

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 Wednesday, June 4, 2025, beginning at Executive Session 4:30pm; Open Session 6:30pm in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

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

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

1. Roll Call And Establish Quorum
2. Closed Executive Session
 - 2.A. Section 551.074 – Superintendent's Evaluation and Contract
 - 2.B. Section 551.074 - Resignations, Retirements, New Hires
 - 2.C. Section 551.074 - Consider Appointment of Executive Director of Operations
 - 2.D. Section 551.074 - Consider Appointment of Assistant Principal at McAdams Junior High School
3. Action of Closed Executive Session Items
 - 3.A. Consider Action on Superintendent Evaluation and Contract
 - 3.B. Consider Approval of Resignations, Retirements, New Hires
 - 3.C. Consider Appointment of Executive Director of Operations
 - 3.D. Consider Appointment of Assistant Principal at McAdams Junior High School
4. Public Comment: Agenda Items
5. Open Forum: Non agenda Items
6. Leadership Retreat Priorities Update
7. Written Reports
 - 7.A. Curriculum Update
 - 7.B. Spring Professional Development Report

- 7.C. Career and Technical Education Report
- 7.D. Fine Arts & Performing Arts Report
- 7.E. Summary of Summer Work Report
- 7.F. Student Attendance Report for 5th Six Weeks
- 7.G. Tax Report for March 2025, April 2025 and Year to Date
- 8. Personnel Compensation Plan Manual for 2025-2026
- 9. Policy Update 124
 - CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS
 - CDA(LOCAL): OTHER REVENUES - INVESTMENTS
 - CY(LOCAL): INTELLECTUAL PROPERTY
 - DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT
 - EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS
 - EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS
 - FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
 - GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES
- 10. Board Policy EIE(LOCAL) Update
 - ACADEMIC ACHIEVEMENT
 - RETENTION AND PROMOTION
- 11. Engage Auditor for the 2024-2025 Fiscal Year
- 12. Efficiency Audit
- 13. Public Notice of Intent to Apply for Federal Grants
- 14. High School CTE - Texas New Mexico Easement
- 15. Foreign Exchange Student Waiver
- 16. Action Items
 - 16.A. Consent Agenda Items
 - Budget Amendments/Adjustments for May 15, 22, 29, 2025
 - New Hires for the Week of May 12, 2025
 - MOU Between DISD and UYMB Galveston Youth Aware of Mental Health Program
 - May 12, 2025 Minutes
 - New Hires for May 21, 2025
 - Donation to BMS-Walmart LaMarque
 - Donation to DHS c/o 2025-McRee Ford, Guzzetta Benefit Group
 - Donation to DHS FFA-Misti Briles
- 17. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, May 30, 2025 at or before 4:30 p.m.

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

A handwritten signature in blue ink that reads "Rebecca Brown". The signature is fluid and cursive, with the first name and last name clearly distinguishable.

Dr. Rebecca Brown

Superintendent of Schools

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025

Item Title: Executive Session

Agenda Item: President of the Board

The Board President will reconvene the Board to meet in Executive Session. If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by **the Texas Open Meetings Act**, Texas Government Code **Section 551.001** et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including but not limited to the following section(s) and purpose(s): Texas Government Code **Section 551.071** - Consultation with 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 4, 2025

Item Title: Superintendent Evaluation and Contract

Agenda Item: President of the Board

Background Information:

The Board reviewed with the Superintendent, during executive session, her annual evaluation document and current contract.

Recommendation:

The floor is open to a recommendation regarding renewal or extension of contract, and any adjustment to the contract as agreed.

Action Item: Yes No

Motion made by _____ **second by** _____ **vote** _____

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025

Item Title: Personnel Action
• Employment
• Resignations/Retirement

Agenda Item: Kimberly Rich

- We have twenty-three (23) new hires.
• We have twelve (12) resignations: one (1) Teacher at K.E. Little Elementary, two (2) Teachers at Silbernagel Elementary School, one (1) Teacher at Hughes Road Elementary, one (1) Teacher at San Leon Elementary School, one (1) Dunbar Middle School, three (3) Teachers at Barber Middle School, one (1) Teacher at Lobit Middle School, one (1) Teacher at McAdams JR High School, three (3) Teachers at Gene Kranz JR High School, five (5) Teachers at Dickinson JR High School, one (1) Administrator at Dickinson Continuation Center/Dickinson Alternative Learning Center.
• We have one (1) retirement: one (1) Teacher at Calder Road Elementary.

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 4, 2025

Item Title: Appointment of the Executive Director of Operations

Agenda Item: Dr. Rebecca Brown

Administration discussed with the Board of Trustees the appointment of the Executive Director of Operations.

Recommendation:

The Superintendent recommends the appointment of Brian Cmaidalka as the Executive Director of Operations.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025

Item Title: Appointment of the Assistant Principal at MJHS

Agenda Item: Dr. Rebecca Brown

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

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Lanna Barajas as the Assistant Principal at McAdams Junior High.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Public Comment: Agenda Items

Agenda Item: Dr. Rebecca Brown

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Open Forum

Agenda Item: Dr. Rebecca Brown

Background Information:

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2025

Item Title: Leadership Retreat Priorities Update

Agenda Item: Lindsey Suarez

Background Information:

Lindsey Suarez, Executive Director of Teaching and Learning, will present on the Leadership Retreat.

Recommendation:

Information only.

Action Item: _____ Yes √ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2025

Item Title: Written Reports

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

Background Information:

Written Reports

- Curriculum Update
- Spring Professional Development Report
- Career and Technical Education Report
- Fine Arts & Performing Arts Report
- Summary of Summer Work
- Student Attendance Report for 5th Six Weeks
- Tax Report for March 2025, April 2025 and Year to Date

Recommendation:

Information only

Action Item: _____ Yes √ _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 2, 2025

Item Title: 2025 Curriculum Update Report

Agenda Item: Lindsey Suarez

Background Information:

- The 2024-2025 Curriculum Update Report is attached.

Recommendation:

Information only

Action Item: _____ Yes √ No

DICKINSON

INDEPENDENT SCHOOL DISTRICT

2024-25

CURRICULUM UPDATE

RLA ALIGNING PRACTICE. EMPOWERING LITERACY.

This year, our department revised the curriculum to reflect the Science of Reading, ensuring alignment with research-based practices supporting strong literacy foundations. We've continued to strengthen writing instruction across grade levels by refining rubrics, aligning expectations, and supporting teachers through professional learning. Our district literacy committee met monthly to develop focused literacy goals, which drove the creation of grade-band Summer Literacy Academies.

MATH ALL IN WITH BLUEBONNET LEARNING MATH

For the 2025-26 school year, we look forward to implementing Bluebonnet Learning Math at ALL 7 elementary campuses, ALL 3 middle schools, and ALL 3 Junior Highs. DISD is continuing with our Strong Foundations Implementation which supports high-fidelity implementation of high-quality instructional materials (HQIM), as well as high-quality professional learning (HQPL) for teachers, coaches, and administrators. We look forward to teaching and learning together. ALL means ALL!

SCIENCE DOING SCIENCE, NOT JUST READING IT

This year marked a significant step forward with the rollout of our newly adopted McGraw-Hill curriculum and updated state standards. Our department worked to revise the district's science curriculum to ensure full alignment with the new Texas Essential Knowledge and Skills (TEKS), and we provided targeted professional development to support instructional consistency. Each science teacher received a fully equipped lab kit, making it possible for students to engage in hands-on, inquiry-based learning experiences on a regular basis.

SOCIAL STUDIES UNDERSTANDING TODAY, SHAPING TOMORROW

This year, eighth grade students showed notable growth in their Pre-STAAR Benchmark scores, reflecting the impact of targeted support, including a successful Saturday Blitz that provided focused review sessions. At the high school level, an innovative Gator Time Blitz initiative has been implemented to help students reach Meets and Masters performance levels on the U.S. History STAAR. Additionally, students across grade levels have participated in Texas History essay contests and have excelled in academic competitions, with students advancing to regionals and nationals in the Great History Challenge.

STEAM EVOLVING WITH PURPOSE

This year, we focused on refining and strengthening our STEAM program to ensure deeper integration, stronger instruction, and lasting impact. With improved project design, targeted teacher support, and a continued focus on creativity and collaboration, the program is evolving into a more intentional and sustainable model for student success.



BOARD REPORT

2024-2025

Teaching & Learning Department

READING LANGUAGE ARTS

Prepared By: Jennifer Brewer Summary of Procedures & Events

- Over 35,000 essays and short responses were scored using district-aligned rubrics to ensure consistency and provide student feedback.
- Curriculum was updated to reflect the Science of Reading, emphasizing phonics, fluency, vocabulary, and comprehension.
- The District Literacy Committee met monthly to set instructional goals, guide professional development, and design Summer Literacy Academies.
- Dual Language teams met quarterly to align English and Spanish literacy units and support biliteracy across content areas.
- Worked with vendors to streamline resources, clarify instructional use, and provide training aligned to curriculum needs.

Potential for Near and Long-Term Program Effectiveness

- Literacy Labs will offer over 20 hours of ongoing professional learning to support instructional growth.
- Elementary curriculum will be further aligned to the Science of Reading, strengthening foundational literacy instruction.
- A Literacy Coordinator, K-3, 4-8, and 9-12 Specialist have been hired to support literacy across all grade levels.
- Integration of Reading Language Arts and Social Studies will continue to expand across content areas.
- DBQs will be implemented in grades 5-12 to build analytical thinking and evidence-based writing skills.

MATH

Prepared by: D'Ann Schneider Summary of Events & Activities

- 5 Elementary campuses and 1 G4 campus championed the High Quality Instructional Material curriculum. DISD is excited to usher in all the remaining K-8 Campuses to Bluebonnet Learning Math for SY 25-26.



- Region 4's Education Service Center, alongside DISD's Math Coordinator, trained all Principals on the foundations of Bluebonnet Learning; Teacher leaders have also been onboarded and have begun exploration.
- Math Coordinator (D'Ann Schneider), K-3 (Nici Snyder), 4-8 (Shalane Rutovic), and 9-12 (Mandy Snelson) make up the math portion of the Teaching and Learning team. These math leaders are well equipped and ready to launch into summer PD for all math teachers!



Purposeful support. Impact that matters daily

BOARD REPORT

2024-2025

Teaching & Learning Department

READING LANGUAGE ARTS

Plans for Long-Term Improvement & Effectiveness

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Fiscal Impact

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- Text Here

MATH

- Curriculum Pacing Guides are being developed to reflect a focus on essential standards, guiding teachers on formatively assessing, and pivoting for student misconceptions.
- Curriculum Leadership Teams met monthly to collaborate and make collective decision about goals and student outcomes.
- Teachers met weekly in collaborative teams with a focus on tier 1 instruction, this included modeling lessons for each other (called an “at-bat”) and bringing artifacts to perform student work analysis on.
- DHS transitioned to the Desmos calculator. The Desmos calculator is embedded in the SAT exam, as well as AP exams. We have seen more student success with the use of this calculator.
- Through the LASO grant, stakeholders walked campuses looking specifically at math instruction. Highlights include: effective classroom management, engaging classroom discourse, embedded supports, high student participation, use of concrete manipulatives, and most importantly ... Smiles!

Plans for Long-Term Improvement & Effectiveness

- Grade level teams from each campus will meet four times across SY 25-26 to internalize their upcoming modules with a focus on coherence, cross-campus conversations, and consistency.
- Curriculum Leadership Team will continue to keep math leaders up to date on priorities in mathematics K-8.
- DISD will again be a host site for the TEA Math Achievement Academies for Grade 3 & Grade 5 this summer.

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BOARD REPORT

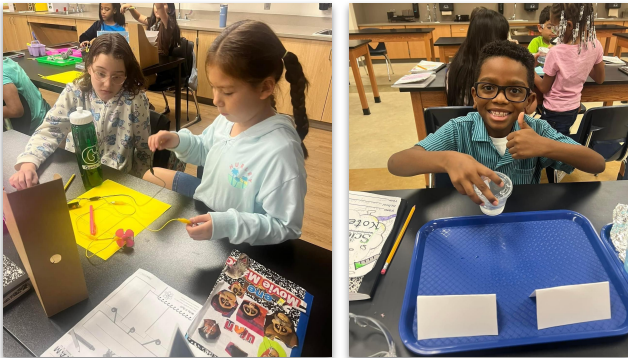
2024-2025

Teaching & Learning Department

SCIENCE

Prepared by: Nathan Robinson
Summary of Procedures & Events

- Updated Curriculum pacing guides are provided to all teachers to ensure alignment of standards, resources, and calendars as it pertains to teaching science.
- Every science teacher K-8 received classroom lab kits, ensuring students have regular opportunities for hands-on, inquiry-based learning.



- Professional development supported a strong start to implementation, equipping teachers to deliver engaging lessons that build scientific thinking and real-world connections.
- Curriculum Specialist prioritized campuses with the highest need for support by modeling lessons, attending planning sessions, and guiding teacher lessons.
- Writing in science, with changes to state testing we have included daily writing tasks in science to ensure writing practice is occurring across the curriculum.
- The Science Curriculum Leadership team worked hard this year to ensure new content was aligned to state standards with all lessons and assessments.

SOCIAL STUDIES

Prepared by: Susan Haynes
Summary of Procedures & Events

- Curriculum Specialist provided ongoing support for grades 7 and 8 Social Studies at DJHS
- Curriculum Specialist provided ongoing support for grade 8 Social Studies at MJHS
- Curriculum Specialist provided ongoing support for World Geography, World History, and U.S. History at DHS
- Curriculum Specialist and coaches created a streamlined blitz for grade 8 and EOC Social Studies
- Curriculum Specialist attended Region IV, TEA, and TSSLA meetings/conferences to stay abreast of research based best practices in Social Studies
- Curriculum Specialist created and modeled exemplar lessons for grades 6, 7, 8, 9, 10, and 11

Plans for Long-Term Improvement & Effectiveness

- Reading Language Arts and Social Studies integration will continue to expand
- Implementation of DBQs in grade 5-12 to promote analytical thinking and evidence-based writing
- Ensure Social Studies receives equitable time and attention alongside other core subjects in elementary and middle school to improve literacy
- Use quantitative and qualitative data to identify gaps, adjust curriculum pacing, and target interventions
- Ensure that curriculum leaders and educators remain informed of the latest research, resources, and instructional strategies in Social Studies

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BOARD REPORT

2024-2025

Teaching & Learning Department

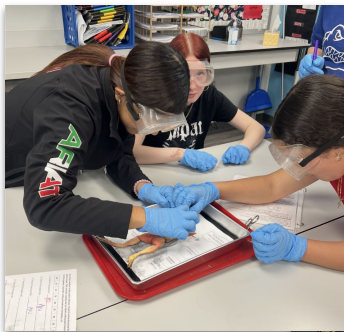
SCIENCE

Plans for Long-Term Improvement & Effectiveness

- We are continuing the implementation of our new McGraw Hill resource by providing summer trainings and refresher trainings to help teachers utilize the resource to its fullest potential.
- As state standards evolve we monitor and adapt to ensure our students are receiving the best instruction possible.
- Development of Honors Level Curriculum is underway for our advanced learners to align to neighboring districts and meet the needs of our students.
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Fiscal Impact

- McGraw Hill Classroom Lab Kits were purchased with materials with two years worth of materials and will be replenished the summer before the 26-27 school year.



SOCIAL STUDIES

Fiscal Impact

- 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

Purposeful support. Impact that matters daily

BOARD REPORT

2024-2025

Teaching & Learning Department

STEAM PROGRAM

Prepared by: Nathan Robinson
Summary of Procedures & Events

- With the addition of eighth grade at McAdams Junior High and Dickinson Junior High the expansion process is complete.
- Working with the Port of Houston and the Sam Houston Boat Tour our 6th grade students toured a section of the Houston Ship Channel while learning about maritime jobs, economic impact, and history of the port. The nation's largest port for waterborne tonnage and an essential economic engine for the Houston region, the state of Texas, and the U.S.
- This year we increased our field experiences in order to give students more opportunity to see and interact with the world they study in class.
- Mrs. Overton our 7th Grade Science teacher at Kranz JH headed up a Shark Dissection Experience for all STEAM 7th graders. They were able to study the body systems of sharks to look for adaptations. This project was funded by STEAM and the Dickinson Education Foundation Classroom Grant.



DUAL LANGUAGE

Prepared by: Zammira Elizondo
Summary of Procedures & Events

- K-1 Language Proficiency Monitoring: This year we began assessing students' in Spanish and English proficiency using the McLASS Dual Language Report. Data indicates that students are progressing in both languages, meeting our biliteracy goals. Students demonstrate strong reading accuracy in Spanish and emerging accuracy in English.
- K-5 Vertical Alignment & Standard Focus: A key initiative was aligning instruction across grade levels. Emphasis was placed on grade levels addressing essential standards to support student growth and readiness for the next grade level. Progress Monitoring tools were used to track and drive instruction decisions.
- Cross-Linguistic Instructional Frameworks in Math & Science: The Preview-View-Review and Content, Language, and Literacy Integration Frameworks were consistently implemented in Math and Science. These strategies promote cross-linguistic connections and deepen academic comprehension through real-world contexts.
- Dual Language G5 STEAM:
- Extended Constructed Response Growth (Grade 3-5): Students in grades 3-5 demonstrated an average growth of 30% in extended constructed response performance, indicating improvement in critical thinking and writing skill in both languages.
- Curriculum documents were revised to ensure alignment and lesson were redesigned to follow the DL Framework.

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BOARD REPORT

2024-2025

Teaching & Learning Department

STEAM PROGRAM

Long-Term Plans for Improvement

- A steering committee of parents, teachers, and administration was formed to guide future planning of the program. The committee looked at all aspects of the program while focusing on Program Entrance Requirements, Academic Coursework, Stakeholder Engagement, Communication, and continued program support.
- All STEAM teachers will receive two days TEA STEM Framework training from Region 4 this summer in DISD to set a foundation of STEM Education.
- Ongoing future planning to ensure our program allows DISD to stay competitive among neighboring districts.

Fiscal Impact

- Field Experience prices continue to rise along with bus transportation fees. We are continually looking for funding options through grants to offset the cost of these experiences.
- Partnerships with local businesses allow us to offset cost of student experiences as well as fund some in entirety.



DUAL LANGUAGE

Plans for Improvement

- Improving TELPAS Proficiency Levels: We are preparing to implement the Summit K-12 Program in SY 25-26 to support English language proficiency growth. The program will be integrated into the English Language Development instructional minute allocation for students in a Dual Language Program grades 2-5, following a curriculum aligned pacing guide. ESL & ESOL students will use the program based on individualized learning plans derived from their assessed proficiency levels. Ongoing Professional Development is in place to support successful implementation.
- Collaborative Curriculum Alignment for Biliteracy: Curriculum content teams will continue to collaborate regularly to ensure cohesive planning and consistent progress towards biliteracy across all grade levels.
- Professional Development on Linguistic Scaffolds: Additional training opportunities will be offered to educators to deepen their understanding and use of linguistic scaffolds across all content areas, ensuring language support is embedded in daily instruction at all grade levels.

Fiscal Impact of Reduced Bilingual Supports:

- Decreased on-campus support for bilingual students, families, and teachers, potentially affecting the fidelity of the program and special education students receiving services.
- Limited planning time for Dual language teachers to develop aligned, high-quality lessons that integrate the language & literacy framework and cross-linguistic connections.
- Reduction of Dual Language G5 STEAM, will impact enriched instruction for students that participate in GT academics and Dual Language teachers will collaborate to service GT students.

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**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2025

Item Title: CTE Report

Agenda Item: Lindsey Suarez, Dr. Melissa Everett

Background Information:

Report attached.

Action Item: _____ Yes √ No



Dickinson ISD CTE

Robust & Innovative Programming

From the Classroom to the Workforce—Career-Ready Gators Start Here.



909 Industry Based Certifications earned in 2025 and counting



Over 115 business and industry partnerships



Innovative Programming: 1st Imaging program in Texas to offer an Imaging Program where students earn 35+ dual credit hours



5 Dual Credit pathways
11 Career Clusters
24 Programs of Study



HVAC Program launching Fall of 2025



Coming Fall of 2026
Maritime
Culinary Arts
Cyber Security
Firefighting

5,591

TOTAL STUDENTS

2,287

INDUSTRY BASED CERTIFICATIONS SINCE 2022

237

INTERNSHIPS



4 STATE LEVEL COMPETITIONS



3 NATIONAL QUALIFIERS



DICKINSON INDEPENDENT SCHOOL DISTRICT

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



2218 FM 517 East.
 Dickinson, Texas 77539
 281-229-6070

June 2025 Board Report CTE Certifications and Program Updates

4 Year CTE Certification Summary

2021-2022 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
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
Menotti	Welding 2	OSHA 30	1*Piloted OSHA 30	16	17
Jackson	Pharmacy Technician	Certified Pharmacy Technician	7	4	11
Jackson	Pharmacy Technician	BLS/CPR	12	0	12
Pulkinen/ Begnaud/ Spies	Health Science	Patient Care Technician	34	0	34
Pulkinen/ Begnaud/ Spies	Health Science	EKG Technician	34	0	34
Ryder	Dental	Registered Dental Assistant (RDA)	14	0	14
Ryder	Dental	Nitrous Oxide	14	0	14
Ryder	Dental	BLS/CPR	14	0	14
Thomas	EMT	Emergency Medical Technician	1 *New Program	2	3
Parker	Cosmetology	Texas Cosmetology Operators License	12	0	12
Bruyssaard	Engineering	Certified SolidWorks Associate	8	13	21
Dorsett	Auto Tech	Automotive Service Excellence (ASE)	0 *Teacher started March 21st	0	0
Cook	Agriculture	Texas State Floral Association	0 *Providing additional training to teacher	0	0
Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	6	6	12
Koby	Audio Video Production	Adobe Photoshop	10	0	10

“From the Classroom to the Workforce-Career-Ready Gators Start Here”

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Booth	Graphic Design	Adobe Certified Associate (In Design)	0 *Piloted Adobe In-Design	9	0
Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	37	9	46
Flores	Education & Training	Educational Aide I	15	0	15
Flynn	Business	Microsoft	3	3	6
		Totals	291	58	349

2022-2023 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Rose / Menotti	Intro to Welding	AWS D9.1 Sheet Metal Welding	22	24	46
Jackson	Pharmacy Technician	Certified Pharmacy Technician	11	1	12
Pulkinen/Begnaud	Health Science	Patient Care Technician	59	0	59
Pulkinen/Begnaud	Health Science	EKG Technician	55	2	57
Ryder	Dental	Registered Dental Assistant (RDA)	9	0	9
Thomas	EMT	Emergency Medical Technician	(0) Students test at 18	0	0
Parker	Cosmetology	Texas Cosmetology Operators License	22	0	22
Young	Barbering	Barber Operator License	2	0	2
Dorsett	Auto Tech	Automotive Service Excellence (ASE)	6 (new)	6	12
Cook/Phillips	Agriculture	Texas State Floral Association	90 (New)	24	114
Phillips	Agriculture	Elanco Veterinary Medical Application Certification	11 (new)	0	11
Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	5	4	9
Brown	Audio Video Production	Adobe Photoshop	14	4	18
Brown	Graphic Design	Adobe Certified Associate (Graphic Design & Illustration)	1	0	1
Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	24	10	34
Elena Flores	Education & Training	Educational Aide I	16	0	16

“From the Classroom to the Workforce-Career-Ready Gators Start Here”

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Flynn/ Coughlin	Business	Microsoft Office Specialist	4	0	4
Pruitt	Marketing	Stukent	7 (new)	0	3
White	STEM	Certified Entry-Level Python Programmer	15 (new)	17	33
		Totals	373	92	465

*TEA updated the Industry Based Certification (IBC) list in the fall of 2022 (This led to variations in certification offerings from 2021-2022 to 2022-2023).

2023-2024 Certifications

Instructor	Certification Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Stewart/Rocha	Patient Care Technician	65	0	65
Stewart/Rocha	Certified EKG Technician	61	4	65
Ryder	Monitoring of Nitrous Oxide Sedation for Dental Hygienists and Dental Assistants	24	0	24
Ryder	Dental Assisting Registration Examination (X-Ray)	24	0	24
Jackson	Pharmacy Technician	21	3	24
Benavides	EMT Basic	0	0	0
Brown	Adobe Certified Professional in Visual Design using Photoshop	13	1	14
Koby	Adobe Certified Professional in Digital Video Using Premiere Pro	17	5	22
Alexander	Adobe Certified Professional in Graphic Design and Illustration using Adobe Illustrator	11	5	16
Barkmann	IAED Emergency Telecommunicator	26	3	29
Dorsett	ASE	22	15	37
Young	Barbering Operators License	1	0	1
Clay	Cosmetology License	9	0	9
Edenfield/Menotti	AWS	45	19	64
Cook/Sizemore/Coppola	Benz School of Floral Design Principles of Floral Design Certification	168	46	214
Rocha/Murphy	BASF Plant and Soil Science	133	9	142

“From the Classroom to the Workforce-Career-Ready Gators Start Here”

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Coppola	Elenco Veterinary Medical Application Certification	22	2	24
Coppola	TVMA	1	1	2
Powers	Certified Entry-Level Python Programmer	2	4	6
Flynn	Accounting Foundations	2	9	11
Coughlin/Pruitt	Stukent	57	9	66
Valderramos/Chiles	TEA Educational Aide 1	10	0	10
	Totals	734	135	869

2024-2025 Certifications

Instructor	Certification Offered	Certification Passed	Certification Failed	Total Certifications Taken
Alexandra Rocha Lauren Murphy	BASF Plant Science Certification	162	0	162
Angelica Valderramos Annlyn Gunn	Educational Aide 1	10	0	10
Ashley Mirles Alyssa Bergeron	Certified EKG Assistant	57	3	60
Ashley Mirles Alyssa Bergeron	Patient Care Technician	61	0	61
Carrie Flynn	Intuit QuickBooks Certified User	8	7	15
Carrie Flynn	Accounting Foundations	8	26	34
Chad Pruitt Elizabeth Coughlin	Stukent Social Media Marketing Certification	110	3	113
Christina Strickland	Registered Dental Assistant X-Ray Certification	11	0	11
Christina Strickland	Nitrous Oxide for Dental Hygienist	11	0	11
Ericka Brown	Adobe Certified Associate (ACA) In-Design	3	0	3
Ifran Saood	Pharmacy Technician	0	4	4
Isaac Benavidez Azzie Beagnyam	Emergency Medical Responder	4	2	6
Jaime Alexander	Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator	9	6	15
Jaime Alexander	CodeHS Python Level 1 Certification	4	23	27
Jamie Alexander Ericka Brown	Adobe Certified Professional in Visual Design Using Adobe Photoshop	16	3	19

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John Barkmann	International Academy of Emergency Dispatch Emergency Telecommunicator	20	1	21
Jordyn Cook Kaylee Coppola Alyson Sizemore	Principles of Floral Design Certification	200	17	217
Justin Dorsett	ASE Entry Level Automobile Engine Repair (A1)	1	0	1
Justin Dorsett	ASE Entry-Level Automobile Electronic/Electrical Systems (EE)	2	1	3
Justin Dorsett	ASE Entry Level Automobile Maintenance and Light Repair (MR)	5	0	5
Justin Dorsett	ASE Entry-Level Automobile Suspension and Steering (SS)	6	6	12
Justin Dorsett	ASE Entry-Level Automobile Automatic Transmission/Transaxle (AT)	1	0	1
Justin Dorsett	ASE Entry Level Automobile Engine Repair (A1)	1	0	1
Justin Dorsett	ASE Entry-Level Automobile Heating and Air Conditioning (AC)	4	0	4
Justin Dorsett Ralph Dorsett	ASE Entry-Level Automobile Brakes (BR)	44	26	70
Kaylee Coppola	Certified Veterinary Assistant, Level 1	2	1	3
Kaylee Coppola	Elenco Veterinary Medical Application Certification	23	5	28
Kaylee Coppola Mitch Robinson	Equine Management & Evaluation Certification	48	38	86
Krystal Clay	Cosmetology Operators License	5	3	8
Mark Sales	Autodesk Associate (Certified User) Fusion 360 / Autodesk Certified User Fusion 360	9	14	23
Matt Koby	Adobe Certified Professional in Digital Video Using Adobe Premier Pro	5	3	8
Tammy Gonzalez	Welby Teller Certification	15	0	15
Taylor Harp Clay Menotti Mitch Robinson	AWS D9.1 Sheet Metal	41	26	67
Victoria Young	Barber Operator License	1	0	1
	Total	909	225	1134

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CTE Highlights

CTE Named CTAT District of Distinction

DISD was named a Career & Technical Association of Texas (CTAT) **District of Distinction** for our ability to meet rigorous criteria that included **innovative programming, Industry-Based Certification success, alignment with workforce needs, and exceptional student outcomes.**

Committee for the Recruitment of an Engineering Workforce (CREW)

After a Bay Area Houston Economic Partnership (BAHEP) Education and Workforce Development Committee meeting, Dickinson ISD began the charge of forming a steering Committee for the Recruitment of an Engineering Workforce (CREW) in conjunction with Bay Area Houston Transportation Partnership (BAYTRAN), University of Houston-Clear Lake, San Jacinto College, and Pasadena ISD. **The vision of CREW is to create a comprehensive approach to preparing the engineering workforce to serve regional challenges and demands.** The inaugural CREW Engineering Competition was held **at the BAYTRAN** luncheon in April where DISD Engineering students **placed 3rd** for their tiny home project and won the **Design Presentation Award.**

Houston Livestock Show & Rodeo (HLS&R) Craft Competition

Our CTE Practicum in **Agriculture Engineering students** were invited to participate in the industrial skid project competition and earned **Reserve Champion in the Project Presentation** category on March 8th. HLS&R provides a unique opportunity to **gain hands-on experience through the Industrial Craft Competition as students prepare to join the workforce.** Students worked together to build and execute an industrial skid. They complied with daily industrial safety expectations, including the proper use of PPE and daily safety task analysis. DISD is thankful for the opportunity to work alongside **business partners such as Turner Industries, Performance contractors, S&B Engineers and Constructors, and Grainger** who served as mentors and safety officers throughout the entirety of this project.

Education & Training Heads to Nationals and Earns Record Number of Certifications

7 Texas Association of Future Educators (TAFE) Career & Technical Education (CTE) students will travel to Orlando, Florida in July to compete on the **national level** at the Educators Rising 2025 National Conference & Competition. **14 Education & Training students received their Educational Aide I certifications** and were honored at **Signing Day** on May 13th. Students were guaranteed an interview by our Human Resources office and encouraged to begin working as paraprofessionals and substitutes in Dickinson ISD while seeking their degree in education. Several of our Education & Training students have **used their certifications to gain employment at local preschools, and here in DISD as a substitute or paraprofessional** while seeking a teaching degree.

DECA

6 CTE Business, Marketing and Finance students competed at the **state DECA competition** in March. This year Abby Barnes advanced to the **International Career Development Conference (ICDC)** competition (over 25,000 students from the US and 20 other countries) and earned a **silver medal** as a top performer in **Accounting Applications.**

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Criminal Justice

Criminal Justice students qualified for the first time to compete at the **Texas Public Service Association (TPSA)** State competition in the areas of Law Enforcement Agility Course and Job Exhibit where we finished in the **Top 10**.

Auto

Auto Tech students participated in the 1st Annual Houston Automobile Dealers Association Auto Tech Competition at San Jacinto College in November placing 3rd in the Safety Competition at the Regional level.

Mock Interviews Lead to Interviews and Signing Day

After interview sessions in May of 2024, several health science, auto, cosmetology, and education & training students **were offered jobs** from Memorial Hermann, UTMB, HCA, CVS, Walgreens, Kroger, New Teeth, Cycle Paint, Sterling McCall Lexus of Clear Lake, DC PowerSports, Fantastic Sam's, Vanayes Salon & Spa, Sassy Layers Salon, Genesis Boutique & Salon, Tease Hair Salon, and Strawberry Fields of Learning.

CTE Program of Study (POS) Updates

HVAC: CTE will begin its first cohort of HVAC students this fall. The coursework includes 4 levels with the last 2 levels encompassing opportunities for students to participate in work-based learning experience that combine classroom instruction with business and industry unpaid internships and paid employment experiences when available.

Health Science: DISD CTE embarks on another Health Science Bridge Program with College of the Mainland (COM). More information will be shared as soon as the course sequence and certification opportunities are secured through a Memorandum of Understanding (MOU) with COM.

Increased Dual Credit offerings: CTE will expand dual credit offerings adding, Audio Video, Chemical Refining and Processing and Cyber Security options through College of the Mainland (COM) this fall.

Imaging Technology: DISD is the first in the state of Texas to provide students with a simulation and coursework leading to dual credit and a **Limited Licensed Radiology Technologist (LLRT) certification** opportunity thanks to the Jobs and Education for Texans (JET) grant we received for nearly \$750,000 in 2022. Instructor, Kristin Stewart began with **50 students** in the fall of 2023, increased numbers to **77** in the fall of 2024 along with added instructor Ashley Mireles, and we are slated to serve **115 in the fall of 2025**. Our hospital partners are excited about the pipeline of future imaging students we will be providing their institutions. This innovative program has enabled us to secure additional partnerships throughout the Bay Area to ensure students meet the clinical hours needed to sit for their certifications.

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Bond 2023 Update

Planning is complete for the new **100,000 sq ft facility which includes a 5,000 sq ft conference area**. The center will house all current programs except for Agriculture Mechanics and Automotive which will be renovated to meet current and future infrastructural needs. **Maritime, IT/Cyber Security, Culinary Arts, and Firefighting are all new programs slated to be implemented when the Center opens in the fall of 2026.**

CTE Summary

The CTE department continues to **increase programming, dual credit, and certification offerings** each year. This fall CTE will add **Chemical processing, Cyber Security, and HVAC offerings**. Dual Credit options will be expanded to **Audio Video, Chemical Processing, and Cyber Security** students. As of May 21, 2025, students have earned **909 certifications** with an overall pass rate of **80%**. Students will **continue to certify** into the summer as some have to be 18 to sit for their certifications. **Nearly 70 business and industry partners** attended the **CTE groundbreaking** on May,1 2025 to show their support for CTE programming.

Collaboration, strategic planning, and unconventional thinking continue to drive innovation in our department. Education & Training students will travel to **Nationals for the 4th year in a row this summer**. CTE is actively **engaged with NASA** regarding opportunities to partner and **strengthen our engineering programming**. The department continues to **broaden dual credit opportunities** for students across all program areas. Our Business, Marketing and Finance students competed at the **National DECA competition** and brought home a **silver medal**, Law students competed **at state for the first time** placing in the **Top 10**, Engineering students **placed 3rd** and secured the **Design Presentation Award** at the CREW Engineering competition. CTE is in the beginning stages of **partnering with College of the Mainland (COM)** on a **new Health Science Program of Study** which will provide students with an opportunity to earn **dual credit hours** with the intention to create a bridge program much like the one in place with imaging. Districts from across the state are **inquiring about our new imaging program and requesting tours**. Our Career & Technical Student Organizations (CTSOs) are **increasing the caliber of programming** by providing students with **opportunities to serve in leadership positions, engage in community service activities, and compete at the local, state, and national level**. **Dr. Melissa Everett continues to serve on the Career & Technical Association of Texas (CTAT) Board of Directors** and will be installed as **incoming President** in July to CTE programs across the state are informed and **active in advocacy, legislation, and policy**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2025

Item Title: Fine Arts/Performing Arts Report

Agenda Item: Lindsey Suarez, Dr. Paul Trahan

Background Information:

Report attached.

Action Item: _____ Yes √ No

DICKINSON ISD

Fine Arts

Creating Excellence-Inspiring Futures

10,889
TOTAL STUDENTS

1,038-BAND
464- CHOIR
5,705 EM MUSIC / ART
986 THEATRE
2,104- SECONDARY ART
592- DANCE

OVER
950
AWARDS

MORE THAN
155
PUBLIC
PERFORMANCES



20 NATIONAL
QUALIFICATIONS

3 STATE
LEVEL
COMPETITIONS

**FINE ARTS
PROGRAM GUIDE**



FINE ARTS 2024-25

Dickinson ISD Band Program

DHS Directors: Trevor Braselton, Risa Hsu, Todd Sommer, Robbie Wang and Alex Hedden

MJHS Directors: John Hinojosa and Robert Baker, Rebekah Delgado

Kranz Directors: Kelby Koch, Juan Castillo, and Brittleigh Nettuno

Dickinson JH Directors: Rinaldo Saenz, Justin Garcia

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 as well as 2 days with our Drum Majors.
- Created and used google email groups for effective communication with parents. Working on transitioning to CutTime for inventory.
- We continue with Smart Music technology and the Harmony Director on all campuses.
- We are planning to implement the Ultimate Drill Book for the 2025 season.
- 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.
- Various clinicians are used to enhance the students' learning opportunities.

Pertinent statistics

DHS Band

- Total Enrollment 256 taught daily ; Male 141 , Female 115
- Ethnicity Breakdown: White 93, Black 26, Hispanic/Indian 130, Asian/ Pacific Islander 13
- Freshman 114, Sophomore 54 , Junior 62 , Senior 34

McAdams J.H. Band

- Total Enrollment 245 taught daily : 86-6th graders 64-7th graders, 95-8th graders,

Kranz J.H. Band

- Total Enrollment 253 total taught daily: 79 6th graders, 75 7th graders, 66 8th graders

Dickinson JH Band

- Total enrollment:186 taught daily; 76 6th graders, 73 7th grader, 37 8th graders

Plans for improvement/modification/enhancement of efforts:

- Honors credit is offered this year at DHS.
- 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.
- Retaining of music arranger, drill writer and program coordinator for the DHS Marching Band for 2025 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.
- Adding Ultimate Drill Book to allow for faster and more efficient drill learning.
- 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. The Concert 2 band received a first division rating on stage and a 2 in Sight reading
- Marching Band placed 1st at the Alvin Contest, 7th at BOA, 1st at Gulf Coast
- The band placed 4th at Area
- Top 35 at the State Marching Contest.

Region Orchestra Results

- Alex Duran- Bb Clarinet
- Trevor Seeley- Trumpet
- Carlos Marquez – Percussion

Freshman Region Band Results

- Derrick Adams- Bassoon
- Brady Akins- French Horn
- Ayden Bowles- Tuba
- Alyssa Brown- Trumpet
- Melanie Coro- Flute
- Abesira Daniel- Flute 1st Chair
- Edgar Douglas- Bass Trombone 1st Chair
- Brendan Dunn- Tuba
- Karis Ellis- Trumpet
- Katherine Falco- Percussion
- Saiya Farrar- Euphonium
- Corbin Hebert- Trumpet
- Jeremiah Keys- Baritone Saxophone 1st Chair
- Angel Martinez- Flute
- Damaris Moran- Alto Saxophone
- Cailyn Nguyen- Oboe
- James Oliphant- Tuba
- Agustin Perez- Euphonium
- Rebecca Pliske- Clarinet
- Julian Romero- Tenor Saxophone 1st Chair
- David Salazar- Trumpet
- Carly Swartz- Bass Clarinet 1st chair
- Alejandro Soto Vale- Tenor Trombone

All-District Band

- Trae Allen- Alto Saxophone
- Melanie Coro- Flute
- Manuel Dodson- Tenor Trombone
- Edgar Douglas- Bass Trombone
- Autumn Hodges- French Horn
- Jeremiah Keys- Baritone Saxophone
- Angel Martinez- Flute
- Ella Morgan- Oboe
- David Padilla- Trumpet
- Julian Romero- Tenor Saxophone
- Marco Romero- Trumpet
- Carly Swartz- Bass Clarinet
- Alexandria Trevino- Bassoon
- Annie Velazquez- Flute
- Geovanny Yanez- Tenor Trombone
- Riley Akins- Tenor Trombone

All-Region, Area, State Band

- Arely Contreras- Piccolo (qualified for Area)
- Kealynn Price- Flute
- Mikayla Rios- Flute
- Abesira Daniel- Flute
- Alex Duran- Bb Clarinet (qualified for Area and All State)
- Barbara Baeza- Bb Clarinet
- Caroline Korenek- Bb Clarinet
- Nayeli Jaramillo- Bb Clarinet
- Elias Rodriguez- Bass Clarinet
- Jazlynn Davis- Bass Clarinet
- Derrick Adams- Bassoon
- Damaris Moran- Alto Saxophone
- Jason Gregory- Tenor Saxophone (Qualified for Area)
- Daniel Renovato- Baritone Saxophone (Qualified for Area)

- Trevor Seeley- Trumpet (Qualified for Area and All State)
- Daniel Ontiveros- Trumpet (Qualified for Area)
- Jassie Garabiles- Trumpet
- David Salazar- Trumpet
- Luke Force- French Horn
- Brady Korenek- French Horn (qualified for Area)
- William Creel- Tenor Trombone (Qualified for Area)
- Arian Saavedra- Tenor Trombone
- Bryson Eames- Tenor Trombone
- Ethan Messina- Tenor Trombone
- Angelo Bigueras- Euphonium
- Cole Lacey- Euphonium (qualified for Area)
- Brady Gracia- Euphonium
- Brenden Griffith- Euphonium
- Tristen Burkhardt- Tuba
- Brendan Dunn- Tuba
- Carlos Marquez- Percussion (qualified for Area and All State)
- Kaleb Stonum- Percussion (Qualified for Area)
- Nathan Darrow- Percussion
- Collin Wilson- Percussion (qualified for Area)

MJHS Band

- **Region Band**

19 of our students made the All-Region Band

- Danielle Williams, Flute
- Leah Le, Flute
- Kimberly Hinojoza, Clarinet
- Daysi Ortiz, Clarinet
- Emiliano Rosales, Clarinet
- Rodrigo Reyes, Bass Clarinet
- Christian Calderon, Contra-Bass Clarinet
- Caleb Pepi, French Horn
- Abrianna Ortiz, French Horn
- Jonathan Delcid, Trumpet
- Jasiah Dominguez, Trumpet
- Vincent Galvan, Trumpet
- Uriel Garcia, Trumpet
- Jeremiah Spriggins, Trumpet
- Dean Beacom, Trombone
- Fernando Gutierrez, Euphonium
- Matthew Barnes, Percussion
- Diego Martinez, Percussion
- Moises Renovato

6 of our students made the All-District Band

- Sherlyn Beltran, Flute
- Allie Mitchell, Flute
- Jada Agbogun, Clarinet
- Erik Reyna, Alto Saxophone
- Abigail Hernandez, Trombone
- Christopher Rodriguez, Percussion

- **Solo and Ensemble Competition**

98% of our Concert, Symphonic, and Honors Band students received a First Division Rating on their solo and or ensemble. 100% of our participating Beginner Band students received a First Division Rating on their solo.

- **UIL Concert and Sight-Reading Evaluation**

Honors and Concert Bands earned the Sweepstakes Award (1's on Stage and Sight-Reading). Symphonic Band received a superior rating in sight-reading and an Excellent rating on their stage performance.

- **Music Festival**

The Beginner All-Star Band performed at the Gator Music Festival and received straight one's (Superior Rating) and outstanding section awards from all three judges.

KJHS Band

- **Region Band-** 36 out of 60 students who auditioned made District Band. 20 students made the Region Band. 4 students reached the highest chairs and placed in the Region Orchestra. In the past 4 years the Dickinson Junior Highs have had 206 students make region band, significantly more than any other school district in our region. Results Here: 📄 [KRANZ REGION RESULTS](#)
- 100% participation at solo contest every year from our second year and third year players. 92% of students earned a 1st division.
- **UIL competition:** All performing bands earned a Sweepstakes Award this year. The Honors Band performed *Incantation and Dance*, a piece representing the highest level of literature, which aligns with the caliber of music typically performed by top high school bands at UIL. Additionally, the Symphonic Band performed music above their required grade level, showcasing their advanced abilities.
- **National Recognition:** For the fourth consecutive year, the Kranz Band was recognized as one of the top bands in the nation in the Mark of Excellence Competition. We are excited to resubmit this year and hope to be recognized again! In 2024, the band was one of only five ensembles nationwide selected to perform at the prestigious Midwest Clinic, the most esteemed band clinic in the United States. This was the school district's first time to achieve this incredible award! Through dedicated fundraising efforts, the band raised \$108,000 to make this extraordinary experience possible. At the event, the band premiered a commissioned piece composed specifically for them. Additionally, eight out of nine composers from our program attended and worked directly with our students, offering a unique and enriching experience. For many students, this trip marked their first time flying, leaving Texas, and even experiencing snow. The Kranz Band has become a model of excellence, with band directors from across the state visiting to observe our program and seek to replicate our successful practices.
- **Kranz 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. Students competed at the Clear Falls Jazz Festival and received 1st place for the 3rd consecutive year!
- **Music Festivals-** For the second consecutive year, the Kranz Honors Band was crowned Grand Champion at the Shadow Creek Showcase, competing against top-tier schools that consistently place in the state's top 5, including a band selected for the 2025-2026 Midwest Clinic. Despite being a smaller 2C school with a significantly higher percentage of Title 1 students, we continue to make waves across the state, earning recognition and respect for our outstanding program.

DJHS Band

16 students placed in Region Band:

Mikaela Bell, 4th chair Flute, Symphonic Band
Melanie Erazo, 5th chair Flute, Symphonic Band
Talon Trevino, 1st chair saxophone, Symphonic Band
Sebastien Garcia, 6th chair saxophone, Symphonic Band
Vengy Hernandez, 1st chair baritone saxophone, Symphonic Band
Christian Borisoz, 10th chair Trombone, Symphonic Band
Makayla Batista, 2nd chair Tenor Saxophone, Concert Band
Lincoln Lee, 2nd chair trumpet, Concert Band
Amaya Olvera, 1st chair french horn, Concert Band
Jacob Lopez, 3rd chair Euphonium, Concert Band
Aaron Hernandez, 4th chair trombone, Concert Band
Adriel Sanfiorenzo, 9th chair trombone, Concert Band
Amiyah Rhodes, 1st chair tuba, Concert Band
Yanziell Escobar, 3rd chair tuba, Concert Band

8 students placed in the District Band

Bradie Williams, clarinet
Tralyn Mallory, clarinet
Kai Sermons, bassoon
Alayna Alaniz, trumpet
Senai Daniel, trumpet
Christian Garza, trombone
Chandarath Meas, trombone
Ryan Terry, Percussion

**Dickinson Jr. High Solo and Ensemble contest: 139 students earned 1st division on a Class 3 solo
4 students earned 1st division on class 2 solo
3 students earned 1st division on class 1 solo
14 ensemble earned a 1st division on their ensemble performance**

Outstanding soloist of the Evening chosen by the judges were: Gavin Clark, percussion, Melanie Erazo, flute, Carson Elli, percussions, Jacob Lopez, Euphonium, Aaron Hernandez, trombone, Amiyah Rhodes, tuba, April Franklin, clarinet, Aryana Hughes, french horn, Beau Bussey, percussion

Outstanding Ensemble of the evening was the Honors Saxophone quintet: Vengy Hernandez, Talon Trevino, Sebastien Garcia, Natalia Grant and Makayla Bautista

Beginner Band Placed 2nd Runner Up at Gator Music Festival, as well as earning a 1st Division Trophy

Concert Band Earned Excellent Rating at UIL

Symphonic Band Earned Sweepstakes at UIL

Honors Band Earned Sweepstakes at UIL

Symphonic and Honors Bands earned first division ratings at The Gator Music Festival

The Dickinson Jr. High Band in its second year made great improvements and stride this year far exceeding our accomplishments from our 1st year open.

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.
- 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), Gracie Stutterheim (DHS), Abraham Villarreal (MJH), Imani James (KJHS) Mark Patterson (DJH)

Brief summary of new procedures/events/activities:

- The choir program at DHS gave 6 full concerts this year, our Fall Preview Concert, Broadway on the Bayou, Sounds of the Season Christmas Concert, our Pre- UIL concert, "Dreams and Delusions", our love and fantasy themed Pop Show and a send off concert for Madrigal Concert and Disney Choir All were well received, featuring a number of individual performances alongside full choral performances.
- The JH Choirs have continued to retain a friendly but competitive spirit.
- Successful mock UIL was attached to the already established "Pre-UIL" event that we host for the JH Choirs and was held at McAdams JH.
- The JH and HS Choirs collaborated for a successful rehearsal/ National Anthem performance at Jr.High night.
- The HS Varsity Choir continues to lead our community in performances of the National Anthem at various events around town as well as at every home football game. The group also toured during the holiday season, visiting 4 of our 7 elementary schools as well as several spots around town, including the Rotary Club, the Clear Creek Retired Teachers Association, and at UTMB.
- The DHS choir department has added AP Music Theory to our list of curriculum based courses

Pertinent Statistics:

- DHS Choir enrollment: 151 (male 70, female 81)
- MJHS Choir enrollment: 74 (male 42, female 32)
- KJHS Choir enrollment: 86
- DJH Choir enrollment: 75

Plans for Improvement:

- With success at the Madrigal Festival growing, DHS will be taking 3 groups (Mixed, Men's, Women's) to the Houston Madrigal Festival. DHS will continue to take 4 choirs to UIL (Varsity Mixed, Non-Varsity Treble, Non-Varsity Tenor-Bass, Sub-Non Varsity Treble) with the possibility of adding Varsity Tenor-Bass and Treble Choir.
- Keep working on growth and quality of the choral program at DHS and district wide. The district directors collaborated this past year on a successful JH Night at the Varsity Football game and look forward to even more success next year..
- 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.

Evidence of student success/performance:

DHS

- 53 students auditioned for the Region 17 Mixed and Treble Choirs. 17 students advanced with 15 placing into a Region Choir. Of those, 4 qualified for the Pre-Area Round of the All-State Choir and 2 advanced to the final Area Round.
- DHS greatly improved their UIL Concert and Sight Reading scores with all choirs receiving Superior (straight 1's) on Stage, each receiving Excellent (2's) in Sight Reading or better; the Freshman Treble Choir received a Sweepstakes for earning Superior in both concert and Sight Reading (an ensemble 1st)
- The DHS varsity choir attended Madrigal Festival in Houston on March 8, bringing home a superior performance trophy as well as the school's first Performance of Distinction, an award given to roughly only 25 choirs state wide.
- The DHS choir department was vital to the success of our musical productions. The majority of our Varsity choir was involved in some capacity in the All-District Musical either as a lead or chorus. The Choir and Theatre Department are now joint producers of the District Musical.
- Members of the choir traveled to Florida on a Disney World Trip and competed at the prestigious Festival Disney adjudicated by top choral musicians from around the country. The travel choir, nicknamed Cantare, earned scores of Superior across the board and earned 3rd place in the HS division and the Bronze "Mickey" trophy, both program 1sts.
- The choir department attended Solo/Ensemble contest, with 30 students bringing home medals with 10 qualifying for State Solo and Ensemble.
- An increase in inter-program recruitment,

- Noticeable increase in program and classroom morale as well as many social events throughout the year led by our officers.

McAdams Junior High

- 11 students participated in Junior High Night at the high school and got to perform the national anthem for the homecoming game
- 8 students auditioned for the All-Region choir and 1 student made 6th chair soprano 1
- 80 students participated in the halloween social held after school
- McAdams was represented at the All-Region choir concert in November
- 12 students performed the national anthem for the november pep rally
- MJHS Choir held their first winter concert December 13th featuring 5 different choirs and a surprise teacher choir. Students also presented solos and small group numbers to serve as transition music
- 7th/8th grade choirs performed for the 5th grade students of dickinson to represent MJHS choir
- Students had a hot chocolate social to celebrate the end of the semester.
- MJHS hosted the 2024-2025 Pre-UIL choir concert this year and invited all Junior High Students from the district to showcase the work they have prepared for UIL
- MJHS Choirs participated in UIL Concert and Sight Reading for the first time in 2 years. Treble Choir and Tenor-Bass Choir received over all 3's across the board
- Choir students auditioned for the School Musical, Beetlejuice Jr.
- Over 40 6th graders participated in the first ever MJHS Choir Solo and Ensemble Competition. all students received superior and excellent ratings from the judge and 10 students were named outstanding soloists.
- Students and staff participated in the first annual MJHS Choir Student vs. Teacher Kickball game where more than 50 parents and families showed up to show their support. Students lost 3 out of 4 games.
- MJHS Choir students performed in the MJHS School Musical Beetlejuice. The show ran for four nights and was sold out each night.
- 10 students who were not choir students in the musical expressed a desire to switch their schedule to choir for the following school year as a result of the rehearsal process.
- MJHS Choir put on their final concert of the year on May 13th. All 5 ensembles performed in their groups and 12 students prepared solos and small group numbers to showcase their talent.
- Students who participated in UIL as well as the musical attended the annual field trip to schlitterbahn
- 6th grade students got to attend the end of year choir celebration at Main Event.
- MJHS Choir Program fundraised over \$7,000 this year in multiple fundraisers.
- The two students who fundraised the most out of the entire program got to throw a pie in their directors face as an incentive.

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.

Dickinson Junior High

- Winter, and Spring Concert. Other performances include: Veterans Day Program, In-class pop up shows, and School Meet and Greets
- 28 students auditioned for Region a 115% increase from 2024 with 13 auditioning. 7 Region choir members, a 40% increase from 2024 of 5 members, with 3 alternates totaling a 100% of potential members.
- Two songs dedicated and published on behalf of Dickinson Junior High Choirs.

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), Angela Guidry (SLES), Landon Petersen (LES), Ashley Brown-Endler (CRES), Jasmine Pulliam (BCES), and Kelsey Helton (JSES)

1. New procedures

- We are working to complete a new district aligned curriculum to ensure students leave elementary school with a strong foundation for middle school music education. Middle School music is now under the elementary umbrella so we are able to plan together for a well-organized vertical team for students PK-5. Elementary schools have implemented full-day PreKindergarten and each PreK student receives music instruction every week.

2. Statistics – total of 5,756 students taught Elementary Music in DISD

San Leon-538	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 elementary music to ensure all students are receiving the instruction necessary to be successful in both middle school and secondary fine art programs.
- ALL elementary music teachers have been to Kodaly Level 1 and will attend Orff Level 1 in the summer being trained in both methodologies will support both our choral and instrumental programs in the higher grades
- Orff and Kodaly will be implemented in 2024-2025 as a blended approach, supplemented with Quaver Music..

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. This will be the starting point for ensuring our students are ready for secondary programs after exiting elementary.
- Every student in K-5 has the opportunity to perform each year at every school.
- Many schools offer extracurricular musical ensembles and programs that are available to all students on campus, including after-school choirs, UIL Music Memory and more.

At Silbernagel, each grade level receives 60 minutes of music instruction per week and each student has at least one opportunity to perform for an audience.

PreK and Kinder focus on the Kodaly Comparatives “high vs low, fast vs. slow, etc”, 1st grade focuses on reading pitch through solfege and 2nd grade focuses on instrument technique on drums and xylophones. My favorite is 3rd grade, where students learn to read music through learning the recorder!

Performances and programs included a 3rd Grade Veteran’s Day program, 2nd Grade Holiday Program, Pete the Cat Open House 1st grade show, 3 kindergarten celebrations, 2 PreK showcases, the Multicultural Fair and an all-school talent show. We continued our after-school choir program, “Silbernagel Sound,” with forty students, and were able to performed at the end of the school year. We participated in UIL Music Memory and other special private lesson offerings throughout the year.

The elementary music teachers received a Dickinson Education Foundation grant for \$7000 for supplies to enhance our Orff instruction. These items were crucial in implementing the Orff-Schulwerk approach into our classes.

The music program at Lobit Elementary has been thriving this academic year. Each grade level has received 60 minutes of music instruction per week, and students have had at least two chances to perform for an audience. Our new

classroom instruments have been available throughout the school year, and students have showcased their skills during events such as Go Texan Day, Veteran's Day, Winter Holidays, and the spring season. Third graders were able to use these new instruments during their 'Music of Our World' drum and singing program! Mr. Petersen's Kodaly Level 1 certification has been instrumental in developing music and creativity skills in our students, who can now sight-sing based on hand movements, understand a variety of musical concepts, and learn a rich repertoire of folk and cultural songs.

At San Leon Elementary we have had a great year exploring our instruments this year. We played several different melodic and rhythmic ostinatos on various pitch and unpitched percussion instruments. This was pivotal in developing and extending the students' knowledge of the musical concepts in our Elementary Scope and Sequence. The Kodaly and Orff training Ms. Guidry participated in, helped our program by including lots of Folk Songs that students grew to love through singing games and then moving those songs to instruments where we played simple sol, mi, la patterns. Each grade level received 60 minutes of music each week. Grade levels Pre Kindergarten - 3rd grade all had the opportunity to perform on stage for the whole school and at night for the parents. We did a Veteran's Day program, a Christmas musical, where students played orff instruments to accompany their songs, a musical written from a book about Jungle animals that featured a song played on orff instruments, a program all about BUGZ and our PreK students shared songs that we learned throughout the year. This year our 3rd graders had the opportunity to learn to play the recorder. Through whole class and small group instruction, students were able to excel at their own pace through learning new songs and notes on the staff and the recorder. They earned bracelets and charms for different leveled songs. We will end the year with our Annual Talent Show! San Leon also participated in UIL Music Memory. It was a great year in Music at San Leon!

We've had an incredible year in music at Calder Road Elementary! Students in Kindergarten through 3rd grade explored musical concepts through movement, instruments, puppets, and singing. Each class received 60 minutes of musical instruction during every six-day rotation.

We continue to be thrilled to include our full-day Pre-K program in music instruction. With four Pre-K classes attending music for 30 minutes every other day, our youngest learners are developing a foundational relationship with music—sparking what we hope will become a lifelong passion.

Throughout the year, we used a combination of Kodály and Orff methodologies alongside the Quaver curriculum to deepen students' understanding of rhythm and melody. We also explored how music connects to emotions and integrates with other core academic subjects.

All students had the chance to perform at least once for an audience. Our Veterans Day program honored those who have served, while our Multicultural Night celebrated how music unites diverse cultures. The end-of-year performance highlighted students' growth and learning, showcasing both instrumental skills and vocal expression.

Calder Road also proudly participated in UIL and Music Memory competitions this year. From dancing and singing to playing instruments, our music program has been filled with joy, creativity, and discovery. It has truly been a remarkable and enriching year for music at Calder Road!

The Hughes Road Elementary music program gives all Pre K-3 students the opportunity to shine and learn about the wonderful world of music. Each grade level receives 60 minutes of music every 6 school days. Through singing, playing instruments, movement, listening, playing games and discovery, the students utilize the instruments, manipulatives, puppets, and new resources we received this year. They perform for our campus and for our families with a Veterans' Day program, a Christmas program, grade level music celebrations, and holiday all-school singalong. Hughes Road's UIL Music Memory team of 2nd graders took home the 2nd place award out of all of the DISD schools. Our year has been jam packed with steady beat, creative movement, solfege, rhythm reading and playing, and using our voices to sing amazing songs. We love our music at Hughes Road Elementary!

At Bay Colony Elementary, students engaged in lessons consisting of movement, games, dancing, singing, instrument playing, and discussion. We utilized physical resources from our budget as well as from the Orff grant graciously acquired

for all of us by DISD's Elementary Music Lead over at Silbernagel. We also used online resources such as the supplemental and reinforcing elements of Quaver and the paramount use of Canva Pro, all to provide an engaging music education experience. Through this, students explored their grade level's concepts in beat, rhythm, melody, performance markings, form, partwork, voice, instruments, and social-emotional skills through music. Towards the end of the year, we worked up to introductory lessons in piano for PK-3rd and ukulele for 1st-3rd. Over the course of the year, Bay Colony held 3rd Grade, 2nd Grade, 1st Grade, and Kindergarten Shows, which demonstrated vocals, some instrument partwork, dancing in a group, and public speaking. In the last week of school there will also be our Talent Show. One highlight is that for our 2nd grade show students across all of 2nd grade worked together and composed a song to perform. They shared ideas for a subject and then lyrics, later finding a way to string them together into a cohesive song. From there, they provided various Quarter Notes, Eighth Notes and Quarter Rest Rhythms and later Do-Mi-So-La melodies in conjunction with the level of rhythms and solfege they knew and were learning at that time of the school year. For their show, each class took turns playing on Orff instruments in parts and sang, and were accompanied by a student on piano, demonstrating this teamwork of a song! Another proud moment for Bay Colony was participating in UIL Music Memory. Music Memory students achieved 1st, 2nd and 4th place in the 3rd grade division and 4th place in the 2nd Grade division.

At K.E. Little Elementary this school year, we finished with another amazing performance of our Music Club. This year the Music Club had a total of 25 2nd graders and 3rd graders collectively. Not a single student decided to leave the group or move away, which I feel is a huge win. We did a total of 8 different songs ranging from singing to playing on our many Orff instruments. We also had a huge turnout for the Music Club concert as it was on the same day as our Student Showcase night. Many families from different students who were not in the Music Club were able to watch and enjoy the performance. This will help for recruiting new Music Club members next year most definitely! Not only was Music Club a success, but also in regular music class as well! 3rd grade teamed up with our Drama Club and we all performed the Nutcracker Suite for Christmas this year. The performance also had a huge turnout! 2nd grade sang the Veterans Program and 1st grade sang their program titled; "Go West". I believe the average attendance for all of the major programs was around 70 to 80 people. So the Cafeteria was definitely packed with parents, families, and community members! Kindergarten and PreK are currently preparing for their graduation songs which will be held on Tuesday 5/20 for PreK and Wednesday 5/21 for Kinder. Next year I plan to ask for a \$5,000 grant from the Education Foundation and buy 2 sets of Steel Pans. When I was in college I played in a steel band for many years and had a blast doing it! So I thought I would introduce these new instruments to the students at K.E. Little. I will incorporate them in music class as well as Music Club. I believe this will add another dimension to our music program at Little and broaden the students playing abilities. Next year will be a year to remember at K.E. Little!

Dickinson ISD Theatre Program

DHS-Laurel Powell, Marisa Hataway, Roxanne Sheffield; KJHS- Jonathan Kyle Crawford, Elizabeth Brown; MJHS-Tara Jones;
Dickinson JH-Jake Wadkins and Gerik Lyssy

Courses Offered

- Theatre Arts 1-4
- Musical Theatre 1-4
- Technical Theatre 1
- Technical Theatre 2
- Advanced Technical Theatre 3 & 4
- Theatre Production 1-4
- Theatre Production MENTOR
- Advanced Theatre 1
- Advanced Theatre 2
- Theatre 3 Honors
- Theatre 4 Honors

Enrollment

- Theatre 1 - 29 students
- Advanced Theatre 1 - 21 students
- Technical Theatre 1 - 78
- Musical Theatre 1 - 24 students
- Advanced Theatre 2/Theatre 2 - 23 students
- Technical Theatre 2 - 23
- Advanced Musical Theatre 2, 3, 4 - 13 students
- Theatre 3/Theatre 3 Honors - 19 students
- Advanced Technical Theatre 3 & 4 - 25
- Theatre 4 / Theatre 4 Honors - 7 students
- Theatre Production 1, 2, 3, & 4 - 41 students
- Theatre Production Mentor - 10 students

The Season included

- TOO MUCH LIGHT MAKES THE BABY GO BLIND - Fall play
- CHARLIE AND THE CHOCOLATE FACTORY - All District Musical
- SCENE IT ALL - Texas Thespian Competition Pieces
- XANADU - Production musical
- THE ANGELINA PROJECT - UIL One Act Play Contest production
- VONYA SONYA MASHA AND SPIKE - Theatre 4 Senior Directed production
- Annual Musical Revue - Musical Theatre 1, 2, 3, 4 and Theatre Production students
- A VIEW FROM THE BRIDGE. - Theatre 3 One Act Play

Department Accolades

All-District Musical *Charlie and the Chocolate Factory*

Tommy Tune Nominations

Outstanding Technical Achievement

Outstanding Musical

Performance

Direction & Vision

Design & Technical
Grab Factor
Outstanding Lead Role
Aiden Walker as Willy Wonka
Ethan Flores as Grandpa Joe
Zya Williams as Violet Beauregard
Outstanding Supporting Lead Role
Kailynn Cavazos as Mrs. Bucket
Diego Torres as Mike Teavee
Tahlyn Mobley as Mrs. Teavee
Outstanding Director - Laurel Powell
Outstanding Sound Design - Anaya O'Day
Outstanding Scenic Designer - Roxanne Sheffield
Outstanding Costume Design - Kaycee Pride, Monica Galvan, Colleen Sparks

Texas Thespians Festival

National Qualifiers
Playwriting - Angelina Goodwill
Duet Acting
- Preston Doss & Angelina Goodwill
- Dereon Jones & Emilio Martinez
Solo Musical
- Chloe Robles
- Zya Williams
Costume Design - Tessa Harris
Stage Management - Stephanie Hanson
Improv Team advanced to the Quarterfinals
Mason Shirley named All Star Improviser
Outstanding All Star Troupe Table Design - Viva Bass, Olivia Cantu, Kaylee Curry, Ruthie Rutovic,
Ethan Flores, Mason Shirley, Angelina Goodwill, Tahlyn Mobley, Kailynn Cavazos

Virtual Submissions

National Qualifiers
Playwriting - Jaxson Carr
Ethan Flores
Monologue - Adrianna Smith
Sound Design - Viva Bass
Solo Acting - Kaydence Austin
Solo Musical - Jaxson Carr

UIL Theatrical Design

6 submissions for Theatrical Design.

The Hamilton Project

Participated with 29 other schools in the Greater Houston Area. Submitted an original performance piece created by 3 freshmen in the Theatre Production 1 Class and was chosen as 1 of 9 Honorable Mention Award recipients by The Hobby Center.

UIL One Act Play

District Contest

Outstanding Technician - Viva Bass

Honorable Mention All Star Cast - Kaydence Austin
Ethan Flores

All Star Cast - Kailynn Cavazos

UIL Prose and Poetry

Jordan Emmitte - 1st place at District, Advanced to Regionals

Ruthie Rutovic - Alternate to Regionals therefore moving up and replaced the 3rd place competitor and competed at Regionals.

Future Plans

2025-2026 Season

All District Musical
Scene It All (Texas Thespian Contest Pieces)
Black Box Production
Winter Musical (high school only)
UIL One Act Play
Senior Directed One Act Plays
Annual Musical Revue

The MJHS Theatre Department led by Tara Jones-Wright serves 174 students in various sections of Intro to Theatre, Theatre 1, 2, and Theatre 3 Production classes. During the 2024-2025 school year, the McAdams Royalty Theatre Company was able to produce a 4 show season (*The Marvelous Playbill*, *The Charlie Brown and Snoopy Show*, *A Monster Calls*: UIL One Act Play, and *Beetlejuice, Jr.*) The Theatre 3 Production class continues to be filled with highly motivated 7th and 8th grade theatrical students committed to putting on productions for the campus. Within the first 9 Weeks of school, the Production class kicked off with auditions and rehearsals for the first play of the year, *The Marvelous Playbill*. This production was performed for the public over two evenings and had audiences roaring with laughter. The Production Class also performed the show for 600 students of McAdams during the school day. The company included 17 actors and 5 technicians. The show was rehearsed entirely during class and every student had a role or technical job that served the production. Set construction, Lighting Design, and Sound was also accomplished through the Production Theatre Class.

The Intro to Theatre classes (6th Graders) put on the Second Annual *Charlie Brown and Snoopy Show*. 3 sections of Intro classes performed where a total of 91 students performed for invited parents and elective classes during the school day. Of those 91 students, 31 were featured in the evening performance: *The Best of the Best in The Charlie Brown & Snoopy Show*. 8 Production Class students served in Technical Crew roles during the school day and evening performances. The evening performance had 131 tickets purchased online and over 100 tickets sold at the door.

Before the winter break, the Production Students performed a Reader's Theatre of *How the Grinch Stole Christmas* for the incoming 5th grade students. The performance was a collective showcase of the campus Fine Arts Programs to showcase student talents and increase awareness of the program before spring course selections were to begin.

The McAdams Theatre Department transitioned into the UIL One-Act Play Season with the play *A Monster Calls*. This show was open to all Theatre Students to audition for and was rehearsed entirely after school. The play was performed for the public in the evening and for all the 8th grade RLA classes during the school day. The company included 12 actors and 5 Technicians. This year, McAdams traveled to Kranz JH for the contest for: On-Site Rehearsals, Zone A, Zone B, and District. Kranz Theatre advanced from Zone (placing 1st) and received several awards that will be listed below. At the District contest, Kranz saw continued success placing 2nd place overall and receiving several awards that will also be listed below. McAdams Royalty Theatre Co. advanced from Zone (placing 2nd) and received several individual recognitions. At the District contest, McAdams incorporated the feedback from the Zone Adjudicator, pushed through some technical challenges and was able to take home 1st Place! Students also received several individual recognitions at the District Level.

Zone Awards

All-Star Tech Award - Emeree Vann
Honorable Mention All-Star Cast Awards- Aeryn Marak
All-Star Cast Award - Ethan Biggars
Best Performer - Luke Bobreira
2nd Place Ranking (Out of 6 Schools)

District Awards

All-Star Tech Award - Sylas McCarrick
Honorable Mention All-Star Cast Award - Ethan Biggars
All-Star Cast Award - Marlana Rios
Best Performer - Luke Bobreira
1st Place District Winners (12 Schools Total)

This is the 2nd Consecutive year that McAdams Theatre has Won 1st Place at the District Contest winning the entire contest. Every company member was recognized for their contribution to the play's story-telling at the District Board Meeting. The company appreciated the love and support they received from the other competing schools, the campus administration, and the District School Board for their efforts and accomplishments.

With the completion of the UIL One-Act Play Season, the entire department switched gears to produce the final show of the year, a musical, *Beetlejuice, Jr.* Since McAdams continues to serve as the host site for many Band events in the final 9 weeks of the school year, the McAdams Theatre department continued its tradition of a Spring Black Box Theatre Show. The *Beetlejuice, Jr.* set was mounted in the Black Box Theatre room with the set constructed by the Theatre 3 Production students. The show once again utilized the entire Traveling Sound System including wireless microphones received through an Education Foundation Grant in 2019 and the original UIL Traveling Light System purchased by the department in 2018, through the student activity account. The Dickinson Education Foundation awarded the department a brand new Traveling Lighting System for UIL OAP in order that the old system could serve as the official Black Box Theatre Lights! Through upgrades in the Black Box, the lights were able to be mounted in the grid system above the Black Box Stage. The company included 34 actors (2 of which were non-theatre students) and 5 technicians. The musical was a great success with all 4 evening performances completely **SOLD OUT!**

Our final accomplishment for the year is reinstatement of the Junior High International Thespian Society, Troupe #88157 and will be Inducting 14 members. This will allow those members continuing in theatre at the High School to begin with 5 points towards their High School ITS Memberships. McAdams is looking forward to next school year and making final preparations. We finish off the final days of the school year with auditions for the Theatre 3 Production Class and hosting the End of Year Talent Show. We look forward to next year and the chance to continue growing and making lasting memories for our students.

The Kranzian Theatre Department, led by J. Kyle Crawford and Elizabeth Bear Brown currently serves 266 students in various levels of Theatre 1, 2, 3 and Intro to Theatre classes. During the 2024-2025 school year, Kranz Theatre was able to produce a 4 show season (Fall Play, A Charlie Brown Christmas, UIL One Act Play, Spring Musical) In the Fall, the Theatre 3 class put together *10 Ways To Survive The Zombie Apocalypse*. 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 22 student actors and 4 student technicians. Before the winter break, The Kranz Theatre 6th Grade Jr. Players performed *A Charlie Brown Christmas* for our incoming 5th graders, for our campus, and for the public. 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 *And A Child Shall Lead*, which featured a company of 24 student members. In February 2025 the UIL OAP Company competed at Zone and District Contests. Kranz Jr High also hosted ALL On-site rehearsals, Zone A and B Contests, and District Contest, all co-ordinated by Head Director Crawford. Kranz Theatre advanced from Zone (placing 1st) and received several awards that will be listed below. At the District contest, Kranz saw continued success placing 2nd place overall and receiving several awards that will also be listed below. This is the 4th consecutive year that Kranz Theatre placed in the top 2 overall at the District Contest. The show was a huge success and was well received by parents, faculty members and the community. Our public show was also the most attended UIL One Act Play in Kranz history! We were even recognized by the DISD School Board for all of our UIL success!

Zone Contest Awards

Outstanding Technician - Victoria Scheafnocker
Honorable Mention All Star Cast - Ayden Edwards
All Star Cast - Bethany Spies
Best Overall Technician - Victoria Scheafnocker (Out of Entire Contest)
Best Performer - Steven Rangel Hernandez
Best Performer - Olivia Powell
1st Place Zone Champions (Out of 6 Schools)

District Contest Awards

Outstanding Technician - Desteny Vazquez
Honorable Mention All Star Cast - Steven Rangel Hernandez
All Star Cast - Bethany Spies

Best Overall Technician - Desteny Vazquez (Out of Entire Contest)

Best Performer - Olivia Powell

2nd Place District Winners (Out of 12 Schools)

In May, the Kranz Theatre Department put on their Spring Musical, *Frozen Jr.* This show featured 39 student performers and 11 student technicians. This show featured the talents of many 6th, 7th, and 8th grade students on our campus! *Frozen Jr.* was a complete joint effort between Crawford and Brown Bear. The show was a huge success and was enjoyed by all audiences. *Frozen Jr.* was the highest attended show in Kranz Theatre history (More than UIL OAP Public Show and last year's Musical)! The Kranz Theatre program will continue with its traditional 3-show season for the 25-26 school year (Fall Play, UIL One Act Play, Spring Musical). Kranz is also planning to incorporate a Musical Theatre Revue for the 6th grade program and we are planning how to add 6th grade/7th grade into the Fall Play. We are looking forward to another amazing year of Kranz Theatre J. Kyle Crawford.

In their second year, Dickinson Junior High School expanded their program from 215 to 291, teaching 5 sections of Intro to Theatre, 5 sections of Theatre 1, 1 section of Theatre 2, and a section of Theatre Production, where we get to work on all 3 main stage shows throughout the year. The DJH Players Theatre Department, led by Jake Wadkins and Gerik Lyssy, have produced 3 Mainstage performances this school year and multiple in-class performances for the school. We opened our 2024-2025 Season with the comedy 'Noses Off!', based on the hit farce, "Noises Off!". In this production, we had our biggest principal cast yet for a Fall Show with 13 Lead Roles, 7 Ensemble members, and 25 Tech Crew members. The show was a hit and sold over half of the 781 seat auditorium on each performance, November 7th and 8th, 2025.

During the midst of our Fall Play, we took the time to create our Halloween Readers Theater play of "The Ghost Surprise: A Halloween Play", where we invited RLA and SPED Classes to partake in Sound Folley and Audience Participation.

Following the success of the Fall Show and with prior knowledge of our previous UIL One Act Play experience, the 2024-2025 UIL OAP we wanted to challenge our students with a new production. Our One Act Play was "The Miraculous Journey of Edward Tulane", based on the best selling children's book by Kate DiCamillo. Using our dramatic play structure format, we were hard at work telling the story of a china rabbit doll trying to understand what it means to love, lose that love, and finding the courage to love again. February 12th, 2025, 2 Directors and 24 Company Members competed at our second UIL OAP Zone Competition where we placed 2nd Overall of 6 Schools. We advanced to the next level of competition. Some accolades the students were honored with are as follows:

Zone B Awards:

Jace Fattig for Best Technician Award (Light Designer)

Shyer Ferguson for Honorable Mention Cast (Edward Tulane)

Luciana Sparks and Aleyah Pride for All-Star Cast (The Traveler and Old Lady/Lolly/Woman)

February 15th, 2025, we had our District Competition where we placed 4th overall out of 12 schools. Some accolades the students were honored with are as follows:

District Awards:

Aria Alvarado for Best Technician

Mayah Weideman and Eli "Santiago" Romero Honorable Mention Cast (Abilene/Lucy the Dog/Shopper and Martin/Bryce)

Luciana Sparks for All-Star Cast (The Traveler)

To end off our "miraculous journey, we had our Public Performance February 21st, 2025 for a great crowd from our community, who supported us on this whirlwind of a ride. After the dust settled from our amazing UIL OAP journey, we were honored by the DISD Board of Trustees, February 28th, 2025 for the hard work and dedication by these students.

The final show of our season was our second Spring Musical, "Alice in Wonderland the Musical Jr.". We had 120 students across the entire school come out to audition, even students who were not currently enrolled in Theatre. Most of our spectacular Fine Arts Team each had a hand in this musical with Mark Patterson as Music Director, Allyson Loving as Choreographer, Gerik Lyssy as Technical Director, and Jake Wadkins as Acting Director. Even Regina Bishop, Advanced Art Teacher, had her advanced art classes create dioramas of Alice in the world of Wonderland and painted posters that went up around the school promoting the performances. The 2 days before Opening Night, we had a special performance for our incoming 5th and 4th Graders from Lobit MS, where they got to tour the school, watch our amazing students perform the show, and even had time for a quick talk back about all things costumes, set, musicals v.s. plays, and taking Theatre classes when they get to our school. During those performances, students had purchased snack packs from our Booster Club to receive various drinks and snacks to eat during the performance; we even had a raffle during the

intermission of each show where we raffled off 2 signed show shirts for the 5th and 4th graders. During this run of the musical, we had a record number of Opening Night Ticket sales equalling over 450 sold seats for Thursday Night and nearly 600 for Friday night. With over 30 students onstage and 15 students backstage and in the booth, the entire show was student run. With the amazing, continued success of the DJH Players Theatre Department, the DJH Players Booster Club Troupe will be hosting an End of the Year Theatre Banquet Saturday, May 17th.

Dickinson I.S.D. Art Program

DHS Jennifer Sumrall, Ashley Carpenter, Laura Gaul, Sarah Merrill, Brenda Guardiola, Kaylyn Sellers and Zach Zwicky;
MJHS- Mariela Ramierz, Lyndsey Kemp ; KJHS–Laura Pregeant, Rachel Sanchez, Kimi White
DMS-Will Wilkinson; BMS-Linda Arnold; LMS-Laura Doherty;
HRES- Rebecca Thomas; KELES-Hilary Baker; JSES- Janette Magdaleno;
BCES-Heather Petway; SLES- Jennifer Krem; CRES-Alexandra Morales; LES-Ashley Garcia

The Dickinson High School Art program services over 1,000 students, providing a comprehensive art education comprised of classes of Art I; Design; Drawing II, III, IV, AP; Painting II, III, IV; Sculpture II, III, IV, AP; Rodeo Art Drawing; and Structured Needs Art. We currently have 533 Art I students, 416 upper-level Art students, and 36 Special Needs/Mentor students. The DHS art students competed in various art shows such as Houston Livestock Show and Rodeo. Gisele Luna and Nick McLean both received gold medals at rodeo. Ashlynn Aguirre received Best of Show. Visual Arts Scholastic Event (V.A.S.E.) had 90 entries. 74 of which were awarded the highest score. Nine pieces advanced to the state competition: Abby Barnes, Inez Fa'atoafe, Abigail Messina, Trish Nguyen, Emily Hughes, Ashlynn Aguirre, Sayda Guerra, Richard Barco and Monique Villanueva. Inez Fa'atoafe got a gold seal at state. 17 students became eligible for letter jackets for receiving a 4 at VASE for the 2nd year in a row. The DHS students also competed at the Texas City Art Festival, with 95 entries; in 2D, James Johnson had first place, Josephine Sidza had 3rd place. DHS had many HONORABLE MENTIONS, Chloe Wade, Jayne Tabet, Layla Dupree, Angeles Fuentes, Lilliana Sperka, Mina Wright, Ashlynn Aguirre, Trish Nguyen, Fernando Lerma, Anthony Gonzalez, Rebecca Pliske, Sam Davis and Nick McLean. In 3D, DHS took, first place (Elyzza Bermudez), second place (Jocelyn Garza Guana) and honorable mention for Inez Fa'atoafe. 38 new members have been inducted into NAHS. 24 NAHS members will graduate this year with cords. Senior Painting and Sculpture students traveled to Galveston to to plein aire paint and build sandcastles. DHS participated in the "I Voted" contest, entering 52 entries. Ariel Huey got 1st place, Abigail Messina 2nd and Gracelynn Rowe 3rd place. Jazmin Espinos Holiday card design was chosen this year for DISD.

The MJHS Art program now serves approximately 340 students where the elements of art and principles of design are taught daily which enable students to succeed in their artistic abilities. Students were given opportunities to work with different mediums such as acrylic paint, clay, watercolor paint, oil pastels, and so much more. Students participated in various contests during the school year such as the Texas City Art Festival, Doodle for Google, and Houston Livestock Show and Rodeo Contest. In the Texas City Art show we had students Victoria Alvarado (Honorable Mention), Maddisyn Hernandez, Lucille Krupp, Olivia Rodriguez, Khloe Ruiz, Christelle Andres, and Ethan Biggars participate. Students also used their creative ideas to participate in making banners or decorations for different events throughout the school year such as dance shows, plays, and pep rallies. 6th, 7th, and 8th grade students are continuing to build on their area of skills in design, drawing, sculpture, painting, and art history here at MJHS. We look forward to another school year full of artistic growth!

During the 2024–2025 school year, the Kranz Junior High Art Program proudly served approximately 450 students, engaging them in a rich and diverse curriculum. Students explored various artistic styles and gained hands-on experience with drawing, painting, sculpture, collage, fiber art, and clay. Our program emphasized both skill development and creative expression, fostering a strong foundation in the visual arts. Our talented Kranz artists participated in several local and regional art contests and exhibitions with outstanding results: In the Lions Club International Peace Poster Contest students placed in 1st, 2nd, and 3rd. In the Houston Livestock Show and Rodeo Art Contest our students received the highest honors of Best of Show, Gold Medal, Finalists, 1st, 2nd, and 3rd places. For the Texas City Art Festival, students received 1st, 2nd, and 3rd place awards as well as Honorable Mentions. This year our students were invited to participate in the Dickinson Bicentennial Art Show and placed in 1st, 2nd, and 3rd, along with Honorable Mentions. Students participated in the District Holiday Greeting Card Contest, designing original, festive artwork for district-wide recognition. Additionally, the Art Department was awarded a grant from the Dickinson Education Foundation to purchase light tables, enhancing our classroom tools for design and tracing instruction. As part of our commitment to real-world learning, students attended an art-focused field trip to The Shard Yard, where they engaged with artists and creative techniques. We also as a department worked to enrich our school community's appreciation of the arts by producing

cross-curricular displays tied to cultural themes and seasonal celebrations. We are incredibly proud of our students' achievements and look forward to another vibrant, creative year ahead at Kranz Junior High!

During our 2nd school year, 2024-2025 at Dickinson Junior High School, we have had the privilege of teaching approximately 400 Visual Art students from 6th-8th grade. Our program has introduced various artists, media, and techniques while developing creative skills utilizing the elements and principles of art in drawing, painting, sculpture, collage, and textiles. Our students competed in various student art competitions throughout the school year resulting in multiple accolades, but more importantly, garnering valuable experience in competition level work ethics. Our participation in the annual district Christmas Card Competition resulted in a winning design from Juliana Guidry. Our entries in the Houston Livestock Show and Rodeo student art competition resulted in two finalist entries and multiple ribbons and displayed pieces in the ESC Rodeo Art display. Our students also competed in the Texas City Art Festival student show with a 3rd place win by Brynn North, and Honorable Mention by Margarita Peniche-Galindo. Our students also participated in a cross-curricular project to design sets and add detail work to costumes for our theatre program's spring musical Alice in Wonderland Jr. We are already working on next year's collaboration with the Theatre Department! The number of applications for the High School Credit Art 1 class almost doubled in number from last year to allow for two classes next school year! Our program is growing tremendously! We look forward to another successful year!

During the 2024–2025 school year, students in grades 4 and 5 at Lobit Middle School, Dunbar Middle School, and Barber Middle School have engaged in a dynamic fine arts program that emphasizes foundational skills in sketching and coloring, aligned with the Texas Essential Knowledge and Skills (TEKS). Through a focus on the elements of art and an introduction to the principles of design, students have explored the works of famous artists and deepened their understanding of how color and movement can express meaning. As their confidence grows, students become more willing to take creative risks and explore new techniques. They have worked on a wide range of projects using diverse media and have had opportunities to showcase their talents in art contests such as the Houston Livestock Show and Rodeo Student Art Contest, DISD Holiday Card Contest, Yearbook Cover Contests, Texas City Art Show, and the District Winter Art Show.

Celebrating the 2024–2025 Elementary Art Program in Dickinson ISD:

JSES-Janette Magdaleno, BCES- Heather Petway, HRES- Becky Thomas, LES- Ashely Garcia, CRES- Allexandra Morales, KELES-Hillary Baker, SLES- Jennifer Kremm

During the 2024–2025 school year, Pre-K through Third grade students at Hughes Road, Silbernagel, K.E. Little, San Leon, Bay Colony, Calder Road), and Lobit Elementary focused on building the foundational skills needed to create beautiful and meaningful works of art.

Art education is a core part of the curriculum for every student from Pre-K through 3rd grade in Dickinson ISD. Our talented elementary art teachers provide instruction that nurtures creativity, critical thinking, and self-expression. Each summer, our art educators participate in a week-long training session where they collaborate to develop new projects and explore innovative techniques. Throughout the year, they continue to support each other professionally, ensuring our elementary art program remains strong, dynamic, and connected across all campuses.

This year, our art teachers at Bay Colony, Silbernagel, Hughes Road, and Kranz collaborated to successfully write and secure a grant that funded display walls to be used districtwide—an incredible asset for showcasing student work. Additionally, our Calder Road art teacher secured a separate grant to obtain much-needed classroom supplies. These accomplishments reflect our art teachers' unwavering commitment to their students, consistently going above and beyond to provide high-quality resources and educational opportunities.

Dickinson ISD's elementary art program is strongly supported by our schools, community, and district leadership. Students are fortunate to have dedicated time for art, a universal language that transcends racial, cultural, social, educational, and economic boundaries. Through their art experiences, students grow in cultural awareness and appreciation while learning that problems can have multiple solutions and that it's okay to take creative risks.

Our program builds a solid foundation that connects to other academic areas and enriches learning across the curriculum from Pre-K through 12th grade. Students also develop vocabulary skills and cross-curricular understanding by contributing artwork to music performances and learning about the expectations for competitive art.

This year, our students proudly represented Dickinson ISD in various art contests and showcases, including the ESC Holiday Art Show, Veterans Day Art Show, campus holiday programs, and Open House events. They also achieved impressive results at prestigious competitions:

Houston Livestock Show and Rodeo

- **Best of Show:** Daiana Sanchez – Silbernagel
- **Gold Medal:** Brandon Espinoza – Bay Colony
- **Finalists:**
 - Andres Soto – Silbernagel
 - Angel Almanza – Silbernagel
 - Harper Sonier – Calder Road

Texas City Art Festival

3rd–5th Grade Flat Art Category

- **1st Place:** Royal Moore – Silbernagel
- **3rd Place:** Alysse Ester – Bay Colony
- **Honorable Mention:**
 - Violet Presley – Bay Colony
 - Jefferson Gamez – Silbernagel
 - Aaliyah Greenwood – Silbernagel
 - Corbin Thompson – Calder Road

Kindergarten–2nd Grade Flat Art Category

- **1st Place:** Sara Reyes – Hughes Road
- **2nd Place:** Mia Zuniga – K.E. Little
- **3rd Place:** Evie Nicoletti – Lobit Elementary
- **Honorable Mention:**
 - Jayden Brizuela – Silbernagel
 - Adalynn Majano – Silbernagel
 - Danielle Rangel – Silbernagel
 - Ailani Saucedo – Silbernagel
 - Jorge Vela – Silbernagel

Our students' outstanding achievements this year are a testament to the power of creativity, community, and the incredible support of our art teachers and district leadership. We are proud of every student who explored, expressed, and excelled through the arts this school year.

Dickinson ISD Dance Program

Brianne Sisson (DHS) Alyson Loving (DJH) Brittany Evans (KJHS) Kayla Holder (MJHS)

The Dickinson High School Dance Program continues to thrive and expand, reflecting our ongoing efforts to promote all aspects of the department. For the 2024–2025 school year, the program proudly enrolled a total of 185 students—27 of whom were members of the Diamonds Dance Team, with the remaining 158 participating in dance classes ranging from Dance I to Dance IV.

This past year, the Diamonds delivered outstanding performances at football games, parades, master classes, and our annual spring show. Their hard work and talent were recognized in competition as well. On February 22nd, the Diamonds earned second place in their division, and on March 8th, they were awarded Grand Champion Team and named Best of the Best Team. In solo performances, freshman Gabriella Santellana was named Solo Champion at the Ascension contest on January 25th. Both Gabriella and senior Lilah McCarl were recognized as solo finalists at the Showtime International contest on March 8th.

Through dedication and discipline, the Diamonds continue to elevate the technical standard of our dance team.

Meanwhile, our dance class students have been refining their skills in various styles, including ballet, jazz, modern, drill, musical theater, hip hop, world dance, contemporary, and student choreography. They showcased their growth and creativity during both the Fall Showcase and the Spring Show.

Looking ahead, we are committed to further developing the DHS Dance Department by aligning curriculum vertically across district dance courses and teams, ensuring a cohesive and progressive learning experience for all students.

The McAdams Dance Department and Royals Dance Team continue to display superior skills in technique and performance while participating at various events throughout the year. We had a total of 130 students in our program this year between Intro to Dance, Dance 1, Dance 2 and Royals. Performances included the 2024 MJHS Winter Showcase, DHS Dance Department Fall Showcase, school pep rallies, school football games, school basketball games, 2025 MJHS Spring Showcase, and the 2025 DHS Diamonds Spring Show. The Royals Dance Team competed at the Ascension Dance Northeast Challenge Competition in February. The Royals Dance Team received 1st Runner Up in their size division among many other awards. They also received 1st Runner Up in their Pom and 2nd Runner Up in their Contemporary, Jazz, and Hip Hop routines. The dance program continues to grow both in numbers and potential. The Dance Department and Royals Dance Team are extremely grateful for the support from the administration and community.

The Kranz Dance Department has showcased its talent, technique, and performance excellence throughout the school year at multiple district events. With a growing enrollment of 134 students across Intro to Dance, Dance 1, Dance 2, and our advanced performing group, the Rubies, the program continues to thrive and inspire through the art of dance. Performances included the 2024 KJHS Winter Showcase, 2025 KJHS Spring Showcase, 2024 DHS Dance Department Fall Showcase, Competition, school pep rallies, school football games, school basketball games, and the 2025 DHS Diamonds Spring Show. Our Rubies Dance Team received 1st Place Overall Grand Champions at their Ascension Dance Contest in February - regardless of division or size. They received 1st place in all routines which included pom, jazz, contemporary, and hip hop. The Kranz Dance Program is incredibly grateful for the unwavering support of our administration and amazing community. Together, we'll continue to make Gator Nation proud!

The Dickinson Junior High Emeralds Dance Team and dance department had an outstanding year! We had a total of 116 students in the Dance 1 elective class, Dance 2 elective class, and with 26 of them on the Emeralds Dance Team. The dance department produced two showcases this year, the Winter and Spring show. All dance class students and the Emerald Dance Team performed for two wonderful audiences! The Emerald Dance Team also performed in the 2024 DHS Dance Department Fall Showcase, the opening dedication ceremony for the new Elementary School in Lago Mar, DJHS football games, school pep rallies, school basketball games, the Dickinson Christmas parade, DISD Dance Team Contest Show Offs, and the 2025 DHS Diamond Spring Showcase. The Emeralds Dance Team attended two competitions this year, MA at Channel View High School and the Ascension Northeast Houston Challenge at Crosby High School. At the MA competition, the Emeralds placed in the top three for each team routine, a super sweepstakes award, and a judge's award

for our team contemporary routine. This was the first year for Emeralds to have Officers and they also received a 1st place for their jazz routine and a judges award for their performance. Additionally we had one 7th grade soloist, Arwen Rodgers placed 2nd in her age division. At the Ascension competition, the Emeralds received top places for their team routines, 2nd place medium junior high team, 3rd place junior high team regardless of size, a judge's award, and 2nd place for our team jazz routine out of all junior high teams regardless of size classification. The Officers received 1st place for their officer jazz routine along with a superior award for 1 routine with an 85 or above. The Officer jazz routine also placed 2nd out of all junior high officer jazz routines that competed. Additionally we had one 8th grade soloist, Ella Tate, placed 1st in her age division. The Dickinson Junior High dance department and Emeralds Dance Team is extremely grateful for the support from the administration and community!

Dickinson High School Color Guard

Robbie Wang

The DHS Color Guard had a very successful year with a total of 60 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, marching contests, and TCGC winter guard.. Alongside the band, the group was able to secure 2nd place at Area Finals continuing to beat several groups that Dickinson rarely beats. The colorguard continues 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 kept four instructional technicians to our program's educational power! This year, we also added a winterguard team. The Junior Varsity program in addition to the Varsity program allows the high school to continue to educate large numbers of students and provide more performance opportunities. The winter guards competed in the TCGC, a new circuit for the high school. The winter guards in the future will look at competing in the Winter Guard International regionals and power regionals. This new circuit in addition to TCGC will allow Dickinson to get national exposure and to be one of the most competitive groups in the world, not just the state of Texas!

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025
Item Title: Summary of Summer Work
Agenda Item: Ryan Boone/Ezekiel Contreras

Background Information:

The Operations & Facilities Summary of Summer Work report is attached for your review.

Recommendation:
Information only.

Action Item: _____ Yes X No

Facility Services 2025 Summer Project List

I = In Progress

C = Complete

R = Rescheduled

Location	Description	Status
Carpentry		
BCES	Replace damaged counter tops in C-pod 1 room	
DMS	Repair VCT flooring in portables #46	
District Wide	Replace damaged ceramic tile	
Electrical		
DHS	Replace lights in the Gator Mall	
HRE	Add night lights to Hughes Rd	
BMS, DJH, DHS, ESC, KJH, MJH, SVS, TECH, TRANS	Service generators	
District Wide	Check and repair all parking lot lights	
SES	Replace light fixtures in cafeteria and library	
General Maintenance		
District Wide	Check and repair classroom lighting	
District Wide	Replace wall base as needed	
District Wide	Replace ceiling tiles as needed	
Grounds		
MJH & SLE	Repair storm drains	
District Wide	Clean fence lines	
District Wide	Test irrigation backflow preventers	
HVAC		
District Wide	PM air handlers	
District Wide	PM boilers	
District Wide	PM chillers	
District Wide	PM ice machines (exclude FNS)	
District Wide	PM exhaust fans	
District Wide	PM mini splits A/C systems	
District Wide	PM chilled and hot water pumps	
District Wide	State boiler inspections	

Life Safety/Security		
District Wide	Inspection of fire alarm systems	
District Wide	Inspection of fire extinguishers	
District Wide	Inspections of backflow preventors	
District Wide	Inspection of fire sprinkler systems	
District Wide	Inspection of fire suppression systems	
District Wide	Inspection of elevators	
District Wide	Score board PMs	
Painting		
ESC	Pressure wash and stripe the parking lots	
HRE	Paint the interior of the building	
Trans	Pressure wash and stripe the south parking lot	
District Wide	Repaint arrows and parking lot directional signs	
Plumbing		
DHS AG Barn	Clean out sewer tanks	
BMS	Change out boiler in kitchen	
KJH	Install bypass for the main domestic water line	
District Wide	Clean and flush water heaters	
District Wide	Clean out acid tanks	
District Wide	Clean out grease traps	
District Wide	PM restrooms and plumbing fixtures	
Utility		
GA, HRE, SLE, SES	Pressure wash the exterior of the building	
District Wide	Move transferred teachers to new campuses	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025

Item Title: Student Attendance Report for Fifth Six Weeks

Agenda Item: Kim Kelley/Dr. Angie Estes

Background Information:

Attached is data from the fifth six-week reporting period for 2024-2025 and comparison data from the 2020-21, 2021-22, 2022-23, and 2023-24 school years.

Recommendation:

Information only.

Action Item: Yes No

ADA Percentages by Campus

Campus	2020-21		2021-22		2022-23		2023-2024		2024-2025	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Little Elementary School										
First six weeks	474.76	91.83%	503.20	90.00%	553.03	93.40%	446.98	94.3%	434.67	94.9%
Second six weeks	515.66	92.82%	524.83	92.71%	542.76	89.71%	445.22	93.3%	442.98	94.1%
Third six weeks	520.70	92.30%	527.46	93.59%	561.30	92.18%	444.74	92.7%	435.62	92.3%
Fourth six weeks	519.30	91.70%	496.74	88.69%	560.39	93.75%	448.41	93.9%	440.44	92.6%
Fifth six weeks	530.04	93.50%	527.22	93.20%	550.93	92.83%	453.06	94.5%	440.71	93.2%
Sixth six weeks	522.00	91.30%	533.21	93.30%	556.99	93.30%	445.72	92.5%		
Yearly Average	513.74	92.24%	518.78	91.92%	554.23	92.53%	447.36	93.5%	438.88	93.4%
Lobit Elementary School										
First six weeks	593.36	97.55%	667.31	92.40%	777.56	94.78%	684.91	95.6%	688.17	95.6%
Second six weeks	585.68	95.49%	690.84	93.95%	749.23	90.64%	685.94	94.8%	694.67	95.5%
Third six weeks	583.40	94.50%	701.01	94.40%	775.30	92.65%	679.86	94.0%	685.92	94.3%
Fourth six weeks	596.10	94.80%	670.96	90.79%	807.93	94.69%	682.71	94.3%	704.25	95.1%
Fifth six weeks	612.69	95.40%	705.00	94.72%	814.20	94.85%	685.07	94.5%	706.14	94.2%
Sixth six weeks	618.00	95.20%	706.79	94.03%	819.29	94.41%	679.82	94.4%		
Yearly Average	598.21	95.49%	690.32	93.38%	790.58	93.67%	683.05	94.6%	695.83	94.9%
Silbernagel Elementary School										
First six weeks	533.74	94.13%	532.47	92.90%	569.11	95.33%	450.17	95.2%	434.52	95.6%
Second six weeks	551.45	94.29%	547.92	93.86%	548.63	91.40%	452.33	93.3%	440.22	94.8%
Third six weeks	556.50	94.90%	541.35	93.32%	561.06	93.13%	449.90	91.8%	442.90	94.3%
Fourth six weeks	557.40	94.30%	539.35	91.89%	575.54	94.19%	460.05	92.6%	437.94	93.0%
Fifth six weeks	571.22	94.70%	559.73	94.54%	581.36	94.52%	466.50	94.3%	447.23	94.5%
Sixth six weeks	571.06	94.10%	559.12	93.61%	579.73	93.85%	458.80	93.7%		
Yearly Average	556.90	94.40%	546.66	93.35%	569.24	93.74%	456.29	93.5%	440.56	94.4%
Hughes Road Elementary School										
First six weeks	599.80	94.42%	593.52	91.80%	640.11	94.75%	539.80	95.2%	519.15	95.5%
Second six weeks	601.40	93.44%	610.14	93.00%	629.59	92.54%	534.89	93.8%	521.44	94.4%
Third six weeks	609.60	94.90%	620.29	94.53%	629.90	92.94%	530.12	91.8%	513.57	92.9%
Fourth six weeks	606.40	94.60%	608.26	91.49%	645.06	94.16%	527.95	93.0%	517.21	94.7%
Fifth six weeks	607.25	94.20%	631.25	93.48%	662.61	94.27%	533.50	94.1%	520.09	94.4%
Sixth six weeks	609.22	93.60%	640.60	93.21%	657.15	93.04%	523.17	92.8%		
Yearly Average	605.61	94.19%	617.34	92.92%	644.07	93.62%	531.57	93.5%	518.29	94.4%
Bay Colony Elementary School										
First six weeks	599.05	95.61%	601.27	93.30%	581.18	94.68%	475.02	95.4%	445.54	96.2%
Second six weeks	605.87	94.63%	604.02	92.97%	574.71	92.03%	469.85	93.5%	452.89	95.5%
Third six weeks	609.00	94.70%	605.35	93.71%	581.36	93.35%	471.42	93.7%	451.52	94.5%
Fourth six weeks	607.30	94.00%	588.93	90.56%	590.65	94.94%	479.29	94.1%	455.71	94.7%
Fifth six weeks	609.01	94.00%	610.31	93.80%	596.46	95.28%	485.44	94.8%	454.48	94.4%
Sixth six weeks	603.47	93.60%	600.96	92.73%	597.96	94.91%	476.01	93.6%		
Yearly Average	605.62	94.42%	601.81	92.85%	587.05	94.20%	476.17	94.2%	452.03	95.1%
San Leon Elementary School										
First six weeks	591.73	93.16%	539.37	91.30%	580.10	94.50%	428.02	94.6%	447.46	93.8%
Second six weeks	616.07	93.67%	563.28	92.07%	561.59	90.36%	442.70	92.0%	455.74	92.6%
Third six weeks	617.40	94.30%	574.43	92.98%	579.88	92.92%	451.24	93.1%	465.97	93.2%
Fourth six weeks	601.80	92.70%	552.76	88.78%	580.91	92.49%	445.39	92.2%	460.69	92.1%
Fifth six weeks	594.98	93.20%	575.36	92.92%	594.25	93.69%	459.56	93.9%	467.54	92.8%
Sixth six weeks	593.11	93.70%	579.29	92.67%	592.32	93.93%	455.16	92.7%		
Yearly Average	602.52	93.46%	564.08	91.79%	581.51	92.98%	447.01	93.1%	459.48	92.9%
Calder Road Elementary										
First six weeks	558.97	95.42%	606.63	92.40%	642.85	95.00%	474.24	95.1%	480.08	95.9%
Second six weeks	589.30	95.21%	628.28	93.88%	632.91	92.36%	498.85	94.6%	476.82	95.2%
Third six weeks	599.70	95.40%	624.81	94.08%	620.46	91.45%	503.68	93.6%	472.85	95.0%
Fourth six weeks	607.70	94.70%	610.73	90.86%	618.63	93.84%	516.04	94.3%	459.52	93.6%
Fifth six weeks	609.21	94.60%	644.00	94.59%	620.71	94.41%	524.91	95.3%	453.71	93.5%
Sixth six weeks	611.05	94.20%	636.21	92.88%	605.86	93.74%	517.80	93.9%		
Yearly Average	595.99	94.92%	625.11	93.12%	623.57	93.47%	505.92	94.5%	468.59	94.6%

ADA Percentages by Campus

	2020-21		2021-22		2022-23		2023-2024		2024-2025	
Dunbar Middle School										
First six weeks	608.58	95.96%	582.59	91.60%	619.10	95.03%	543.78	95.3%	526.12	95.4%
Second six weeks	599.80	94.53%	602.60	93.41%	604.00	92.40%	545.91	94.8%	529.26	94.6%
Third six weeks	603.20	94.70%	618.95	93.16%	614.68	93.96%	545.16	94.4%	525.80	93.7%
Fourth six weeks	588.00	93.10%	593.85	88.91%	611.44	94.25%	548.43	94.5%	517.50	92.6%
Fifth six weeks	588.57	92.80%	619.38	93.42%	609.29	94.21%	554.04	95.3%	522.32	93.4%
Sixth six weeks	591.94	92.90%	622.71	93.52%	612.46	93.88%	539.68	93.8%		
Yearly Average	596.68	94.00%	606.68	92.34%	611.83	93.96%	546.17	94.7%	524.20	93.9%
Barber Middle School										
First six weeks	685.08	98.52%	544.27	93.20%	535.87	95.83%	579.70	95.3%	571.69	94.8%
Second six weeks	685.00	96.88%	558.34	95.33%	527.38	92.83%	576.87	93.6%	576.48	93.9%
Third six weeks	683.40	96.70%	555.10	94.71%	533.40	93.66%	574.36	92.9%	572.03	93.3%
Fourth six weeks	665.40	95.60%	539.67	91.83%	537.30	94.15%	578.32	93.3%	571.23	92.5%
Fifth six weeks	664.86	95.40%	564.15	94.96%	544.68	94.41%	581.93	94.3%	579.00	93.5%
Sixth six weeks	657.94	94.80%	563.03	94.57%	543.58	94.01%	575.37	93.1%		
Yearly Average	673.61	96.32%	554.09	94.10%	537.03	94.15%	577.76	93.8%	574.09	93.6%
Lobit Middle School										
First six weeks	461.04	98.62%	472.62	91.70%	558.87	95.96%	596.22	96.4%	625.69	96.4%
Second six weeks	451.77	95.60%	494.79	94.70%	544.83	93.57%	588.35	95.6%	637.67	95.9%
Third six weeks	455.00	96.60%	496.75	93.85%	541.96	92.92%	578.92	94.4%	638.33	95.6%
Fourth six weeks	459.20	96.10%	476.96	90.63%	557.89	95.00%	587.25	94.9%	634.04	95.0%
Fifth six weeks	454.75	95.30%	497.24	94.82%	549.71	94.57%	593.52	95.6%	630.21	94.7%
Sixth six weeks	450.62	95.10%	492.64	94.00%	544.24	94.31%	588.84	94.7%		
Yearly Average	455.40	96.22%	488.50	93.28%	549.58	94.39%	588.85	95.3%	633.19	95.5%
McAdams Junior High School										
First six weeks	872.75	98.64%	825.62	92.20%	893.40	95.42%	800.93	94.9%	834.81	95.1%
Second six weeks	846.83	95.45%	850.04	93.52%	872.92	92.12%	801.91	94.3%	842.37	94.5%
Third six weeks	843.80	94.30%	835.45	91.67%	874.04	92.47%	788.60	92.5%	840.93	93.8%
Fourth six weeks	833.00	93.10%	808.78	88.73%	874.19	93.25%	793.50	92.4%	830.12	92.9%
Fifth six weeks	828.96	93.10%	847.83	92.94%	880.11	93.13%	806.26	93.0%	837.46	93.5%
Sixth six weeks	805.53	90.60%	843.22	92.14%	882.69	92.57%	785.40	91.3%		
Yearly Average	838.48	94.20%	835.16	91.87%	879.56	93.16%	796.10	93.1%	837.14	94.0%
Kranz Junior High School										
First six weeks	916.58	96.66%	873.11	92.10%	919.93	95.33%	942.48	95.4%	821.58	95.5%
Second six weeks	926.54	94.91%	905.56	94.04%	906.04	92.64%	937.39	94.6%	830.15	94.7%
Third six weeks	922.30	94.20%	895.55	92.58%	914.80	93.34%	938.28	93.7%	823.07	93.8%
Fourth six weeks	891.70	92.00%	864.89	89.51%	925.33	93.68%	931.82	93.2%	818.73	93.0%
Fifth six weeks	883.72	92.00%	904.80	93.49%	928.34	93.90%	937.48	94.3%	825.79	93.1%
Sixth six weeks	877.56	91.20%	898.30	93.18%	917.42	92.90%	919.58	92.5%		
Yearly Average	903.07	93.50%	890.37	92.48%	918.64	93.63%	934.51	94.0%	823.86	94.0%
Dickinson Junior High School										
First six weeks							960.63	95.6%	999.38	95.9%
Second six weeks							954.78	94.2%	1007.22	95.2%
Third six weeks							950.64	93.8%	1005.73	94.8%
Fourth six weeks							944.68	93.3%	1006.17	94.4%
Fifth six weeks							949.59	94.4%	1009.23	94.5%
Sixth six weeks							931.74	93.1%		
Yearly Average							948.68	94.1%	1005.55	95.0%
Dickinson High School										
First six weeks	3190.34	96.05%	3158.21	91.70%	3403.82	93.78%	3534.48	94.4%	3581.29	94.5%
Second six weeks	3108.13	93.23%	3215.14	92.04%	3320.80	91.32%	3498.83	93.4%	3571.83	93.5%
Third six weeks	3017.80	90.90%	3202.00	92.19%	3328.97	93.25%	3476.92	93.4%	3523.14	93.1%
Fourth six weeks	2680.20	84.60%	3019.70	88.55%	3246.65	92.93%	3370.39	92.3%	3428.00	92.2%
Fifth six weeks	2736.94	87.80%	3118.68	92.49%	3227.29	93.21%	3352.09	92.9%	3419.90	92.4%
Sixth six weeks	2781.00	89.70%	3051.13	91.41%	3215.91	93.32%	3299.17	92.0%		
Yearly Average	2919.07	90.38%	3127.48	91.40%	3290.57	92.97%	3421.98	93.1%	3504.83	93.1%

ADA Percentages by Campus

	2020-21		2021-22		2022-23		2023-2024		2024-2025	
Dickinson Continuation Center										
First six weeks	65.08	95.13%	68.85	88.90%	78.10	94.32%	81.56	95.2%	56.81	92.3%
Second six weeks	61.97	86.59%	59.38	85.67%	72.88	92.30%	78.83	93.3%	62.33	87.6%
Third six weeks	54.60	84.40%	45.95	87.94%	58.00	93.79%	69.32	94.3%	61.07	86.6%
Fourth six weeks	137.00	87.00%	66.52	85.00%	71.48	90.95%	67.11	90.7%	63.58	84.3%
Fifth six weeks	115.93	80.30%	59.39	87.86%	54.86	90.62%	51.96	89.7%	57.11	82.8%
Sixth six weeks	92.44	80.30%	45.52	89.99%	37.67	87.11%	35.08	88.6%		
<i>Yearly Average</i>	87.84	85.62%	57.60	87.56%	62.16	91.52%	63.98	92.0%	60.18	86.7%
Transforming Lives Cooperative										
First six weeks	6.08	96.69%	8.00	100.00%	6.43	99.48%	7.93	100.0%	6.65	100.0%
Second six weeks	7.27	100.00%	8.66	99.60%	8.00	100.00%	8.83	100.0%	8.48	100.0%
Third six weeks	8.00	100.00%	8.30	100.00%	7.24	100.00%	8.72	100.0%	8.10	100.0%
Fourth six weeks	5.60	100.00%	6.92	99.45%	7.74	100.00%	5.61	100.0%	6.85	100.0%
Fifth six weeks	5.93	100.00%	6.21	97.24%	9.54	98.52%	5.15	100.0%	7.93	100.0%
Sixth six weeks	6.62	99.10%	6.73	100.00%	6.97	100.00%	5.50	100.0%		
<i>Yearly Average</i>	6.58	99.30%	7.47	99.38%	7.65	99.67%	6.96	100.0%	7.60	100.0%
Galveston County Detention Facility										
First six weeks	7.42	99.44%	13.81	98.20%	17.53	99.81%	15.11	100.0%	17.39	100.0%
Second six weeks	12.43	100.00%	17.13	99.81%	19.08	100.00%	17.96	100.0%	23.93	99.4%
Third six weeks	7.40	100.00%	15.96	100.00%	17.64	100.00%	18.32	100.0%	21.93	99.8%
Fourth six weeks	7.30	100.00%	19.22	100.00%	17.22	99.79%	19.96	100.0%	22.00	100.0%
Fifth six weeks	9.11	100.00%	22.59	100.00%	15.21	100.00%	17.11	100.0%	19.96	100.0%
Sixth six weeks	12.15	100.00%	16.52	100.00%	19.36	100.00%	20.53	100.0%		
<i>Yearly Average</i>	9.30	99.91%	17.54	99.67%	17.67	99.93%	18.17	100.0%	21.04	99.8%
Coastal Alternative Program										
First six weeks	0.00	0.00%	1.00	92.90%	1.40	95.45%	2.73	79.8%	3.86	87.8%
Second six weeks	0.00	0.00%	1.58	78.85%	2.52	66.25%	3.07	80.6%	5.04	82.9%
Third six weeks	0.50	72.20%	3.00	86.96%	11.08	72.48%	2.89	69.2%	6.67	74.6%
Fourth six weeks	0.50	52.00%	4.23	94.62%	11.12	66.90%	4.50	82.4%	7.84	66.4%
Fifth six weeks	1.24	63.20%	5.53	83.19%	9.41	63.50%	6.62	72.9%	9.00	64.3%
Sixth six weeks	2.36	84.80%	4.97	82.81%	6.38	73.33%	5.35	60.7%		
<i>Yearly Average</i>	1.15	68.05%	3.39	86.56%	6.99	72.99%	4.19	74.3%	6.48	75.2%
DISTRICT TOTAL										
First six weeks	10758.31	96.01%	10592.08	92.00%	11378.39	94.65%	11564.69	94.9%	11494.86	95.3%
Second six weeks	10766.57	94.27%	10882.53	93.11%	11111.87	91.72%	11542.49	93.9%	11579.52	94.1%
Third six weeks	10694.00	93.60%	10871.84	93.07%	11211.07	93.00%	11483.09	92.7%	11495.14	93.1%
Fourth six weeks	10357.50	91.10%	10468.47	89.66%	11239.45	93.64%	11411.41	93.4%	11381.81	92.2%
Fifth six weeks	10424.41	92.00%	10898.67	93.43%	11248.94	93.83%	11463.78	93.5%	11407.81	92.2%
Sixth six weeks	10404.11	92.20%	10800.95	92.73%	11195.98	93.54%	11262.72	91.9%	0.00	0.0%
Actual ADA for School Year	10567.48	93.20%	10752.42	92.33%	11230.95	93.40%	11454.70	93.4%	11471.83	93.4%
Projected ADA for School Year	*11000		*11400		*11200		*11800		*11900	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: June 4, 2025

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for March 2025 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										
2024	\$6,772,650,844	\$1.136	\$76,937,314	\$71,944,021	93.51%										
2023	\$6,192,588,390	\$1.178	\$72,948,691	\$71,429,308	97.92%										
2022	\$6,425,908,920	\$1.294	\$83,151,261	\$81,255,889	97.72%										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
2020	\$4,851,053,036	\$1.344	\$65,198,153	\$63,813,518	97.88%										
2024 Tax Year	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,008,961	\$4,160,211	\$30,273,360	\$25,182,086	\$10,298,945	\$1,020,459						\$71,944,021		
YTD % Collected	0.00%	1.31%	6.72%	46.07%	78.80%	92.18%	93.51%	93.51%	93.51%	93.51%	93.51%	93.51%	93.51%	93.51%	
Prior Years Tax	\$308,143	\$42,975	\$255,418	\$92,092	\$93,948	\$22,642	\$8,352						\$823,570		
Subtotal Taxes	\$308,143	\$1,051,936	\$4,415,629	\$30,365,452	\$25,276,034	\$10,321,586	\$1,028,811	\$0	\$0	\$0	\$0	\$0	\$72,767,591	94.58%	
Penalty & Interest	\$80,787	\$50,584	\$36,820	\$28,243	\$39,685	\$81,267	\$82,171								
Total Taxes & P&I	\$388,930	\$1,102,520	\$4,452,449	\$30,393,695	\$25,315,719	\$10,402,854	\$1,110,981	\$0	\$0	\$0	\$0	\$0	\$72,767,591	94.58%	
Attorney Fees	\$82,803	\$46,296	\$30,428	\$25,275	\$25,696	\$19,053	\$19,912								
Total Collections	\$471,734	\$1,148,816	\$4,482,877	\$30,418,970	\$25,341,415	\$10,421,907	\$1,130,894	\$0	\$0	\$0	\$0	\$0	\$73,416,612	N/A	
2023 Tax Year	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Totals:	% To Total	
Current Year Tax	Pending Billing	\$346,649	\$4,201,147	\$10,690,333	\$43,704,416	\$9,237,281	\$821,637	\$693,793	\$417,791	\$660,870	\$439,143	\$216,247	\$71,429,308		
YTD % Collected	0.00%	0.48%	6.23%	20.89%	80.80%	93.46%	94.59%	95.54%	96.11%	97.02%	97.62%	97.92%	97.92%	97.92%	
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097	\$117,632	-\$317,660	\$5,285	\$37,637	\$36,518	\$59,955	\$61,384	\$24,711	\$470,948		
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$43,822,048	\$8,919,621	\$826,923	\$731,429	\$454,310	\$720,826	\$500,527	\$240,958	\$71,900,255	98.56%	
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942	\$78,589	\$62,681	\$61,992	\$93,847	\$66,719	\$54,699	\$658,452		
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$43,859,463	\$8,985,563	\$905,511	\$794,111	\$516,302	\$814,673	\$567,246	\$295,657	\$72,558,708	99.47%	
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759	\$24,840	\$18,574	\$15,472	\$25,671	\$46,337	\$44,769	\$326,150		
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$43,877,989	\$9,012,322	\$930,351	\$812,685	\$531,774	\$840,344	\$613,583	\$340,426	\$72,884,857	N/A	
2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total	
Current Year Tax	Pending Billing	\$596,358	\$4,347,285	\$14,001,873	\$45,222,484	\$12,213,284	\$1,302,975	\$728,414	\$799,984	\$1,089,117	\$484,760	\$469,356	\$81,255,889		
YTD % Collected	0.00%	0.72%	5.95%	22.78%	77.17%	91.86%	93.43%	94.30%	95.26%	96.57%	97.16%	97.72%	97.72%	97.72%	
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283	\$71,407	\$51,012	\$21,329	\$55,885	\$34,958	\$39,149	\$780,098		
Subtotal Taxes	\$153,260	\$625,915	\$4,395,215	\$14,077,806	\$45,321,879	\$12,313,567	\$1,374,382	\$779,426	\$821,313	\$1,145,002	\$519,718	\$508,505	\$82,035,987	98.66%	
Penalty & Interest	\$38,472	\$32,224	\$19,037	\$19,655	\$25,336	\$145,626	\$101,723	\$67,653	\$64,845	\$70,246	\$47,543	\$60,367	\$692,728		
Total Taxes & P&I	\$191,732	\$658,140	\$4,414,252	\$14,097,461	\$45,347,215	\$12,459,193	\$1,476,105	\$847,079	\$886,158	\$1,215,248	\$567,260	\$568,873	\$82,728,715	99.49%	
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952	\$25,855	\$11,129	\$12,193	\$19,202	\$36,317	\$56,533	\$281,555		
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$1,501,960	\$858,208	\$898,350	\$1,234,450	\$603,577	\$625,406	\$83,010,271	N/A	
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	98.04%	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A	
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	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: June 4, 2025

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for April 2025 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										
2024	\$6,772,650,844	\$1.136	\$76,937,314	\$73,033,249	94.93%										
2023	\$6,192,588,390	\$1.178	\$72,948,691	\$71,429,308	97.92%										
2022	\$6,425,908,920	\$1.294	\$83,151,261	\$81,255,889	97.72%										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
2020	\$4,851,053,036	\$1.344	\$65,198,153	\$63,813,518	97.88%										

2024 Tax Year	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Totals:	% To Total
Current Year Tax	Pending Billing	\$1,008,961	\$4,160,211	\$30,273,360	\$25,182,086	\$10,298,945	\$1,020,459	\$1,089,228					\$73,033,249	
YTD % Collected	0.00%	1.31%	6.72%	46.07%	78.80%	92.18%	93.51%	94.93%	94.93%	94.93%	94.93%	94.93%		94.93%
Prior Years Tax	\$308,143	\$42,975	\$255,418	\$92,092	\$93,948	\$22,642	\$8,352	\$61,996					\$885,566	
Subtotal Taxes	\$308,143	\$1,051,936	\$4,415,629	\$30,365,452	\$25,276,034	\$10,321,586	\$1,028,811	\$1,151,224	\$0	\$0	\$0	\$0	\$73,918,815	96.08%
Penalty & Interest	\$80,787	\$50,584	\$36,820	\$28,243	\$39,685	\$81,267	\$82,171	\$99,039						
Total Taxes & P&I	\$388,930	\$1,102,520	\$4,452,449	\$30,393,695	\$25,315,719	\$10,402,854	\$1,110,981	\$1,250,263	\$0	\$0	\$0	\$0	\$73,918,815	96.08%
Attorney Fees	\$82,803	\$46,296	\$30,428	\$25,275	\$25,696	\$19,053	\$19,912	\$24,641						
Total Collections	\$471,734	\$1,148,816	\$4,482,877	\$30,418,970	\$25,341,415	\$10,421,907	\$1,130,894	\$1,274,904	\$0	\$0	\$0	\$0	\$74,691,516	N/A

2023 Tax Year	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Totals:	% To Total
Current Year Tax	Pending Billing	\$346,649	\$4,201,147	\$10,690,333	\$43,704,416	\$9,237,281	\$821,637	\$693,793	\$417,791	\$660,870	\$439,143	\$216,247	\$71,429,308	
YTD % Collected	0.00%	0.48%	6.23%	20.89%	80.80%	93.46%	94.59%	95.54%	96.11%	97.02%	97.62%	97.92%		97.92%
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097	\$117,632	-\$317,660	\$5,285	\$37,637	\$36,518	\$59,955	\$61,384	\$24,711	\$470,948	
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$43,822,048	\$8,919,621	\$826,923	\$731,429	\$454,310	\$720,826	\$500,527	\$240,958	\$71,900,255	98.56%
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942	\$78,589	\$62,681	\$61,992	\$93,847	\$66,719	\$54,699	\$658,452	
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$43,859,463	\$8,985,563	\$905,511	\$794,111	\$516,302	\$814,673	\$567,246	\$295,657	\$72,558,708	99.47%
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759	\$24,840	\$18,574	\$15,472	\$25,671	\$46,337	\$44,769	\$326,150	
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$43,877,989	\$9,012,322	\$930,351	\$812,685	\$531,774	\$840,344	\$613,583	\$340,426	\$72,884,857	N/A

2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total
Current Year Tax	Pending Billing	\$596,358	\$4,347,285	\$14,001,873	\$45,222,484	\$12,213,284	\$1,302,975	\$728,414	\$799,984	\$1,089,117	\$484,760	\$469,356	\$81,255,889	
YTD % Collected	0.00%	0.72%	5.95%	22.78%	77.17%	91.86%	93.43%	94.30%	95.26%	96.57%	97.16%	97.72%		97.72%
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283	\$71,407	\$51,012	\$21,329	\$55,885	\$34,958	\$39,149	\$780,098	
Subtotal Taxes	\$153,260	\$625,915	\$4,395,215	\$14,077,806	\$45,321,879	\$12,313,567	\$1,374,382	\$779,426	\$821,313	\$1,145,002	\$519,718	\$508,505	\$82,035,987	98.66%
Penalty & Interest	\$38,472	\$32,224	\$19,037	\$19,655	\$25,336	\$145,626	\$101,723	\$67,653	\$64,845	\$70,246	\$47,543	\$60,367	\$692,728	
Total Taxes & P&I	\$191,732	\$658,140	\$4,414,252	\$14,097,461	\$45,347,215	\$12,459,193	\$1,476,105	\$847,079	\$886,158	\$1,215,248	\$567,260	\$568,873	\$82,728,715	99.49%
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952	\$25,855	\$11,129	\$12,193	\$19,202	\$36,317	\$56,533	\$281,555	
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$1,501,960	\$858,208	\$898,350	\$1,234,450	\$603,577	\$625,406	\$83,010,271	N/A

2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035	
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%		98.04%
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363	
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483	
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177	
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A

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%
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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025

Item Title: Personnel Compensation Plan Manual for 2025-2026

Agenda Item: Kimberly Rich

Background Information:

Attached is the Personnel Compensation Plan Manual for 2025-2026.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend approval of the Personnel Compensation Plan Manual for 2025-2026.

Action Item: Yes No

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

COMPENSATION MANUAL



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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 for equitably compensating Dickinson ISD employees. It is to be the sourcebook and guidance document for compensation policies and procedures for Dickinson ISD. Since 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 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 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, Kimberly Rich, 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, Kimberly Rich, 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 annual amount of general employee pay increases and adopt the budget.
- Balance employee needs against the fiscal control needs of the District and the community.
- Plan a 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 jobs in an appropriate period of time. |

Pay Equity

Definition

Fair compensation for the value of work performance to the organization.

Internal Equity

The value of a job to an organization is determined by its content, including skills, responsibilities, and required effort. To ensure internal equity, the system must assess the relative value of all jobs based on a consistent set of compensable factors, commonly referred to as job worth.

External Equity

The value of a job to an organization is determined by the external job market, particularly competitive pay rates. To achieve external equity, the system must evaluate the relative worth of jobs within the competitive marketplace.

Compensable Factors Definition

Any factor (job characteristic) used as a basis for assessing job value in a job evaluation process. The most commonly used compensable factors include skill, effort, responsibility, and, where applicable, working conditions.

Skill

- Knowledge and abilities required to successfully perform the job.
- Education or specialized knowledge acquired through formal training or lower-level training.
- 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 refer to adverse circumstances, such as physical hazards, stress, or excessive hours, that arise during the performance of regular job duties.
- Complexity refers to the difficulty of tasks and the mental focus required to complete them.
- Judgment refers to the frequency and significance of independent decisions needed to perform the job.

Responsibility

- Effects of proper or improper action on the products or services of the entire organization.
- Scope of authority refers to the extent of influence exerted over school operations and the range of impact the position has on the district.
- Supervision of others entails accountability and responsibility for the work performed by other employees.

Staffing Guidelines

Purpose

The purpose of this compensation plan booklet is to guide 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. The practices described are intended to implement local Board policy, comply with Board-approved compensation plans, and adhere to state and federal regulations.

New Hire Placement Guides

The employment, assignment, and salary placement align with the job requirements specified in the job description. For all employees, the District will consider only actual years of experience, not purchased years of experience, for TRS purposes. The District does not compensate for teaching experience unless it is verified with an official Teacher Service Record (TSR). Out-of-state or private school experience must also be confirmed on a TSR. Work experience at a college or university requires verification through a service record and 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 the property of the Dickinson Independent School District as long as an employee remains with the District. All college degrees obtained, or semester hours earned to qualify for employment or to receive graduate or undergraduate pay are accepted only if they are from institutions accredited by nationally recognized accrediting agencies. Audits of official documents are conducted annually.

The Dickinson ISD Human Resources Department will determine hiring rates based on job-related qualifications, salary history, and the salaries of similarly positioned employees. Hiring rates will generally not exceed the salaries of other employees with equal or greater experience in the same position or pay grade. The Executive Director of Human Resources is responsible for setting hiring rates. Salaries are determined individually, taking into account each person's credited years of experience, the current staffing needs of the District, and credentials related to instructional leadership or methodology.

Breaks in continuous service for any reason necessitate the application of new hire placement guidelines. Transitioning from one pay group to another (e.g., from teacher to administrative professional or from instructional support to administrative support) will result in the application of new hire salary placement guidelines. The rate of pay may not exceed the maximum or fall below the minimum of the pay grade without the Superintendent's approval.

Additional Notes

The Superintendent is authorized to adjust staffing guidelines as needed to meet budget constraints. Budget managers will monitor staffing levels. Any increase beyond approved levels will necessitate prior approval from the Superintendent. Any increase beyond approved levels that requires additional budget allocation must receive prior approval from the School Board. The Superintendent will determine Maintenance and Transportation staffing annually during budget planning and as conditions warrant throughout the budget year.

Elementary (PK-3) & Middle (4-5) School Instruction		
Teachers		
Classroom Teacher	Each increment of 23-25 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 appropriate group sizes as approved by the Superintendent
Campus Compliance Facilitator	Each campus	1 Full-Time person (or as approved by the Superintendent)
Dyslexia Specialist	Varies by program/campus design	As required to provide instruction and appropriate group sizes as approved by the Superintendent
Bilingual/ESL Specialist	Varies by program/campus design	As required to provide instruction and appropriate group sizes as 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-5 based on campus need	1 Full-Time person
Computer Lab Monitor	Each campus	1 Full-Time person
Multi-Purpose Para	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
SEL Para	Each campus	1 Full-Time person
Library/Media Services		
Librarian/Media Specialist	Each campus	1 Full-Time person
Library Paraprofessional	Varies by campus design	Additional staff based on campus need
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 students	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
Campus Compliance Date Clerk	Each campus	Staff based on need

Junior High Instruction (6-8)		
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 appropriate group sizes as approved by the Superintendent
Campus Compliance Facilitator	Each campus	1 Full-Time person (or as approved by the Superintendent)
Dyslexia Specialist	Varies by program/campus design	As required to provide instruction and appropriate group sizes as 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 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
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/Media Specialist	Up to 1200 students 1200 to 2000+	1 Full-Time person 1 Full-Time Person
Library Paraprofessional	250 to 1200 1201 to 2000+	1 Full-Time person 1 Full-Time person
Counseling Services		
Counselor	Up to 600 students For every increment of 400 students	1 Full-Time person 1 additional person
Health Services		
Registered Nurse	Each campus	1 Full-Time person
Administration		
Principal	Each campus	1 Full-Time person
Assistant Principal	Up to 650 students 651 to 1100 students 1101 to 1300 students 1300+ students	1 Full-Time person 1 additional person 1 additional person 1 additional person
Secretarial/Clerical		
Secretary	Each campus	1 Full-Time person
Receptionist/Clerical	Each campus If more than 600 students	1 Full-Time person 1 additional person
Attendance/Data Entry Clerk	Each campus	1 Full-Time person
Assistant Principal Secretary	Each campus	2 Full-Time persons
Registrar/Counselor Secretary	Each 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	4 Full-Time personnel
Dyslexia Specialist	Varies by program/campus design	As required to provide instruction and appropriate group sizes as approved by the Superintendent
ESL Teacher	Varies by program/campus design	1 Full-Time person (based on

student needs)		
<i>Paraprofessionals (Instructional Paraprofessionals)</i>		
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 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	Varies by program/campus design	1 Full-Time person
<i>Library/Media Services</i>		
Librarian/Media Specialist	Each campus	1 Full-Time person
Library Paraprofessional	Each campus	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
	2250 to 2699 students	1 additional person
	2700 to 3149 students	1 additional person
College Career Counselor	HS campus	1 Full-Time 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
Associate Principal	HS Curriculum & Instruction	1 Full-Time person
Associate Principal	HS/NGC and Support Services	1 Full-Time person
Associate Principal	HS Safety/Operations	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	Each campus	3 Full-Time persons
Receptionist/Clerical	HS campus	1 Full-Time person
	Ninth Grade Center	1 Full-Time person
Accounting Clerk/ Bookkeeper	HS campus	2 Full-Time persons
Publication Clerk	Each campus	1 Full-Time person
Counseling/Data Clerk	HS campus	1 Full-Time person
Sub Scheduling Clerk	Each campus	1 Full-Time person
CC Data Clerk	Each campus	2 Full-Time persons

Dickinson Continuation Center / DALC		
Teachers		
Classroom Teacher	Based on ADA up to 40 students	2 Full-Time persons 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/Alt. School Director	DCC/DALC campus	1 Full-Time person
Assistant Principal/Site Coordinator	DCC/DALC/Esmond	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 persons
First Steps	12 - 18 months	2 Full-Time persons
Toddlers	18 -24 months	2 Full-Time persons
Early Pre-School	2-3 years of age	2 Full-Time persons
Pre-School	3-4 years of age	1 Full-Time person
		1 Part-Time person (6 hr)
Pre-K	4-5 years of age	1 Full-Time person
		1 Part-Time persons (6 hr)
Floater	Varies by need	1 Full-Time persons
Kitchen Manager		1 Full-Time persons
<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
Lead Nurse	The district's Lead Nurse must be an RN with 5 years of school nursing experience, properly trained to supervise other school health personnel.	As assigned
SP/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 that impacts budget expenditures (excluding discretionary substitutes) will require the Superintendent's approval. Budget managers will indirectly oversee personnel expenditure decisions through the recommendation process.

Requests for additional personnel expenditures, new positions, stipends, or extra workdays must be submitted in writing to the Superintendent. If approved, the Superintendent will show approval by signing the request and forwarding copies to the requesting budget manager, the 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.
- The Hiring Manager will complete and submit the 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

Payment 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 or January 15th. Certifications must be maintained and kept current to continue receiving the certification pay.

Administrative/Professional Pay Range 2025-2026

	-20%		+20%	
Pay Grade	Minimum	Midpoint	Maximum	Range %
AP1	\$245.50	\$306.88	\$368.26	33.33%
AP2	\$277.51	\$346.89	\$416.26	33.33%
AP3	\$303.63	\$379.54	\$455.45	33.33%
AP4	\$333.02	\$416.28	\$499.53	33.33%
AP5	\$378.73	\$473.41	\$568.09	33.33%
AP6	\$424.44	\$530.56	\$636.67	33.33%
AP7	\$460.37	\$575.46	\$690.55	33.33%
AP8	\$510.98	\$638.72	\$766.46	33.33%
AP9	\$538.73	\$673.41	\$808.09	33.33%
AP10	\$587.70	\$734.62	\$881.55	33.33%

Administrative / Professional Pay Grades

AP1	Minimum	Midpoint	Maximum
Calendars	\$245.50	\$306.88	\$368.26
180	\$44,190	\$55,238	\$66,287
198	\$48,609	\$60,762	\$72,915
221	\$54,255	\$67,820	\$81,385
Position			Assigned Calendar
Accounting Specialist			221
Benefits Specialist			221
Communications Specialist			221
FNS Manager (Elementary, Middle School and Junior High)			180
Payroll Systems Specialist			221
Technology Office Manager			221
Transportation Office Manager			221
Transportation Route Coordinator			221
Transportation Route Coordinator, Special Needs			221

AP2	Minimum	Midpoint	Maximum
Calendars	\$277.51	\$346.89	\$416.26
180	\$49,952	\$62,440	\$74,927
202	\$56,057	\$70,072	\$84,085
221	\$61,329	\$76,662	\$91,993
230	\$63,827	\$79,784	\$95,739
Position			Assigned Calendar
Assistant Stadium Manager/Purchasing			230
Director of Employee Child Care Center (Gator Academy)			202
FNS Manager (High School)			180
FNS Training Manager			180
Help Desk Specialist			221
Payroll Systems Analyst			221
PC Support Technician			221
Transportation Supervisor			221

AP3	Minimum	Midpoint	Maximum
Calendars	\$303.63	\$379.54	\$455.45
184	\$55,868	\$69,835	\$83,803
187	\$56,778	\$70,974	\$85,169
198	\$60,119	\$75,149	\$90,179
200	\$60,726	\$75,908	\$91,090
211	\$64,065	\$80,082	\$96,099
221	\$67,102	\$83,878	\$100,654
Position			Assigned Calendar
Accountant (Business Services / FNS)			221
Assistant Director of Energy Management/Stadium Manager			221
College & Career Readiness Specialist			198
Coordinator of Benefits / Risk Management			221
DHS Registrar (Degreed)			221
DHS Testing Coordinator and Instructional Materials Manager			211
FNS Compliance & Personnel Supervisor			221
FNS Site Supervisor			221
Purchasing Accountant			221
Therapist Assistant (COTA/LPTA)			200 (Max)
Therapist Trainee (OT/PT)			200 (Max)

AP4	Minimum	Midpoint	Maximum
Calendars	\$333.02	\$416.28	\$499.53
190	\$63,274	\$79,093	\$94,911
193	\$64,273	\$80,342	\$96,409
200	\$66,604	\$83,256	\$99,906
205	\$68,269	\$85,337	\$102,403
221	\$73,597	\$91,997	\$110,396
Position			Assigned Calendar
Assistant Principal, Elementary (Grades PK-3) and Middle School (Grades 4-5)			205
Coordinator Community Engagement (Public Relations)			221
Coordinator Community Outreach & Strategic Partnerships (DEF)			221
Coordinator Student Attendance & Truancy			221
Counselor, Elementary (Grades PK-3) and Middle (Grades 4-5) Schools			193
Diagnostician Trainee			200
FNS Nutrition Coordinator/Dietician			221
Lead Support Technician			221
Licensed Professional Counselor (LPC)			190
LSSP (Intern)			200
Network Specialist			221
Program Support Specialist (BIL/EL)			221
Senior Accountant			221
Specialist (Curriculum & Instruction - ELAR, Math, Sci, SS, STEAM, EL PK-5)			221
Speech Language Pathologist (SLP) Assistant			187
Student Support Specialist			200
Therapist, Certified Occupational (OT)/ Physical (PT)			200 (max)
Voice Systems Specialist			221

AP5	Minimum	Midpoint	Maximum
Calendars	\$378.73	\$473.41	\$568.09
198	\$74,989	\$93,735	\$112,482
200	\$75,746	\$94,682	\$113,618
202	\$76,503	\$95,629	\$114,754
205	\$77,640	\$97,049	\$116,458
221	\$83,699	\$104,624	\$125,548
Position			Assigned Calendar
Assessment Specialist, Special Programs			202
Assistant Principal, Dickinson Continuation Center (DCC)			211
Coordinator of Purchasing			221
Counselor (DHS/DCC and DALC)			205
Counselor, Junior High (Grades 6-8)			198
Diagnostician			200
FNS Operations Supervisor			221
FNS Supervisor of Personnel & Purchasing			221
School Psychologist			200
Speech Language Pathologist (SLP)			190
Speech Language Pathologist (SLP), Lead			200
Systems Coordinator			221

AP6	Minimum	Midpoint	Maximum
Calendars	\$424.44	\$530.56	\$636.67
210	\$89,557	\$111,948	\$134,337
221	\$93,801	\$117,254	\$140,704
Position		Assigned Calendar	
Assistant Principal, Junior High (Grades 6-8) and High School (Grades 9-12)		211	
Coordinator Athletics		211	
Coordinator Compliance, Special Programs		221	
Coordinator Data Quality and SIS		221	
Coordinator Emergent Bilingual Programs		221	
Coordinator Evaluation and Related Services, Special Programs		221	
Coordinator Literacy		221	
Coordinator Mathematics K-8		221	
Coordinator Technology Integration		221	
District Security & Access Control Manager		221	
Network Manager		221	
Principal CAP		211	
Technology Services & Applications Manager		221	

AP7	Minimum	Midpoint	Maximum
Calendars	\$460.37	\$575.46	\$690.55
221	\$101,742	\$127,177	\$152,612
230	\$105,885	\$132,356	\$158,827
Position			Assigned Calendar
DHS Associate Principal			221
Director of Academic Excellence & Advanced Programs			221
Director of Alternative Education/Principal			221
Director of Career Technical Education			221
Director of Custodial Services			230
Director of DISD Education Foundation			221
Director of Energy Management			221
Director of Fine Arts			221
Director of Food and Nutrition Services			221
Director of Human Resources			221
Director of Maintenance			230
Director of Mental Health & Counseling			221
Director of Purchasing			221
Director of Research, Accountability, & Federal Programs			221
Director of Teacher Effectiveness & Leadership Development			221
Director of Transportation			221
Principal, Elementary (Grades PK-3) and Middle School (Grades 4-5)			221

AP8	Minimum	Midpoint	Maximum
Calendars	\$510.98	\$638.72	\$766.46
221	\$112,927	\$141,157	\$169,388
Position			Assigned Calendar
Director of Athletics / Head Football Coach			221
Executive Director Business Operations			221
Executive Director Facility Planning & Construction			TBD
Executive Director Human Resources			221
Executive Director Operations & Facility Services			221
Executive Director Payroll			221
Executive Director Public Relations			221
Executive Director School Leadership			221
Executive Director Special Programs			221
Executive Director Student Support Services			221
Executive Director Teaching & Learning			221
Executive Director Technology			221
Principal, Junior High School (Grades 6-8)			221

APB	Minimum	Midpoint	Maximum
Calendars	\$587.70	\$734.62	\$881.55
221	\$126,943	\$158,678	\$190,414
Position			Assigned Calendar
Chief Operations & Business Officer			221
Principal, High School (Grades 9-12)			221

Professional Job Classification / Hiring Schedule

COUNSELOR SALARY SCHEDULE		
Director of Mental Health & Counseling	AP7	221
DHS/ DCC/ DALC Counselor, Junior High (Grades 6-8)	AP5	205
Counselor, Elementary (Grades PK-3) and Middle (Grade 4-5) Schools	AP4	193

PROFESSIONAL SUPPORT STAFF HIRING SCHEDULE		
Position	Paygrade	Assigned Calendar
Assessment Specialist	AP5	202
Campus Compliance Facilitator	Teacher	192
Diagnostician	AP5	200
Diagnostician Trainee	AP4	200
Licensed Professional Counselor (LPC)	AP4	190
School Psychologist	AP5	200
School Psychologist Intern	AP4	200
OT / PT Therapist Trainee	AP3	(Maximum) 200
Speech Language Pathologist (SLP), Lead	AP5	200
Speech Language Pathologist (SLP) Assistant	AP4	187
Speech Language Pathologist (SLP)	AP5	190
Student Support Specialist	AP4	200
Therapist, Certified Occupational / Physical (as needed)	AP4	200
Therapist Assistant (COTA / LPTA)	AP3	(Maximum) 200

SCHOOL HEALTH PERSONNEL		
Qualifications / Position	Starting Rate	Assigned Calendar
Lead Nurse	Teacher Salary Schedule	202
Licensed Vocational Nurse (LVN)	Teacher Salary Schedule (70%)	187
Registered Nurse	Teacher Salary Schedule	187

LIBRARIAN HIRING SCHEDULE		
Position	Starting Rate	Assigned Calendar
Librarian, Elementary (Grades PK-12)	Teacher Salary Schedule	187
Library Paraprofessional	Paraprofessional Salary Schedule	184

TEACHER SALARY SCHEDULE

Step/Local Experience	DISD Compensation Rate	DISD Daily Rate
0	\$61,000.00	\$326.20
1	\$61,360.00	\$328.13
2	\$61,589.00	\$329.35
3	\$61,853.00	\$330.76
4	\$61,976.00	\$331.42
5	\$62,098.00	\$332.07
6	\$62,826.00	\$335.97
7	\$62,982.00	\$336.80
8	\$63,138.00	\$337.64
9	\$63,918.00	\$341.81
10	\$64,909.00	\$347.11
11	\$65,025.00	\$347.73
12	\$65,141.00	\$348.35
13	\$65,368.00	\$349.56
14	\$65,595.00	\$350.78
15	\$65,879.00	\$352.29
16	\$66,164.00	\$353.82
17	\$66,560.00	\$355.94
18	\$66,971.00	\$358.13
19	\$67,372.00	\$360.28
20	\$67,963.00	\$363.44
21	\$68,586.00	\$366.77
22	\$69,203.00	\$370.07
23	\$69,815.00	\$373.34
24	\$70,432.00	\$376.64
25	\$71,170.00	\$380.59
26	\$71,898.00	\$384.48
27	\$72,621.00	\$388.35
28	\$73,354.00	\$392.27
29	\$74,082.00	\$396.16
30	\$74,694.00	\$399.43
31	\$75,311.00	\$402.73
32	\$75,918.00	\$405.98
33	\$76,540.00	\$409.30
34	\$77,157.00	\$412.60
35	\$77,775.00	\$415.91
36	\$78,281.00	\$418.61
37	\$78,787.00	\$421.32
38	\$79,294.00	\$424.03
39	\$79,800.00	\$426.74
40	\$80,312.00	\$429.48

Teacher is defined as a classroom teacher, 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.

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	\$112.61	\$150.15	\$187.69
180	\$20,270	\$27,027	\$33,784
184	\$20,720	\$27,628	\$34,535
190	\$21,396	\$28,529	\$35,661
192	\$21,621	\$28,829	\$36,036
Position			Assigned Calendar
Clerical Paraprofessional			184
Gator Hope Clinic Paraprofessional			192
Library Paraprofessional, High School (9-12)			184
PE Paraprofessional			180
Publications Paraprofessional			190

PCT2	Minimum	Midpoint	Maximum
Calendars	\$119.76	\$159.68	\$199.60
180	\$21,557	\$28,742	\$35,928
184	\$22,036	\$29,381	\$36,726
192	\$22,994	\$30,659	\$38,323
Position			Assigned Calendar
Day Care Paraprofessional (Gator Academy)			184
In-School Suspension Paraprofessional			180
JJAEP Paraprofessional			180
Receptionist, Junior High			192
Receptionist / Clerk (DCC and DALC)			180
Receptionist / Clerk, Elementary & Middle Schools			184
Receptionist / Clerk, High School			192

PCT3	Minimum	Midpoint	Maximum
Calendars	\$125.21	\$166.94	\$208.68
180	\$22,538	\$30,049	\$37,562
184	\$23,039	\$30,717	\$38,397
221	\$27,671	\$36,894	\$46,118
Position			Assigned Calendar
Bilingual / ESL Instructional Intervention Paraprofessional			180
Campus Compliance Data Clerk			184
Instructional Intervention Paraprofessional			180
Pre-K Paraprofessional (Regular / Bilingual)			180
Receptionist / Clerk, Operations and Facilities			221
Special Education Paraprofessional			180

PCT4	Minimum	Midpoint	Maximum
Calendars	\$127.68	\$170.24	\$212.80
180	\$22,982	\$30,643	\$38,304
184	\$23,493	\$31,324	\$39,155
187	\$23,876	\$31,835	\$39,794
192	\$24,515	\$32,686	\$40,858
198	\$25,281	\$33,708	\$42,134
Position			Assigned Calendar
Computer Lab Paraprofessional			180
Certified Nurse Assistant, CNA (Special Programs)			180
DALC/CAP Paraprofessional			180
Esmond Center Records Clerk			184
Edgenuity Computer Lab Monitor			184
Secretary, Assistant Principal (Junior High and High School)			192
Secretary, Counselor (Junior High and High School)			192
Social Emotional Learning/Character Paraprofessional (Middle School)			180

PCT5	Minimum	Midpoint	Maximum
Calendars	\$133.30	\$177.74	\$222.17
184	\$24,527	\$32,704	\$40,879
192	\$25,594	\$34,126	\$42,657
198	\$26,393	\$35,193	\$43,990
200	\$26,660	\$35,548	\$44,434
202	\$26,927	\$35,903	\$44,878
216	\$28,793	\$38,392	\$47,989
221	\$29,459	\$39,281	\$49,100
Position			Assigned Calendar
Assessment Staff Support Clerk			200
Attendance / AP Secretary, Middle School			198
Attendance / Data Entry Clerk, Elementary			202
Attendance / Data Entry Clerk, Junior High			192
Attendance / Data Entry Clerk, High School			184
Scheduling Clerk & Summer Receptionist (High School)			216
Secretary, Associate Principal (High School)			216
Secretary, Dean of Instruction (High School)			216
Gator Wellness Center Support Clerk			198

PCT6	Minimum	Midpoint	Maximum
Calendars	\$136.97	\$182.63	\$228.28
180	\$24,655	\$32,873	\$41,090
192	\$26,298	\$35,065	\$43,830
198	\$27,120	\$36,161	\$45,199
221	\$30,270	\$40,361	\$50,450
Position			Assigned Calendar
Bookkeeper Clerk, High School			192
Campus Security Monitor			180
DHS LPAC/ESL Clerk			184
Payroll Specialist, Operations and Facilities			221
PEIMS Specialist			221
Registrar, Junior High			198
Registrar Clerk, High School			198
Secretary, Esmond Center Educational Records			198
Secretary, Special Programs Coordinator			221
Secretary, Special Education/PEIMS			221
Secretary, Principal (DCC and DALC)			221

PCT7	Minimum	Midpoint	Maximum
Calendars	\$140.61	\$187.48	\$234.35
198	\$27,841	\$37,121	\$46,401
211	\$29,669	\$39,558	\$49,448
221	\$31,075	\$41,433	\$51,791
230	\$32,340	\$43,120	\$53,901
Position			Assigned Calendar
Accounts Payable Specialist			221
CAP Office Coordinator			211
FNS Office Coordinator			198
Human Resources Generalist			221
Secretary, Director Alternative Education			221
Secretary, Facility Services			230
Secretary, Principal (Elementary)			221
Secretary, Principal (Middle School)			221
Secretary, Principal (Junior High)			221

PCT8	Minimum	Midpoint	Maximum
Calendars	\$151.57	\$202.09	\$252.62
221	\$33,497	\$44,662	\$55,829
Position			Assigned Calendar
Accounting Clerk / Bookkeeper (DHS)			221
Secretary, Athletic Department			221
Secretary, Educational Services Department			221
Secretary, Human Resources Department			221
Secretary, Public Relations/DEF Department			221
Secretary, Special Programs Department			221

PCT9	Minimum	Midpoint	Maximum
Calendars	\$186.03	\$248.03	\$310.04
221	\$41,113	\$54,815	\$68,519
Position			Assigned Calendar
Secretary, Principal (High School)			221

PCT10	Minimum	Midpoint	Maximum
Calendars	\$220.36	\$293.91	\$367.27
221	\$48,700	\$64,954	\$81,167
Position			Assigned Calendar
Secretary, School Leadership Department			221
Secretary, Educational Services Department			221

PCT11	Minimum	Midpoint	Maximum
Calendars	\$232.52	\$310.02	\$387.53
221	\$51,387	\$68,514	\$85,644
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	\$112.61	\$119.76	\$125.21	\$127.68	\$133.30	\$136.97	\$140.61	\$151.57	\$186.03	\$220.36	\$232.52
1	\$113.61	\$120.46	\$126.21	\$128.68	\$134.30	\$137.97	\$141.61	\$152.57	\$187.03	\$221.36	\$233.52
2	\$114.61	\$121.01	\$126.51	\$129.03	\$135.30	\$138.97	\$142.61	\$153.17	\$187.73	\$222.36	\$234.52
3	\$116.61	\$122.26	\$127.81	\$130.38	\$137.30	\$140.97	\$144.61	\$154.77	\$189.43	\$224.36	\$236.52
4	\$118.61	\$123.51	\$129.11	\$131.73	\$139.30	\$142.97	\$146.61	\$156.37	\$191.13	\$226.36	\$238.52
5	\$120.61	\$124.76	\$130.41	\$133.08	\$141.30	\$144.97	\$148.61	\$157.97	\$192.83	\$228.36	\$240.52
6	\$122.61	\$126.01	\$131.71	\$134.43	\$143.30	\$146.97	\$150.61	\$159.57	\$194.53	\$230.36	\$242.52
7	\$123.61	\$127.26	\$133.01	\$135.43	\$144.30	\$147.97	\$151.61	\$160.57	\$196.23	\$232.36	\$244.52
8	\$124.61	\$128.51	\$134.31	\$136.68	\$145.30	\$148.97	\$152.61	\$161.57	\$197.93	\$234.36	\$246.52
9	\$125.61	\$129.76	\$135.61	\$137.93	\$146.30	\$149.97	\$153.61	\$162.57	\$199.63	\$236.36	\$248.52
10	\$126.61	\$131.01	\$136.91	\$139.18	\$147.30	\$150.97	\$154.61	\$163.57	\$201.33	\$238.36	\$250.52
11	\$127.61	\$132.26	\$138.21	\$140.43	\$148.30	\$151.97	\$155.61	\$164.57	\$203.03	\$240.36	\$252.52
12	\$128.61	\$133.51	\$139.51	\$141.68	\$149.30	\$152.97	\$156.61	\$165.57	\$204.73	\$242.36	\$254.52
13	\$129.61	\$134.76	\$140.81	\$142.93	\$150.30	\$153.97	\$157.61	\$166.57	\$206.43	\$244.36	\$256.52
14	\$130.61	\$136.01	\$142.11	\$144.18	\$151.30	\$154.97	\$158.61	\$167.57	\$208.13	\$246.36	\$258.52
15	\$131.61	\$137.26	\$143.41	\$145.43	\$152.30	\$155.97	\$159.61	\$168.57	\$209.83	\$248.36	\$260.52
16	\$132.61	\$138.51	\$144.71	\$146.68	\$153.30	\$156.97	\$160.61	\$169.57	\$211.53	\$250.36	\$262.52
17	\$133.61	\$139.76	\$146.01	\$147.93	\$154.30	\$157.97	\$161.61	\$170.57	\$213.23	\$252.36	\$264.52
18	\$134.61	\$141.01	\$147.31	\$149.18	\$155.30	\$158.97	\$162.61	\$171.57	\$214.93	\$254.36	\$266.52
19	\$135.61	\$142.26	\$148.61	\$150.43	\$156.30	\$159.97	\$163.61	\$172.57	\$221.63	\$256.36	\$268.52
20	\$136.61	\$143.51	\$149.91	\$151.68	\$157.30	\$160.97	\$164.61	\$173.57	\$218.33	\$258.36	\$270.52
21	\$137.61	\$144.76	\$150.91	\$152.68	\$158.30	\$161.97	\$165.61	\$174.57	\$220.03	\$260.36	\$272.52
22	\$138.61	\$146.01	\$151.91	\$153.68	\$159.30	\$162.97	\$166.61	\$175.57	\$221.73	\$262.36	\$274.52
23	\$139.61	\$147.26	\$152.91	\$154.68	\$160.30	\$163.97	\$167.61	\$176.57	\$223.43	\$264.36	\$276.52
24	\$140.61	\$148.51	\$153.91	\$155.68	\$161.30	\$164.97	\$168.61	\$177.57	\$225.13	\$266.36	\$278.52
25	\$141.61	\$149.76	\$154.91	\$156.68	\$162.30	\$165.97	\$169.61	\$178.57	\$226.83	\$268.36	\$280.52
26	\$142.61	\$151.01	\$155.91	\$157.68	\$163.30	\$166.97	\$170.61	\$179.57	\$228.53	\$270.36	\$282.52
27	\$143.61	\$152.26	\$156.91	\$158.68	\$164.30	\$167.97	\$171.61	\$180.57	\$230.23	\$272.36	\$284.52
28	\$144.61	\$153.51	\$157.91	\$159.68	\$165.30	\$168.97	\$172.61	\$181.57	\$231.93	\$274.36	\$286.52
29	\$145.61	\$154.51	\$158.91	\$160.68	\$166.30	\$169.97	\$173.61	\$182.57	\$233.63	\$276.36	\$288.52
30	\$146.61	\$155.51	\$159.91	\$161.68	\$167.30	\$170.97	\$174.61	\$183.57	\$234.63	\$278.36	\$290.52
31	\$147.61	\$156.51	\$160.91	\$162.68	\$168.30	\$171.97	\$175.61	\$184.57	\$235.63	\$280.36	\$292.52
32	\$148.61	\$157.51	\$161.91	\$163.68	\$169.30	\$172.97	\$176.61	\$185.57	\$236.63	\$282.36	\$294.52
33	\$149.61	\$158.51	\$162.91	\$164.68	\$170.30	\$173.97	\$177.61	\$186.57	\$237.63	\$284.36	\$296.52
34	\$150.61	\$159.51	\$163.91	\$165.68	\$171.30	\$174.97	\$178.61	\$187.57	\$238.63	\$286.36	\$298.52
35	\$151.61	\$160.51	\$164.91	\$166.68	\$172.30	\$175.97	\$179.61	\$188.57	\$239.63	\$288.36	\$300.52
36	\$152.61	\$161.51	\$165.91	\$167.68	\$173.30	\$176.97	\$180.61	\$189.57	\$240.63	\$290.36	\$302.52
37	\$153.61	\$162.51	\$166.91	\$168.68	\$174.30	\$177.97	\$181.61	\$190.57	\$241.63	\$292.36	\$304.52

The daily rate for employees in these categories shall not be less than the amount shown on this schedule. The daily rates above are subject to adjustment above the base amount based on the performance of the specific job duties for the position, with prior approval from the superintendent. Increase according to step/increment pattern (E.g., PCT1-9 \$1.00; PCT10-11 \$2.00).

Support Services Pay Ranges

Pay Grade	Minimum	Midpoint	Maximum
SS1	\$11.17	\$15.96	\$20.75
SS2	\$12.31	\$17.58	\$22.85
SS3	\$13.42	\$19.18	\$24.93
SS4	\$15.67	\$22.38	\$29.09
SS5	\$17.91	\$25.58	\$33.26
SS6	\$20.49	\$29.27	\$38.05
SS7	\$23.01	\$32.87	\$42.73

Auxiliary Departments

The following Lead/Differential Categories, additional pay, and Call-out Guidelines apply to employees in the following departments: Custodial, Facility Services, Food Nutrition Services, and Transportation.

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
Transportation Issues (Gate issues or anything outside of alarms)	2.0 hour minimum

Facility Services Pay Ranges

This hiring schedule is based on qualifying factors that result in STEPS.

Compensation Adjustments

Based on the step requirements, the hourly rates of current employees shall be at least as low as those of new employees who meet the same criteria for the same step. Each adjustment is a stand-alone adjustment.

FAS2	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$12.31	\$12.83	\$13.36	\$14.06	\$14.94
Position				Assigned Calendar	
Custodian				210 / 235	
Substitute Custodian (Step 1)				No Assigned Calendar	
Step Schedule for Hiring					
Custodian - FAS2					
Step 1	1) No job-related experience. 2) Demonstrate the ability to lift fifty (50) pounds routinely. 3) Read and understand cleaning, maintenance, and safety procedures instructions.				
Step 2	1) At least one (1) year of related experience. 2) Basic knowledge of cleaning agents and their applications. 3) Basic knowledge of custodial practices used in cleaning schools.				

Step 3	4) Knowledge of custodial safety procedures, including MSDS sheets, Bloodborne Pathogens, etc. 1) At least three (3) years of related experience.
Step 4	2) Experience in classroom cleaning, including marker boards, furniture, windows, etc. 3) Experience in carpet care procedures. 1) At least five (5) years of job-related experience. 2) Experience operating floor maintenance 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 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	\$13.42	\$14.38	\$15.34	\$17.26	\$18.22
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					
Athletic Field Caretaker Assistant - 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 related experience. 2) One (1) year experience in groundskeeping or athletic field maintenance practices. 3) Skilled in using various mowers, weed eaters, striping machines, etc.				

Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of related experience. 2) Exhibits knowledge in the operation of irrigation systems. 3) Experience mowing natural turf in various patterns using a reel mower. 4) Exhibits knowledge of basic procedures for maintaining and setting the layout of athletic fields, including football, soccer, baseball, etc.
Step 4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Exhibits knowledge in diagnosing and treating horticulture problems caused by disease, insects, etc. 3) Experience in the restoration of athletic field surfaces using aerators, top dressers, tractors, sod cutters, etc.
Grounds Worker - FAS3	
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"> 1) At least one (1) year of job-related experience. 2) Exhibits knowledge of basic groundskeeping practices and procedures. 3) Demonstrate the ability to operate various mowers, weed eaters, trimmers, etc.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of related experience. 2) Demonstrate basic knowledge of irrigation systems. 3) Experienced in tree and shrub trimming practices and procedures.
Step 4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Exhibits knowledge in diagnosing and treating horticulture problems caused by disease, insects, etc. 3) Experience in the supervision of groundskeeping and landscaping projects.
HVAC Maintenance Worker - FAS3	
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 follow written and verbal instructions. 4) Demonstrate the ability to lift fifty (50) pounds routinely.
Step 2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1) At least three (3) years of related experience. 2) Knowledge of basic preventative maintenance practices for HVAC equipment. 3) Demonstrate basic computer skills.
Step 4	<ul style="list-style-type: none"> 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 the replacement of filters and maintain the filler replacement schedule.
Step 5	<ul style="list-style-type: none"> 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 practical 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 of related experience.
 - 2) Demonstrate the ability to organize and implement a laundry schedule.
 - 3) At least three (3) years of experience cleaning office areas and restrooms.
- Step 4**
- 1) At least five (5) years of job-related experience.
 - 2) Experience washing and drying 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 maintaining 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 cleaning, maintenance, and safety procedures instructions.
- 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 operating floor maintenance 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 sorting mail for delivery.
 - 3) Exhibits a 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 machines.
 - 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 parcels via a private carrier.
3) Experience in the regulations, requirements, and procedures involved with district and postal service delivery of mail.

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 essential hand tools.
4) Experience using 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** 1) At least five (5) years of related job experience.
2) Basic knowledge of parking lot maintenance and sign repair.
3) Demonstrate the ability to pressure wash buildings and parking lots following a schedule.
- Step 5** 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 assigned tasks

Warehouse Worker - 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 frequently.
- Step 2** 1) At least one (1) year of related job experience.
2) Exhibit knowledge of basic warehouse procedures.
3) Demonstrate basic computer skills.
4) Experience verifying shipments with information on invoices, packing slips, purchase orders, and computer use.
- Step 3** 1) At least three (3) years of related job experience.
2) Experience in warehouse shipping and receiving practices.
3) Experience moving inventory to various locations by safely and adequately operating forklift, pallet jack, and/or handcart.
4) Proficient in the use of computerized maintenance management inventory systems.
- Step 4** 1) At least five (5) years of related job experience.
2) Possess strong computer skills.
3) Provide evidence of appropriate training experience in warehouse management.
- Step 5** 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	\$15.67	\$16.79	\$17.90	\$20.14	\$21.26
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 Master 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 groundskeeping 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 operating 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 setup for football, soccer, and other athletic events.
 - 4) Proficient in the operation of an athletic venue during scheduled events.

Athletic Field Caretaker - FAS4

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record
 - 3) Demonstrate basic turf (natural) knowledge, including aeration, mowing, irrigation, etc.
- Step 2**
- 1) At least one (1) year of experience in groundskeeping 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 of the layout of athletic fields, including football, baseball, soccer, etc.
 - 5) Skilled in using various mowers, weed eaters, striping machines, aerators, etc.
- Step 3**
- 1) At least three (3) years of experience in groundskeeping and landscaping procedures.
 - 2) Knowledge of painting procedures for athletic fields, including layout, decal applications, striping, and chalking.
 - 3) Experience recognizing various problems related to turf management caused by disease, weeds, insects, etc.
- Step 4**
- 1) At least five (5) years of experience in groundskeeping and landscaping.
 - 2) At least one (1) year 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 groundskeeping and landscaping.
 - 2) At least two years of experience in athletic field preparation and procedures.
 - 3) Experience supervising grounds personnel in athletic field procedures and preparation.

Craft Apprentice - 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 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	<ul style="list-style-type: none"> 1) At least three (3) years of related experience. 2) Knowledge of general maintenance duties related to assigned craft. 3) Demonstrate the ability to work unsupervised.
Step 4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<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 maintenance 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 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 planning and directing experience. 4) Experience in training personnel in custodial safety procedures.
Landscape Detailer - FAS4	
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"> 1) At least one (1) year of job-related experience. 2) Exhibits knowledge of basic groundskeeping practices and procedures 3) Demonstrate the ability to operate various types of equipment such as mowers, weed eaters, hedge trimmers, etc. 4) Basic knowledge of various types of plants, flowers, trees, etc., and their care.
Step 3	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 removing and planting ornamental plants, bushes, flowers, plants, and shrubs.
Step 5	<ul style="list-style-type: none"> 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 installing landscaping projects and using soft scaping and hardscaping materials. 4) Experienced in installing and repairing 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 practical 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.
 - 3) Two (2) years of verifiable supervisory 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	\$17.91	\$20.47	\$21.75	\$22.03	\$25.58

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 the 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	<ul style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Skilled in using tools in the painting trade, such as brushes, rollers, and drywall tools. 3) Experience in troubleshooting and repairing electrical and lighting systems. 4) Experience in troubleshooting and repairing plumbing fixtures and systems.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Experience repairing and replacing 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 paint finishes.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Extensive training with documentation in 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 repairing and preventative maintenance of school facilities' electrical, lighting, and plumbing systems.
Grounds Foreman - FAS5	
Step 1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Demonstrate knowledge in caring for various plants, trees, flowers, etc. 3) At least three (3) years of experience planning/directing a mowing and landscaping operation.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Experience identifying and treating horticultural problems caused by disease, insects, etc. 3) Experience in landscaping installation and repairs.
Grounds Mechanic - FAS5	
Step 1	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1) At least one (1) year of experience in the repair of lawn equipment (i.e., walking behind and riding mowers, weed eaters, blowers, etc.). 2) Demonstrate knowledge of preventative maintenance procedures for lawn equipment.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of experience in the repair of lawn equipment (i.e., walking behind and riding mowers, weed eaters, blowers, etc.). 2) Proficient in the use of all lawn equipment and tractors. 3) Demonstrate knowledge of heavy equipment operation (i.e., backhoes, loaders, tractors). 4) Experience in the repair of two-stroke and four-stroke engines.
Step 4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 1) At least seven (7) years of experience in lawn equipment repair, including heavy equipment.

2) Demonstrate detailed knowledge of grounds and landscaping procedures.
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 maintenance 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.
 - 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 of 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 of planning and directing experience.
 - 4) Experience in training personnel in custodial safety procedures.

Inventory Management Technician - FAS5

- 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 frequently.
 - 4) Demonstrate basic computer skills.
- Step 2**
- 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**
- 1) At least three (3) years of job-related experience.
 - 2) Proficient in the use of a computerized inventory management system.
 - 3) Exhibit warehouse and truck stock distribution knowledge, stocking, and auditing procedures.
 - 4) Possess certification as a trained forklift operator.
- Step 4**
- 1) At least five (5) years of job-related experience.
 - 2) Experience using a barcoding 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**
- 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.

Pest Control Operator - FAS5

- Step 1**
- 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**
- 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 Texas SPCB requires.
- Step 3**
- 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**
- 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**
- 1) At least seven (7) years of job-related experience.
 - 2) Knowledge of procedures in control of nuisance wildlife.

Utility Foreman - FAS5

- Step 1**
- 1) Possess a valid Texas driver's license with a good driving record.
 - 2) Demonstrate the ability to follow written and verbal instructions.
 - 3) Experience using a pallet jack, truck cart, different types of dollies, and other moving equipment.
- Step 2**
- 1) At least one (1) year of job-related experience.
 - 2) Experience in the transport and delivery of various materials and supplies.
 - 3) Skilled in using hand tools (i.e., hammers, screwdrivers, socket sets, etc.)
 - 4) Skilled uses 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 practices and procedures for cleaning the exterior of commercial buildings.
 - 4) Experienced in organizing, transporting, and delivering furniture, materials, supplies, etc.
- Step 5**
- 1) At least seven (7) years of job-related experience.
 - 2) Experience coordinating and supervising projects such as pressure washing, moving, and deliveries to meet assigned deadlines.
Deliveries to meet assigned deadlines.
 - 3) Experience setting up procedures for special events such as banquets, graduations, auctions, etc.
 - 4) Demonstrate advanced computer skills.

FAS6	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$20.49	\$23.42	\$26.34	\$29.27	\$30.73
Position			Assigned Calendar		
Carpenter			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 vehicles with necessary daily work materials.				
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 for 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.				

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 implementing and maintaining a facility key code system. 3) Experience repairing various types of interior and exterior doors. 4) Experience repairing and replacing 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.
<i>Electrician - FAS6</i>	
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 using 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 using a computer for documentation and communication purposes (i.e., work orders, email, requisitions, etc.). 3) Knowledge of and experience with compliance with 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 pulling insulated terminations to complete the installation of electrical circuits. 4) Skilled in testing 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 installing, troubleshooting, and repairing 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 directing and training 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.
<i>General Maintenance Technician - FAS6</i>	
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. 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 repairing and replacing 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 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 an extensive 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 programs.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) 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 maintenance 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**
- 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 using power tools, hand tools, and meters.
 - 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes.
- Step 2**
- 1) At least three (3) years of job-related experience.
 - 2) Possess EPA certification in refrigerant recovery with a "Universal" endorsement.
 - 3) Proficient in using a computer for documentation and communication purposes (i.e., work orders, email, heat load calculations, requisitions, etc.).
 - 4) Knowledge of and experience with compliance with the Uniform Mechanical Code and related laws and regulations.
- Step 3**
- 1) At least five (5) years of job-related experience.
 - 2) Experience in diagnosing and repairing HVAC systems 25 tons and under.
 - 3) Experience in the diagnosis and repair of commercial ice makers.
 - 4) Experience in the preventative maintenance practices and procedures for HVAC systems.
- Step 4**
- 1) At least seven (7) years of job-related experience.
 - 2) Experience repairing chilled water systems, including chillers, pumps, and air handlers.
 - 3) Experience in the troubleshooting and calibration of DDC controls.
 - 4) Experience in the diagnosis and repair of commercial boilers.
- Step 5**
- 1) At least nine (9) years of job-related experience.
 - 2) Experience using and programming BAS control systems for energy management purposes.
 - 3) Demonstrate the ability to diagnose and repair HVAC systems of any size or capacity.
 - 4) Experience in directing and training personnel to install, maintain, and repair commercial HVAC systems.

Life Safety / Security 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) Skilled in the use of hand tools and portable power tools.
 - 4) Experience in the use of meters and other test equipment.
- Step 2**
- 1) At least three (3) years of job-related experience.
 - 2) Demonstrate the ability to work troubleshooting AC and DC circuits.
 - 3) Proficient in using a computer for documentation and communication purposes (work orders, email, requisitions, etc.).
 - 4) Basic knowledge of NFPA codes and standards.
- Step 3**
- 1) At least five (5) years of job-related experience.
 - 2) Experience in troubleshooting and repair of security systems.
 - 3) Experience in troubleshooting and repair of life safety systems.
 - 4) Demonstrate the ability to read and interpret detailed drawings, plans, and specifications.
- Step 4**
- 1) At least seven (7) years of job-related experience.
 - 2) Experience in the methods and practices used to repair and maintain various electronic equipment.
 - 3) Knowledge of elevating equipment maintenance and repair.
 - 4) Experience coordinating inspections for fire alarm systems, fire sprinkler systems, fire suppression systems, and fire extinguishers.
- Step 5**
- 1) At least nine (9) years of job-related experience.
 - 2) Proficient in preventative maintenance practices and documentation of service and repair of life safety and security systems.
 - 3) Experience in the direction and training of personnel in the use of district facilities security systems.

- 4) Experience in the direction and training of personnel in using district facilities, fire equipment, and life safety systems.
- 5) Demonstrate the ability to diagnose and correct complex problems with life safety and security systems.

Painter - FAS6

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| Step 1 | <ol 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 using tools in the paint trade, such as brushes, rollers, spray equipment, and drywall tools. |
| Step 2 | <ol style="list-style-type: none"> 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 to perform job duties (i.e., climbing, lifting, etc.). |
| Step 3 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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 using stains, sealants, varnishes, and lacquers to coat wood surfaces. |
| Step 5 | <ol style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Demonstrate the ability to develop and implement a schedule for painting a facility that minimizes the inconvenience of the building occupants. 3) Experience directing and training 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

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| Step 1 | <ol 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 using power, hand, 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 job-related experience. 2) Experience cleaning obstructions in drain and sewer lines in commercial facilities. 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 job-related experience. 2) Experience in the cutting, threading, bolting, soldering, and other established pipe joining procedures. 3) Experience installing and repairing commercial plumbing fixtures (i.e., toilet, lavatory, faucet, drinking fountain, etc.) |
| Step 4 | <ol style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Experience in installing and repairing domestic water heaters and commercial boilers. 3) Demonstrate the ability to read and interpret detailed drawings, plans, and specifications to determine the layout, methods, materials, and equipment required to complete work orders and projects. |

Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Experience installing, repairing, and testing commercial natural gas piping systems. 3) Experience in the direction and training of personnel to install, maintain, and repair commercial plumbing systems plumbing systems. 4) Demonstrate the ability to diagnose and repair complex problems in commercial facilities' gas, water, and sewer systems.
<i>Purchasing/Warehouse Manager - FAS6</i>	
Step 1	<ol 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 knowledge of routing warehouse setup.
Step 2	<ol style="list-style-type: none"> 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 supplies, materials, and tools disbursements. 4) Demonstrate proficient computer skills.
Step 3	<ol style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Demonstrate the ability to follow district purchasing procedures. 3) Possess certification in forklift operation
Step 4	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Experience in the organization and implementation of warehouse procedures and protocols. 3) Experience in the supervision of warehouse personnel in the areas of purchasing, inventory, and tool management.
<i>Utility Supervisor - FAS6</i>	
Step 1	<ol 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 the ability to follow written and verbal instructions. 4) Demonstrate the ability to give verbal and written directives. 5) Demonstrate basic knowledge of transporting and delivering furniture, materials, supplies, etc.
Step 2	<ol style="list-style-type: none"> 1) At least three (3) years of job-related experience. 2) Experience using pallet jacks, truck carts, vending dollies, and other moving equipment. 3) Experience using hand tools (i.e., hammers, screwdrivers, socket sets, etc.). 4) Demonstrate basic computer skills.
Step 3	<ol style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Demonstrate knowledge of parking lot maintenance and repair procedures. 3) Experience organizing, transporting, and delivering furniture, materials, supplies, etc.
Step 4	<ol style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Experience setting up procedures for special events such as banquets, fairs, and graduation. 3) Experience in the exterior cleaning of commercial buildings using commercial pressure washing equipment, chemicals, lifts, etc. 4) Demonstrate advanced computer skills.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Experience organizing, selling, and disposing of school district property by auction, recycling, or other approved methods. 3) Experience in supervising multiple crews to complete daily job assignments and meet assigned deadlines. 4) Experience in the 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	\$23.01	\$27.94	\$31.22	\$34.51	\$37.80
Position				Assigned Calendar	
Specialist (Electrician, HVAC, and Plumbing)				235	
Step Schedule for Hiring					
<i>Electrician Specialist - FAS7</i>					
Step 1	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 using power tools, hand tools, and meters. 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes.				
Step 2	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 testing malfunctioning electrical circuits and systems using test equipment.				
Step 3	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 pulling insulated wires and cables through conduit, including terminations to complete the installation of electrical circuits.				
Step 4	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 installing, troubleshooting, and repairing commercial lighting fixtures and systems. 4) Demonstrate the ability to read and interpret detailed drawings, plans, and specifications.				
Step 5	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 installing, troubleshooting, and repairing commercial lighting fixtures and systems. 4) Experience in directing and training personnel to install, maintain, and repair 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	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 using power tools, hand tools, and meters. 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes.				
Step 2	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 the Uniform Mechanical Code compliance and related laws and regulations.				
Step 3	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 diagnosing and troubleshooting commercial HVAC systems 25 tons and under.				
Step 4	1) At least seven (7) years of experience as an HVAC Technician. 2) Experience in troubleshooting, calibrating, and repairing pneumatic and DDC control systems. 3) Experience in diagnosing and troubleshooting air conditioning, heating, and refrigeration systems of any size or capacity.				
Step 5	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, hydroponics, and commercial refrigeration service or a degree in air conditioning/refrigeration technology. 3) Proficient in using 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 directing and training personnel to install, maintain, and repair commercial HVAC systems.

Plumbing Specialist - FAS7

- Step 1**
- 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 using power, hand, and trade-related instruments.
 - 4) Demonstrate the ability to read basic architectural drawings.
- Step 2**
- 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**
- 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 installing and repairing commercial plumbing fixtures (i.e., toilet, lavatory, water fountains).
 - 4) Experience cleaning obstructions in drain and sewer lines using the appropriate equipment.
- Step 4**
- 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 installing and repairing domestic water heaters and boilers.
 - 4) Demonstrate the ability to read and interpret detailed drawings, plans, and specifications to determine the layout, methods, materials, and equipment needed to complete work orders and projects.
- Step 5**
- 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 installing, repairing, and testing commercial natural gas piping systems.
 - 4) Experience in directing and training 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 PAY SCHEDULE				
Years of Experience	Bus Monitors - TRA1	Driver Trainees - TRA3	Driver Non-CDL TRA4	Driver CDL - TRA5
0	\$13.50	\$14.15	\$17.25	\$22.50
1	\$14.00		\$17.50	\$22.75
2	\$14.15		\$17.75	\$23.00
3	\$14.30		\$18.00	\$23.15
4	\$14.40		\$18.25	\$23.30
5	\$14.50		\$18.50	\$23.55
6	\$14.60		\$18.75	\$23.75
7	\$14.85		\$19.00	\$23.90
8	\$14.95		\$19.25	\$24.00
9	\$15.10		\$19.50	\$24.10
10	\$15.20		\$19.75	\$24.30
11	\$15.35		\$20.00	\$24.40
12	\$15.50		\$20.25	\$24.50
13	\$15.65		\$20.50	\$24.70
14	\$15.80		\$20.75	\$25.10
15	\$15.95		\$21.00	\$25.50
16	\$16.10		\$21.25	\$25.90
17	\$16.25		\$21.50	\$26.30
18	\$16.40		\$21.75	\$26.70
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	
Drivers - SS5, 18 years of experience rate +			\$0.40 additional per hour	
Late Run/Mid-day Dispatcher			\$14.00	
Mid-day Assistant			\$14.00	
Retire/Rehire Driver			0-year rate	
Substitute Bus Driver			0-year rate	
Substitute Bus Monitor			0-year rate	
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	
*Outside of normal scheduled hours.				

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	\$15.67	\$19.02	\$21.26	\$23.50	\$24.62
Position			Assigned Calendar		
Crossing Guard (2 HR) Mechanic Helper			Student Calendar 235		
Step Schedule for Hiring					
Crossing Guard (2HR) – TRA4					
Provides safe crossings for students who walk to and from school. Actively engages in actions that contribute to Dickinson ISD's overall mission and strategic plan.					
Compensation: \$16.75 per hour (2 hrs. per day)					
Mechanic Helper - TRA4					
Step 1	1) Entry level training. 2) Experienced in mechanics.				
Step 2	1) At least two (2) years of verifiable related work experience.				
Step 3	1) At least five (5) years of verifiable related work experience.				
Step 4	1) At least eight (8) years of 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	\$17.91	\$21.75	\$24.31	\$26.86	\$28.14
Position			Assigned Calendar		
Dispatcher			190		
Driver Trainer			177		
Field Trip Coordinator			177		
Lead Driver			177		
Office Generalist			177		
Routing Specialist			177		
Parts & Inventory Specialist			221		
Additional Pay					
Compensation for the following positions shall be regular driver salary plus \$1.00 per hour:					
Dispatcher, Driver Trainer, Field Trip Coordinator, Office Generalist, Routing Specialist, and Lead Driver					
Lead Driver - TRA5					
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 the training of drivers.					
5) Assist with training of students.					
6) Provide special project support as assigned by the Director for Transportation.					
Compensation for the lead driver position shall be a regular driver salary plus \$1.00 per hour.					
Parts & Inventory Specialist – TRA5					
Step 1	1. No job-related experience.				
	2. Possess or be willing to obtain a valid Commercial Texas Driver's license with a good driving record.				
	3. Ability to lift fifty (50) pounds frequently.				
	4. Demonstrate basic computer skills.				
	5. Willingness to substitute as a bus driver or monitor as needed.				
Step 2	1. At least one (1) year of job-related experience.				
	2. Exhibit's 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	1. At least three (3) years of job-related experience.				
	2. Proficient in the use 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	1. At least five (5) years of job-related experience.				
	2. Experience using a barcoding system for inventory control.				
	3. Demonstrate advanced computer skills with the ability to compile detailed inventory reports.				
Step 5	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.				

	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$20.49	\$24.88	\$27.81	\$30.73	\$32.20
Position				Assigned Calendar	
Mechanic				235	
Step Schedule for Hiring					
<i>Mechanic - TRA6</i>					
Step 1	1) At least two (2) years of verifiable mechanical experience. 2) Evidence of some type of automotive technical training. 3) Have or be able to obtain a CDL driver's license. 4) Have or be able to obtain DOT Inspections certification.				
Step 2	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	1) At least five (5) to ten (10) verifiable mechanical experience. 2) Creditable certification in 4-5 areas of automotive technical training.				
Step 4	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	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 the required training hours required by the USDA Professional Standards 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	20 hours + 1 year experience	\$1.50
Technician	2	40 hours + 1-year experience	\$2.50
Assistant Manager	3	52 hours + 1-year experience	\$3.00
Mechanical / Distribution Supervisor	4	52 hours + 1-year experience	\$3.00
Additional Rates			
Substitute Rate			\$14.00
FNS Summer Manager			\$25.00

Minimum Criteria for each position:

FNS1	Minimum	Midpoint	Maximum
Hourly	\$11.17	\$15.96	\$20.75
Position			Assigned Calendar
FNS Apprentice			173
Step Schedule for Hiring			
FNS Apprentice - FNS1			
1) No High School Diploma or experience is required.			
2) A high school diploma or Texas Education Agency certified GED is preferred.			

FNS2	Minimum	Midpoint	Maximum
Hourly	\$12.31	\$17.58	\$22.85
Position			Assigned Calendar
FNS Technician			173
Step Schedule for Hiring			
FNS Technician - FNS2			
1) No experience required.			
2) A high school diploma or Texas Education Agency certified GED is preferred.			

FNS3	Minimum	Midpoint	Maximum
Hourly	\$13.42	\$19.18	\$24.93
Position			Assigned Calendar
FNS Assistant Manager, Elementary and Middle School			173
Step Schedule for Hiring			
<i>FNS Assistant Manager, Elementary and Middle School - FNS3</i>			
<ul style="list-style-type: none"> 1) A high school diploma or Texas Education Agency-certified GED is required. 2) Minimum one (1) year as an FNS2 or experience approved by the FNS Director. 3) Certified at Level III. 4) ServSafe Certified. 			

FNS4	Minimum	Midpoint	Maximum
Hourly	\$15.67	\$22.38	\$29.09
Position			Assigned Calendar
FNS Assistant Manager, Junior High and High School			173
Step Schedule for Hiring			
<i>FNS Assistant Manager, Junior High and High School - FNS4</i>			
<ul style="list-style-type: none"> 1) A high school diploma or Texas Education Agency-certified GED is required. 2) Minimum one (1) year as an FNS3 or two (2) years as an FNS2 or experience approved by the FNS Director. 3) Certified at Level III. 4) ServSafe Certified. 			

FNS5	Minimum	Midpoint	Maximum
Hourly	\$17.91	\$25.58	\$33.26
Position			Assigned Calendar
Probation Manager			180
Step Schedule for Hiring			
<i>Probation Manager - FNS5</i>			
<ul style="list-style-type: none"> 1) A high school diploma or Texas Education Agency-certified GED is required. 2) Minimum two (2) years as an FNS3-FNS4 or experience and education approved by the FNS Director. 3) Level IV Certification. 4) ServSafe Certified. 			

FNS6	Minimum	Midpoint	Maximum
Hourly	\$20.49	\$29.27	\$38.05
Position			Assigned Calendar
Commercial Refrigeration/ Appliance Technician			221
Warehouse Manager			221
Step Schedule for Hiring			
<i>Warehouse Manager - FNS6</i>			
1) A high school diploma or Texas Education Agency-certified GED is required.			
2) Minimum two (2) years of warehouse experience or education approved by the FNS Director.			

FNS7	Minimum	Midpoint	Maximum
Hourly	\$23.01	\$32.87	\$42.73
Position			Assigned Calendar
Mechanical/Distribution Supervisor			221
Step Schedule for Hiring			
<i>Mechanical/Distribution Supervisor - FNS7</i>			
1) A high school diploma or Texas Education Agency-certified GED is required.			
2) Minimum two (2) years of related experience or experience approved by the FNS Director.			
3) Level IV Certification.			

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 differ from those 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 from 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
Allowance, Travel	
Director Energy Management	<i>Varies according to approximate travel/year based on mileage rate</i>
Director Food Nutrition Services	
Audio/Visual	
Broadcast	\$4,500.00
Extracurricular Media (Scoreboard)	\$4,500.00
AVID Tutors	
Adults	\$12.00/hour
Students	\$10.00/hour
Bilingual	
Bilingual endorsement in Bilingual Classroom	\$3,000.00
Diagnostician, School Psychologist, SLP (must demonstrate ability to provide and evaluate therapy)	\$3,000.00
Interpreter (Clerical or Instructional)	\$500.00
Instructional Coach/Interventionist/Specialist/Dyslexia Specialist	\$1,000.00
Bus Driver Training for Extracurricular	
Sponsors/Special Education Teacher	\$9/hour (not to exceed \$300)
Career & Technology Student Organization (CTSO)	
Level I	\$1,000.00
Level II	\$1,500.00
Level III	\$2,000.00
Cheerleader Coach	
Varsity	\$6,000.00
Varsity Assistant	\$3,000.00
Junior High	\$1,400.00

Critical Shortage (Secondary Math, Science, Foreign Language) <i>Must be Teacher of Record</i>	\$1,000.00
Drama	
High School	\$7,000.00
High School Assistant	\$5,000.00
Junior High	\$1,600.00
Drill/Dance Team	
Varsity	\$6,000.00
Varsity Assistant	\$3,000.00
Junior High	\$1,400.00
Dual Credit Instructor (# of dual credit students receiving credit per semester)	
<i>Total Dual Credit/onRamps 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
Musical (Drama/Choir)	\$2,000.00
Music/Band	
High School Head Band Director	\$18,000.00
High School Lead Band Director	\$8,500.00
High School Band Director	\$6,000.00
High School Percussion	\$1,000.00
High School Lead Choir	\$6,250.00
High School Choir	\$4,000.00
High School Color Guard	\$1,000.00
High School Winter Guard	\$1,000.00
Junior High School Lead Band Director	\$6,500.00
Junior High School Band Director	\$5,000.00
Junior High School Choir	\$3,000.00
Middle School Choir/Music	\$1,500.00
Special Education	
Campus Compliance Facilitator	\$2,500.00
Teacher	
ECSE/Life Skills/Behavior	\$1,500.00
18+	\$2,500.00
Paraprofessional (ECSE/Life Skills/Behavior/18+)	\$500.00

Vocational	
Agriculture Science Teacher	\$7,800.00
Cosmetology – Lead Teacher	\$3,500.00
The stipends listed below are paid per semester; however, the amounts shown represent the full annual stipend, not the quantity per semester:	
Mentor (<i>Dependent on Federal Funding</i>)	\$750
Special Olympics Coordinator	\$1,500.00
Special Programs CBI/CBVI Bus Driver (<i>Requires a minimum of 10 documented CBI/CBVI trips per semester during the instructional day, annual bus training, and a copy of CDL on file with the Transportation Department</i>)	\$1,500.00
Technology Liaison	\$1,000.00
The stipends listed below are paid at the end of the year (June 30):	
Department Head/Team Lead/Grade Level Chair	\$750.00
Limit: Elem/MS (4); JH (6); HS (13)	
National Honor Society	
High School	\$800.00
Junior High School	\$600.00
Robotics	
DHS Robotics Competition Sponsor (CTE)	\$4,000.00
Lead Robotics Sponsor (District)	\$750.00
Robotics Sponsor (<i>Limit 3 per campus</i>)	\$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
UIL Events (<i>Coordinator is Director of Academic Excellence & Academic Programs</i>)	
Assistant Directors (<i>Limit 3</i>)	\$500.00
UIL (K-8 Events)	
1 st Event	\$400.00
2 nd Event	\$250.00
Each additional event after 2 nd	\$100.00
Quiz Bowl Sponsor (<i>JH only</i>)	\$400.00
UIL (9-12 Events)	
1 st Event	\$600.00
2 nd Event	\$500.00
UIL Events (continued)	
Each additional event after 2 nd	\$250.00
Speech/Debate Coach	\$2,500.00
Speech/Debate Coach Assistant	\$2,000.00
UIL Spring Events	\$1,600.00
UIL Coordinator (<i>DHS</i>)	\$2,500.00
Yearbook	
High School	\$1,250.00
Junior High School	\$800.00

Athletic Stipends

Coaching Assignment	Stipend		
GENERAL ATHLETICS	Min	Mid	Max
Head Athletic Trainer	\$17,600		
Asst. Athletic Trainer (3)	\$12,850		
Girls JH Coordinator (per campus)	\$3,000	\$3,500	\$4,000
Boys JH Coordinator (per campus)	\$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/girls)	\$8,400	\$9,400	\$10,400
JV Head (varsity assistant boys/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/girls)	\$3,000	\$3,500	\$4,000
8th Grade Head (boys)-per campus	\$2,750	\$3,150	\$3,550
8th Grade head (girls)-campus	\$2,750	\$3,150	\$3,550
8th Asst. (boys)-per campus	\$2,000	\$2,400	\$2,800
8th Asst. (girls)-per campus	\$2,000	\$2,400	\$2,800
7th Head (boys)-per campus	\$2,250	\$2,650	\$3,050
7th Head (girls)-per campus	\$2,250	\$2,650	\$3,050
7th Asst.(boys)-per campus	\$1,750	\$2,150	\$2,550
7th Asst. (girls)-per campus	\$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 (8)	\$7,600	\$8,600	\$9,600
JV Head	\$7,550	\$8,550	\$9,550
JV Assistant (2)	\$7,300	\$8,300	\$9,300
9th Head	\$7,550	\$8,550	\$9,550
9th Assistant (2)	\$7,300	\$8,300	\$9,300
9th Assistant	\$7,300	\$8,300	\$9,300
8th Head (per campus)	\$6,000	\$6,400	\$6,800
8th Assistant (3 per campus)	\$3,750	\$4,150	\$4,550
7th Head (per campus)	\$4,250	\$4,650	\$5,050
7th Assistant (3 per campus)	\$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/girls)	\$6,050	\$7,050	\$8,050
Varsity Assistant (boys/girls)	\$3,450	\$3,950	\$4,450
JV (boys/girls)	\$2,550	\$3,050	\$3,550
9th (boys/girls)	\$2,550	\$3,050	\$3,550
Jr. High (boys/girls)-per campus	\$500	\$900	\$1,300
SOFTBALL	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
SWIMMING	Min	Mid	Max
Varsity Head (Boys/Girls)	\$6,000	\$7,250	\$8,250
Assistant	\$2,250	\$3,250	\$4,250

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 per campus)	\$800	\$1,200	\$1,600
Jr. High (girls per campus)	\$800	\$1,200	\$1,600
TRACK	Min	Mid	Max
Varsity head (boys/girls)	\$7,750	\$8,750	\$9,750
Varsity Assistant (field events boys)	\$5,000	\$5,500	\$6,000
Varsity Assistant (field events girls)	\$5,000	\$5,500	\$6,000
JV (boys/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 per campus)	\$1,500	\$1,900	\$2,300
X-Country Jr. High (girls per campus)	\$1,500	\$1,900	\$2,300
Jr. High Head (boys per campus)	\$3,000	\$3,400	\$3,800
Jr. High Head (girls per campus)	\$3,000	\$3,400	\$3,800
Jr. High Assist (boys) 3 per campus	\$1,000	\$1,400	\$1,800
Jr. High Assist (girls) 3 per campus	\$1,000	\$1,400	\$1,800
VOLLEYBALL	Min	Mid	Max
Varsity Head	\$8,400	\$9,400	\$10,400
Varsity Assistant	\$5,400	\$5,900	\$6,400
JV Head	\$4,350	\$4,850	\$5,350
9th Head	\$3,900	\$4,100	\$4,600
9th Assistant	\$3,000	\$3,500	\$4,000
8th Head (per campus)	\$2,750	\$3,150	\$3,550
8th Assistant (per campus)	\$2,000	\$2,400	\$2,800
7th Head (per campus)	\$2,250	\$2,650	\$3,050
7th Assistant (per campus)	\$1,750	\$2,150	\$2,550

Extra-Curricular Pay Scale

Extra-Curricular Assignment	Amount
Varsity Football Games	<u>Per Game</u>
Stadium Ushers	\$80.00
Ticket Takers	\$80.00
FNS Concession Supervision (1)	\$200.00
FNS Concession Manager (3)	\$150.00
FNS Concession Workers	\$110.00
Announcers (2)	\$70.00
Scoreboard / Spotter	\$70.00
Communications Coordinator	\$70.00
Head Ticket Coordinator	\$100.00
Ticket Seller	\$80.00
Field Gate Workers	\$70.00
Parking Attendants	\$80.00
Press Box Staff (3)	\$95.00
Special Events are events and games not sponsored by DISD	<u>Per Hour</u>
Stadium/Gym Manager/Equipment Manager	\$100.00
Support staff will be paid on the Varsity Football Pay Scale	
Sub-Varsity Football Games	<u>Per Game</u>
Announcer/Clock	\$25.00
Chain Crew	\$20.00
Ticket Taker	\$30.00
Other Sports	<u>Per Game</u>
Baseball/Softball Ticket Taker	\$35.00
Baseball/Softball Books/Clocks/Announcer	\$25.00
Basketball Books/Clock/Announcer	\$25.00
Basketball Ticket Taker	\$30.00
Soccer Books/Clock	\$25.00
Soccer Ticket Taker	\$30.00
Track (District Meet) Starter	\$25.00/Hour-\$150.00/Day
Volleyball Books/Clock	\$25.00
Volleyball Ticket 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>
Football Books/Clock	\$25.00
Basketball Books/Clock	\$25.00
Ticket Taker	\$25.00
Volleyball Books/Clock	\$25.00
Auditorium Facilities	<u>Per Event</u>
Auditorium Manager	\$80.00
Operation of Sound and Lights	\$80.00

Custodial for All Events Non-District Events – Extended Weekends, Thanksgiving Break, Christmas Break, Spring Break, etc. The number of custodians determined by the Director of Custodial Services	<u>Per Hour</u> \$45.00
Security Pay (4-hour minimum) Monday - Thursday Friday - Sunday Special Events (includes graduation, Mardi Gras, rentals, etc.) Varsity Football	<u>Per Hour</u> \$35.00 \$40.00 \$45.00 \$45.00

Extra Duty Pay

Agreement Form Required

Each occasion resulting in extra duty pay will require the completion of a full and accurate Extra Duty Agreement form. The 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 following conditions.

Special Circumstances

The Superintendent's advance written approval/authorization is required for special circumstances not covered below.

REMINDER:

An Extra Duty Agreement is necessary for any task performed by an employee that exceeds their contractual obligations or scheduled work hours. In summary, employees are not entitled to extra duty compensation for work performed during regular operating hours, including personal, sick, and state holidays.

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

The following scale is used for extra duty pay for professional staff, including teachers, Registered Nurses, LVNs, Librarians, Specialty personnel, and administrators.

Notes: Any preparation time eligible for reimbursement requires prior approval from the appropriate Educational Services Department staff and must not exceed two hours per day unless previously authorized by 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, the time needed during the work week [outside typical 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. Translation of materials.	\$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 the 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 the work calendar are based on the employee's base daily rate. Paid either 1/2 or full day basis (min 3 hrs.)
Teachers who are certified trainers from outside providers provide training for staff during non-contract days. <i>Examples: Teachers qualified as TOTs 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 and performed outside the employee's scheduled work assignment.	\$75.00/hour; not to exceed \$125.00/hour
Specialized consultant services provided to administrative positions (mentor, substitute, etc.).	\$85-\$125/hour Range varies based on YOE/Role
UHCL Clinical Teacher 2 Supervisor	\$1000 per Clinical Teacher
Accompanist services performed outside 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 the same or similar job without receiving time-and-a-half pay for any work over 40 hours. The Executive Director of Human Resources must be consulted before arranging any such pay agreement. Instead of receiving time-and-a-half pay, the employee may be permitted to exchange one and a half hours of regularly scheduled work time for each hour worked beyond 40 hours in a workweek. This arrangement must be agreed upon 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.)	The amount is as per the PCT/extracurricular (daily/hourly rate) scale, which the Executive Director of Human Resources communicated to the employee 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.

Substitutes are 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
<i>Non-certified</i>		
Day to Day	\$90.00	\$45.00
Long Term	\$115.00	N/A
Permanent	\$120.00	N/A
<i>Certified (valid Texas) or Certified (other state)</i>		
Day to Day	\$120.00	
Long Term	\$155.00	
Permanent	\$160.00	
Substitute Paraprofessional Salary Schedule		
	Full Day	1/2 Day
Day to Day	\$80.00	\$40.00
Long Term	\$110.00	\$55.00
Substitute Administrator (Assistant Principal/Counselor) Salary Schedule		
Day to Day	Full 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 the minimum wage rate as set by the Federal Government -Non-certified teaching positions approved on an individual basis by the Superintendent -Not to exceed 90% of the rate of full-time employees -Sub counselor/ retired teachers hired on SAA, the daily rate is based on years of service at retirement 		

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2025
Item Title: Policy Update 124
Agenda Item: Robert Cobb

Background Information:

Policy Update 124 includes changes to the following (LOCAL) policies:

- CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS
- CDA(LOCAL): OTHER REVENUES - INVESTMENTS
- CY(LOCAL): INTELLECTUAL PROPERTY
- DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT
- EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS
- EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS
- FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
- GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES

Recommendation:

The Superintendent and Assistant Superintendent for Administration recommend the board add, revise, or delete (LOCAL) policies as offered by TASB Policy Service for consideration and according to the Instruction Sheet for TASB Localized Policy Manual Update 124.

Action Item: Yes No

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



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes — as in an extensive rewrite — may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact us:

School Districts and Education Service Centers, call 800-580-7529 or email policy.service@tasb.org.

Community Colleges, call 800-580-1488 or email colleges@tasb.org.

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
 - for Board members— BBF
 - for employees— DH
- Financial conflicts of interest:
 - for public officials— BBFA
 - for all employees— DBD
 - for vendors— CHE
- Compliance with state and federal grant and award requirements: CB, CBB
- Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
- Systems for monitoring the District's investment program: CDA
- Budget planning and evaluation: CE
- Compliance with accounting regulations: CFC
- Activity fund management: CFD
- Criminal history record information for employees: DBAA, DC
- Disciplinary action for fraud by employees: DCD, DCE, and DF series

Fraud and Financial Impropriety

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

Financial Controls and Oversight

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

The Superintendent ~~or designee~~ shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent ~~or designee~~, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

*Protection from
Retaliation*

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

Fraud Investigations

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent ~~or designee~~ shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards
Disclosure

~~The~~ In connection with federal awards, the District shall promptly disclose, ~~in a timely manner~~ in writing ~~to the federal awarding agency or pass-through entity, all violations~~ whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations ~~potentially affecting~~ found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal ~~grant~~ award. [See CBB]

Analysis of Fraud

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent ~~or designee~~ shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent ~~or designee~~ shall ensure that

appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

Investment Authority

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be settled on a delivery versus payment basis.

**Approved
Investment
Instruments**

From those investments authorized by law and described further in CDA(LEGAL) under Authorized Investments, the Board shall permit investment of District funds, including bond proceeds and pledged revenue to the extent allowed by law, in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load mutual funds, except for bond proceeds, and no-load money market mutual funds, as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

Safety

The primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctua-

tions by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

**Investment
Management**

In accordance with Government Code 2256.005(b)(3), the quality and capability of investment management for District funds shall be in accordance with the standard of care, investment training, and other requirements set forth in Government Code Chapter 2256.

**Liquidity and
Maturity**

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

Diversity

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

**Monitoring Market
Prices**

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant changes in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisers, and representatives/advisers of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

**Monitoring Rating
Changes**

In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.

Funds/Strategies

Investments of the following fund categories shall be consistent with this policy and in accordance with the applicable strategy defined below. All strategies described below for the investment of a particular fund should be based on an understanding of the suitability of an investment to the financial requirements of the District and consider preservation and safety of principal, liquidity, marketability of an investment if the need arises to liquidate before maturity, diversification of the investment portfolio, and yield.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

Operating Funds	Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Custodial Funds	Investment strategies for custodial funds shall have as their primary objectives preservation and safety of principal, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
Debt Service Funds	Investment strategies for debt service funds shall have as their primary objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.
Capital Project Funds	Investment strategies for capital project funds shall have as their primary objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
Safekeeping and Custody	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
Sellers of Investments	<p>Prior to handling investments on behalf of the District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law. [See Sellers of Investments, CDA(LEGAL)]</p> <p>Representatives of brokers/dealers and representatives with distributors of investment pools shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC) and be in good standing with the Financial Industry Regulatory Authority (FINRA). Distributors of investment pools shall also be a registrant in good standing with the Municipal Securities Rulemaking Board (MSRB).</p>
Soliciting Bids for CDs	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
Interest Rate Risk	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>

Internal Controls

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

Annual Review

The Board shall review this investment policy and investment strategies not less than annually and shall document its review in writing, which shall include whether any changes were made to either the investment policy or investment strategies.

Annual Audit

In conjunction with the annual financial audit, the District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies.

Intellectual Property	All copyrights, trademarks, and other intellectual property rights be- longing to the District shall remain with the District at all times. Ex- cept as provided by law, policy, or written authorization from the Superintendent, the use of District intellectual property shall be lim- ited to District-related purposes.
Students	A student shall retain all rights to their own work created as part of instruction or using District technology resources.
Employees <i>District Ownership</i>	As an agent of the District, an employee, including a student em- ployee, shall not have rights to work he or she creates created on District time or using District technology resources. The District shall own any work or work product created by a District employee in the course and scope of his or her District employment, including the right to obtain patents or copyrights.
<i>Employee Ownership</i>	If the employee obtains a patent for such work, the employee shall grant a non-exclusive, non-transferable, perpetual, royalty-free, Districtwide license to the District for use of the patented work. A District employee shall own any work or work product produced on his or her own personal time, away from his or her job and with per- sonal equipment and materials, including the right to obtain patents or copyrights.
<i>Permission A District employee may apply to the</i> Exception	The Superintendent or designee shall have the authority to permit use of District materials and equipment in his or her creative devel- oping the employee's own projects, provided the employee agrees either in writing to grant to the District a non-exclusive, non-transfer- able nonexclusive, nontransferable , perpetual, royalty-free, District- wide license to use the work, or permits the District to be listed as co-author or co-inventor if the District contribution to the work is substantial. District materials do not include student work, all rights to which are retained by the student.
Works Made for Hire Independent Contractors	The District may hire an independent contractor for specially com- missioned work(s) works under a written works-made-for-hire agreement that provides that the District shall own the work prod- uct created under the agreement, as permitted by copyright law. In- dependent contractors shall comply with copyright law in all works commissioned.
Return of Intellectual Property	Upon the termination of any person's association with the District, all permission to possess, receive, or modify the District's intellec- tual property shall also immediately terminate. All such persons shall return to the District all intellectual property, including but not limited to any copies, no matter how kept or stored, and whether directly or indirectly possessed by such person.

Copyright

Unless the proposed use of a copyrighted work is an exception under the “fair use” guidelines maintained by the Superintendent ~~or designee~~, the District shall require an employee or student to obtain a license or permission from the copyright holder before copying, modifying, displaying, performing, distributing, or otherwise employing the copyright holder’s work for instructional, curricular, or extracurricular purposes. This policy does not apply to any work sufficiently documented to be in the public domain.

Technology Use

~~All persons are prohibited from using~~ Use of District technology in violation of any law, including copyright law, ~~is prohibited~~. Only appropriately licensed ~~images, applications, programs, or other software~~ may be used with District technology resources. ~~No person shall use the~~ The District’s technology resources shall not be used to post, publicize, or duplicate information in violation of copyright law. The ~~Board shall direct the Superintendent or designee to~~ shall employ all reasonable measures to prevent the use of District technology resources in violation of the law. ~~All persons~~ Any person using District technology resources in violation of law shall lose user privileges in addition to other sanctions. [See BBI and CQ]

~~Electronic Media~~

~~Unless a license or permission is obtained, electronic media in the classroom~~ Performances and Displays

The display and performance of copyrighted material, including motion pictures ~~and other audiovisual~~, dramatic works, ~~must be used in~~ musical performances, or other audio and visual works, may only occur as part of instructional activities and in accordance with the following:

- As a regular part of teaching and directly related to the ~~course of~~ curriculum;
- During face-to-face teaching activities ~~as defined by law. Electronic media ordered;~~
- When viewed in a classroom or designated place of instruction;
- With a lawfully made copy or through authorized access; and
- Ordered from Region IV ~~shall be~~ and approved for classroom use in the grade level for which it is intended.

Designated Agent

The District shall designate an agent to receive notification of alleged online copyright infringement and shall notify the U.S. Copyright Office of the designated agent’s identity. The District shall include on its ~~Web site~~ website information on how to contact the District’s designated agent and a copy of the District’s copyright policy. Upon notification, the District’s designated agent shall take all actions necessary to remedy any violation. The District shall provide the designated agent appropriate training and resources necessary to protect the District.

If a content owner reasonably believes that the District's technology resources have been used to infringe upon a copyright, the owner may notify the designated agent.

Trademark

The District protects all District and campus trademarks, including names, logos, mascots, and symbols, from unauthorized use.

School-Related Use

The District grants permission to students, student organizations, parent organizations and other District-affiliated school-support or booster organizations to use, without charge, District and campus trademarks to promote a group of students, an activity or event, a campus, or the District, if the use is in furtherance of a school-related business or activity. The Superintendent ~~or designee~~ shall determine what constitutes use in furtherance of a school-related business or activity and is authorized to revoke permission if the use is improper or does not conform to administrative regulations.

Public Use

Members of the ~~general~~-public, outside organizations, vendors, commercial manufacturers, wholesalers, and retailers shall not use District trademarks without ~~the written permission of~~ authorization from the Superintendent ~~or designee~~. Any production of merchandise with District trademarks for sale or distribution must be pursuant to a trademark licensing agreement and may be subject to the payment of royalties.

Any individual, organization, or business that uses District ~~or campus~~ trademarks without appropriate authorization ~~shall~~ may be subject to legal action.

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See DH(EXHIBIT)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. A District employee who holds a Texas handgun license stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent ~~or~~ **designee**.

In accordance with ethical standards applicable to all District employees [see DH(EXHIBIT)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use

All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Reporting Improper Communication

In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.

Disclosing Personal Information

An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Safety Requirements

Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse

An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students

An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See FFH]

As required by law, the District shall notify the parent of a student with whom an educator is alleged to have engaged in certain misconduct. [See FFF]

Tobacco and Nicotine Products and E-Cigarettes

~~An employee shall not smoke or use tobacco products or e-cigarettes on District property, in District vehicles, or at school-related activities. [See also GKA]~~

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

Alcohol and Drugs / Notice of Drug-Free Workplace

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered “under the influence” of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee’s job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee’s personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee’s child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

EMPLOYEE STANDARDS OF CONDUCT

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1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

Dyslexia and Related Disorders

The District shall comply with all applicable state rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test regarding students with dyslexia and related disorders, including the “Dyslexia Handbook” and the provision of dyslexia instruction for students with dyslexia or a related disorder as determined by the student’s admission, review, and dismissal committee.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

Referral	Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.
Screening and Identification Process	<p>The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.</p> <p>The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment identification procedures and services for the program prior to beginning the screening and identification process.</p>
Parental Consent	The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.
Identification Criteria	The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.
Assessments	Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.
Selection	A selection placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.
Notification	The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment	If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.
Transfer Students	When a student identified as gifted by a previous school district enrolls in the District, the selection placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.
Interdistrict	[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]
Intradistrict	A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.
Furloughs	The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student. In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.
Exit Provisions	The District shall monitor student performance in response to gifted and talented program services. If at any time the selection placement committee or a parent determines it is in the best interest of the student to exit the program is not meeting the student's educational needs , the committee shall meet with the parent and student before finalizing an exit decision.
Appeals	A parent, student, or educator may appeal any final decision of the selection placement committee regarding selection for or exit from services in the gifted and talented program. Appeals shall be made first to the selection placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.
Program Evaluation	The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus im-

provement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The ~~District's~~ Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program ~~shall address effective use of funds for programs~~ are spent providing and ~~services consistent with the standards in the state plan~~ enhancing the District's program and that a method accounting for expenditures related to the gifted and talented ~~students~~ program is established and aligns with the Texas Education Agency's financial compliance guidance.

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a

child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of ~~the Texas Department of Family and Protective Services (DFPS)~~ at (800)-252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.

[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

In accordance with law, an individual must provide their name and telephone number when making a report. If the individual making the report is a school employee, agent, or contractor, they must also provide their business address and profession.

Confidentiality

~~In accordance with state law, the~~The identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the law and the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

Failing to Report Suspected Child Abuse or Neglect

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

Responsibilities Regarding Investigations

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

Dickinson ISD
084901

STUDENT WELFARE
CHILD ABUSE AND NEGLECT

FFG
(LOCAL)

¹ Texas Abuse Hotline ~~Website~~website: <http://www.txabusehotline.org>

DATE ISSUED: ~~11/2/2024~~1/24/2025
UPDATE 418124
FFG(LOCAL)-A

~~ADOPTED:~~Adopted:

4 of 4

Note: This local policy has been revised in accordance with the District's [innovation plan](#).¹

Access to District Property

Authorized District officials, including school resource officers and District police officers if applicable, may refuse to allow a person access to property under the District's control in accordance with law.

District officials may request assistance from law enforcement in an emergency or when a person is engaging in behavior rising to the level of criminal conduct.

Ejection or Exclusion from District Property

In accordance with the District's innovation plan, the District is exempt from the state law regarding refusal of entry to or ejection from District property. A District official shall not be required to provide a person refused entry to or ejected from property under the District's control prior verbal warning or written information explaining the right to appeal such refusal of entry or ejection.

A person may appeal refusal of entry to or ejection from District property in accordance with the District's grievance process. [See FNG and GF]

Off-Campus Activities

Employees shall be designated to ensure appropriate conduct of participants and others attending a school-related activity at non-District or out-of-District facilities. Those so designated shall coordinate their efforts with persons in charge of the facilities.

Prohibitions

Tobacco and E-Cigarettes

The District prohibits smoking and the use of tobacco products ~~and~~, e--cigarettes, or other electronic vaporizing devices on District property, in District vehicles, or at school-related activities.

Weapons

The District prohibits the unlawful use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on all District property at all times.

Exceptions

No violation of this policy occurs when:

1. A Texas handgun license holder stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, as long as the handgun or other firearm is not in plain view; or
2. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

¹ Innovation Plan: <https://www.dickinsonisd.org/>

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025

Item Title: Board Policy EIE(LOCAL) Update
ACADEMIC ACHIEVEMENT
RETENTION AND PROMOTION

Agenda Item: Robert Cobb

Background Information:

This is a locally developed update to make our policy better reflect our practice. This update reflects our policy to include standard based learning achievement for Prekindergarten through Second Grade. Traditional numeric scores will still be used for Grades 3-8.

Recommendation:

The Superintendent, Deputy Superintendent for Educational Services, and Assistant Superintendent for Administration recommend approval of the EIE(LOCAL) Update.

Action Item: Yes No

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

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.

Students Receiving
Special Education
Services

Any modified promotion standards for a student receiving special education services shall be determined by the student's admission, review, and dismissal (ARD) committee and documented in the student's individualized education program (IEP). [See EHBA series and EKB]

**Standards for
Mastery**

In addition to the factors in law that must be considered for promotion, mastery shall be determined as follows:0)

1. Course assignments and unit evaluation shall be used to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
2. 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.

Kindergarten and
Grade ~~1-2~~

In kindergarten and grade 1, students shall be evaluated on a list of standards based on the essential knowledge and skills. Promotion shall be based on significant mastery of skills, as determined by the student's teacher. A campus committee composed of the principal, the assistant principal, the student's teacher, and the student's parent shall review relevant student information and shall make a decision regarding promotion for each student considered for retention.

~~Grades 2-4~~

~~In grades 2-4, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, and either science or social studies.~~

Grades ~~5-3-8~~

In grades 5-8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in language arts, mathematics, and either science or social studies.

Grades 9-12

Mastery of at least 70 percent of the course objectives shall be required. Grade-level advancement for students in grades 9-12 shall be earned by course credits. [See EI]

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025
Item Title: Engage Auditor for the 2024-2025 Fiscal Year
Agenda Item: Ryan Boone/Kelly Logsdon/Leslie Hudson

Background Information:

The audit firm of Mays & Associates PLLC proposal is attached for them to serve as the District Auditor for the 2024-2025 fiscal year. The maximum fee, not to exceed \$60,000, is the same as last year.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations, Executive Director of Business Operations and Executive Director of Payroll recommend approval of the firm of Mays & Associates PLLC to serve as the District auditor for the 2024-2025 fiscal year.

Action Item: X Yes No

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



MAYS & ASSOCIATES PLLC
CERTIFIED PUBLIC ACCOUNTANTS

April 17, 2025

Board of Trustees
Dickinson Independent School District
Dickinson, Texas

Dear Trustees:

We are pleased to confirm our understanding of the services we are to provide for Dickinson Independent School District (the District) for the year ending August 31, 2025.

Audit Scope and Objectives

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of the District as of and for year ending August 31, 2025. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement the District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the District's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

- Management's Discussion and Analysis
- Budgetary Comparison Schedule – General Fund
- Pension Plan Schedules
- Other Post-employment Benefit Plan Schedules

We have also been engaged to report on supplementary information other than RSI that accompanies the District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements:

- Schedule of Expenditures of Federal Awards
- Combining Balance Sheet – Non-major Governmental Funds
- Combining Statement of Revenues, Expenditures, and Changes in Fund Balance – Non-major Governmental Funds
- Schedule of Delinquent Taxes Receivable
- Budgetary Comparison Schedule – Child Nutrition
- Budgetary Comparison Schedule – Debt Service Fund

- Schedule of State Compensatory and Bilingual Education Program Expenditures

Our audit will also include the performance of certain audit procedures for the purpose of reviewing the accuracy of fiscal information provided by the District through the Public Education Information Management System (PEIMS), as required by Section 44.008(b) of the Texas Education Code.

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

Auditors' Responsibilities for the Audit of the Financial Statements and Single Audit

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential.

We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

Planning has not concluded; therefore, we have not identified any significant risk(s) of material misstatement. If significant risk(s) are identified during fieldwork, we will communicate them to those charged with governance in a timely manner.

We may, from time to time and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we will remain responsible for the work provided by any such third-party service providers.

Our audit of financial statements does not relieve you of your responsibilities.

Audit Procedures - Internal Control

We will obtain an understanding of the District and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures - Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. These nonaudit services do not constitute an audit under Government Auditing Standards and such services will not be conducted in accordance with Government Auditing Standards. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Responsibilities of Management for the Financial Statements and Single Audit

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the District involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the District received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the District complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review prior to release of the report.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19 related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles (GAAP). You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for

such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information. With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

Additionally, the District will be responsible for ensuring that the audit reports are received by the Texas Education Agency (TEA) within 150 days of the close of the fiscal year. The District will further be responsible for ensuring that other appropriate governmental agencies receive copies of the audit reports according to instructions in the TEA's Financial Accountability System Resource Guide.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. If applicable, we will provide copies of our report for you to include with the reporting package you will submit to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Mays & Associates, PLLC (the Firm) and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the TEA or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Firm personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the TEA or Regional Office of Inspector General. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Albert Garcia is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in June-July 2025 and to issue our reports no later than the January 2026 board meeting.

Our fees for these services will be at our standard hourly rates plus out-of-pocket costs (such as report reproduction, typing, postage, travel, copies, telephone, bank confirmation fees, etc.). We presently anticipate our fees to range between \$58,000 and \$60,000. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. We will endeavor, of course, to keep our fees as low as possible. If significant additional time is necessary, we will keep you informed of any problems we encounter, and our fees will be adjusted accordingly.

Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Trustees of the District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other matter paragraph to our auditor’s report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity’s internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We appreciate the opportunity to be of continued service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign and return it to us.

Very truly yours,


Mays & Associates, PLLC

RESPONSE:

This letter correctly sets forth the understanding of Dickinson Independent School District.

By: _____

Title: _____

Date: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025
Item Title: Efficiency audit
Agenda Item: Ryan Boone/Kelly Logsdon/Leslie Hudson

Background Information:

The board of trustees of a school district must select an auditor to conduct an efficiency audit pursuant to the Texas Education Code, 11.184(b). The CPA firm of Mays & Associates PLLC has proposed to do the efficiency audit not to exceed \$8,500.00.

Recommendation:

The Superintendent, Deputy Superintendent for Business and Operations, Executive Director of Business Operations and Executive Director of Payroll recommend approving Mays & Associates PLLC to do the efficiency audit not to exceed \$8,500.00.

Action Item: X Yes No

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



MAYS & ASSOCIATES PLLC
CERTIFIED PUBLIC ACCOUNTANTS

May 20, 2025

Board of Trustees
Dickinson Independent School District
Dickinson, Texas

Dear Trustees:

We are pleased to confirm our understanding of the services we are to provide for Dickinson Independent School District (the "District"). We will perform an efficiency audit as required by House Bill 3, 86th Legislature, 2019, and as prescribed by the State of Texas Legislative Budget Board.

Efficiency Audit Objectives, Scope, and Methodology

The objective of our efficiency audit is to assess the District's fiscal management, efficiency, utilization of resources, and whether the District has implemented best practices utilized by other Texas school districts. We will conduct our efficiency audit in accordance with the standards for performance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of the District's records and other procedures we consider necessary to complete the efficiency audit. We will plan and conduct the efficiency audit to obtain reasonable rather than absolute assurance about the District's fiscal management, efficiency and utilization of resources in comparison to its peer districts.

Our methodology in performing our audit will include review of certain documentation and inquiries based on the most recent school year for which data are available. At the end of our audit, we will provide summary of the results of our procedures as described below:

- The date of the election to adopt the District's M&O tax rate;
- The dates of the previous three tax ratification elections, the tax rate increase proposed by each, and the results of the elections;
- Current M&O tax rate and the proposed tax rate compared to peer districts and the state average;
- The amount of tax revenue the tax rate change is estimated to generate in the first school year in dollars and as a percentage of the District's current operating budget;
- The Estimated dollar-amount increase, as a result of the M&O tax rate change, to the property tax bill of a single-family residential property at the current average home value of the District;
- A District statement explaining how it intends to spend the additional tax revenue, including any new programs, and consequences if the measure does not pass;
- The District's accountability rating compared to peer districts;
- The District's School Financial Integrity Rating System of Texas (FIRST) rating;
- The District's actual operating expenditures per enrolled student compared to peer districts and the state average;
- A high-level summary of any significant findings of the efficiency audit, and any District responses to the findings.

In order to provide the summary items listed above, we must perform and report on 20 items detailed in House Bill 3 Efficiency Audit Guidelines (see Attachment A).

Audit Procedures - General

We will provide observations or conclusions based on our evaluation of sufficient, appropriate evidence to assess the District's fiscal management, efficiency, utilization of resources, and whether the District has implemented best practices, utilized by other Texas school districts, which have a high likelihood of improving

student academic achievement result. Our audit will provide objective analysis to assist taxpayers, management, and the Board of Trustees in using the information to assess whether the District's expenditures align with cost-effective and best practices, utilized by other Texas school districts, to improve student results. In addition, our efficiency audit does not constitute an engagement to provide audit, compilation, review or attestation services as described in the pronouncements on professional standards issued by the AICPA, the Public Company Accounting Oversight Board, or other regulatory body and, therefore, we will not express an opinion or any form of assurance as result of our efficiency audit.

Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Management's Responsibilities

The District is responsible for designing and implementing effective internal control. In addition, the District will be responsible for ensuring that all key District personnel actively participate in both the planning and execution of this engagement.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could lead to material noncompliance. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report.

We also provide non-attest services as part of the financial statement audit such as assistance with the preparation of the financial statements. Management has agreed to take responsibility for those non-attest services.

Engagement Administration, Fees, and Other

We understand that your staff will assist us in obtaining hard and electronic copies of all information we request. We will provide a secured portal on our website for this purpose and instruct your staff on how to load the information we need on it. We will provide the District with our report; however, management is responsible for distribution of the reports to others. This includes complying with the requirements stipulated in House Bill 3 that resulted from the 86th Texas Legislature. If an electronic copy of information is not available, then your staff shall provide access for review of the hard copy information. You are under no obligation to convert hard copy files into electronic files.

The final efficiency audit reports that Mays & Associates, PLLC (the Firm) prepares and delivers are the property of the District. However, internal working papers that Firm personnel generate as well as the confidential methods used by the firm are proprietary and confidential to the firm. However, we may be requested to make certain audit documentation available pursuant to authority given by law or regulation, or to peer reviewers. We will notify you of any such request. If requested and a legal obligation exists for us to provide such documentation, access to such efficiency audit documentation will be provided under the supervision of Firm personnel. Furthermore, upon request and a legal obligation exists for us to provide such documentation, we may provide copies of selected efficiency audit documentation to the applicable parties. These parties may intend, or decide, to distribute copies or information contained therein to others, including other governmental agencies. All materials that the Firm provides to the District are subject to the Texas Public Information Act (TPIA). Certain materials may be exempt from production pursuant to the Act depending upon the request. The Firm merely as a vendor to the District is not subject to the TPIA. Therefore, its internal working papers are not subject to the TPIA.

The efficiency audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by a qualified regulatory agency.

We expect to begin our efficiency audit as soon as is practical for our engagement team and the District's staff. The audit will be completed no later than three months after being selected to conduct the audit. Albert Garcia, CPA is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fees for these services will range from \$7,500 to \$8,500. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to the project. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. We will endeavor, of course, to keep our fees as low as possible. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly. We will render monthly invoices as work progresses. These invoices will be payable within thirty (30) days of receipt.

We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Our engagement ends on delivery of our efficiency audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Very truly yours,


Mays & Associates, PLLC

RESPONSE:

This letter correctly sets forth the understanding of Dickinson Independent School District.

By: _____

Title: _____

Date: _____

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025

Item Title: Public Notice of Intent to Apply for Federal Grants

Agenda Item: Lindsey Suarez

Background Information:

The following public notice of intent to apply for federal grants is posted on our website <https://www.dickinsonisd.org/page/nclb.grant>

ESSA Title 1, Part A, Title II, III, and IV, Carl D. Perkins V, IDEA Parts B and C

DICKINSON ISD NOTICE OF INTENT TO SUBMIT AN APPLICATION FOR THE FOLLOWING FEDERAL GRANTS: Every Student Succeeds Act (ESSA): Title 1, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; PERKINS V; and SPECIAL EDUCATION CONSOLIDATED.

EVERY STUDENT SUCCEEDS ACT (ESSA): Title I, Part A; Title II Part A; Title II, Part A; Title IV Part A

The Dickinson Independent School District is providing public notice to the community and stakeholders of its intent to submit an application for the 2025-2026 ESSA Consolidated Federal Grant. For more information about ESSA, visit our Federal Programs page.

Please email Jaime Williams at JWilliams@dickinsonisd.org by July 1, 2025 to share suggestions or comments.

PERKINS V: Strengthening Career and Technical Education for the 21st Century

The Dickinson Independent School District is providing public notice to the community and stakeholders of its intent to submit an application for the 2025-2026 PERKINS V: Strengthening Career and Technical Education for the 21st Century grant. For more information about Perkins V, visit the TEA Perkins V Executive Summary.

Please email Dr. Melissa Everett at meverett@dickinsonisd.org by July 1, 2025 to share suggestions or comments.

SPECIAL EDUCATION CONSOLIDATED GRANT APPLICATION

The Dickinson Independent School District is providing public notice to the community and stakeholders of its intent to submit an application for the 2025-2026 Special Education Consolidated Federal and State Grants under the Individuals with Disabilities Act (IDEA) Parts B and C. The intent and purpose of these grants is to assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages three through 21 and providing early intervention services for infants and toddlers birth through age two and their families.

Please email Patrick Monaghan at pmonaghan@dickinsonisd.org by July 1, 2025 to share suggestions or comments.

Recommendation:

Information only

Action Item: _____ Yes No

10ICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025

Item Title: High School CTE - Texas New Mexico Easement

Agenda Item: Ryan Boone

Background Information:

Texas New Mexico Power Co. needs an easement right of way where the HS CTE building will be constructed. We are asking that the Board of Trustees delegate the authority to sign the documents to the Superintendent. We will not have the metes and bounds prior to the board meeting.

Recommendation:

The Superintendent, Chief Business and Operations Officer and Executive Director of Facilities and Planning recommend approval.

Action Item: X Yes _____ No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 4, 2025

Item Title: TEA Foreign Exchange Student Waiver

Agenda Item: Debby Noffsinger

Background Information:

Dickinson High School has requested the number of Foreign Exchange Students be set at 5 or more per year.

Recommendation:

The Superintendent recommends approval of the waiver described above.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2025

Item Title: Approval of Agenda Item A

Agenda Item: Dr. Rebecca Brown

Background Information:

Agenda Items:

A. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Item A.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 4, 2025

Item Title: Consent Agenda Items

Agenda Item: Dr. Rebecca Brown, Superintendent

Background Information:

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

- Budget Amendments/Adjustments for May 15, 22, 29, 2025
- New Hires for the Week of May 12, 2025
- MOU Between DISD and UYMB Galveston Youth Aware of Mental Health Program
- May 12, 2025 Minutes
- New Hires for May 21, 2025
- Donation to BMS-Walmart LaMarque
- Donation to DHS c/o 2025-McRee Ford, Guzzetta Benefit Group
- Donation to DHS FFA-Misti Briles

Recommendation:

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

Action Item: Yes No