) Demonstrate excellent computer skills and possess knowledge of record keeping. 3) Minimum five (5) years experience as a school bus driver in a public school district. 				
Step 2	<ul style="list-style-type: none"> 1) Demonstrate knowledge in creating bus routes and the use of the district's computerized routing software. 2) At least three (3) years of related work experience. 3) At least two (2) years of supervisory experience. 				
Step 3	<ul style="list-style-type: none"> 1) Demonstrate proficiency in creating bus routes and the use of the district's computerized routing software. 2) At least five (5) years of related work experience. 3) At least three (3) years of supervisory experience. 				
Step 4	<ul style="list-style-type: none"> 1) Demonstrate proficiency in operation and management of the district's computerized fleet management software. 2) Demonstrate proficiency in warehouse inventory control methods and auditing. 3) Proficient in following and implementing district and departmental purchasing procedures. 4) Demonstrate excellence in communication skills with vendors and other departments. 5) At least seven (7) years of related work experience. 				
Step 5	<ul style="list-style-type: none"> 1) Demonstrate excellence in operation and management of the district's computerized fleet management software. 2) Demonstrate excellence in warehouse inventory control methods and auditing. 3) Excellence in following and implementing district and departmental purchasing procedures. 4) Demonstrate excellence in communication skills with vendors and other departments. 5) At least nine (9) years of related work experience. 				
<i>Mechanic - TRA6</i>					
Step 1	<ul style="list-style-type: none"> 1) At least two (2) years of verifiable mechanical experience. 2) Evidence of some type of automotive technical training. 3) Have or able to obtain CDL driver's license. 4) Have or able to obtain DOT Inspections certification. 				
Step 2	<ul style="list-style-type: none"> 1) At least three (3) to five (5) years of verifiable mechanical experience. 2) Credible certification in 2-3 areas of automotive technical training. 				
Step 3	<ul style="list-style-type: none"> 1) At least five (5) to ten (10) verifiable mechanical experience. 2) Creditable certification in 4-5 areas of automotive technical training. 				
Step 4	<ul style="list-style-type: none"> 1) At least ten (10) to fifteen (15) years of verifiable mechanical experience. 2) Creditable certification in 6-7 areas of automotive technical training. 				
Step 5	<ul style="list-style-type: none"> 1) At least fifteen (15) to twenty (20) years or more of verifiable mechanic experience. 2) Associate degree in automotive technical training or equivalent Master Mechanic certification. 				

Food & Nutrition Services Pay Ranges

This hiring schedule is based on qualifying factors such as education and/or experience. All Food and Nutrition employees must complete USDA Professional Standards required training hours annually. All course documentation must be completed by May 15th of each year.

FNS Position	Certification Level	Required PD Hours / Experience	Hourly Certified Increase
Apprentice	1	32 hours + 1 year experience	\$1.00
Technician	2	48 hours + 1 year experience	\$2.00
Assistant Manager	3	64 hours + 1 year experience	\$2.50
Probationary Manager	4	64 hours + 1 year experience	\$3.00
Mechanical/Distribution Supervisor	4	64 hours + 1 year experience	\$3.00
Additional Rates			
Substitute Rate			\$13.50
FNS Summer Manager			\$25.00

Minimum Criteria for each position:

FNS1	Minimum	Midpoint	Maximum
Hourly	\$10.79	\$15.42	\$20.04
Position			Assigned Calendar
FNS Apprentice			170
Step Schedule for Hiring			
FNS Apprentice - FNS1			
1) No High School Diploma or experience required.			
2) Prefer High School Diploma or Texas Education Agency Certified GED preferred.			

FNS2	Minimum	Midpoint	Maximum
Hourly	\$11.89	\$16.99	\$22.08
Position			Assigned Calendar
FNS Technician			170
Step Schedule for Hiring			
FNS Technician - FNS2			
1) No experience required.			
2) High School Diploma or Texas Education Agency Certified GED preferred.			

FNS3	Minimum	Midpoint	Maximum
Hourly	\$12.97	\$18.53	\$24.09
Position			Assigned Calendar
FNS Assistant Manager, Elementary and Middle School			170
Step Schedule for Hiring			
<i>FNS Assistant Manager, Elementary and Middle School - FNS3</i>			
1) High School Diploma or Texas Education Agency Certified GED required. 2) Minimum one (1) year as an FNS2 or experience approved by FNS Director. 3) Certified at Level III. 4) ServSafe Certified.			

FNS4	Minimum	Midpoint	Maximum
Hourly	\$15.14	\$21.62	\$28.11
Position			Assigned Calendar
FNS Assistant Manager, Junior High and High School			170
Step Schedule for Hiring			
<i>FNS Assistant Manager, Junior High and High School - FNS4</i>			
1) High School Diploma or Texas Education Agency Certified GED required. 2) Minimum one (1) year as an FNS3 or two (2) years as FNS2 or experience approved by FNS Director. 3) Certified at Level III. 4) ServSafe Certified.			

FNS5	Minimum	Midpoint	Maximum
Hourly	\$17.30	\$24.72	\$32.14
Position			Assigned Calendar
Probation Manager - FNS5			180
Step Schedule for Hiring			
<i>Probation Manager - FNS5</i>			
1) High School Diploma or Texas Education Agency Certified GED required. 2) Minimum two (2) years as an FNS3-FNS4 or experience and education approved by FNS Director. 3) Level IV Certification. 4) ServSafe Certified.			

FNS6	Minimum	Midpoint	Maximum
Hourly	\$19.80	\$28.28	\$36.76
Position			Assigned Calendar
Warehouse Manager - FNS6			221
Step Schedule for Hiring			
<i>Warehouse Manager - FNS6</i>			
1) High School Diploma or Texas Education Agency Certified GED required. 2) Minimum two (2) years warehouse or experience or education approved by FNS Director.			

FNS7	Minimum	Midpoint	Maximum
Hourly	\$22.23	\$31.76	\$41.28
Position			Assigned Calendar
Commercial Refrigeration/ Appliance Technician			221
Mechanical/Distribution Supervisor - FNS7			235
Step Schedule for Hiring			
<p><i>Mechanical/Distribution Supervisor - FNS7</i></p> <p>1) High School Diploma or Texas Education Agency Certified GED required.</p> <p>2) Minimum two (2) years job related experience or experience approved by FNS Director.</p> <p>3) Level IV Certification.</p>			

Stipends and Supplemental Pay for Supplemental Duties

A stipend is in addition to your regular salary. The start dates and end dates for the supplemental duty(ies) may be different from the start and end dates under your employment contract with the district. Your stipend(s) include(s) payment for all duties, responsibilities, and additional time your supplemental duty(ies) may require. A stipend associated with a particular supplemental duty may be prorated if you do not complete the supplemental duty or if the supplemental duty is terminated for any reason.

Your supplemental duty(ies) is/are at-will and is/are not part of your employment contract with the district. There is no property right to your continuation of the supplemental duty(ies). You may resign one or more of these supplemental duties at any time or the district may reassign or terminate one or more supplemental duties at any time.

General Stipends/Rates	Amount
Academic Decathlon - DHS, Sponsor/Coach	\$5,000.00
Allowances	
Digital Media	\$1,200.00
Travel	
Assistant Director of Energy Management	<i>Varies according to approximate travel/year based on mileage rate</i>
Attendance Intervention Specialist	
Director of Energy Management	
Director of Food and Nutrition Services	
Education Foundation Administrator	
Executive Director of Technology	
Assessment Specialist	\$1,500.00
Audio Visual/Radio Broadcast	\$4,500.00
AVID Tutors	
Adults	\$12.00/hour
Students	\$10.00/hour
Benefits	
Superintendent	<i>Negotiated by contract agreement As approved by Board of Trustees</i>
All other employees	
Bilingual	
Bilingual endorsement in Bilingual Classroom	\$3,000.00
Bilingual-Counselor, Diagnostician, Licensed Specialist in School Psychology (LSSP), Speech Pathologist (must demonstrate ability provide and evaluate therapy).	\$3,000.00
Bilingual Interpreter (Clerical or Instructional)	\$500.00
Bilingual Specialist/ Dyslexia Specialist/ Instructional Specialist/ Interventionist	\$2,000.00
Board Meeting Video/Audio Recording (Technology Staff per Hour)	\$50.00
Bus Driver Training for Extracurricular	

Sponsors/SAILS Teacher	\$9/hour, not to exceed \$300
Career and Technology Student Organizations (CTSO)	
Level I	\$1,000.00
Level II	Level I + \$500 (\$1500.00 total)
Level III	Level II + \$500 (\$2000.00 total)
Cheerleader Coach	
High School	\$3,200.00
High School Assistant	\$1,200.00
High School Assistant (Freshman)	\$1,000.00
Junior High School	\$1,450.00
Child Find Team Leader	\$750.00
Critical Shortage (Secondary Math, Science, Foreign Language) <i>Must be Teacher of Record</i>	\$1,750.00
Cosmetology-Lead Teacher	\$3,500.00
DALC and DCC Assessment Coordinator	\$250.00
Department/Team Leader/Grade Level Chair	\$1,000.00
Drama	
High School	\$7,000.00
High School Assistant	\$5,000.00
Junior High School	\$1,600.00
Middle Schools	\$1,000.00
Drill/Dance Team	\$6,000.00
Drill/Dance Team Assistant	\$2,925.00
Drill/Dance Club (Junior High)	\$1,400.00
Dual Credit Instructor (# of dual credit students receiving credit per semester)	
<i>Total Dual Credit and/or OnRamp Students</i>	
5 to 9	\$1,000.00
10 to 19	\$1,600.00
20 to 29	\$2,200.00
30 to 39	\$2,800.00
40 to 49	\$3,400.00
50 to 59	\$4,000.00
60 to 69	\$4,600.00
70 to 79	\$5,200.00
80 to 89	\$5,800.00
90 to 99	\$6,400.00
100 to 109	\$7,000.00
110+	\$7,600.00
Extracurricular Media	\$4,500.00
Lead Librarian	\$2,000.00
Mentor (\$125 per semester)	\$250.00
<i>Dependent upon Title II Federal Grant Funds</i>	

Music/Band		
	High School, Band Director #1	\$18,000.00
	High School, Band Director #2	\$8,500.00
	High School, Band Director #3, 4 and 5	\$6,000.00
	High School, Percussion	\$1,000.00
	High School, Choir #1	\$6,250.00
	High School, Choir #2	\$4,000.00
	High School, Color Guard	\$1,000.00
	High School, Winter Guard	\$1,000.00
	Junior High School, Band Director #1	\$6,500.00
	Junior High School, Band Director #2	\$5,000.00
	Junior High School, Choir	\$3,000.00
	Middle School, Band Director	\$2,500.00
	Middle School, Choir	\$1,500.00
Nurse Supervisor	District-wide	\$1,500.00
Parent Engagement Coordinator	Elementary/Middle School Campuses	\$1,500.00
	Junior High Campuses	\$1,750.00
	High School Campus	\$2,500.00
Science/History Fair, High School		\$1,000.00
Special Education	Transition Coordinator	\$2,000.00
	Campus Compliance Facilitator	\$2,500.00
	ABA Paraprofessional	\$500.00
	LID Level I (Support Facilitator, Inclusion Support, Behavior, ECSE, SAILS, RISE, WAVE)	
	Teacher	\$1,000.00
	Paraprofessional	\$200.00
	LID Level II (ABCD, Behavior Specialist)	
	Teacher	\$2,000.00
	Paraprofessional	\$300.00
	LID Level III (TIDES, WAVE 18+, 1-on-1)	
	Teacher	\$3,500.00
	Paraprofessional	\$500.00
	LID Level IV (TIDES CNA/PCT, District Behavior)	
	Paraprofessional	\$750.00
Special Olympics	Special Olympics Coordinator (\$750 Fall; \$750 Spring)	\$1,500.00
Special Programs CBI/CBVI Bus Driver stipend (\$750 Fall; \$750 Spring) <i>(Requires minimum of 10 documented CBI/CBVI trips/semester during the instructional day, updated annual bus training, and a copy of CDL on file with Transportation)</i>		\$1,500.00
Technology Liaison		\$1,500.00
Vocational		

	Agriculture Science Teacher (based on experience / involvement)	\$2,800.00
The following stipends will be paid June 30th		
	Department Head/Team Leader/Grade Level Chair	\$1,000.00
	Musical	\$2,000.00
	National Honor Society	
	High School	\$800.00
	Junior High School (amount may be split if two)	\$600.00
	Newspaper	
	High School	\$800.00
	Middle/ Junior High School	\$300.00
	Robotics	
	DHS Robotics Competition Sponsor	\$4,000.00
	Lead Robotics Sponsor (District)	\$750.00
	Rbotics Sponsor (maximum 2 per campus)	\$500.00
	Out-of-District	\$650.00
	Science/History Fair	\$1,000.00
	Special Olympics (per sport)	\$250.00
	Student Council	
	High School	\$800.00
	Junior High School	\$800.00
	Middle School	\$400.00
	UIL (K-8) Events (Coordinator is Director of Advanced Academics)	
	1st Event	\$400.00
	2nd Event	\$250.00
	Each Additional Event AFTER 2nd	\$100.00
	UIL (9-12) Events	
	1st Event	\$600.00
	2nd Event	\$500.00
	Each Additional Event AFTER 2nd	\$250.00
	UIL Spring Events	\$1,600.00
	Journalism (prorated @ \$500.00/event)	\$2,000.00
	Speech/Debate Coach	\$2,500.00
	Speech/Debate Coach, Assistant	\$2,000.00
	UIL Coordinator	\$2,500.00
	Yearbook	
	High School	\$1,250.00
	Junior High School	\$800.00
	Middle School	\$750.00

Athletic Stipends

Coaching Assignment	Stipend		
	Min	Mid	Max
GENERAL ATHLETICS			
Trainer	\$17,600		
Asst. Trainer	\$12,850		
Asst. Trainer	\$12,850		
Girls Kranz Coordinator	\$3,000	\$3,500	\$4,000
Girls McAdams Coordinator	\$3,000	\$3,500	\$4,000
Boys Kranz Coordinator	\$3,000	\$3,500	\$4,000
Boys McAdams Coordinator	\$3,000	\$3,500	\$4,000
Strength and Conditioning Coach	\$12,500		
Assistant Strength and Condition	\$7,300		
Academic Advisor	\$1,100		
BASEBALL	Min	Mid	Max
Varsity Head	\$8,250	\$9,250	\$10,250
Varsity Assistant	\$5,550	\$6,050	\$6,550
JV Blue	\$3,750	\$4,250	\$4,750
JV White	\$3,750	\$4,250	\$4,750
BASKETBALL	Min	Mid	Max
Varsity Head (boys)	\$8,400	\$9,400	\$10,400
Varsity Head (girls)	\$8,400	\$9,400	\$10,400
JV Head (varsity assistant boys)	\$5,400	\$5,900	\$6,400
JV Head (varsity assistant girls)	\$5,400	\$5,900	\$6,400
Varsity Asst. Boys (9th A, assist soph)	\$3,900	\$4,400	\$4,900
Varsity Asst. Girls (assist 9th and JV)	\$3,900	\$4,400	\$4,900
Soph (boys)	\$3,000	\$3,500	\$4,000
9th Grade (boys)	\$3,000	\$3,500	\$4,000
9th Grade (girls)	\$3,000	\$3,500	\$4,000
8th Grade Head (boys)-Kranz	\$2,750	\$3,150	\$3,550
8th Grade head (girls)-Kranz	\$2,750	\$3,150	\$3,550
8th Grade Head (boys)-McAdams	\$2,750	\$3,150	\$3,550
8th Grade head (girls)-McAdams	\$2,750	\$3,150	\$3,550
8th Asst. (boys)-Kranz	\$2,000	\$2,400	\$2,800
8th Asst. (boys)-McAdams	\$2,000	\$2,400	\$2,800
8th Asst. (girls)-Kranz (8B)	\$2,000	\$2,400	\$2,800
8th Asst. (girls)-McAdams	\$2,000	\$2,400	\$2,800

7th Head (boys)-Kranz	\$2,250	\$2,650	\$3,050
7th Head (boys)-McAdams	\$2,250	\$2,650	\$3,050
7th head (girls)-Kranz	\$2,250	\$2,650	\$3,050
7th head (girls)-McAdams	\$2,250	\$2,650	\$3,050
7th Asst.(boys)-Kranz	\$1,750	\$2,150	\$2,550
7th Asst.(boys)-McAdams	\$1,750	\$2,150	\$2,550
7th Asst. (girls)-Kranz (7B)	\$1,750	\$2,150	\$2,550
7th Asst. (girls)-McAdams	\$1,750	\$2,150	\$2,550
FOOTBALL	Min	Mid	Max
Varsity Assistant Head Coach	\$4,500		
Defensive Coordinator	\$11,500	\$12,500	\$13,500
Offensive Coordinator	\$11,500	\$12,500	\$13,500
Special Teams Coordinator	\$11,500	\$12,500	\$13,500
Varsity Assistant	\$7,600	\$8,600	\$9,600
Varsity Assistant	\$7,600	\$8,600	\$9,600
Varsity Assitant	\$7,600	\$8,600	\$9,600
Varsity Assistant	\$7,600	\$8,600	\$9,600
Varsity Assistant	\$7,600	\$8,600	\$9,600
Varsity Assistant	\$7,600	\$8,600	\$9,600
Varsity Assistant	\$7,600	\$8,600	\$9,600
Varsity Assistant	\$7,600	\$8,600	\$9,600
Varsity Assistant	\$7,600	\$8,600	\$9,600
JV Head	\$7,550	\$8,550	\$9,550
JV Assistant	\$7,300	\$8,300	\$9,300
JV Assistant	\$7,300	\$8,300	\$9,300
9th Head	\$7,550	\$8,550	\$9,550
9th Assistant	\$7,300	\$8,300	\$9,300
9th Assistant	\$7,300	\$8,300	\$9,300
9th Assistant	\$7,300	\$8,300	\$9,300
8th Head- Kranz	\$6,000	\$6,400	\$6,800
8th Head-McAdams	\$6,000	\$6,400	\$6,800
8th Assistant- Kranz	\$3,750	\$4,150	\$4,550
8th Assistant- Kranz	\$3,750	\$4,150	\$4,550
8th Assistant- Kranz	\$3,750	\$4,150	\$4,550
8th Assistant -McAdams	\$3,750	\$4,150	\$4,550
8th Assistant-McAdams	\$3,750	\$4,150	\$4,550
8th Assistant-McAdams	\$3,750	\$4,150	\$4,550
7th Head- Kranz	\$4,250	\$4,650	\$5,050

7th Head-McAdams	\$4,250	\$4,650	\$5,050
7th Assistant- Kranz	\$3,500	\$3,900	\$4,300
7th Assistant- Kranz	\$3,500	\$3,900	\$4,300
7th Assistant- Kranz	\$3,500	\$3,900	\$4,300
7th Assistant -McAdams	\$3,500	\$3,900	\$4,300
7th Assistant -McAdams	\$3,500	\$3,900	\$4,300
7th Assistant -McAdams	\$3,500	\$3,900	\$4,300
Equipment Coordinator	\$3,150	\$3,550	\$3,950
Video Coordinator	\$1,750	\$2,150	\$2,550
Varsity Statistician	\$900		
Varsity Video	\$900		
GOLF	Min	Mid	Max
Varsity Head (boys & girls)	\$4,000	\$5,000	\$6,000
POWERLIFTING	Min	Mid	Max
Varsity Head	\$6,400	\$7,400	\$8,400
Varsity Asst/JV	\$2,000	\$2,500	\$3,000
SOCCER	Min	Mid	Max
Varsity Head (boys)	\$6,050	\$7,050	\$8,050
Varsity Head (girls)	\$6,050	\$7,050	\$8,050
Varsity Assitant (boys)	\$3,450	\$3,950	\$4,450
Varsity Assitant (girls)	\$3,450	\$3,950	\$4,450
JV (boys)	\$2,550	\$3,050	\$3,550
JV (girls)	\$2,550	\$3,050	\$3,550
9th (boys)	\$2,550	\$3,050	\$3,550
9th (girls)	\$2,550	\$3,050	\$3,550
Jr. High (boys)-Kranz	\$500	\$900	\$1,300
Jr. High (boys)-McAdams	\$500	\$900	\$1,300
Jr. High (girls)-Kranz	\$500	\$900	\$1,300
Jr. High (girls)-McAdams	\$500	\$900	\$1,300
SOFTBALL	Min	Mid	Max
Varsity Head	\$8,250	\$9,250	\$10,250
Varsity assistant	\$5,250	\$5,750	\$6,250
JV Blue	\$3,750	\$4,250	\$4,750
SWIMMING	Min	Mid	Max
Varsity Head (Boys/Girls)	\$8,250	\$9,250	\$10,250
TENNIS	Min	Mid	Max
Varsity Head	\$6,400	\$7,400	\$8,400

Varsity Assistant/JV	\$2,050	\$2,550	\$3,050
9th	\$2,050	\$2,550	\$3,050
Jr. High (boys)-Kranz	\$800	\$1,200	\$1,600
Jr. High (boys)-McAdams	\$800	\$1,200	\$1,600
Jr. High (girls)-Kranz	\$800	\$1,200	\$1,600
Jr. High (girls)-McAdams	\$800	\$1,200	\$1,600
TRACK	Min	Mid	Max
Varsity head (boys)	\$7,750	\$8,750	\$9,750
Varsity head (girls)	\$7,750	\$8,750	\$9,750
Varsity Assistant (field events boys)	\$5,000	\$5,500	\$6,000
Varsity Assitant (field events girls)	\$5,000	\$5,500	\$6,000
JV (boys)	\$4,000	\$4,500	\$5,000
JV (girls)	\$4,000	\$4,500	\$5,000
9th (boys)	\$3,000	\$3,500	\$4,000
X-Country Varsity/JV (boys)	\$3,500	\$4,500	\$5,500
X-Country Varsity/JV (girls)	\$3,500	\$4,500	\$5,500
X-Country Jr. High (boys)-Kranz	\$1,500	\$1,900	\$2,300
X-Country Jr. High (girls)-Kranz	\$1,500	\$1,900	\$2,300
X-Country Jr. High (boys)-McAdams	\$1,500	\$1,900	\$2,300
X-Country Jr. High (girls)-McAdams	\$1,500	\$1,900	\$2,300
Jr. High Head (boys)-Kranz	\$3,000	\$3,400	\$3,800
Jr. High Head (girls)-Kranz	\$3,000	\$3,400	\$3,800
Jr. High Head (boys)-McAdams	\$3,000	\$3,400	\$3,800
Jr. High Head (girls)-McAdams	\$3,000	\$3,400	\$3,800
Jr. High Assistant (boys)-Kranz	\$1,000	\$1,400	\$1,800
Jr. High Assistant (boys)-Kranz	\$1,000	\$1,400	\$1,800
Jr. High Assistant (boys)-Kranz	\$1,000	\$1,400	\$1,800
Jr. High Assistant (boys)-McAdams	\$1,000	\$1,400	\$1,800
Jr. High Assistant (boys)-McAdams	\$1,000	\$1,400	\$1,800
Jr. High Assistant (boys)-McAdams	\$1,000	\$1,400	\$1,800
Jr. High Assistant (girls)-Kranz	\$1,000	\$1,400	\$1,800
Jr. High Assistant (girls)-Kranz	\$1,000	\$1,400	\$1,800
Jr. High Assistant (girls)-Kranz	\$1,000	\$1,400	\$1,800
Jr. High Assistant (girls)-McAdams	\$1,000	\$1,400	\$1,800
Jr. High Assistant (girls)-McAdams	\$1,000	\$1,400	\$1,800
Jr. High Assistant (girls)-McAdams	\$1,000	\$1,400	\$1,800
VOLLEYBALL	Min	Mid	Max

Varsity Head	\$8,850	\$9,850	\$10,850
Varsity Assistant	\$5,850	\$6,350	\$6,850
JV Head	\$4,350	\$4,850	\$5,350
9th Head	\$3,600	\$4,100	\$4,600
9th Assistant	\$3,350	\$3,850	\$4,350
8th Head-Kranz	\$3,450	\$3,850	\$4,250
8th Head-McAdams	\$3,450	\$3,850	\$4,250
8th Assistant-Kranz	\$2,700	\$3,100	\$3,700
8th Assistant-McAdams	\$2,700	\$3,100	\$3,700
7th Head-Kranz	\$2,950	\$3,350	\$3,750
7th Head-McAdams	\$2,950	\$3,350	\$3,750
7th Assistant-Kranz	\$2,450	\$2,850	\$3,250
7th Assistant-McAdams	\$2,450	\$2,850	\$3,250

Extra-Curricular Pay Scale

Extra-Curricular Assignment	Amount
Varsity Football Games	<u>Per Game</u>
Administrative Ushers	\$60.00
Gate Ushers	\$60.00
FNS Concession Supervision (1)	\$200.00
FNS Concession Manager (3)	\$150.00
FNS Concession Workers	\$110.00
Announcers (2)	\$50.00
Pass Gate	\$60.00
Scoreboard / Spotter	\$50.00
Radio Coordinator	\$50.00
Head Ticket Coordinator (1)	\$100.00
Ticket Seller	\$55.00
Ticket Taker	\$50.00
Parking Attendants	\$60.00
Press Box Supervisor (3)	\$95.00
Special Events are events and games not sponsored by DISD	<u>Per Hour</u>
Stadium/Gym Manager/Equipment Manager	\$50.00
Support staff will be paid on the Varsity Football Pay Scale	
Stadium Video Board Operator (as needed per game)	\$200.00
Sub-Varsity Football Games	<u>Per Game</u>
Announcer/Clock	\$25.00
Chain Crew	\$20.00
Ticket Seller/Taker	\$25.00
Other Sports	<u>Per Game</u>
Baseball/Softball Ticket Seller/Taker	\$35.00
Baseball/Softball Books/Clocks/Announcer	\$25.00
Basketball Books/Clock/Announcer	\$25.00
Basketball Ticket Seller/Taker	\$30.00
Basketball Concession	\$25.00
Soccer Books/Clock	\$25.00
Soccer Ticket Seller/Taker	\$30.00
Track (District Meet) Starter	\$25.00/Hour-\$150.00/Day
Volleyball Books/Clock	\$25.00
Volleyball Ticket Seller/Taker	\$30.00
Other Extracurricular Events	<u>Per Hour</u>
Graduation Ceremony	Varsity Football Pay Scale
Ticket Seller (Season Tickets, Playoffs, One-Act Play, etc.)	\$15.00
Junior High School Games	<u>Per Game</u>
Basketball Books/Clock	\$25.00
Ticket Seller	\$25.00
Volleyball Books/Clock	\$25.00
Auditorium Facilities	<u>Per Event</u>
Auditorium Manager	\$60.00
Operation of Sound and Lights	\$60.00
Custodial for All Events	<u>Per Hour</u>
Number of custodians determined by Director of Custodial Services	Based on hourly rate

Security Pay (4 hour minimum)	<u>Per Hour</u>
Deputy (Varsity games)	\$40.00
Deputy (Sub-varsity games played with varsity)	\$35.00
Deputy (Sub-varsity/ junior high games)	\$30.00
Deputy (Graduation)	\$40.00
Deputy (Board meeting)	\$35.00
Deputy (Scheduled weekend events)	\$35.00
Deputy (Bus escort)	\$30.00
Deputy (All other events)	\$30.00
Deputy (Special event on weekend, Example, Facility Rental, Mardi Gras, Playoff Game)	\$40.00
Sergeant (Administrative/scheduling duties)	\$40.00

Extra Duty Pay

Agreement Form Required

Each occasion to result in extra duty pay will require the full and accurate completion of an Extra Duty Agreement form. Original must be submitted *prior to the extra duty begin date* and maintained on file in the Human Resources office.

Responsibility for Notification

Project directors are responsible for ensuring proper notification through the payroll process when employees are to receive extra duty pay under the below conditions.

Special Circumstances

For special circumstances not covered below, advance written approval/authorization of the Superintendent is required.

REMINDER:

An Extra Duty Agreement is required for any duty performed by an employee *in addition to* his/her contract or scheduled employee calendar. In short, employees are not allowed to receive extra duty compensation while performing duties during normal operating hours (includes personal, sick, state days).

Summer Activity Pay Schedule	Pay Not to Exceed
Summer Help	
Employee/Retiree	\$25.00/hour
Student Helpers	\$15.00/hour
Summer Recreation Program	
Coordinator	\$30.00/hour
Teacher	\$25.00/hour
Instructional Paraprofessional	\$10.00/hour

Professional Staff

Use the following scale for extra duty pay for professional staff (Teachers, Registered Nurses, and/or LVNs, Librarians, Specialty personnel and Administrators).

Notes: Any preparation time, to be reimbursable, requires prior approval of appropriate Educational Services Department Staff, and is not to exceed two hours per day (without prior approval of the Superintendent).

Professional Staff Extra Duty Pay Schedule	Pay Not to Exceed
Attendance at required staff development, study groups, etc., if on a Saturday or during the summer months. <i>(Exception if paid by a grant, time required during the work week [outside normal school day] may be reimbursed, providing prior specific approval is granted by the Superintendent [or designee] and there is no expense to local funds.)</i>	\$18.00/hour of seat time (attendance); not to exceed \$110.00/day
Curriculum work as directed by the appropriate Educational Services Department Staff. Also for presentation of workshops and related pre-approved preparation time.	\$30.00/hour; not to exceed \$240.00/day
Direct instruction of students or parents in a classroom setting, such as summer school and related pre-approved preparation time. Includes homebound instruction and summer test administration.	\$35.00/hour; not to exceed \$280.00/day
Specialty/Support positions to provide services for extended school year (Speech Pathologist, LSSP, Diagnostician, OT/PT, Behavior Specialist).	Days beyond work calendar \$45.00/hour
Individual student testing/interpretation/report writing for dyslexia or special education students. Amounts above "not to exceed" require Executive Director approval. <i>Timesheet submittal required.</i>	\$45.00/hour; not to exceed: Dyslexia Evaluation - \$625.00 Psycho-educational Evaluation - \$750.00 Psychological Evaluation - \$1100.00
Administration of Summer School Programs.	Days beyond work calendar based on the employee's base daily rate. Paid either 1/2 or full day basis (minimum of 3 hrs.)
Curriculum Specialist positions to complete all online district curriculum documents and resources prior to August 1. <i>(All additional time must be approved in advance by Deputy Superintendent for Educational Services.)</i>	Time beyond extra days provided in work calendar paid on the employee's base daily rate. Paid either 1/2 or full day basis (minimum of 3 hrs.)
Teachers who are certified trainers from outside providers, who provided training for staff during non-contract days. <i>Example: Teachers qualified as TOT for ABYDOS, Thinking Maps, etc.</i>	Current year's daily rate or rate required by the outside certified agency/company.
Specialized consultant services provided to band/choir students performed outside of the employee's scheduled work assignment.	\$75.00/hour; not to exceed \$125.00/hour
Accompanist services performed outside of the employee's scheduled work assignment (piano, guitar, etc.)	\$25.00/hour
Fine Arts Teachers who act as Solo Contest and UIL Concert Contest Adjudicators performed outside of the employee's scheduled work assignment.	\$150.00 - \$200.00/day; not to exceed \$50.00/hour
Other special assignments/duties (Such as athletic competition duty, i.e., gate, field, weight room, etc.) Athletic Camps paid from activity account funds- price per hour set by Athletic Department	\$15.00/hour; not to exceed \$25.00/hour

Paraprofessional Staff

Use the following scale for extra duty pay for paraprofessional staff.

Notes: During a workweek, a paraprofessional may not be assigned more than 40 hours of work in a same or similar job without the benefit of time plus one-half (time and a half) pay for work beyond 40 hours. The Executive Director of Human Resources shall be consulted prior to arranging any such pay agreement. In lieu of time plus one-half pay, the employee may be allowed to trade off one and one-half hour(s) of regularly scheduled work time, for each hour of work beyond 40 hours in a work week. Such arrangement must be agreed to, in advance, by the employee and each direct or indirect supervisor.

Paraprofessional Staff Extra Duty Pay Schedule	Pay Not to Exceed
Attendance at required staff development, study groups, etc., if on a Saturday or during the summer months.	\$12.00/hour of seat time (attendance); not to exceed \$84.00/day
Job Coaching of students, working directly with students, such as summer school.	\$15.00/hour; not to exceed \$105.00/day
Translation of materials	\$23.00/hour; not to exceed \$160.00/day
Other special assignments/duties (such as summer school secretary, athletic competition duty, i.e., gate, field, selling season tickets, etc.)	Amount as per PCT/Extra-Curricular (daily / hourly rate) scale as communicated to the employee by Executive Director of Human Resources in advance.

Special Duty Salary Schedule

Substitutes

Day to Day Substitutes - less than 11 consecutive days in the same assignment.

Long Term* Substitute - 11 to 30 consecutive days in the same assignment.

Permanent Substitute - 31 or more consecutive days in the same assignment.

Substitute is allowed to miss one unpaid day in any twenty (20) day period for personal or family illness and still retain long term or permanent substitute status.

Note: Same assignment = Same Teacher/Same Location

Substitute Teacher Salary Schedule	Full Day	1/2 Day
Non-certified		
Day to Day	\$90.00	\$45.00
Long Term	\$115.00	N/A
Permanent	\$120.00	N/A
Certified (valid Texas) or Certified (other state)		
Day to Day	\$120.00	
Long Term	\$155.00	
Permanent	\$160.00	
Substitute Paraprofessional Salary Schedule		
Day to Day	\$80.00	\$40.00
Long Term	\$110.00	\$55.00
Substitute Counselor Salary Schedule		
Day to Day	\$250.00	
Substitute Salary Schedule - All Others		
As approved by the Superintendent: <ul style="list-style-type: none"> -Must be approved at or above minimum wage rate as set by Federal Government -Non-certified teaching positions approved on individual basis by Superintendent -Not to exceed 90% of rate of full-time employees -Sub counselor/ retired teachers hire on SDA , daily rate is based on years of service at retirement 		

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: Policy Update 118 - DFE (LOCAL)

Agenda Item: Robert Cobb

Background Information:

District administration withheld the adoption of Local Policy DFE from TASB Update 118. The district received clarification regarding the policy, and we are ready to move forward with adoption.

DFE(LOCAL): TERMINATION OF EMPLOYMENT - RESIGNATION

Recommendation:

The Superintendent and Assistant Superintendent for Administration recommend approval of DFE Local from the TASB Localized Policy Manual Update 118.

Action Item: Yes No

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

TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LOCAL)

General Requirements

All resignations shall be submitted in writing to the Superintendent or other person designated by Board action in accordance with this policy~~designee~~. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

At-Will Employees

The Superintendent ~~or designee~~ shall be authorized to accept the resignation of an at-will employee at any time. The Superintendent may delegate to other administrators the authority to accept a resignation of an at-will employee.

Contract Employees

The Superintendent or other person designated by Board action~~designee~~ shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The resignation requires no further action by the District and is accepted upon receipt by the Superintendent or other person designated by Board action.

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. ~~The Superintendent or other Board designee~~ shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

Withdrawal of Resignation

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Board.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: June 6, 2022

Item Title: Gators Helping Gators

Agenda Item: Kimberly Rich

Background Information:

DISD currently extends leave through a Sick Leave Bank. The purpose is to provide sick leave days to members of the bank in the event of an unexpected critical illness or surgery or a short-term inability to work due to a serious injury of a bank member or immediate family member, causing the member to be unable to perform the duties of his or her position. With all of the recent tragedies, a committee was formed to review the differences between a sick bank and a sick pool. The committee decision moving forward is to offer a sick leave pool.

Gators Helping Gators, considered a sick leave pool, is created on an as-needed basis and ceases to exist when the employee no longer needs it (e.g., the employee returns to work) or the pool is exhausted. A sick leave pool is established when an employee makes a request to the district, and the district allows other employees to voluntarily donate days of local or state personal leave to a pool for the requesting employee's use. The district initiates the pool, verifies eligibility, invites district employees to donate days, keeps track of pool days donated and used, and protects the confidentiality of employee medical records.

Recommendation:

It is the recommendation of the Superintendent and Executive Director of Human Resources to approve the Gators Helping Gators Catastrophic Leave Program.

Action Item: Yes No

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



GENERAL OVERVIEW

Dickinson ISD created the Catastrophic Leave Program titled, Gators Helping Gators, board approved on June 6, 2022 and remains in effect for each school year thereafter as provided herein. This is a voluntary program designed to aid employees who experience a catastrophic medical condition for themselves or for an immediate family member and who have insufficient leave to meet those circumstances extending beyond five (5) consecutive work days. However, the District may consider any extenuating circumstances if the catastrophic medical condition is for less than five consecutive work days.

The creation of the catastrophic leave program does not, in any way, create a right or an entitlement to leave days by an applicant (employee) from the District or its employees. The number of days, if any, is solely dependent upon the goodwill of employee donors and will be limited to the number of days if any that are donated in accordance with the program process and procedures.

The existence and operation of the catastrophic leave program is subject to suspension or termination at any time if it is determined by the Superintendent that the financial condition of the District so dictates. The program may also be suspended or terminated by the Superintendent if it is determined that the program is not operating as originally intended or is being abused by one or more District employees. Any such termination or suspension shall not affect any employee that is already receiving donated leave at the time the termination or suspension takes effect. All pending requests that have not been approved at the time of the termination or suspension will be automatically rejected.

PROGRAM ELIGIBILITY

A Dickinson ISD employee may apply to Gators Helping Gators if he or she meets all the following criteria:

1. Be a full or part-time employee. Part-time employees to be eligible must work a minimum of fifteen (15) hours per week. The catastrophic leave program is not applicable to substitute, temporary employees or contract employees.
2. Be in good standing with the District. The catastrophic leave program will not apply to any employee that is subject to State or District disciplinary, suspension, non-renewal, or termination proceedings at the time the employee makes application to the leave program. The determination of such eligibility shall rest with the Dickinson ISD Human Resource Office.

June 2022

3. Has been an employee for a minimum of one calendar year. A catastrophic medical condition that occurs during the first year of employment is not eligible for participation in the catastrophic leave program.
4. Has exhausted all leave available to the employee including, but not limited to existing local sick leave, state leave, or vacation days and comp time, if applicable.
5. The catastrophic medical condition for an employee or an immediate family member extends over five (5) consecutive work days. However, an employee or employee's family representative can request the District to consider any extenuating circumstances if the catastrophic medical condition is for less than five (5) consecutive work days.
6. The employee or the employee's immediate family member has a catastrophic illness, condition, or injury as those terms (immediate family member and medical condition) are defined below.

DEFINITIONS

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

Catastrophic conditions are additionally elaborated upon as follows:

- a. Serious debilitating illnesses, impairments, or physical/mental conditions that involves treatment in connection with a stay in a hospital, hospice, or other medical or residential facility. Conditions of mental illness can be considered when diagnosed by a licensed psychiatrist.
- b. High intensity/high frequency treatments necessary for a chronic or long-term condition that is so potentially life-threatening that, if not treated, would likely result in an extended period of incapacity or death.
- c. Terminal illness.
- d. Conditions that are determined to be short term or normal/natural experiences are not considered catastrophic under the program. Such conditions include but are not limited to flu, childhood/adult diseases (measles, mumps, chicken pox, etc.), non-debilitating bone fractures, routine pregnancies/births, etc. e. The Dickinson ISD reserves and retains the right to determine whether the illness or condition meets the foregoing definitions and criteria based on the information it receives from the employee and his or her medical providers.

2. The term immediate family is defined as the spouse, children, parents, and any other persons claimed as dependents on the employee's most recent tax return.
3. It is permissible for one employee spouse to donate leave to the other employee spouse.
4. A determination that the employee is eligible for light duty work will preclude the employee from applying to or continuing in the leave program unless the District determines it is unable to accommodate the light duty request.
5. A medical physician is defined as a physician licensed by the appropriate medical board or licensing division of any state in the United States. Dickinson ISD reserves and retains the right to make the final determination as to who shall meet the definition of a medical physician.
6. The Dickinson ISD shall have the right to require the employee to submit to an independent medical examination at the time the employee makes a request to the catastrophic leave program or at any time the employee is an active participant in the catastrophic leave program.

APPLICATION AND DONATION PROCESS

The operation of the catastrophic leave program shall be governed by the following additional terms and conditions:

1. The program is not applicable to any employee who has sustained or suffered a work-related injury and is receiving workers' compensation income and benefits.
2. An employee may make a request per each health occurrence until the employee has reached the maximum of thirty (30) days per rolling 12-month period.
3. The maximum number of donated days a single employee may receive through this program is thirty (30) days, per rolling 12-month period as calculated from the date of the employee's last request to the program.
4. The maximum period of time that the employee can benefit from leave afforded by the District or by leave afforded by virtue of the catastrophic leave program is 180 calendar days from the date when the illness, medical condition, or injury occurred. It is therefore incumbent upon the employee to make a request to the program as soon as it appears that the employee has a qualifying condition.
5. Employees may donate state or local leave days only and may only donate if he/she has an excess of ten (10) earned leave days at the time of donation.
6. An employee may donate no more than two (2) leave days per school year – September 1 through August 31 – regardless of the number of potential donees.
7. An employee may donate no more than two (2) leave days per school year to a single donee.
8. The donation of leave is irrevocable and cannot be returned to the employee donor once the leave is transferred to the donee.
9. The donation of leave is personal to the donee and will not be accumulated for the benefit of other eligible employees. Any donated leave days not used for a particular donee shall be returned to the employee donor.

June 2022

10. All leave will be donated anonymously; therefore, the names of donors will not be shared with the donee.
11. Notice of an employee's request to the Gators Helping Gators program will be distributed in a manner deemed by Human Resources as being most effective. Among the methods to be considered will be district-wide e-mails, campus postings and the intranet.
12. Any employee wishing to make a request to the program must use the form titled "Gators Helping Gators Request Form." Human Resources may require additional supporting documentation and will so timely inform the employee. Such forms, together with any necessary supporting documentation, must be submitted to Human Resources promptly. Human Resources has the right to deny or delay the consideration of the request until such time as the supporting documentation is submitted.
13. Any employee wishing to donate must use the form titled "Gators Helping Gators Donation Form." Such form must identify the name of the employee to receive the donation. All leave program forms are available through Talent ED and will be routed to Human Resources and Payroll for processing.
14. When the employee makes a request to the Gators Helping Gators program, he or she agrees to a disclosure of information about the illness, condition, or injury that is sufficient in detail to inform potential leave donors of the need for additional leave. To this end, the employee by virtue of signing and submitting their request releases and holds Dickinson ISD and its Board of Trustees, administrators, and employees harmless from any liability whatsoever as it relates in any manner to the publication of such information. The employee expressly waives any claim of confidentiality to such information whether such protection is afforded by the state or federal law. Human Resource will seek the employee's approval on any information that is published when feasible.
15. Donation of leave days may be made any time the donee is eligible to participate in this program. For example, a donor may donate when the donee first becomes eligible or at a later time when the donee is still eligible for leave under the program.
16. All decisions and determinations made with respect to the request of the catastrophic leave program shall rest with Human Resources. Appeals or grievances concerning such decisions shall be governed by the then existing Board Policies.
17. Direct solicitations of leave made by the donee to any potential donor are strongly discouraged. Inappropriate or unacceptable conduct or behavior by the donee can be reason for termination or exclusion from the leave program on a temporary or permanent basis.
18. The catastrophic leave program is not to exceed the employee's work calendar. Therefore, only paid workdays will be applied.
19. Employees receiving donated days, will receive 70% of their pay and 30% will go towards the cost of a substitute whether or not a substitute is employed or required for their position.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: Approval of Agenda Items A

Agenda Item: Carla Voelkel

Background Information:

Agenda Items:

A. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 6, 2022

Item Title: Consent Agenda Items

Agenda Item: Carla Voelkel, Superintendent

Background Information:

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

- Budget Amendments/Adjustments for May 5, 12, 20, 26, and June 2, 2022
- Out of State Travel-DHS Diamonds
- May 2, 2022 Minutes
- Agreement Between UTMB Galveston and DISD
- May 9, 2022 Minutes
- Approval of Proposals Received-Contracted Services 21-09-1145
- Donation to DHS FFA-Aaron Whitener
- Investment Cooperative Resolution

Recommendation:

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

Action Item: Yes No