

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 February 6, 2024, beginning at 6:30 PM in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

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

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

1. Roll Call, Establish Quorum, Welcome Visitors
2. Pledge of Allegiance to the American and Texas Flags
Pledge Leaders: Giovanni Barilla, Giancarlo Barilla, & Chloe Denton - Lobit Middle School
3. Recognitions
 - A. Big Impact Award 4
 - B. DHS Cheer 6
 - C. HLS&R Art Contest 8
 - D. DHS Choir TMEA District & Region 9
 - E. DHS Band TMEA District, Region, Area, & All-State 10
4. Public Comment: Agenda Items 12
5. Open Forum: Non agenda Items 13
6. Closed Executive Session 14
 - A. Section 551.074 - Resignations, Retirements, Employment
 - B. Section 551.074 - Deliberate regarding end-of-year termination and proposed mid-year termination of 2023-2024 probationary contract of McAdams Junior High School Teacher Robin Holk

C.	Section 551.074 - Deliberate regarding termination of 2022-2023 probationary contract of Silbernagel Elementary School Teacher Amanda Jue	
D.	Section 551.076 - Security Section 551.089 - Deliberation Regarding Security Devices or Security Audits Access	
7.	Action on Closed Executive Session Items	
A.	Approval of Superintendent Retirement	15
B.	Approval of Resignations, Retirements, and Employments	16
C.	Regarding McAdams Junior High School Teacher Robin Holk, consider and take possible action to: rescind the termination of 2023-2024 probationary contract at the end of its term; rescind the proposed termination of 2023-2024 probationary contract during its term; and rescind the request for sanctions before the Texas Education Agency for contract abandonment.	17
D.	Regarding former Silbernagel Elementary School Teacher Amanda Jue, consider and take possible action to rescind the termination of 2022-2023 probationary contract at the end of its term.	18
8.	Safety Audit Report	19
9.	Safety Grant Update	20
10.	Written Reports	21
A.	Tax Report for December 2023 and Year to Date	22
B.	Student Attendance Report for the 3rd Six Weeks	24
C.	DIP Formative Review	30
11.	Engage Auditor for the 2023-2024 Fiscal Year	69
12.	Winter Storm Heather Resolution	77
13.	Sale/Disposal of Assets	80
14.	Proclamation 2024 Instructional Materials Selection	81
15.	DOI Amendment	103
16.	Low Attendance Day Waiver for KELES	115
17.	2024-2025 Academic Calendar	116
18.	DEA(LOCAL) Policy Update Compensation and Benefits Compensation Plan	118
19.	Action Items	122
A.	Order of Election for the May 4, 2024 School Board Trustee Election	123
B.	Waiver of the 75,600 minute calendar requirement for Collegiate High School for 2023-2024	125
C.	Consent Agenda	126
•	Budget Amendments/Adjustments for January 11, 18, 25, and February 1, 2024	
•	Approval of Proposals Received-Contracted Services 24-01-1162 (1/12/24)	
•	Approval of Proposals Received-Contracted Services 24-01-1162 (1/19/24)	
•	Donation to DHS FFA-Multiple	

- Campus Fundraising Request-HRES
- January 9, 2024 Minutes
- Approval of Proposals Received-Contracted Services 24-01-1162 (1/26/24)
- MOU Between DePelchin ParentingHelp and DISD
- Donation to DHS AFJROTC-Am Legion Event Acct
- Donation to DHS CTE FFA-Multiple
- Campus Fundraising Request-KJHS AVID
- Approval of Proposals Received-Contracted Services 24-01-1162 (2/1/24)
- Campus Fundraising Requests-DHS

20. Adjournment

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Friday, February 2, 2024 at or before 4:30 p.m.

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



Carla Voelkel

Superintendent of Schools

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: February 6, 2024

Item Title: Big Impact Award

Agenda Item: Kimberly Rich

Background Information:

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

Big Impact Award Honorees exemplify the following attributes:

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

Imagine this:

1. You are a teacher who inherits a new group of students every semester and frequently throughout a semester.
2. The students in your classes are some of the most at-risk in the district, have a poor school attendance history, and are one step away from dropping out.
3. You must teach an entire year’s worth of tested curriculum in one semester.
4. The students you teach have a STAAR test to take at the end of the semester that they must pass to graduate from high school.
5. Historically, your students have failed multiple STAAR tests throughout their years in school.

Now imagine this:

The results from your December 2023 STAAR tests show the average score of your students in every tested subject is above the State, Region IV, and the District, and last year you graduated 156 students from the DCC program (a new record). AMAZING!!!

How does this happen? It is because of the hard work, dedication, love, kindness, and compassion our district’s DCC teachers exhibited daily.

Thank you to:

Matthew Boutin-Bloomberg	Social Studies
Cathy Schewe	Math
Troy Smith	English
Patrice Williams	Electives
Jason Cheatham	Science

Your continued dedication to the students at DCC is an inspiration to us all. You are a true blessing and are making a difference every day. You are CHANGEMAKERS!!!

Thank you for all you do!

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: February 6, 2024

Item Title: Dickinson High School Cheerleaders

Agenda Item: Tammy Dowdy

Background Information:

The Dickinson High School Cheerleaders kicked off 2023-2024 by participating in the 2023 Universal Cheerleaders Association Camp where they earned the Camp Champions title. In addition, several cheerleaders earned individual awards for their performances. Team members as well as individual awards include:

Pepper Brown	2023 UCA All-American Cheerleader
Kaleigh Burkett	
Scottye Burrell	
Destiny Cervantez	
Kennedi Curry	
Auriel Easterling	2023 UCA All-American Cheerleader and UCA Leadership Award
Ava Ellis	2023 UCA All-American Cheerleader
Emma Forte	2023 UCA All-American Cheerleader
Gillian Gallop	2023 UCA All-American Cheerleader and UCA Staff Nominee
Kailey Gould	2023 UCA All-American Cheerleader and UCA Jump Princess
Shelby Gutierrez	
Zaydah Guzman	
Jaselyn Hernandez	
Kailee Hernandez	2023 UCA All-American Cheerleader, UCA Leadership Award, and UCA Staff Nominee
Ameia Hill	
Reagan Jarvis	2023 UCA All-American Cheerleader
Emily Johnson	2023 UCA All-American Cheerleader
Makinzey Kraer	
Chelsee Meyers	
Jailyn Miller	2023 UCA All-American Cheerleader and UCA Leadership Award
Tahlyn Mobley	

Mya Moore	
Carter Murphy	
Loren Murphy	2023 UCA All-American Cheerleader
Ashtyn Nackos	
Jade Oliphant	2023 UCA Mascot Leadership Award
Olivia Perrill	
Prosperity Porter	2023 UCA All-American Cheerleader
Elyssa Rangel	2023 UCA All-American Cheerleader
Samantha Saucedo	2023 UCA All-American Cheerleader
Addison Sims	
Addie Thompson	2023 UCA All-American Cheerleader
Amaria Thompson	
Selena Trevino	
Jalayah Wyles	

The DHS Cheerleaders are led by **Kimber Roque, Monica Kichline, and Stephanie Grimes.**

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: February 6, 2023
Item Title: Houston Rodeo Art Contest
Agenda Item: Tammy Dowdy

Background Information:

Dickinson ISD is one of 130 school districts that annually participates in the Houston Livestock Show and Rodeo School Art Program. The Art Program recognizes outstanding artists in grades K-12 and features the top artwork at the Houston Livestock Show and Rodeo from February 27-March 17. If you attend the Rodeo, stop, and visit the Hayloft Gallery in Reliant Center to see the incredible artwork of the students as well as the other students from across the Houston metropolitan area.

The Dickinson ISD top honorees for 2024 include:

Elementary Division:

Best of Show: **Johan Jimenez**, Barber Middle School
Gold Medal: **Addyson Brown**, Barber Middle School
The students are led by Barber Middle School art teacher **Kimi White**.

Junior High Division:

Best of Show: **Josephine Bishop**, Dickinson Junior High
Gold Medal: **Nataliia Oleinyk**, McAdams Junior High
The students are led by Dickinson Junior High art teacher **Regina Bishop** and McAdams Junior High art teacher **Stacy Flores**.

High School Division:

Best of Show: **Aurora Hameka**, Dickinson High School
Gold Medal: **Juan Castro**, Dickinson High School
Gold Medal: **Deréon Esther**, Dickinson High School
Special Merit: **Ariel Huey**, Dickinson High School
Special Merit: **Jasmin Hernandez**, Dickinson High School
The students are led by Dickinson High School art teacher **Laura Scully**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA ITEM**

Meeting Date: February 6, 2024
Item Title: DHS TMEA Choir Auditions
Agenda Item: Tammy Dowdy

Background Information:

Dickinson High School had eight students recognized in the Texas Music Educators Association audition process. We would like to recognize the following students for their hard work in earning a place in one of the choirs.

District Choir
Noah Nuetzmann
Darren Stuart

Region Choir
Chloe Robles
Ashley Imul
Zya Williams
Aiden Walker
Andrew Johnson
Navy Medcalf

The Dickinson High School Choir program is led by Head Choir Director **Zachary Foster** and Assistant Choir Director **Gracie Stutterheim**.

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

Meeting Date: February 6, 2024
Item Title: DHS TMEA Band Auditions
Agenda Item: Tammy Dowdy

Background Information:

Dickinson High School band students recently had the chance to participate in the Texas Music Educators Association (TMEA) All-State audition process. The All-State audition process begins throughout the state in each of the TMEA Regions. Individual musicians perform selected music for a panel of judges who rank each instrument. From this ranking, a select group of musicians advances from their Region to TMEA Area competitions and from there the highest-ranking qualify to perform in a TMEA All-State music group. We are very excited this year to have 58 students overall earning recognition, and especially proud to have four students named to the All-State Band, which is the highest honor a band student can achieve. Honorees are listed below along with their instrument and the highest band ranking the student earned.

Riley Akins	Trombone	District Band
Trae Allen	Alto Sax	District Band
Barbara Baeza	Clarinet	Region Band
Angelo Bigueras	Euphonium	Region Band
Jahir Blanco	Percussion	Area Band
Tristen Burkhardt	Tuba	Region Band and Freshman Region Band
Vallarie Carden	Clarinet	Freshman Region Band
Arely Contreras	Piccolo	Region Band
William Creel	Trombone	Area Band
Nathan Darrow	Percussion	Freshman Region
Jazlyn Davis	Bass Clarinet	District Band
Isabella De La Cruz	Clarinet	Freshman Region Band
Natalee Diaz	Trumpet	Region Band
Manuel Dodson	Trombone	District Band
Bryan Dryer	Horn	District Band
Devin Dunn	Percussion	Region Band
Alex Duran	Clarinet	All-State Band
Bryson Eames	Trombone	Freshman Region Band
Remy Farrar	Alto Sax	District Band
Isaiah Gonzalez	Tuba	District Band
Trey Greer	Bassoon	District Band
Jason Gregory	Tenor Sax	Area Band
Brenden Griffith	Euphonium	Freshman Region Band

Michael Gutierrez	Alto Sax	Region Jazz Band
Angel Hernandez	Clarinet	Area Band
Autumn Hodges	French horn	Freshman Region Band
Nayeli Jaramillo	Clarinet	Region Band
Peyton Jensen	Trumpet	District Band
Brady Korenek	Horn	Region Band
Caroline Korenek	Clarinet	Region Band
Cole Lacey	Euphonium	Region Band
Carlos Marquez	Percussion	Area Band
Justin McLaren	Tuba	Area Band
Abigail Messina	Bassoon	District Band
Ethan Messina	Trombone	Region Band and Region Jazz Band
Jacob Moseley	Horn	Region Band
Kelly Nguyen	Flute	District Band
Daniel Ontiveros	Trumpet	Area Band
Viviana Perez	Clarinet	District Band
Kealynn Price	Flute	Region Band and Freshman Region Band
Maribeth Reed	Flute	Freshman Region Band
Daniel Renovato	Baritone Sax	All State Band
Mikayla Rios	Flute	Region Band and Freshman Region Band
Priscilla Rivera	Clarinet	District Band
Austin Robinson	Euphonium	Freshman Region Band
Elias Rodriguez	Bass Clarinet	Region Band
German Rodriguez	Percussion	District Band
Arian Saavedra	Trombone	Region Band
Trevor Seeley	Trumpet	All-State Band
Samuel Sheffield	Trumpet	All-State Band (for the 2 nd year)
Kiersten Spaw	Flute	Region Band
Liam Spaw	Trumpet	District Band
Brooke Tarpley	Oboe	District Band
Jasmine Vega	Trumpet	Freshman Region Band
Annie Velazquez	Flute	District Band
Jaelyn Waller	Trumpet	District and Freshman Band
Collin Wilson	Percussion	Region Band
Geovanny Yanez	Trombone	District Band

The students are led by Band Directors **Trevor Braselton, Risa Hsu, Alex Hedden, Robert Wang** and **Todd Sommer**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Item Title: Public Comment: Agenda Items

Agenda Item: Carla Voelkel

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Open Forum

Agenda Item: Carla Voelkel

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: February 6, 2024

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 551.072** – Real Property; **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: February 6, 2024

Item Title: Personnel Action
• Retirement of Superintendent

Agenda Item: Carla Voelkel

- We have one (1) retirement: Superintendent of Dickinson I.S.D.

Recommendation:

The floor is open for a motion.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: February 6, 2024

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have five (5) resignations: one (1) Teacher at San Leon Elementary School, two (2) Teachers at McAdams Junior High School, one (1) Teacher at Kranz Junior High School, and one (1) Teacher at Dickinson High School.
- We have four (3) retirements: one (1) Teacher at Hughes Road Elementary, one (1) Principal at Bay Colony Elementary, and one (1) Teacher at McAdams Junior High School.

Recommendation:

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

Action Item: Yes _____ No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: February 6, 2024

Item Title: Personnel Action

Agenda Item: Carla Voelkel

Regarding McAdams Junior High School Teacher Robin Holk, consider and take possible action to: rescind the termination of 2023-2024 probationary contract at the end of its term; rescind the proposed termination of 2023-2024 probationary contract during its term; and rescind the request for sanctions before the Texas Education Agency for contract abandonment.

Recommendation:

The floor is open for a motion.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: February 6, 2024

Item Title: Personnel Action

Agenda Item: Carla Voelkel

Regarding former Silbernagel Elementary School Teacher Amanda Jue, consider and take possible action to rescind the termination of 2022-2023 probationary contract at the end of its term.

Recommendation:

The floor is open for a motion.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: February 6, 2024

Item Title: Districtwide Intruder Detection Audit Report Findings

Agenda Item: Robert Cobb

Background Information:

The top priority of District Name and the State of Texas is keeping students and staff safe every day. The Texas School Safety Center recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit, conducted as part of Governor Abbott’s school safety directives for all school systems following the tragedy in Uvalde, seeks to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked. The audit provides us with an opportunity to create a safer learning environment for our students and staff.

We are working closely with our district's School Safety & Security Committee to ensure that we are training all our staff and securing our doors for the protection of everyone at our campuses. The support from the state in conducting the Intruder Detection Audits is just one of the many actions we are taking to ensure our schools are safe. We know that this work does not end, and we appreciate the Board’s support.

We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information to the broader public as it could lead to compromising important campus security information. Specific details of the Intruder Detection Audit will be discussed in the executive session and with the Safety and Security Committee. Dickinson ISD is committed to providing a safe and secure learning environment for our students and staff.

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: February 6, 2024

Item Title: Safety Grant Update

Agenda Item: Robert Cobb

Background Information:

Dickinson ISD received \$571,596 in the Safety Grant 1 cycle. The grant is very specific regarding how we can spend the money, and it cannot be spent on salaries or personnel. We have just agreed to a scope of work contract (\$169,277) with National Glazing Solutions (NGS) to install impact resistant film on campuses; NGS is an approved vendor on the TIPS contract. This purchase will bring all campus exterior doors and adjacent windows into compliance with state safety guidelines. We are currently working on a fencing project to provide security fencing (six feet tall fence with anti-climbing measures) on many of our campuses. We walked campuses last week, and I will provide more information once we receive a cost estimate.

Safety grant update provided to the board for information only since the NGS contract is under \$250,000. The fencing project will most likely be over the \$250,000 requirement, and the board will need to approve the amount of the contract at a later date.

Action Item: _____Yes √ _____No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: February 6, 2024

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

- Monthly Tax Collection Report-Kelly Logsdon
- Student Attendance Report for the 3rd Six Weeks-Dr. Jeff Pack
- DIP Formative Review-Dr. Jeff Pack

Recommendation:

Information only

Action Item: _____ Yes √ _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: February 6, 2024

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for December 2023 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										
2023	\$6,267,694,066	\$1.178	\$73,833,436	\$15,238,129	20.64%										
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%										
2019	\$4,166,906,421	\$1.450	\$60,420,143	\$59,423,702	98.35%										
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									\$15,238,129		
YTD % Collected	0.00%	0.47%	6.16%	20.64%	20.64%	20.64%	20.64%	20.64%	20.64%	20.64%	20.64%	20.64%	20.64%	20.64%	
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097									\$445,485		
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,683,614	21.24%	
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906									\$136,568		
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,820,182	21.43%	
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430									\$105,201		
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,925,384	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	28.70%	
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	\$15,775	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509	\$13,930	\$16,899	\$36,967	\$38,277	\$258,611		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$649,916	\$556,093	\$419,212	\$594,232	\$65,829,718	N/A	
2019 Tax Year	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Totals:	% To Total	
Current Year Tax	Pending Billing	\$149,295	\$2,782,035	\$24,347,020	\$21,701,965	\$7,295,092	\$624,605	\$713,295	\$409,011	\$818,065	\$386,690	\$196,629	\$59,423,702		
YTD % Collected	0.00%	0.25%	4.85%	45.15%	81.07%	93.14%	94.17%	95.35%	96.03%	97.39%	98.03%	98.35%	98.35%	98.35%	
Prior Years Tax	\$204,856	\$75,888	\$65,915	\$67,241	\$105,664	\$412,440	\$36,605	\$19,100	-\$8,538	\$45,032	\$57,688	\$121,115	\$1,203,006		
Subtotal Taxes	\$204,856	\$225,183	\$2,847,950	\$24,414,261	\$21,807,629	\$7,707,532	\$661,210	\$732,395	\$400,472	\$863,098	\$444,379	\$317,744	\$60,626,708	100.34%	
Penalty & Interest	\$43,730	\$20,895	\$21,205	\$23,190	\$29,700	\$58,660	\$49,448	\$58,734	\$44,198	\$61,352	\$56,012	\$35,363	\$502,486		
Total Taxes & P&I	\$248,586	\$246,078	\$2,869,155	\$24,437,451	\$21,837,329	\$7,766,192	\$710,658	\$791,129	\$444,670	\$924,450	\$500,391	\$353,106	\$61,129,195	101.17%	
Attorney Fees	\$37,553	\$18,475	\$15,622	\$16,339	\$14,363	\$16,576	\$8,654	\$7,447	\$9,389	\$11,274	\$48,017	\$31,772	\$235,481		
Total Collections	\$286,139	\$264,553	\$2,884,778	\$24,453,789	\$21,851,692	\$7,782,768	\$719,311	\$798,576	\$454,059	\$935,723	\$548,408	\$384,878	\$61,364,675	N/A	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: February 6, 2024

Item Title: Student Attendance Report for Third Six Weeks

Agenda Item: Dr. Jeff Pack

Background Information:

Attached is data from the third six-week reporting period for 2023-2024 and comparison data from the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years.

Recommendation:

Information only

Action Item: _____ Yes √ _____ No

ADA Percentages by Campus

Campus	2019-20		2020-21		2021-22		2022-23		2023-2024	
	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA	Total ADA	% ADA
Little Elementary School										
First six weeks	620.70	95.10%	474.76	91.83%	503.20	90.00%	553.03	93.40%	446.98	94.3%
Second six weeks	619.10	94.30%	515.66	92.82%	524.83	92.71%	542.76	89.71%	445.22	93.3%
Third six weeks	588.00	90.70%	520.70	92.30%	527.46	93.59%	561.30	92.18%	444.74	92.7%
Fourth six weeks	581.07	94.76%	519.30	91.70%	496.74	88.69%	560.39	93.75%		
Fifth six weeks	COVID-19	COVID-19	530.04	93.50%	527.22	93.20%	550.93	92.83%		
Sixth six weeks	COVID-19	COVID-19	522.00	91.30%	533.21	93.30%	556.99	93.30%		
Yearly Average	609.12	93.90%	513.74	92.24%	518.78	91.92%	554.23	92.53%	445.65	93.4%
Lobit Elementary School										
First six weeks	595.40	97.10%	593.36	97.55%	667.31	92.40%	777.56	94.78%	684.91	95.6%
Second six weeks	592.90	95.70%	585.68	95.49%	690.84	93.95%	749.23	90.64%	685.94	94.8%
Third six weeks	593.60	95.10%	583.40	94.50%	701.01	94.40%	775.30	92.65%	679.86	94.0%
Fourth six weeks	589.89	96.01%	596.10	94.80%	670.96	90.79%	807.93	94.69%		
Fifth six weeks	COVID-19	COVID-19	612.69	95.40%	705.00	94.72%	814.20	94.85%		
Sixth six weeks	COVID-19	COVID-19	618.00	95.20%	706.79	94.03%	819.29	94.41%		
Yearly Average	593.86	95.98%	598.21	95.49%	690.32	93.38%	790.58	93.67%	683.57	94.8%
Silbernagel Elementary School										
First six weeks	593.90	96.50%	533.74	94.13%	532.47	92.90%	569.11	95.33%	450.17	95.2%
Second six weeks	604.10	95.80%	551.45	94.29%	547.92	93.86%	548.63	91.40%	452.33	93.3%
Third six weeks	595.30	94.20%	556.50	94.90%	541.35	93.32%	561.06	93.13%	449.90	91.8%
Fourth six weeks	560.90	94.60%	557.40	94.30%	539.35	91.89%	575.54	94.19%		
Fifth six weeks	COVID-19	COVID-19	571.22	94.70%	559.73	94.54%	581.36	94.52%		
Sixth six weeks	COVID-19	COVID-19	571.06	94.10%	559.12	93.61%	579.73	93.85%		
Yearly Average	594.61	95.21%	556.90	94.40%	546.66	93.35%	569.24	93.74%	450.80	93.4%
Hughes Road Elementary School										
First six weeks	612.90	95.50%	599.80	94.42%	593.52	91.80%	640.11	94.75%	539.80	95.2%
Second six weeks	617.00	94.80%	601.40	93.44%	610.14	93.00%	629.59	92.54%	534.89	93.8%
Third six weeks	611.40	93.00%	609.60	94.90%	620.29	94.53%	629.90	92.94%	530.12	91.8%
Fourth six weeks	630.40	94.86%	606.40	94.60%	608.26	91.49%	645.06	94.16%		
Fifth six weeks	COVID-19	COVID-19	607.25	94.20%	631.25	93.48%	662.61	94.27%		
Sixth six weeks	COVID-19	COVID-19	609.22	93.60%	640.60	93.21%	657.15	93.04%		
Yearly Average	616.69	94.59%	605.61	94.19%	617.34	92.92%	644.07	93.62%	534.94	93.6%

ADA Percentages by Campus

Bay Colony Elementary School										
First six weeks	633.10	96.50%	599.05	95.61%	601.27	93.30%	581.18	94.68%	475.02	95.4%
Second six weeks	625.00	95.10%	605.87	94.63%	604.02	92.97%	574.71	92.03%	469.85	93.5%
Third six weeks	615.00	93.50%	609.00	94.70%	605.35	93.71%	581.36	93.35%	471.42	93.7%
Fourth six weeks	626.55	95.27%	607.30	94.00%	588.93	90.56%	590.65	94.94%		
Fifth six weeks	COVID-19	COVID-19	609.01	94.00%	610.31	93.80%	596.46	95.28%		
Sixth six weeks	COVID-19	COVID-19	603.47	93.60%	600.96	92.73%	597.96	94.91%		
Yearly Average	623.67	95.14%	605.62	94.42%	601.81	92.85%	587.05	94.20%	472.10	94.2%
San Leon Elementary School										
First six weeks	639.70	96.20%	591.73	93.16%	539.37	91.30%	580.10	94.50%	428.02	94.6%
Second six weeks	629.80	94.60%	616.07	93.67%	563.28	92.07%	561.59	90.36%	442.70	92.0%
Third six weeks	624.30	93.20%	617.40	94.30%	574.43	92.98%	579.88	92.92%	451.24	93.1%
Fourth six weeks	610.07	94.96%	601.80	92.70%	552.76	88.78%	580.91	92.49%		
Fifth six weeks	COVID-19	COVID-19	594.98	93.20%	575.36	92.92%	594.25	93.69%		
Sixth six weeks	COVID-19	COVID-19	593.11	93.70%	579.29	92.67%	592.32	93.93%		
Yearly Average	633.74	94.77%	602.52	93.46%	564.08	91.79%	581.51	92.98%	440.65	93.2%
Calder Road Elementary										
First six weeks	581.50	96.30%	558.97	95.42%	606.63	92.40%	642.85	95.00%	474.24	95.1%
Second six weeks	582.30	94.90%	589.30	95.21%	628.28	93.88%	632.91	92.36%	498.85	94.6%
Third six weeks	576.00	94.40%	599.70	95.40%	624.81	94.08%	620.46	91.45%	503.68	93.6%
Fourth six weeks	564.01	94.61%	607.70	94.70%	610.73	90.86%	618.63	93.84%		
Fifth six weeks	COVID-19	COVID-19	609.21	94.60%	644.00	94.59%	620.71	94.41%		
Sixth six weeks	COVID-19	COVID-19	611.05	94.20%	636.21	92.88%	605.86	93.74%		
Yearly Average	578.80	94.95%	595.99	94.92%	625.11	93.12%	623.57	93.47%	492.26	94.4%
Dunbar Middle School										
First six weeks	592.50	96.00%	608.58	95.96%	582.59	91.60%	619.10	95.03%	543.78	95.3%
Second six weeks	585.50	94.90%	599.80	94.53%	602.60	93.41%	604.00	92.40%	545.91	94.8%
Third six weeks	581.50	93.50%	603.20	94.70%	618.95	93.16%	614.68	93.96%	545.16	94.4%
Fourth six weeks	580.41	94.33%	588.00	93.10%	593.85	88.91%	611.44	94.25%		
Fifth six weeks	COVID-19	COVID-19	588.57	92.80%	619.38	93.42%	609.29	94.21%		
Sixth six weeks	COVID-19	COVID-19	591.94	92.90%	622.71	93.52%	612.46	93.88%		
Yearly Average	583.79	94.68%	596.68	94.00%	606.68	92.34%	611.83	93.96%	544.95	94.8%

ADA Percentages by Campus

Barber Middle School										
First six weeks	697.90	97.10%	685.08	98.52%	544.27	93.20%	535.87	95.83%	579.70	95.3%
Second six weeks	696.30	96.50%	685.00	96.88%	558.34	95.33%	527.38	92.83%	576.87	93.6%
Third six weeks	691.60	95.80%	683.40	96.70%	555.10	94.71%	533.40	93.66%	574.36	92.9%
Fourth six weeks	695.27	95.97%	665.40	95.60%	539.67	91.83%	537.30	94.15%		
Fifth six weeks	COVID-19	COVID-19	664.86	95.40%	564.15	94.96%	544.68	94.41%		
Sixth six weeks	COVID-19	COVID-19	657.94	94.80%	563.03	94.57%	543.58	94.01%		
<i>Yearly Average</i>	693.86	96.34%	673.61	96.32%	554.09	94.10%	537.03	94.15%	576.98	93.9%
Lobit Middle School										
First six weeks	436.80	96.50%	461.04	98.62%	472.62	91.70%	558.87	95.96%	596.22	96.4%
Second six weeks	440.70	96.20%	451.77	95.60%	494.79	94.70%	544.83	93.57%	588.35	95.6%
Third six weeks	435.90	94.90%	455.00	96.60%	496.75	93.85%	541.96	92.92%	578.92	94.4%
Fourth six weeks	442.12	95.55%	459.20	96.10%	476.96	90.63%	557.89	95.00%		
Fifth six weeks	COVID-19	COVID-19	454.75	95.30%	497.24	94.82%	549.71	94.57%		
Sixth six weeks	COVID-19	COVID-19	450.62	95.10%	492.64	94.00%	544.24	94.31%		
<i>Yearly Average</i>	437.31	95.78%	455.40	96.22%	488.50	93.28%	549.58	94.39%	587.83	95.5%
McAdams Junior High School										
First six weeks	843.60	96.50%	872.75	98.64%	825.62	92.20%	893.40	95.42%	800.93	94.9%
Second six weeks	844.10	95.40%	846.83	95.45%	850.04	93.52%	872.92	92.12%	801.91	94.3%
Third six weeks	827.40	93.80%	843.80	94.30%	835.45	91.67%	874.04	92.47%	788.60	92.5%
Fourth six weeks	829.29	94.48%	833.00	93.10%	808.78	88.73%	874.19	93.25%		
Fifth six weeks	COVID-19	COVID-19	828.96	93.10%	847.83	92.94%	880.11	93.13%		
Sixth six weeks	COVID-19	COVID-19	805.53	90.60%	843.22	92.14%	882.69	92.57%		
<i>Yearly Average</i>	834.43	95.03%	838.48	94.20%	835.16	91.87%	879.56	93.16%	797.15	93.9%
Kranz Junior High School										
First six weeks	964.90	96.40%	916.58	96.66%	873.11	92.10%	919.93	95.33%	942.48	95.4%
Second six weeks	964.60	95.70%	926.54	94.91%	905.56	94.04%	906.04	92.64%	937.39	94.6%
Third six weeks	949.20	94.20%	922.30	94.20%	895.55	92.58%	914.80	93.34%	938.28	93.7%
Fourth six weeks	950.41	95.15%	891.70	92.00%	864.89	89.51%	925.33	93.68%		
Fifth six weeks	COVID-19	COVID-19	883.72	92.00%	904.80	93.49%	928.34	93.90%		
Sixth six weeks	COVID-19	COVID-19	877.56	91.20%	898.30	93.18%	917.42	92.90%		
<i>Yearly Average</i>	954.71	95.42%	903.07	93.50%	890.37	92.48%	918.64	93.63%	939.38	94.6%

ADA Percentages by Campus

Dickinson Junior High School										
First six weeks									960.63	95.6%
Second six weeks									954.78	94.2%
Third six weeks									950.64	93.8%
Fourth six weeks										
Fifth six weeks										
Sixth six weeks										
Yearly Average									955.35	94.5%
Dickinson High School										
First six weeks	2997.60	95.70%	3190.34	96.05%	3158.21	91.70%	3403.82	93.78%	3534.48	94.4%
Second six weeks	2977.30	94.80%	3108.13	93.23%	3215.14	92.04%	3320.80	91.32%	3498.83	93.4%
Third six weeks	2950.20	94.10%	3017.80	90.90%	3202.00	92.19%	3328.97	93.25%	3476.92	93.4%
Fourth six weeks	2907.38	93.91%	2680.20	84.60%	3019.70	88.55%	3246.65	92.93%		
Fifth six weeks	COVID-19	COVID-19	2736.94	87.80%	3118.68	92.49%	3227.29	93.21%		
Sixth six weeks	COVID-19	COVID-19	2781.00	89.70%	3051.13	91.41%	3215.91	93.32%		
Yearly Average	2951.39	94.57%	2919.07	90.38%	3127.48	91.40%	3290.57	92.97%	3503.41	93.7%
Dickinson Continuation Center										
First six weeks	60.30	92.70%	65.08	95.13%	68.85	88.90%	78.10	94.32%	81.56	95.2%
Second six weeks	56.20	90.40%	61.97	86.59%	59.38	85.67%	72.88	92.30%	78.83	93.3%
Third six weeks	48.60	90.90%	54.60	84.40%	45.95	87.94%	58.00	93.79%	69.32	94.3%
Fourth six weeks	57.54	89.02%	137.00	87.00%	66.52	85.00%	71.48	90.95%		
Fifth six weeks	COVID-19	COVID-19	115.93	80.30%	59.39	87.86%	54.86	90.62%		
Sixth six weeks	COVID-19	COVID-19	92.44	80.30%	45.52	89.99%	37.67	87.11%		
Yearly Average	55.66	90.79%	87.84	85.62%	57.60	87.56%	62.16	91.52%	76.57	94.3%
Transforming Lives Cooperative										
First six weeks	8.80	97.60%	6.08	96.69%	8.00	100.00%	6.43	99.48%	7.93	100.0%
Second six weeks	8.90	100.00%	7.27	100.00%	8.66	99.60%	8.00	100.00%	8.83	100.0%
Third six weeks	9.70	98.80%	8.00	100.00%	8.30	100.00%	7.24	100.00%	8.72	100.0%
Fourth six weeks	8.46	90.13%	5.60	100.00%	6.92	99.45%	7.74	100.00%		
Fifth six weeks	COVID-19	COVID-19	5.93	100.00%	6.21	97.24%	9.54	98.52%		
Sixth six weeks	COVID-19	COVID-19	6.62	99.10%	6.73	100.00%	6.97	100.00%		
Yearly Average	8.86	95.01%	6.58	99.30%	7.47	99.38%	7.65	99.67%	8.49	100.0%

ADA Percentages by Campus

Galveston County Detention Facility										
First six weeks	23.10	99.40%	7.42	99.44%	13.81	98.20%	17.53	99.81%	15.11	100.0%
Second six weeks	21.40	96.20%	12.43	100.00%	17.13	99.81%	19.08	100.00%	17.96	100.0%
Third six weeks	21.00	92.10%	7.40	100.00%	15.96	100.00%	17.64	100.00%	18.32	100.0%
Fourth six weeks	23.85	93.05%	7.30	100.00%	19.22	100.00%	17.22	99.79%		
Fifth six weeks	COVID-19	COVID-19	9.11	100.00%	22.59	100.00%	15.21	100.00%		
Sixth six weeks	COVID-19	COVID-19	12.15	100.00%	16.52	100.00%	19.36	100.00%		
Yearly Average	21.90	92.65%	9.30	99.91%	17.54	99.67%	17.67	99.93%	17.13	100.0%
Coastal Alternative Program										
First six weeks	2.30	64.30%	0.00	0.00%	1.00	92.90%	1.40	95.45%	2.73	79.8%
Second six weeks	3.10	73.00%	0.00	0.00%	1.58	78.85%	2.52	66.25%	3.07	80.6%
Third six weeks	3.10	63.40%	0.50	72.20%	3.00	86.96%	11.08	72.48%	2.89	69.2%
Fourth six weeks	3.65	62.66%	0.50	52.00%	4.23	94.62%	11.12	66.90%		
Fifth six weeks	COVID-19	COVID-19	1.24	63.20%	5.53	83.19%	9.41	63.50%		
Sixth six weeks	COVID-19	COVID-19	2.36	84.80%	4.97	82.81%	6.38	73.33%		
Yearly Average	3.03	67.21%	1.15	68.05%	3.39	86.56%	6.99	72.99%	2.90	76.5%
DISTRICT TOTAL										
First six weeks	10905.10	96.10%	10758.31	96.01%	10592.08	92.00%	11378.39	94.65%	11564.69	94.9%
Second six weeks	10868.20	95.20%	10766.57	94.27%	10882.53	93.11%	11111.87	91.72%	11542.49	93.9%
Third six weeks	10721.70	93.90%	10694.00	93.60%	10871.84	93.07%	11211.07	93.00%	11483.09	92.7%
Fourth six weeks	10783.56	94.58%	10357.50	91.10%	10468.47	89.66%	11239.45	93.64%	0.00	0.0%
Fifth six weeks	COVID-19	COVID-19	10424.41	92.00%	10898.67	93.43%	11248.94	93.83%	0.00	0.0%
Sixth six weeks	COVID-19	COVID-19	10404.11	92.20%	10800.95	92.73%	11195.98	93.54%	0.00	0.0%
Actual ADA for School Year	10795.43	94.95%	10567.48	93.20%	10752.42	92.33%	11230.95	93.40%	11530.09	93.8%
Projected ADA for School Year	*10800		*11000		*11400		*11200		*11800	

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: February 6, 2024

Item Title: January DIP Update

Agenda Item: Dr. Jeff Pack

Background Information:

An update of the progress of the strategies in the 23-24 District Improvement Plan is attached for review.

Recommendation:

Information only

Action Item: _____ Yes No

Dickinson Independent School District

District Improvement Plan

2023-2024 Formative Review with Notes



Mission Statement

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

Vision

WHAT WE ASPIRE TO BE

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

Value Statement

32

**CONFIDENT LEARNERS
TODAY**

**CHANGE MAKERS
TOMORROW**

**GATORS
FOREVER!**

Table of Contents







Goals	4
Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success	4
Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment	16
Goal 3: DISD will make family and community partnerships a priority	24
Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success	29
Goal 5: DISD will provide operational services to support the success of student learning	38

Goals

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success

Performance Objective 1: Maintain effective Professional Learning Communities on all campuses in all grade levels.





Evaluation Data Sources: Master Schedules, walk-throughs, agendas





Strategy 1 Details	Reviews
<p>Strategy 1: Use Solution Tree resources and attend professional development</p> <p>Strategy's Expected Result/Impact: Improved instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Deputy Superintendent of Ed. Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> District staff have attended Solution Tree Assessment at Work training (2 of 6 sessions). Campus teams continue to use reproducibles provided by Solution Tree for unpacking standards, student work analysis protocols, data analysis, and more.</p> <p>Jan January Evidence of Progress</p> <p> District staff continue to focus collaborative team³⁴ time around Solution Tree practices. All staff attended training by Regina Owens for January professional learning.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	





Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success





Performance Objective 2: Provide resources for teachers/staff that address differentiated, targeted instruction to build a strong foundation in all core content areas.









Evaluation Data Sources: Common assessments, benchmarks, interim testing, teacher assessments

Strategy 1 Details	Reviews
<p>Strategy 1: Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Fundations, Heggerty, etc.</p> <p>Strategy's Expected Result/Impact: Improve reading instruction and student achievement in reading</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> Teachers continue to use district purchased phonics resources to provide Tier 1, 2, and 3 phonics instruction to students. Additional resources are being purchased as needed for new teachers, etc.</p> <p>Jan January Evidence of Progress</p> <p> Teachers continue to use district purchased phonics resources to provide Tier 1, 2, and 3 phonics instruction to students. Additional resources are being purchased as needed for new teachers, etc.</p> <p>Mar March Evidence of Progress 35</p> <p>June June Evidence of Progress</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Math: Build foundational fluency skills through the use of Building Fact Fluency. Campuses will be provided additional support by Region 4 consultants. All teachers will be trained on best instructional practices through targeted GLC (Gator Learning Community) sessions.</p> <p>Strategy's Expected Result/Impact: Improved Tier I instruction, improved students achievement in math</p> <p>Staff Responsible for Monitoring: Director of Curriculum Math Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Teachers continue to implement Building Fact Fluency kits to build strong foundational number sense skills for students K-4. Classroom observations provide evidence of implementation.</p> <p>Jan January Evidence of Progress</p> <p> Teachers continue to implement Building Fact Fluency kits to build strong foundational number sense skills for students K-4.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: RLA/Social Studies: Teachers will be trained on how to implement differentiated texts/tasks in small group instruction.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum ELAR/Social Studies Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Teachers are provided ongoing training on differentiation and grade appropriate RLA/Social Studies tasks. We have purchased iReady resource to support teachers with differentiated texts.</p> <p>Jan January Evidence of Progress</p> <p> RLA and Social Studies curriculum specialists continue to collaborate around the work of integrating social studies content within RLA instruction. This work is being supported by consultant from Tumy Consulting.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Instructional Coaching consultant Alissa Crabtree will provide ongoing training for instructional coaches to enhance skills in facilitating collaboration among teacher teams in creation of high quality first time instruction, Tier 2 intervention, assessment, and feedback for all students.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction, increase in student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Coaches have attend 2 of 4 sessions with Alissa Crabtree. The first session was focused on BOY goal setting and data analysis protocols for teacher teams. The second session provided coaches with a "Coaching Lab" to practice coaching teachers and providing feedback.</p> <p>Jan January Evidence of Progress</p> <p> Crabtree visited DISD and performed coaching labs on campus with all instructional coaches. The final 2 days of training are scheduled for this second semester.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 5 Details	Reviews
<p>Strategy 5: Science: Curriculum specialists will help build our teachers' understanding of the engineering design process in preparation for curricular changes due to the recently adopted science TEKS. Curriculum specialists will provide opportunities for new and returning teachers to meet and collaborate quarterly to clarify learning targets, discuss high quality Tier 1 and Tier 2 instruction, and develop appropriately aligned common assessments and intended feedback.</p> <p>Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Science Curriculum Specialists</p>	<p>Nov November Evidence of Progress</p> <p> Curriculum specialists have provided teachers training focused around the new Science TEKS to be implemented in the 2024-25 school year. Curriculum specialists have provided this learning themselves and using Lead4ward and Region 4 consultants.</p> <p>Jan January Evidence of Progress</p> <p> Training on new science TEKS continues to be facilitated by curriculum specialists. Summer planning for continued teacher training is in the beginning phases of planning.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: Special Programs: Campus Compliance Facilitators will ensure teachers are reviewing, uploading and analyzing progress monitoring data and using the information to drive teaching with the goal that teachers of special education students are providing rigorous instruction to all students to ensure they are making progress within their curriculum and IEPs, including utilizing all accommodations agreed upon by the ARD committee</p> <p>Strategy's Expected Result/Impact: Increased student learning</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction & Compliance Campus principals / Assistant principals</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> Paperless student google information folders, quarterly audit, PEIMS check 37</p> <p>Jan January Evidence of Progress</p> <p> Paperless student google information folders, quarterly audit, PEIMS check; MJH & DHS did a training to remind staff about the SpED Info folder and how to use it.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






Strategy 7 Details	Reviews
<p>Strategy 7: Special Programs: Conduct FIIEs and ARDs within timelines and in compliance with TEA utilizing a district students records management system (including maintaining educational records).</p> <p>Strategy's Expected Result/Impact: Meet Initial FIE timelines</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  Met all timelines to date; assessment log; skyward PEIMS data</p> <p>Jan January Evidence of Progress  Met all timelines to date; assessment log; skyward PEIMS data; did an in-depth training in January on initial timelines with all Assessment, OT/PT, Speech, and CCFs</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 8 Details	Reviews
<p>Strategy 8: Special Programs: Ensure evaluation staff have a thorough knowledge of all disabilities including monitoring the number of students identified as ID, LD, AU, and ED and conducting Case Review for all evaluations of ID students.</p> <p>Strategy's Expected Result/Impact: increased knowledge and accurate identification of students</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Evaluation and Related Services</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  Dyslexia training, Dr. Gomez for ID/Adaptive Behavior, TASP training, Dr. Cheramie for LD training</p> <p>Jan January Evidence of Progress 38  Upcoming training on ADOS, Bilingual Dyslexia evaluations</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 9 Details	Reviews
<p>Strategy 9: Special Programs: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services.</p> <p>Strategy's Expected Result/Impact: Improve SSP 9 and 11 (LRE) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Coordinator of Special Programs Instruction Coordinator of Special Programs Compliance Campus principals / Assistant principals</p> <p>Results Driven Accountability - Equity Plan</p>	<p>Nov November Evidence of Progress  We offer a continuum of services as evidenced in the A-Z guidelines</p> <p>Jan January Evidence of Progress  We offer a continuum of services as evidenced in the A-Z guidelines; we have students in all programs and continue to monitor to determine needs</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 10 Details	Reviews
<p>Strategy 10: Special Programs: Dickinson ISD is committed to decreasing the percent of special education removals (Action code (E105) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, 60) as evidenced by PEIMS report comparisons and continued implementation of Restorative Practice Techniques.</p> <p>Strategy's Expected Result/Impact: Improved SSP 18 (Sped Total Disciplinary Removals Rate) data</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Campus Administrators Coordinator of Evaluation and Related Services Behavior Coaches</p>	<p>Nov November Evidence of Progress  Administrators are completing the Monthly discipline data review, we are conducting job alike with secondary behavior teams; 2 campuses and the behavior coaches have received training from a behavior consultant; several administrators are 39 attending Capturing Kids Hearts</p> <p>Jan January Evidence of Progress  Continuing job alike and discipline data review. We are currently at 19% removals. We had a behavior meeting in January for elementary, DHS, and DCC/ DALC</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success

Performance Objective 3: Develop and implement well-rounded programs of instruction to meet the unique needs of all students







Strategy 1 Details	Reviews
<p>Strategy 1: Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, Gator Scholars, STEAM Academy, Gator Travelers, dual credit, dual enrollment</p> <p>Staff Responsible for Monitoring: Director of Advanced Academics</p>	<p>Nov  November Evidence of Progress All programs listed are fully implemented for the 23-24 school year to allow for enrichment opportunities for all students with a focus on advanced academic students.</p> <p>Jan  January Evidence of Progress</p> <p>Mar  March Evidence of Progress</p> <p>June  June Evidence of Progress 40 All programs listed were fully implemented for the 23-24 school year to allow for enrichment opportunities for all students with a focus on advanced academic students.</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Provide students access to Career & Technical Education (CTE) programs which provide opportunities for career ready certifications and work-based learning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in career readiness for students and an increase in the number of certifications earned by students</p> <p>Staff Responsible for Monitoring: Director of Career and Technology Education</p>	<p>Nov  November Evidence of Progress Certifications for POS have been identified. Students test in April and May.</p> <p>Jan  January Evidence of Progress Students are preparing to certify in April and May. Business and Industry partnerships have increased for paid/unpaid internships</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>






Strategy 3 Details	Reviews
<p>Strategy 3: Math Use programs such as ST Math, IXL, and Desmos to build conceptual understanding of abstract mathematical concepts. Provide a consultant who will build the capacity of instructional coaches to improve instructional practices.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress  Classroom visits and professional learning agendas provide evidence that implementation for these 3 resources (STMath, IXL, Desmos) is ongoing for this school year. The programs are among the most accessed district apps by students.</p> <p>Jan January Evidence of Progress  Students and teachers continue to use ST Math, IXL, and Desmos to build strong foundations in conceptual mathematics thinking.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Provide ongoing cross-curricular training through Texas A&M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in grades 5-8 science classroom.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress  We are continuing to work with Texas A&M to implement We Write across the district. In addition, some teachers are participating with Texas A&M and Dr. Kay on the PRISM grant. This grant trains teachers to incorporate Reading and Writing strategies specific to Science instruction.</p> <p>Jan January Evidence of Progress  We are continuing to work with Texas A&M to implement We Write across the district. RLA Curriculum Specialist are presenting our work in DISD at the TASA mid-winter conference.</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>





Strategy 5 Details	Reviews
<p>Strategy 5: Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ.</p> <p>Strategy's Expected Result/Impact: Improved classroom instruction and student achievement</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists</p>	<p>Nov November Evidence of Progress  We continue to train and coach teachers on SRSD strategies within KAT, We Write, and DBQ. SRSD is evident as we complete classroom observations.</p> <p>Jan January Evidence of Progress  Curriculum specialist are continuing training on Visible Learning through campus-based professional development with teachers throughout the year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 1: DISD will provide effective teaching and learning experiences for all students that will result in continuous success

Performance Objective 4: Implement programs providing opportunities to achieve academic growth for students at risk for academic failure and those with limited English.

Strategy 1 Details	Reviews
<p>Strategy 1: Provide student resources for dual language classrooms: Imagine Learning, Rosetta Stone, Summit K-12</p> <p>Strategy's Expected Result/Impact: Improved</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk</p>	<p>Nov November Evidence of Progress</p> <p> All programs listed are fully implemented for the 23-24 school year to support language and literacy development.</p> <p>Jan January Evidence of Progress</p> <p></p> <p>Mar March Evidence of Progress</p> <p> 43</p> <p>June June Evidence of Progress</p> <p></p>
Strategy 2 Details	Reviews
<p>Strategy 2: Implement programs that will address academic needs of At-Risk students such as the Summer Bridge Program, AVID classroom resources and strategies including in-class support, classes for students who need extra support.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk Director of Advanced Academics</p>	<p>Nov November Evidence of Progress</p> <p> Avid has been implemented for the 23-24 school year. Planning for Summer Bridge has started.</p> <p>Jan January Evidence of Progress</p> <p> Planning for Summer Bridge is in progress; discussing staffing, transportation, and budget.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>





Strategy 3 Details	Reviews
<p>Strategy 3: Address the unique learning needs of all Emergent Bilingual (EB) students through various programs such as Summer New Comer classes, ESL classroom support, and AVID Excel strategies and support</p> <p>Staff Responsible for Monitoring: Director of ESL/Bilingual and At-Risk</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  Planning for the Summer Newcomer classes has begun, 7 Steps to a Language-Rich Interactive Classroom was provided to new hires in August, review of the 7 Steps to a Language-Rich Interactive Classroom has been provided to returning teachers, and Avid Excel has been fully implemented for the 23-24 school year.</p> <p>Jan January Evidence of Progress  Planning for the Summer Newcomer classes are in progress; discussing staffing, transportation, and budget. TELPAS afterschool and Saturday sessions are in progress to support Emergent Bilingual and ESL students.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 4 Details	Reviews
<p>Strategy 4: Campus leadership and teachers will be trained to analyze data to measure and monitor student growth: our priority is to maintain students who scored Masters in 2023 and make sure they score Masters in 2024. Provide extra instructional support for students who need an intentional differentiated plan/ training. STEAM curricular support to maintain masters and raise on level students.</p> <p>Strategy's Expected Result/Impact: Increased student growth district-wide</p> <p>Staff Responsible for Monitoring: Director of Curriculum Director of Assessment Campus Principals</p>	<p>Nov November Evidence of Progress  Director of Assessment has been to campuses to⁴⁴ provide training as well as provided training videos to administration.</p> <p>Jan January Evidence of Progress  Back to school PD days used to explain the transition table and how performance levels are used to calculate student growth</p> <p>Mar March Evidence of Progress </p> <p>June June Evidence of Progress</p>







Strategy 5 Details	Reviews
<p>Strategy 5: Train stakeholders (principals, instructional coaches, and teacher teams) through Solution Tree's "Assessment Coaching Academy" to high-quality, TEKS-aligned student assessments throughout the 23-24 school year.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent of Educational Services Director of Curriculum and Instruction Director of Assessment, Accountability, and Compliance</p>	<p>Nov November Evidence of Progress Staff have completed 2 of 6 Solution Tree's Assessment at Work sessions with Cassie Erkens.</p> <p>Jan January Evidence of Progress</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 6 Details	Reviews
<p>Strategy 6: Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as ITSS/Amplify/Imagine Learning/Pacific Learning/Rosetta Stone/Read 180/System 44</p> <p>Strategy's Expected Result/Impact: Improved student growth in reading</p> <p>Staff Responsible for Monitoring: Director of Curriculum Curriculum Specialists Campus Leaders Teachers</p>	<p>Nov November Evidence of Progress Program Implementation initiated and links provided in Curriculum Playbook</p> <p>Jan January Evidence of Progress 45 Intervention continues to be a focus at the district and campus level utilizing intervention programs/resources and process learned through RTI at Work (Solution Tree).</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 1: Implement various safety measures throughout the district



Evaluation Data Sources: Surveys, safety and discipline documentation







Strategy 1 Details	Reviews
<p>Strategy 1: Hire armed security officers throughout the district Strategy's Expected Result/Impact: Safe school environment Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Nov November Evidence of Progress  Security guards in place at various schools</p> <p>Jan January Evidence of Progress  We added three new deputies and have one more on the way.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 46</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Provide a safe way for students to report unsafe situations Strategy's Expected Result/Impact: Safe school environment Staff Responsible for Monitoring: Assistant Superintendent for Administration</p>	<p>Nov November Evidence of Progress  P3 Implemented</p> <p>Jan January Evidence of Progress  P3 Anonymous Reporting is on all campus webpages.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Implement safety protocols from the Texas School Safety Center and TEA: required safety updates, weekly door sweeps, Avoid, Deny, Defend training, Stop the Bleed training, Safety and Security Committee meetings, staff and student required trainings, campus threat assessment teams, required drills, etc..</p> <p>Strategy's Expected Result/Impact: Improve school safety,</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Administration Campus Principals</p>	<p>Nov November Evidence of Progress Ongoing through the year </p> <p>Jan January Evidence of Progress Ongoing through the year </p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment


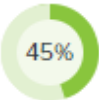


Performance Objective 2: Ensure students' emotional safety through the development of positive relationships and school culture/climate







Strategy 1 Details	Reviews
<p>Strategy 1: Provide students the opportunity to outside agency supports (e.g., Communities in Schools, Family Service Center).</p> <p>Strategy's Expected Result/Impact: Decrease student drop out, increase emotional stability</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress</p>  <p>Current total referrals to outside agencies: Communities in Schools: 661 students Family Service Center: 175 students UTMB TCHAT: 85 students GCC Substance Screener & Support: 5 students GCC Crisis Hotline: 22 students Community Health Network: 6 students</p> <p>Jan January Evidence of Progress</p>  <p>Current total referrals to outside agencies: Communities in Schools: 661 students Family Service Center: 211 students UTMB TCHAT: 127 students GCC Substance Screener & Support: 13 students GCC Crisis Hotline: 30 students Community Health Network: 13 students</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Provide teacher training and student lessons through programs such as Restorative Practices, Second Steps, Character Strong</p> <p>Strategy's Expected Result/Impact: Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety</p> <p>Staff Responsible for Monitoring: Social Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  Campus Counselors are implementing training in their faculty and PD days.</p> <p>Jan January Evidence of Progress  Training continue to occur at meetings and on PD days. Lessons continue to be taught on campuses.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment







Performance Objective 3: Enhance students' physical health through instruction and district health services.

Strategy 1 Details	Reviews
<p>Strategy 1: Special Programs: Provide Anti-victimization/ Child Abuse Prevention training and curriculum. Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  Training was provided by Eduhero to new staff. Counselors are utilizing Second Step curriculum for PK-5th grade. Counselors are providing refresher trainings at staff meetings.</p> <p>Jan January Evidence of Progress  Counselors continue to support staff and provide training. Lessons are scheduled for the Spring.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">50</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Special Programs: Provide Substance Abuse Prevention Program (BACODA) Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  BACODA is currently in the process of implementing their Substance Use Prevention presentations. Due to our district growing and BACODA not having enough staff, we have partnered with Crime Stoppers to provide prevention presentations to several campuses. We have a meeting on 11/16 with Crime Stoppers to plan implementation.</p> <p>Jan January Evidence of Progress  BACODA continues to implement their program on their assigned campuses.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Special Programs: Implement Human/Sex Trafficking Prevention Program</p> <ul style="list-style-type: none"> - Training for staff - Curriculum for students <p>Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  Counselors are currently working on a plan for implementation.</p> <p>Jan January Evidence of Progress  A meeting is scheduled to review a plan to train new staff . We are also discussing a plan to offer a refresher course to those that have been trained.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment







Performance Objective 4: Support the emotional health of students and staff through coordinated/streamlined services.

Strategy 1 Details	Reviews
<p>Strategy 1: Special Programs: Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk.</p> <p>Staff Responsible for Monitoring: Social/Emotional Learning Specialist</p>	<p>Nov November Evidence of Progress  The GWC clerk has processed 289 referrals this school year.</p> <p>Jan January Evidence of Progress  The GWC clerk has processed 390 referrals this school year.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> <p style="text-align: right;">52</p>	

Goal 2: DISD will provide a physically and emotionally safe, healthy, and equitable environment

Performance Objective 5: Provide extra support for students identified as homeless



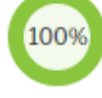
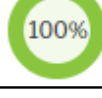




Evaluation Data Sources: Registration forms

Strategy 1 Details	Reviews	
<p>Strategy 1: Provide needed school supplies, clothing and snacks Strategy's Expected Result/Impact: Improved social, emotional and academic performance Staff Responsible for Monitoring: Director of Federal and State Programs</p>	<p>Nov  Jan  Mar June</p>	<p>November Evidence of Progress Provisions ongoing as needed; transportation provided</p> <p>January Evidence of Progress Provisions ongoing as needed; transportation provided</p> <p>March Evidence of Progress</p> <p>June Evidence of Progress 53</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 1: Improve communication between school and home





Evaluation Data Sources: Parent surveys









Strategy 1 Details	Reviews
<p>Strategy 1: Ensure parent communication is translated to Spanish Strategy's Expected Result/Impact: Improve parent communication Staff Responsible for Monitoring: Director of Federal Programs</p>	<p>Nov November Evidence of Progress  Translation is provided throughout the school year on campuses and at the district level.</p> <p>Jan January Evidence of Progress  Translation is provided throughout the school year on campuses and at the district level.</p> <p>Mar March Evidence of Progress  54</p> <p>June June Evidence of Progress </p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 2: Expand partnerships with area colleges and universities

Evaluation Data Sources: Evidence of student enrollment and participation in programs





Strategy 1 Details	Reviews
<p>Strategy 1: Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs</p> <p>Strategy's Expected Result/Impact: Increase college and career readiness for students and families</p> <p>Staff Responsible for Monitoring: Director of At-Risk</p>	<div data-bbox="1283 383 2032 527"> <p>Nov November Evidence of Progress FAFSA and college parent night is being planned.</p>  </div> <div data-bbox="1283 544 2032 688"> <p>Jan January Evidence of Progress DHS Parent University is January 22nd from 6:00pm to 7:30pm.</p>  </div> <div data-bbox="1283 704 2032 849"> <p>Mar March Evidence of Progress FAFSA Family Night is February 5th 6:00pm to 8:00pm in the Dickinson High School Library. DHS will partner with College of the Mainland to help parents with tools to use FAFSA.</p>  </div> <div data-bbox="1283 865 2032 1016"> <p>June June Evidence of Progress</p>  </div>









Strategy 2 Details	Reviews
<p>Strategy 2: Provide ESL classes for Dickinson ISD parents at College of the Mainland and investigate other local community colleges for additional programs</p> <p>Strategy's Expected Result/Impact: Improve parent and family communication</p> <p>Staff Responsible for Monitoring: Director of At-Risk, Bilingual/ ESL</p>	<p>Nov November Evidence of Progress</p> <p> Session 1 adult ESL classes at McAdams Junior High School and Silbernagel Elementary started on August 29 and ended on October 24th. Session 2 began October 24th and will end on December 14th.</p> <p>Jan January Evidence of Progress</p> <p> Session 3 adult ESL classes at McAdams Junior High School and Silbernagel Elementary started on January 16th and will end on March 7th.</p> <p>Mar March Evidence of Progress</p> <p> Session 4 adult ESL classes at McAdams Junior High School and Silbernagel Elementary started on</p> <p>June June Evidence of Progress</p> <p></p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> <p style="text-align: right;">56</p>	

Goal 3: DISD will make family and community partnerships a priority

Performance Objective 3: Equip families with tools to enhance and extend learning at home.

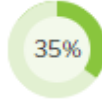

Evaluation Data Sources: Director of Federal Programs
Director of At-Risk







Strategy 1 Details	Reviews
<p>Strategy 1: Provide training to parents in ways to support their children at home in reading, math homework, understanding STAAR testing and results</p> <p>Strategy's Expected Result/Impact: Improve parent and family engagement to support learning</p> <p>Staff Responsible for Monitoring: Director of Federal Programs</p>	<p>Nov November Evidence of Progress Ongoing on campuses as part of their PFE activities</p>  <p>Jan January Evidence of Progress Ongoing on campuses as part of their PFE activities</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 57</p>
Strategy 2 Details	Reviews
<p>Strategy 2: Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit, Open Windows Lighted Doors... for students and families.</p> <p>Strategy's Expected Result/Impact: Increase awareness for students and parents of various educational opportunities available for all students</p> <p>Staff Responsible for Monitoring: Director of Federal Programs Director of At-Risk</p>	<p>Nov November Evidence of Progress Transition day held prior to the school year for all students transitioning to the new school</p>  <p>Jan January Evidence of Progress Planning a PK/kindergarten program for parents this spring.</p>  <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 3 Details	Reviews
<p>Strategy 3: Provide a Parent and Family Engagement Coordinator for each campus to provide support for meeting the needs of the families, planning engagement activities, and documenting engagement requirements.</p> <p>Strategy's Expected Result/Impact: Foster parent and school partnerships and improve parent and family engagement.</p> <p>Staff Responsible for Monitoring: Director of Federal and State Programs Principal Parent and Family Engagement Coordinator</p>	<p>Nov  25% November Evidence of Progress PFE Coordinators trained on each campus.</p> <p>Jan  100% January Evidence of Progress Each campus has a PFE Coordinator working on parent engagement activities.</p> <p>Mar  100% March Evidence of Progress</p> <p>June  100% June Evidence of Progress</p>
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success



Performance Objective 1: Refine a recruitment pipeline with multiple sources to provide the district with qualified candidates to meet the staffing needs of the district.





Strategy 1 Details	Reviews
<p>Strategy 1: Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.</p> <p>Strategy's Expected Result/Impact: Increase overall district retention rate.</p> <p>Staff Responsible for Monitoring: Executive Director for Human Resources</p>	<p>Nov November Evidence of Progress</p>  <p>HR continually monitors neighboring districts' pay scales and recommends adjustments in order to increase retention rates.</p> <p>Jan January Evidence of Progress</p>  <p>HR continually monitors neighboring districts' pay scales and recommends adjustments in order to increase retention rates.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p> <p style="text-align: right;">59</p>





Strategy 2 Details	Reviews
<p>Strategy 2: Research best-practices for a grow your own program for students in the Teaching & Learning CTE Program of Study (POS).</p> <p>Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students</p> <p>Staff Responsible for Monitoring: Director of Career & Technical Education</p>	<p>Nov November Evidence of Progress</p> <p> Teachers are using the state's GYO curriculum. We have plans to offer DC opportunities in the 2024-2025 school year. Students actively compete at the local, state, and national level in TAFE CTSO. We will hold our 3rd annual signing day in May with DISD's HR Dept. Students will apply for their Educational Aide I certification in the spring. HR visits with graduating seniors to talk about substitute and para professional positions post high school graduation in the spring.</p> <p>Jan January Evidence of Progress</p> <p> We WILL offer DC opportunities in the 2024-2025 school year. Students will compete at the STATE TAFE CTSO. We will hold our 3rd annual signing day in May with DISD's HR Dept. Students will apply for their Educational Aide I certification in the spring. HR visits with graduating seniors to talk about substitute and para professional positions post high school graduation in the spring.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 60</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	





Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success







Performance Objective 2: Provide high-quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction.

Strategy 1 Details	Reviews
<p>Strategy 1: Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities, including travel to relevant conferences, across all departments and content areas utilizing various resources and consultants such as: Lead4Ward, Solution Tree, Kelly Tomy, Region IV ESC, Restorative Practices, Seidlitz, AVID, etc.</p> <p>Strategy's Expected Result/Impact: Improved teacher instruction and retention resulting higher student academic achievement</p> <p>Staff Responsible for Monitoring: Director of Leadership Development & Professional Learning Director of ESL/Bilingual and At-Risk Director of Curriculum and Instruction</p>	<p>Nov November Evidence of Progress</p> <p> Campus leadership teams are participating in an assessment training series by Cassandra Erkens of Solution Tree, as well as a culture building series by Dr. Anthony Muhammed of Solution Tree. Lead4ward presented to teachers in October.</p> <p>Jan January Evidence of Progress</p> <p> Campus leadership teams continue to participate in an assessment training series by Cassandra Erkens of Solution Tree, as well as a culture series by Dr. Anthony Muhammed of Solution Tree. Lead4ward's Justin Richardson presented to teachers in October, and Lead Partner's Michelle Whatley has ongoing 61 presentations to leadership teams on Special Education leadership. Regina Stephens-Owens presented on the culture of Professional Learning Communities to all DISD teachers in January. Planning for the summer CHOMP Conference and RTI@Work conference are underway.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Enhance the two-year teacher induction and mentoring program to all teachers new to the profession.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention rate of beginning teachers (0-2 years).</p> <p>Staff Responsible for Monitoring: Director of Leadership Development & Professional Learning</p>	<p>Nov November Evidence of Progress</p> <p> First Year Teachers have met for three sessions using Lead4ward resources; 2nd Year Teachers have met three times for after-school training sessions using the Teach Like a Champion resource. All of these trainings allow time for teachers to practice new strategies.</p> <p>Jan January Evidence of Progress</p> <p> First Year Teachers are continuing to meet and will meet again in February. They continue to work through the Lead4ward framework for new teachers, as well as utilize resources from Teach Like a Champion.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 3 Details	Reviews
<p>Strategy 3: Develop emerging teacher-leaders and mid-level administrators for future positions within the district through a leadership academies and opportunities to lead campus and district professional development sessions through Leadership Partners, N2Learning Principal Academy, Lead4Ward</p> <p>Strategy's Expected Result/Impact: Increase the number of effective principals and other school leaders</p> <p>Staff Responsible for Monitoring: Director of Leadership Development & Professional Learning</p>	<p>Nov November Evidence of Progress</p> <p> The following academies have been created: Aspiring Assistant Principals, Aspiring Principals, 1st Year Assistant Principals, and Current Assistant Principals. All academies develop timely and relevant leadership skills.</p> <p>Jan January Evidence of Progress</p> <p> District academies including Aspiring Principals, Aspiring Asst. Principals, 1st Year Assistant Principals, and Current Assistant Principals continue to meet and receive relevant and timely content. Groups are learning and growing together, sharing resources each time they meet.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>



Strategy 4 Details	Reviews
<p>Strategy 4: Special Programs: Provide/expand district-wide professional development focusing on the development and implementation of the Students Success Triangle (IEP goals, objectives, PLAAFPs, progress monitoring and reporting, Decision Making Guide), accommodations, and designated supports, using Frontline, across curriculum for all grade levels through contracted service providers, area conferences, service centers, and in-district offerings.</p> <p>Strategy's Expected Result/Impact: Increased knowledge base for educators.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress</p> <p> We have provided training in all areas through in-district offerings, consultants, and a dyslexia grant.</p> <p>Jan January Evidence of Progress</p> <p> We are continuing trainings including training for administrators, job alike, case manager training at DHS, CCFs are training at campuses, Coordinators trained middle schools and junior highs on SDI</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 5 Details	Reviews
<p>Strategy 5: Special Programs: Provide professional development (e.g. Reading by Design, Learning Ally, etc.) focusing on services to students identified with dyslexia and other identified at-risk students through contracted service providers, in-district training, and various professional development activities.</p> <p>Strategy's Expected Result/Impact: Increased knowledge base for educators</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinator of Instruction/Curriculum Special Programs Coordinator of Evaluation and Related Services</p>	<p>Nov November Evidence of Progress</p> <p> We have provided dyslexia training through the grant, all staff did a back to school dyslexia 101 training through Eduhero, all campuses did a dyslexia update through faculty meetings, we have offered RBD⁶³ training, and UFLI and KAT strategies trainings.</p> <p>Jan January Evidence of Progress</p> <p> We have done an RBD Secondary, RBD Zero, Handwriting/Dysgraphia, Bilingual and Dyslexia training.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>







Strategy 6 Details	Reviews
<p>Strategy 6: Special Programs: Continue to provide professional development for ECSE, PK and K-12 support staff, teachers, administrators, and paraprofessionals supporting research-based instructional strategies for working with students with behavioral, occupational, physical, speech/ language, hearing, sight, functional and/or learning challenges with the goal of increasing inclusive opportunities for students with disabilities.</p> <p>Strategy's Expected Result/Impact: Increase inclusive learning opportunities for students with disabilities</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  We have provided Solution Tree Training, Michelle Whatley, and in-district training.</p> <p>Jan January Evidence of Progress  We have provided Solution Tree Training, Michelle Whatley, and in-district training.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
Strategy 7 Details	Reviews
<p>Strategy 7: Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices</p> <p>Strategy's Expected Result/Impact: Increased staff knowledge Student progress on STAAR / STAAR-Alt & EOC</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p> <p>Results Driven Accountability</p>	<p>Nov November Evidence of Progress  We did training at the beginning of the year, targeting specific age groups to address key issues, with a focus on reading across the district</p> <p>Jan January Evidence of Progress 64  We have been providing targeted training for specific staff with follow up in class support.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 8 Details	Reviews
<p>Strategy 8: Special Programs: Provide CBVIs, explore employment opportunities, and organize visits to college campuses (COM and ACC Strive Program), and transition fair. (Follow county health guidelines addressing COVID.</p> <p>Strategy's Expected Result/Impact: Increased opportunities for students in special education to generalize skills</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs Special Programs Coordinators</p>	<p>Nov November Evidence of Progress</p> <p> We are doing CBVIs, we utilize the community and have a partnership with Moody Gardens, we are working with Gulf Coast Center (mounting horizons) and Texas Workforce commission.</p> <p>Jan January Evidence of Progress</p> <p> We are continuing CBVIs, we utilize the community and have a partnership with Moody Gardens, we are working with Gulf Coast Center (mounting horizons) and Texas Workforce commission. We are continuing to partner with Imagine Enterprises</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: DISD will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success

Performance Objective 3: Provide all staff with a package of benefits and services that addresses personal and professional needs.







Strategy 1 Details	Reviews
<p>Strategy 1: Implement Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program to stakeholders</p> <p>Strategy's Expected Result/Impact: Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	<p>Nov November Evidence of Progress  The Director of Assessment, Accountability, and Compliance submitted the data file (33 teachers).</p> <p>Jan January Evidence of Progress  The Director of Assessment, Accountability, and Compliance is preparing for the TIA Review Committee and amendment submission (April 15, 2024)</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress</p>

Strategy 2 Details	Reviews
<p>Strategy 2: Implement DISD Wellness Program (SWAMP).</p> <p>Strategy's Expected Result/Impact: Support overall well-being of all staff.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources</p>	<p>Nov November Evidence of Progress</p> <p> Continuing to provide health and wellness information through monthly newsletters (Gator Pulse and SWAMP). Continue to collaborate with the SEL coordinator and other entities to bring preventative support to the employees (Rose Mobile Mammogram, Flu/COVID shots, etc.).</p> <p>Jan January Evidence of Progress</p> <p> We continue to provide health and wellness information through monthly newsletters and our collaboration with the SEL coordinator and other entities to bring preventative support to the employees (Rose Mobile Mammogram, Flu/COVID shots, etc.). DISD was recently honored with the American Heart Association's Gold level of recognition for our 2023 Workforce Well-being Scorecard assessment, based on the district's commitment to promoting employee health and well-being.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 67</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 5: DISD will provide operational services to support the success of student learning

Performance Objective 1: Build and maintain infrastructure connectivity for the district

Evaluation Data Sources: District and campus needs

Strategy 1 Details	Reviews
<p>Strategy 1: Provide resources for students which facilitates the effective use of technology in the classroom such as typing programs, technology application software and other needed resources</p> <p>Strategy's Expected Result/Impact: Increased productivity for students</p> <p>Staff Responsible for Monitoring: Executive Director of Technology</p>	<p>Nov November Evidence of Progress  Typing program was purchased and has been implemented at the campus level.</p> <p>Jan January Evidence of Progress  Since August, we have had 49,316 launches of Typing.com, according to our ClassLink Analytics. Top campuses are Bay Colony, Calder, and Barber.</p> <p>Mar March Evidence of Progress</p> <p>June June Evidence of Progress 68</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: February 6, 2024
Item Title: Engage Auditor for the 2023-2024 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 2023-2024 fiscal year. The maximum fee, not to exceed \$60,000, is a \$1,500 increase over 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 2023-2024 fiscal year.

Action Item: X Yes No

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



MAYS & ASSOCIATES PLLC
CERTIFIED PUBLIC ACCOUNTANTS

January 11, 2024

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, 2024.

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, 2024. 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 2024 and to issue our reports no later than the January 2025 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 ITEM**

Meeting Date: February 6, 2024

Item Title: Winter Storm Heather Resolution

Agenda Item: Carla Voelkel

Background Information:

The attached resolution is offered for your consideration.

Recommendation: The Board may choose to amend, adopt, or defer action on the attached resolution.

Action Item: ___X___ **Yes** _____ **No**

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

§ THE STATE OF TEXAS
§ COUNTY OF GALVESTON
§ DICKINSON INDEPENDENT SCHOOL DISTRICT

Whereas, Winter Storm Heather 2024 resulted in the closure of all schools and facilities in the Dickinson Independent School District ("DISD") on January 16, 2024; for the safety of students and staff, and

Whereas, there was a recommended shelter in place in effect for much of the Gulf Coast and Houston greater metropolitan area, and

Whereas, DISD closed its schools and facilities because it must act in the best interests of, and for the safety of, its students and staff; and

Whereas, in many cases DISD employees were forced to shelter in place or take other means to ensure the safety of their families and others; and

Whereas, through circumstances completely beyond their control, they were forced to miss work at the DISD; and

Whereas, to financially penalize employees who are acting in the interests of public safety potentially will be harmful in the future if these people fail to act in a safe and prudent manner during a required or recommended evacuation for fear of financial loss; and

Whereas, it will be detrimental to the best interests of the District for the District to act in a way that may lead to unsafe conduct by its employees in a future natural disaster; and

Whereas, many employees, both contract and non-contract, assisted the DISD with its efforts to recover and restore regular school operations in the aftermath of Winter Storm Heather 2024, and the Board believes that a public purpose exists to recognize and encourage this assistance and work by its employees; and

Whereas, there is a public purpose served and a benefit to the District to encourage prudent and safe behavior in a natural disaster so that employees have the best opportunity of protecting their safety and being able to resume their duties; and

Whereas, there is a public purpose served and a benefit to the DISD to demonstrate support of its employees, enhance employee morale and support the retention of employees; and

Whereas, the DISD 2023-2024 school calendar and related work schedules have been affected by these events, as approved by the Board of Trustees; and

Whereas, the Board has determined that the one day missed due to this natural disaster will not be made up by DISD employees through either instruction of students or performance of job duties and responsibilities; and

Whereas, the Board believes that a public purpose exists for forgiving or excusing the absences of these employees due to this natural disaster; and

Whereas, the Board believes that a public purpose exists for providing additional compensation, hourly rate, to its non-contract employees who assisted with its efforts to recover and restore regular school operations in the aftermath of Winter Storm Heather 2024; and

Whereas, this resolution is not meant to excuse the failure to report to duty on these days by any employees who were instructed by the administration to do so or who were required by contract or job description to report for duty, once the District could provide safe working conditions;

Now therefore, be it resolved by the DISD Board of Trustees that:

1. All the above-referenced paragraphs are incorporated into and made a part of this Resolution; and

2. The Board has reviewed the 2023-2024 school calendar; and
3. The Board determines that one day missed due to this natural disaster will not be made up by DISD employees through either instruction of students or performance of other duties; and
4. The Board finds that a public purpose and a benefit to the DISD exists to excuse and/or forgive any absences by District employees created by the recent winter storm for days of work not made up based on the revised school calendar, and that payments for such days are necessary in the conduct of the public schools as provided by Texas Education Code § 45.105(c); and
5. The Board hereby authorizes the Superintendent of Schools to excuse the related day(s) of absence of District employees for school closure necessitated by the winter storm and not made up through a revised school calendar and pay all employees full compensation for the day(s) missed due to this natural disaster and which are not made up on any revised school calendar.
6. The Board of Trustees hereby ratifies and approves, to the extent permitted by law, all actions taken by the Superintendent in the exercise of his discretion to protect and preserve the public property and assets of the DISD, and for the safety and welfare of the employees, students, parents, taxpayers and other citizens of the DISD, to the extent necessary as a result of Winter Storm Heather 2024 and its aftermath, through the effective date of this Resolution.

Approved this 6th day of February, 2024.

By: _____
Board President

ATTEST:

Board Secretary

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: February 6, 2024

Item Title: Sale/Disposal of Assets

Agenda Item: Ryan Boone

Background Information:

We would like to sell/dispose of the following assets using the online auction process. The online auction would be during the month of April. The following is a brief list of items we would like to sell/dispose of.

Desks, chairs, file cabinets, etc.

Vehicles

Trailers

Old equipment

Any other miscellaneous items deemed appropriate by the Superintendent

Recommendation:

The Superintendent and Deputy Superintendent for Business and Operations recommend approval of the sale/disposal of various assets.

Action Item: X Yes _____ No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: February 6, 2024

Item Title: Proclamation 2024 Instructional Materials Selection

Agenda Item: Dr. Jeff Pack/Kathy Behrendsen

Background Information

The Board-approved Instructional Materials Selection Committee, which was comprised of teachers, instructional coaches, interventionists, campus administrators, curriculum specialists, and district administrators, had the opportunity to review both print and digital materials. Publishers' print materials were received late fall for Proclamation 2024. Digital materials were posted on the Texas Education Agency website for the public to review. Several campus and district personnel attended a vendor showcase in Clear Creek ISD on November 7, 2023. Committee meetings occurred on November 15, 2023, January 17, 2024, and January 30, 2024. Based on the initial review by the committee at the November 15, 2023, meeting, select science publishers were invited to demonstrate their products for the committee members and additional teachers on November 29, 2023. Parents, community members, teachers, and other interested stakeholders were provided a chance to review materials in-person in the Dickinson ISD Boardroom on December 6, 2023, from 10:00 A.M. to 6:30 P.M. Publishers were invited to the public meeting as well. Committee members worked with their fellow teachers on campus to evaluate materials. After a careful review of all materials, using rubrics developed by the Educational Services Department, the committee approved the final recommendations for the primary resources for the respective subject areas at the final committee meeting on January 30, 2024.

The Dickinson ISD primary resource selections for the Proclamation 2024 Instructional Materials are:

Grade Band/Content Area/Course	Recommended Materials
K-5 Science	McGraw Hill, Texas Science
K-5 Science (Spanish)	McGraw Hill, Ciencias para Texas
6-8 Science	McGraw Hill, Texas Science
Biology	Savvas - Texas Experience
Chemistry	McGraw Hill, Texas Science
IPC	McGraw Hill, Texas Science
Physics	Savvas - Texas Experience
Aquatic Science	Cengage Learning Inc.
Environmental Systems	Cengage Learning Inc.
Principles of Applied Engineering	Goodheart-Willcox Publisher
Computer Science	CodeHS, Inc.
Health Science Theory	Goodheart-Willcox Publisher
Medical Terminology	Goodheart-Willcox Publisher
Pharmacy I	Assessment Technologies Institute, LLC dba National Healthcareer Association (NHA)
Forensic Science	Cengage Learning Inc.

Recommendation

The Superintendent, Deputy Superintendent for Educational Services, and Director of Federal Programs recommend approval of the Proclamation 2024: List of Instructional Materials Adopted by the State Board of Education and the expending of funds for these materials which may be more than \$250,000.

Action Item: Yes No

Motion made by _____ seconded by _____ vote _____

Proclamation 2024: List of Instructional Materials Adopted by the State Board of Education

This report includes all materials adopted by the State Board of Education at its November 2023 meeting.

Subject: Science

Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
Accelerate Learning Inc.	Science, Grade K	STEMscopes Science TX - Kindergarten	9798888266779	100	100
Accelerate Learning Inc.	Science, Grade 1	STEMscopes Science TX - Grade 1	9798888266793	100	100
Accelerate Learning Inc.	Science, Grade 2	STEMscopes Science TX - Grade 2	9798888266816	100	100
Accelerate Learning Inc.	Science, Grade 3	STEMscopes Science TX - Grade 3	9798888266830	100	100
Accelerate Learning Inc.	Science, Grade 4	STEMscopes Science TX - Grade 4	9798888266854	100	100 ⁸³
Accelerate Learning Inc.	Science, Grade 5	STEMscopes Science TX - Grade 5	9798888266878	100	100
Accelerate Learning Inc.	Science, Grade 6	STEMscopes Science TX - Grade 6	9798888266892	100	100
Accelerate Learning Inc.	Science, Grade 7	STEMscopes Science TX - Grade 7	9798888266915	100	100
Accelerate Learning Inc.	Science, Grade 8	STEMscopes Science TX - Grade 8	9798888266939	100	100
Accelerate Learning Inc.	Biology	STEMscopes Science TX - Biology	9798888267097	100	100
Accelerate Learning Inc.	Chemistry	STEMscopes Science TX - Chemistry	979888266717	100	100
Accelerate Learning Inc.	Integrated Physics and Chemistry	STEMscopes Science TX - IPC	9798888266755	100	100

Proclamation 2024: List of Instructional Materials Adopted by the State Board of Education

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Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
Accelerate Learning Inc.	Physics	STEMscopes Science TX - Physics	9798888266731	100	100
Argument-Driven Inquiry, LLC	Science, Grade 3	Texas ADI Learning Hub for Science, 3rd Grade	9798987754801	100	100
Argument-Driven Inquiry, LLC	Science, Grade 4	Texas ADI Learning Hub for Science, 4th Grade	9798987754818	100	100
Argument-Driven Inquiry, LLC	Science, Grade 5	Texas ADI Learning Hub for Science, 5th Grade	9798987754825	100	100
BIOZONE Corporation	Biology	Biology for Texas	978199101405	100	100
Cengage Learning Inc.	Aquatic Science	Oceanography: An Invitation to Marine Science HS Edition	9798214066844	100	100
Cengage Learning Inc.	Biology	National Geographic Biology, Texas Edition	9780357541838	100	100
Cengage Learning Inc.	Earth Systems Science	Earth Systems, Texas Edition	9798214068589	100	100
Cengage Learning Inc.	Environmental Systems	Environmental Science: Sustaining Your World, Texas Edition	9798214069432	100	100
eDynamic Holdings LP	Astronomy	Astronomy 1a/1b	9781959433507	100	100
Great Minds PBC	Science, Grade K	PhD Science Texas Level K	9798888114353	100	100
Great Minds PBC	Science, Grade 1	PhD Science Texas Level 1	9798888114360	100	100
Great Minds PBC	Science, Grade 2	PhD Science Texas Level 2	9798888114377	100	100

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Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
Great Minds PBC	Science, Grade 3	PhD Science Texas Level 3	9798888114384	100	100
Great Minds PBC	Science, Grade 4	PhD Science Texas Level 4	9798888114391	100	100
Great Minds PBC	Science, Grade 5	PhD Science Texas Level 5	9798888114407	100	100
Houghton Mifflin Harcourt Depository	Science, Grade K	HMH Into Science Texas Grade K	9780358858089	100	100
Houghton Mifflin Harcourt Depository	Science, Grade 1	HMH Into Science Texas Grade 1	9780358858096	100	100
Houghton Mifflin Harcourt Depository	Science, Grade 2	HMH Into Science Texas Grade 2	9780358858102	100	100 ⁸⁵
Houghton Mifflin Harcourt Depository	Science, Grade 3	HMH Into Science Texas Grade 3	9780358858119	100	100
Houghton Mifflin Harcourt Depository	Science, Grade 4	HMH Into Science Texas Grade 4	9780358858126	100	100
Houghton Mifflin Harcourt Depository	Science, Grade 5	HMH Into Science Texas Grade 5	9780358858133	100	100
Houghton Mifflin Harcourt Depository	Science, Grade 6	HMH Into Science Texas Grade 6	9780358858140	100	100
Houghton Mifflin Harcourt Depository	Science, Grade 7	HMH Into Science Texas Grade 7	9780358858157	100	100
Houghton Mifflin Harcourt Depository	Science, Grade 8	HMH Into Science Texas Grade 8	9780358858164	100	100
Houghton Mifflin Harcourt Depository	Science (Spanish), Grade K	HMH ¡Arriba las Ciencias! Texas Grade K	9780358881421	100	n/a
Houghton Mifflin Harcourt Depository	Science (Spanish), Grade 1	HMH ¡Arriba las Ciencias! Texas Grade 1	9780358881438	100	n/a

Proclamation 2024: List of Instructional Materials Adopted by the State Board of Education

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Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
Houghton Mifflin Harcourt Depository	Science (Spanish), Grade 2	HMH ¡Arriba las Ciencias! Texas Grade 2	9780358881445	100	n/a
Houghton Mifflin Harcourt Depository	Science (Spanish), Grade 3	HMH ¡Arriba las Ciencias! Texas Grade 3	9780358881452	100	n/a
Houghton Mifflin Harcourt Depository	Science (Spanish), Grade 4	HMH ¡Arriba las Ciencias! Texas Grade 4	9780358881469	100	n/a
Houghton Mifflin Harcourt Depository	Science (Spanish), Grade 5	HMH ¡Arriba las Ciencias! Texas Grade 5	9780358881476	100	n/a
Houghton Mifflin Harcourt Depository	Science (Spanish), Grade 6	HMH ¡Arriba las Ciencias! Texas Grade 6	9780358881483	100	n/a
McGraw-Hill School Division	Science, Grade K	McGraw Hill Texas Science Grade Kindergarten	9781265051679	100	100 ⁸⁶
McGraw-Hill School Division	Science, Grade 1	McGraw Hill Texas Science Grade 1	9781265056339	100	100
McGraw-Hill School Division	Science, Grade 2	McGraw Hill Texas Science Grade 2	9781265057879	100	100
McGraw-Hill School Division	Science, Grade 3	McGraw Hill Texas Science Grade 3	9781265061678	100	100
McGraw-Hill School Division	Science, Grade 4	McGraw Hill Texas Science Grade 4	9781265085872	100	100
McGraw-Hill School Division	Science, Grade 5	McGraw Hill Texas Science Grade 5	9781265086466	100	100
McGraw-Hill School Division	Science, Grade 6	McGraw Hill Texas Science Grade 6	9781265070601	100	100
McGraw-Hill School Division	Science, Grade 7	McGraw Hill Texas Science Grade 7	9781265071790	100	100
McGraw-Hill School Division	Science, Grade 8	McGraw Hill Texas Science Grade 8	9781265073428	100	100

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Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
McGraw-Hill School Division	Science (Spanish), Grade K	McGraw Hill Ciencias para Texas Kindergarten	9781265119614	100	n/a
McGraw-Hill School Division	Science (Spanish), Grade 1	McGraw Hill Ciencias para Texas Grado 1	9781265120375	100	n/a
McGraw-Hill School Division	Science (Spanish), Grade 2	McGraw Hill Ciencias para Texas Grado 2	9781265121051	100	n/a
McGraw-Hill School Division	Science (Spanish), Grade 3	McGraw Hill Ciencias para Texas Grado 3	9781265123017	100	n/a
McGraw-Hill School Division	Science (Spanish), Grade 4	McGraw Hill Ciencias para Texas Grado 4	9781265173234	100	n/a
McGraw-Hill School Division	Science (Spanish), Grade 5	McGraw Hill Ciencias para Texas Grado 5	9781264864362	100	n/a ⁸⁷
McGraw-Hill School Division	Science (Spanish), Grade 6	McGraw Hill Ciencias para Texas Grado 6	9781265179168	100	n/a
McGraw-Hill School Division	Biology	McGraw Hill Texas Biology	9781265039899	100	100
McGraw-Hill School Division	Chemistry	McGraw Hill Texas Chemistry	9781265041632	100	100
McGraw-Hill School Division	Integrated Physics and Chemistry	McGraw Hill Texas Integrated Physics and Chemistry	9781265097974	100	100
McGraw-Hill School Division	Physics	McGraw Hill Texas Physics	9781265047153	100	100
Myriad Sensors, Inc.	Biology	Conceptual Academy Biology (Texas Edition)	9781961087002	100	100
Myriad Sensors, Inc.	Chemistry	Conceptual Academy Chemistry (Texas Edition)	9781961087019	100	100

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Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
Myriad Sensors, Inc.	Integrated Physics and Chemistry	Conceptual Academy Integrated Physics and Chemistry (Texas Edition)	9781961087033	100	100
Myriad Sensors, Inc.	Physics	Conceptual Academy Physics (Texas Edition)	9781961087026	100	100
PASCO SCIENTIFIC	Chemistry	Essential Chemistry	9781937492267	100	100
PASCO SCIENTIFIC	Physics	Essential Physics 3rd Edition	9781937492199	91.49	100
SASC, LLC dba Activate Learning	Integrated Physics and Chemistry	Texas Integrated Physics and Chemistry	9781682316917	100	100 88
Savvas Learning Company LLC formerly Pearson K12 Learning	Science, Grade K	Texas Experience Science, Grade K	9781428555891	100	100
Savvas Learning Company LLC formerly Pearson K12 Learning	Science, Grade 1	Texas Experience Science, Grade 1	9781428555907	100	100
Savvas Learning Company LLC formerly Pearson K12 Learning	Science, Grade 2	Texas Experience Science, Grade 2	9781428555914	100	100
Savvas Learning Company LLC formerly Pearson K12 Learning	Science, Grade 3	Texas Experience Science, Grade 3	9781428555921	100	100
Savvas Learning Company LLC formerly Pearson K12 Learning	Science, Grade 4	Texas Experience Science, Grade 4	9781428555938	100	100
Savvas Learning Company LLC formerly Pearson K12 Learning	Science, Grade 5	Texas Experience Science, Grade 5	9781428555945	100	100

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Savas Learning Company LLC formerly Pearson K12 Learning	Science, Grade 6	Texas Experience Science, Grade 6	9781428555860	100	100
Savas Learning Company LLC formerly Pearson K12 Learning	Science, Grade 7	Texas Experience Science, Grade 7	9781428555877	100	100
Savas Learning Company LLC formerly Pearson K12 Learning	Science, Grade 8	Texas Experience Science, Grade 8	9781428555884	100	100
Savas Learning Company LLC formerly Pearson K12 Learning	Science (Spanish), Grade K	Texas Experimenta las Ciencias, Grade K	9781428572416	100	n/a 89
Savas Learning Company LLC formerly Pearson K12 Learning	Science (Spanish), Grade 1	Texas Experimenta las Ciencias, Grade 1	9781428572423	100	n/a
Savas Learning Company LLC formerly Pearson K12 Learning	Science (Spanish), Grade 2	Texas Experimenta las Ciencias, Grade 2	9781428572430	100	n/a
Savas Learning Company LLC formerly Pearson K12 Learning	Science (Spanish), Grade 3	Texas Experimenta las Ciencias, Grade 3	9781428572447	100	n/a
Savas Learning Company LLC formerly Pearson K12 Learning	Science (Spanish), Grade 4	Texas Experimenta las Ciencias, Grade 4	9781428572454	100	n/a
Savas Learning Company LLC formerly Pearson K12 Learning	Science (Spanish), Grade 5	Texas Experimenta las Ciencias, Grade 5	9781428572461	100	n/a
Savas Learning Company LLC formerly Pearson K12 Learning	Science (Spanish), Grade 6	Texas Experimenta las Ciencias, Grade 6	9781428572393	100	n/a

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Savas Learning Company LLC formerly Pearson K12 Learning	Biology	Texas Miller & Levine Experience Biology	9781428555853	100	100
Savas Learning Company LLC formerly Pearson K12 Learning	Chemistry	Texas Experience Chemistry	9781428555846	100	100
Savas Learning Company LLC formerly Pearson K12 Learning	Physics	Texas Experience Physics	9781428555839	100	100
Studies Weekly, Inc.	Science, Grade K	Texas Science Studies Weekly: Kindergarten	9781649783745000	100	100
Studies Weekly, Inc.	Science, Grade 1	Texas Science Studies Weekly: First Grade	9781649783769000	100	100 ⁹⁰
Studies Weekly, Inc.	Science, Grade 2	Texas Science Studies Weekly: Second Grade	9781649783783000	100	100
Studies Weekly, Inc.	Science, Grade 3	Texas Science Studies Weekly: Third Grade	9781649783806000	100	100
Studies Weekly, Inc.	Science, Grade 4	Texas Science Studies Weekly: Fourth Grade	9781649783820000	100	100
Studies Weekly, Inc.	Science, Grade 5	Texas Science Studies Weekly: Fifth Grade	9781649783844000	100	100
Summit K12 Holdings, Inc.	Science, Grade K	Dynamic Science Kindergarten	9781433407147	100	100
Summit K12 Holdings, Inc.	Science, Grade 1	Dynamic Science 1st Grade	9781433407154	100	100
Summit K12 Holdings, Inc.	Science, Grade 2	Dynamic Science 2nd Grade	9781433407161	100	100
Summit K12 Holdings, Inc.	Science, Grade 3	Dynamic Science 3rd Grade	9781433407178	100	100

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Summit K12 Holdings, Inc.	Science, Grade 4	Dynamic Science 4th Grade	9781433407185	100	100
Summit K12 Holdings, Inc.	Science, Grade 5	Dynamic Science 5th Grade	9781433407192	100	100
Summit K12 Holdings, Inc.	Science, Grade 6	Dynamic Science 6th Grade	9781433407208	100	100
Summit K12 Holdings, Inc.	Science, Grade 7	Dynamic Science 7th Grade	9781433407215	100	100
Summit K12 Holdings, Inc.	Science, Grade 8	Dynamic Science 8th Grade	9781433407222	100	100
Summit K12 Holdings, Inc.	Science (Spanish), Grade K	Dynamic Science (Spanish) Kindergarten	9781433407239	100	n/a ⁹¹
Summit K12 Holdings, Inc.	Science (Spanish), Grade 1	Dynamic Science (Spanish) 1st Grade	9781433407246	100	n/a
Summit K12 Holdings, Inc.	Science (Spanish), Grade 2	Dynamic Science (Spanish) 2nd Grade	9781433407253	100	n/a
Summit K12 Holdings, Inc.	Science (Spanish), Grade 3	Dynamic Science (Spanish) 3rd Grade	9781433407260	100	n/a
Summit K12 Holdings, Inc.	Science (Spanish), Grade 4	Dynamic Science (Spanish) 4th Grade	9781433407277	100	n/a
Summit K12 Holdings, Inc.	Science (Spanish), Grade 5	Dynamic Science (Spanish) 5th Grade	9781433407284	100	n/a
Summit K12 Holdings, Inc.	Science (Spanish), Grade 6	Dynamic Science (Spanish) 6th Grade	9781433407291	100	n/a
Summit K12 Holdings, Inc.	Biology	Dynamic Biology	9781433407307	100	100
Summit K12 Holdings, Inc.	Chemistry	Dynamic Chemistry	9781433407314	100	100

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Summit K12 Holdings, Inc.	Integrated Physics and Chemistry	Dynamic Integrated Physics and Chemistry	9781433407345	100	100
Summit K12 Holdings, Inc.	Physics	Dynamic Physics	9781433407338	100	100

Proclamation 2024: List of Instructional Materials Adopted by the State Board of Education

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Subject: Social Studies

Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
Decker & Associates, Inc.	Personal Financial Literacy and Economics	Personal Financial Literacy and Economics for Real Life	9798350703702	100	100
McGraw-Hill School Division (Contract Vendor)	Personal Financial Literacy and Economics	Personal Finance High School Edition	9781265634957	100	100
Ramsey Education (Dave Ramsey/Lampo)	Personal Financial Literacy and Economics	Foundations in Personal Finance High School 4th Edition	9781936948581	100	100
Savvas Learning Company LLC formerly Pearson K12 Learning	Personal Financial Literacy and Economics	Personal Financial Literacy	9780138114183	100	100
The Curriculum Center for Family and Consumer Sciences	Personal Financial Literacy and Economics	Personal Financial Literacy and Economics	9781953248312	97.10	100

93

Proclamation 2024: List of Instructional Materials Adopted by the State Board of Education

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Subject: Technology Applications

Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
CEV Multimedia Ltd.	Technology Applications, Grade 6	iCEV Technology Applications 6th Grade (Individual Course)	9798888640203	100	n/a
CEV Multimedia Ltd.	Technology Applications, Grade 7	iCEV Technology Applications 7th Grade (Individual Course)	9798888640210	100	n/a
CEV Multimedia Ltd.	Technology Applications, Grade 8	iCEV Technology Applications 8th Grade (Individual Course)	9798888640227	100	n/a
Coder Kids, Inc. DBA Ellipsis Education	Technology Applications, Kindergarten	Texas Technology Applications - K	9798987914502	100	n/a
Coder Kids, Inc. DBA Ellipsis Education	Technology Applications, Grade 1	Texas Technology Applications - 1	9798987914519	100	n/a
Coder Kids, Inc. DBA Ellipsis Education	Technology Applications, Grade 2	Texas Technology Applications - 2	9798987914526	100	n/a
Coder Kids, Inc. DBA Ellipsis Education	Technology Applications, Grade 3	Texas Technology Applications - 3	9798987914533	100	n/a
Coder Kids, Inc. DBA Ellipsis Education	Technology Applications, Grade 4	Texas Technology Applications - 4	9798987914540	100	n/a
Coder Kids, Inc. DBA Ellipsis Education	Technology Applications, Grade 5	Texas Technology Applications - 5	9798987914557	96.67	n/a
Compusolar, Inc.	Technology Applications, Grade 6	Tech Essentials	9781946113030	100	n/a
Compusolar, Inc.	Technology Applications, Grade 7	Tech Essentials	9781946113030	100	n/a
Compusolar, Inc.	Technology Applications, Grade 8	Tech Essentials	9781946113030	100	n/a
eDynamic Holdings LP	Technology Applications, Grade 6	Middle School Tech Apps, Grade 6	9781959433552	100	n/a

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Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
eDynamic Holdings LP	Technology Applications, Grade 7	Middle School Tech Apps, Grade 7	9781959433569	100	n/a
eDynamic Holdings LP	Technology Applications, Grade 8	Middle School Tech Apps, Grade 8	9781959433576	100	n/a
Learning.com	Technology Applications, Kindergarten	Learning.com TechApps for Texas	9798987398203	100	n/a
Learning.com	Technology Applications, Grade 1	Learning.com TechApps for Texas	9798987398210	100	n/a
Learning.com	Technology Applications, Grade 2	Learning.com TechApps for Texas	9798987398227	100	n/a
Learning.com	Technology Applications, Grade 3	Learning.com TechApps for Texas	9798987398234	100	n/a
Learning.com	Technology Applications, Grade 4	Learning.com TechApps for Texas	9798987398241	100	n/a
Learning.com	Technology Applications, Grade 5	Learning.com TechApps for Texas	9798987398258	100	n/a
Learning.com	Technology Applications, Grade 6	Learning.com TechApps for Texas	9798987398265	100	n/a
Learning.com	Technology Applications, Grade 7	Learning.com TechApps for Texas	9798987398272	100	n/a
Learning.com	Technology Applications, Grade 8	Learning.com TechApps for Texas	9798987398289	100	n/a
Typing.com	Technology Applications, Kindergarten	Typing.com: Kindergarten	9798987771709	94.44	n/a
Typing.com	Technology Applications, Grade 1	Typing.com: Grade 1	9798987771716	75.00	n/a

95

Proclamation 2024: List of Instructional Materials Adopted by the State Board of Education

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Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
Typing.com	Technology Applications, Grade 2	Typing.com: Grade 2	9798987771723	82.61	n/a
Typing.com	Technology Applications, Grade 3	Typing.com: Grade 3	9798987771730	86.21	n/a
Typing.com	Technology Applications, Grade 4	Typing.com: Grade 4	9798987771747	75.86	n/a
Typing.com	Technology Applications, Grade 5	Typing.com: Grade 5	9798987771754	70.00	n/a
Typing.com	Technology Applications, Grade 6	Typing.com: Grade 6	9798987771761	66.67	n/a

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Subject: Career Development

Publisher	Subject Area and Grade Level/Course	Title	ISBN	TEKS %	ELPS %
Assessment Technologies Institute, LLC dba National Healthcareer Association ("NHA")	Medical Assistant	MA SkillsBuilder:Bundle	9781565332676	78.48	n/a
Assessment Technologies Institute, LLC dba National Healthcareer Association ("NHA")	Medical Terminology	Medical Terminology	9781565332331	70.83	n/a
Assessment Technologies Institute, LLC dba National Healthcareer Association ("NHA")	Pharmacy I	PharmaSeer	9781565334939	97.67	n/a
B.E. Publishing, Inc.	Anatomy And Physiology	Understanding Anatomy & Physiology (Texas Edition)	9781719650144	100	100
B.E. Publishing, Inc.	Medical Terminology	Medical Terminology: A Learning Strategies Approach, Texas Edition	9781626896833	100	n/a
Cengage Learning Inc.	Anatomy And Physiology	Body Structures and Functions	9798214074047	96.23	100
Cengage Learning Inc.	Forensic Science	Forensic Science: Fundamentals and Investigations	9780357926963	89.89	100
Cengage Learning Inc.	Health Science Theory	DHO Health Science	9780357419991	82.69	n/a
Cengage Learning Inc.	Medical Terminology	Medical Terminology for Health Professions	9780357635698	100	n/a
CEV Multimedia Ltd.	Anatomy And Physiology	iCEV Anatomy & Physiology (Individual Course)	9798888640005	100	100

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CEV Multimedia Ltd.	Child Development	iCEV Child Development (Individual Course)	9798888640012	100	n/a
CEV Multimedia Ltd.	Child Development Associate Foundations	iCEV Child Development Associate Foundations (Individual Course)	9798888640029	100	n/a
CEV Multimedia Ltd.	Computer Science I	iCEV Computer Science I (Individual Course)	9798888640036	51.61	n/a
CEV Multimedia Ltd.	Engineering Design And Presentation I	iCEV Engineering Design & Presentation I (Individual Course)	9798888640043	100	n/a
CEV Multimedia Ltd.	Engineering Design and Presentation II	iCEV Engineering Design & Presentation II (Individual Course)	9798888640050	100	n/a
CEV Multimedia Ltd.	Food Science	iCEV Food Science (Individual Course)	9798888640067	100	100
CEV Multimedia Ltd.	Forensic Science	iCEV Forensic Science (Individual Course)	9798888640074	100	100
CEV Multimedia Ltd.	Foundations of Cybersecurity	iCEV Foundations of Cybersecurity (Individual Course)	9798888640081	100	n/a
CEV Multimedia Ltd.	Fundamentals of Computer Science	iCEV Fundamentals of Computer Science (Individual Course)	9798888640098	100	n/a
CEV Multimedia Ltd.	Health Science Theory	iCEV Health Science Theory (Individual Course)	9798888640104	100	n/a
CEV Multimedia Ltd.	Human Growth and Development	iCEV Human Growth & Development (Individual Course)	9798888640111	100	n/a
CEV Multimedia Ltd.	Instructional Practices	iCEV Instructional Practices (Individual Course)	9798888640128	100	n/a
CEV Multimedia Ltd.	Medical Assistant	iCEV Medical Assistant (Individual Course)	9798888640135	100	n/a

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CEV Multimedia Ltd.	Medical Coding and Billing	iCEV Medical Coding & Billing (Individual Course)	9798888640142	100	n/a
CEV Multimedia Ltd.	Medical Microbiology	iCEV Medical Microbiology (Individual Course)	9798888640159	100	100
CEV Multimedia Ltd.	Medical Terminology	iCEV Medical Terminology (Individual Course)	9798888640166	100	n/a
CEV Multimedia Ltd.	Pathophysiology	iCEV Pathophysiology (Individual Course)	9798888640173	100	100
CEV Multimedia Ltd.	Principles of Applied Engineering	iCEV Principles of Applied Engineering (Individual Course)	9798888640180	100	n/a
CEV Multimedia Ltd.	Principles of Education and Training	iCEV Principles of Education & Training (Individual Course)	9798888640197	100	n/a 99
CodeHS, Inc.	Computer Science I	Texas Computer Science 1	9798987718254	100	n/a
CodeHS, Inc.	Computer Science II	Texas Computer Science 2	9798987718261	100	n/a
CodeHS, Inc.	Foundations of Cybersecurity	Texas Foundations of Cybersecurity	9798987718278	100	n/a
CodeHS, Inc.	Fundamentals of Computer Science	Texas Fundamentals of Computer Science	9798987718285	100	n/a
Compusolar, Inc.	Computer Science I	Java Programming	9781946113993	100	n/a
Compusolar, Inc.	Computer Science I	C# Programming	9781946113016	100	n/a
Compusolar, Inc.	Computer Science II	Java Programming	9781946113993	100	n/a
Compusolar, Inc.	Fundamentals of Computer Science	Computer Science Foundations	9781946113023	100	n/a

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eDynamic Holdings LP	Child Development	Child Development 1a/1b	9781959433170	100	n/a
eDynamic Holdings LP	Computer Science I	Introduction to Programming 1a/1b	9781737161660	100	n/a
eDynamic Holdings LP	Computer Science II	Programming 2a/2b	9781737161585	100	n/a
eDynamic Holdings LP	Cybersecurity Capstone	Operational Cybersecurity 1a/1b	9798986044354	100	n/a
eDynamic Holdings LP	Forensic Science	Forensics: The Science of Crime 1a/1b	9781959433231	100	100
eDynamic Holdings LP	Foundations of Cybersecurity	Network Security Fundamentals 1a/1b	9798986044347	100	n/a 100
eDynamic Holdings LP	Fundamentals of Computer Science	Principles of Information Technology 1a/1b	9781737161653	100	n/a
eDynamic Holdings LP	Health Science Theory	Health Science Theory 1a/1b	9781959433514	100	n/a
eDynamic Holdings LP	Human Growth and Development	Human Growth and Development 1a/1b	9781959433293	100	n/a
eDynamic Holdings LP	Medical Assistant	Medical Assistant 1a/1b	9781959433378	100	n/a
eDynamic Holdings LP	Medical Terminology	Medical Terminology 1a/1b	9781959433415	100	n/a
eDynamic Holdings LP	Pathophysiology	Pathophysiology 1a/1b	9781959433521	100	100
eDynamic Holdings LP	Pharmacology	Pharmacology 1a/1b	9781959433538	100	n/a
eDynamic Holdings LP	Principles of Applied Engineering	Applied Engineering 1a/1b	9781959433545	100	n/a

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Goodheart-Willcox Company	Anatomy And Physiology	Introduction to Anatomy & Physiology	9798889993155	100	100
Goodheart-Willcox Company	Engineering Design And Presentation I	Exploring Drafting	9798889991328	100	n/a
Goodheart-Willcox Company	Health Science Theory	Health Science Concepts and Skills	9798889992547	100	n/a
Goodheart-Willcox Company	Medical Terminology	Introduction to Medical Terminology	9798889993766	100	n/a
Goodheart-Willcox Company	Principles of Applied Engineering	Engineering Fundamentals: Design, Principles, and Careers	9798889990710	100	n/a
Goodheart-Willcox Company	Principles of Education and Training	Teaching	9798889994985	100	n/a
McGraw-Hill School Division	Anatomy And Physiology	Holes Essentials of Human Anatomy & Physiology TX	9781265115173	100	100
Savas Learning Company LLC formerly Pearson K12 Learning	Anatomy And Physiology	Anatomy, Physiology, and Disease, 2nd Edition	9780138046705	100	100
Savas Learning Company LLC formerly Pearson K12 Learning	Computer Science I	Computer Science I	9780138046552	100	n/a
Savas Learning Company LLC formerly Pearson K12 Learning	Forensic Science	Forensic Science for Texas	9780138046842	100	100
Savas Learning Company LLC formerly Pearson K12 Learning	Fundamentals of Computer Science	Fundamentals of Computer Science	9780138046620	100	n/a

161

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Savas Learning Company LLC formerly Pearson K12 Learning	Medical Terminology	Medical Terminology for Texas	9780138046767	100	n/a
Savas Learning Company LLC formerly Pearson K12 Learning	Principles of Applied Engineering	Introduction to Engineering	9780138046477	100	n/a
The Curriculum Center for Family and Consumer Sciences	Child Development Associate Foundations	Child Development Associate Foundations	9781953248299	90.91	n/a
The Curriculum Center for Family and Consumer Sciences	Communication and Technology in Education	Communication and Technology in Education	9781953248305	100	n/a
The Curriculum Center for Family and Consumer Sciences	Human Growth and Development	Human Growth and Development	9781953248046	100	n/a
The Curriculum Center for Family and Consumer Sciences	Instructional Practices	Instructional Practices	9781953248053	98.72	n/a
TPS Publishing, Inc.	Forensic Science	STEAM into Forensic Science - CTE Edition	9781788053143	100	100

102

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: February 6, 2024

Item Title: District of Innovation Plan Amendment – HB 114

Agenda Item: Dr. Jeff Pack/Robert Cobb

Background Information

19 Texas Administrative Code §102.1313 specifies the process for amending an approved District of Innovation Plan:

- (a) A district innovation plan may be amended, rescinded, or renewed if the action is approved by a majority vote of the district-level committee established under the Texas Education Code (TEC), §11.251, or a comparable committee if the district is exempt from that section, and a two-thirds majority vote of the board of trustees.
- (b) The district shall notify the commissioner of education of any actions taken pursuant to subsection (a) of this section along with the associated TEC exemptions and local approval dates.

An amendment to exempt Dickinson ISD from Texas Education Code §37.006(a)(2)(C-2), added by Acts 2023, 88th Leg., R.S., Ch. 797 (H.B. 114), relating to the removal of students to a disciplinary alternative education program for e-cigarettes was presented to the Dickinson ISD District Education Improvement Committee on Tuesday, January 23, 2024. The vote to recommend the amendment to the Board of Trustees passed with 49 out of 50 members voting yes.

The entire District of Innovation Plan (originally approved/renewed February 2022 with the September 2022, February 2023, and May 2023 amendments included) is attached. The amended plan will be posted on the Dickinson ISD website. Notification of Board approval of the amended plan will be sent to the Commissioner of Education.

Recommendation

The Superintendent and Deputy Superintendent for Educational Services recommend approval of the amended District of Innovation Plan as presented.

Action Item: Yes No

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



District of Innovation Plan

Introduction

House Bill 1842, created and passed during the 84th Texas Legislative Session in Spring 2015, provides a unique opportunity for Texas public school districts to exempt themselves from some parts of the Texas Education Code. In order to do this, a public school district must adopt an innovation plan, as set forth in Texas Education Code Chapter 12 A.

As a District of Innovation, Dickinson ISD may be exempted from a number of state statutes and will have:

- greater local control as the decision makers over the educational and instructional model for students;
- increased freedom and flexibility, with accountability, relative to state mandates that govern educational programming; and
- power to innovate and think differently.

HB 1842 does not allow exemptions from statutes including curriculum and graduation requirements or academic and financial accountability.

District of Innovation Process and Timeline

- March 31, 2016 – Special presentation for Dickinson ISD district and campus administrators by David Anthony, Raise Your Hand Texas
- April 27, 2016 – District of Innovation presentation with David Anderson at Region IV for district administrators
- Fall 2016 – Review of district plans submitted for District of Innovation
- November 15, 2016 – CAPE meeting to review and discuss District of Innovation Plans developed by districts in the Gulf Coast area of Region IV
- December 12, 2016 – District of Innovation Resolution passed by Dickinson ISD Board of Trustees and the District Educational Improvement Committee designated as the local innovation committee
- December 12, 2016 – Public Hearing to discuss purpose for District of Innovation
- December 13, 2016 – Letter from Superintendent to all district employees and teacher professional organizations informing of the district's intent to pursue District of Innovation
- December 13, 2016 – DOI process and timeline shared with DEIC members and posted on district website

- December 15, 2016 – DOI process and timeline shared with campus and district administrators
- January 3-6, 2017 – Draft plan developed by DOI subcommittee
- January 9, 2017 – District of Innovation update provided to Board of Trustees
- January 10, 2017 – DISD District of Innovation Public Meeting
- January 10, 2017 – Draft District of Innovation Plan reviewed by DISD District Educational Improvement Committee
- January 12, 2017 – February 12, 2017 – Dickinson ISD’s District of Innovation Plan posted on the DISD website; concurrently, the plan will be submitted to Texas Education Agency Commissioner, Mike Morath
- February 21, 2017 – DISD District of Innovation Plan submitted to DISD Board of Trustees for approval
- March-April 2017 – Updates of all DOI related local and legal policies will be reviewed, revised and submitted to the Dickinson ISD Board of Trustees for approval.

Dickinson ISD administration recommended the renewal of the district’s plan for an additional five (5) year term to allow Dickinson ISD the continued flexibility and local control to make decisions in the best interest of the Dickinson ISD community. The proposed renewal included the original DOI Plan with updates to incorporate changes in law since the original adoption in 2017. The proposed DOI renewal and updated plan was presented to the Dickinson ISD Education Improvement Committee for consideration on October 19, 2021, and it was approved by a majority of the committee. The DISD Board of Trustees reviewed and approved the renewal of the DOI Plan for an additional five (5) year term at the action meeting held on February 7, 2022.

Term

Dickinson ISD will be recognized as a District of Innovation for a term of five years, renewable within six months of the plan’s expiration date of February 2027. If, within the term of the plan, other areas of operations are to be considered for flexibility as part of HB 1842, the Board of Trustees will appoint a committee to consider and propose additional exemptions in the form of an amendment. The plan is amendable by a majority vote of the District Educational Improvement Committee and Board of Trustees. Any amendment adopted by the Board will adhere to the same term as the original plan. Dickinson ISD will not implement two separate plans at any one time.

Amendments

The proposed amended DOI was presented to the Dickinson ISD Education Improvement Committee for consideration on January 23, 2024, and it was approved by a majority of the committee. The DISD Board of Trustees reviewed and approved the amended DOI Plan at the action meeting held on February 6, 2024. The amended plan retains the expiration date of February 21, 2027.

Innovation Plan

Dickinson ISD proposes flexibility and seeks an exemption in the following areas:

Teacher Certification	AMENDED SEPTEMBER 2022 (SEE PAGES 7-8)
Texas Education Code §21.003, §21.044, §21.053 19 Texas Administrative Code: 231	DBA(LEGAL), DBA(LOCAL), DK(LEGAL), DK(LOCAL), DK(EXHIBIT)
<p>Rationale:</p> <ul style="list-style-type: none"> ● In the event a certified teacher cannot be hired for a position or a teacher is assigned to a subject outside his/her certification, the district must submit an emergency certification/exception/waiver to TEA. ● Many of the career pathways set forth by HB 5 require very specialized certification. ● Statutes and regulations inhibit the development of post high school plans and improvement of workforce skills to the extent these laws limit the District's ability to hire teachers to teach hard to fill, high demand career and technical courses when quality certified teachers are not available. 	
<p>Innovation:</p> <p>Dickinson ISD Human Resources Department will submit a written request for approval to fill a teaching position to the Superintendent or designee for a degreed, non-certified professional with career/industry experience to teach a CTE subject within his/her area of expertise</p> <p>The written request will outline the reason for the request, and it will document the credentials the recommended teacher possesses which qualify him/her to teach the subject. In addition, the written request must be submitted to the Superintendent or designee for approval prior to recommending to the Board of Trustees.</p> <p>In order to enable more students to obtain the educational benefit of career and technical course offerings, the District seeks to establish its own local qualification requirements for such courses in lieu of the requirements set forth in law. This exemption will afford the District the flexibility to hire professionals in certain trades and vocations to teach the crafts of those trades and vocations, such as welding, health sciences, architecture and construction, in career and technical courses.</p>	

First Day of Instruction	
Texas Education Code §25.0811	EB(LLEGAL)
<p>Rationale: Texas Education Code states that a school district may not begin student instruction before the 4th Monday in August. This forces the district into a calendar that has minimal opportunity for teacher professional development, causes shortened grading periods when the first semester ends in December, and provides negligible time for summer school before state mandated assessment re-takes in the summer.</p>	
<p>Innovation: To best serve the students in Dickinson ISD, we will move the school start date for students to no earlier than the third week of August. Starting earlier will allow for creative scheduling that allows for more intentional teacher professional development throughout the school year and also allows students to have a schedule that is more conducive to their learning.</p>	

Teacher Contracts (Probationary)	
Texas Education Code §21.102	DCA(LLEGAL)
<p>Rationale:</p> <ul style="list-style-type: none"> ● Currently, a person who is employed as a teacher by a school district for the first time, or who has not been employed by the district for two consecutive school years, shall be employed under a probationary contract. ● DISD is a fast-growing district and at times our staffing model is not able to accurately project class size enrollment. ● Non-certified teachers and/or teachers that are hired after the first instructional day are not always the most qualified for the position. 	
<p>Innovation: In an effort to provide quality educational opportunities for all students throughout the district, DISD would like the option of offering non-certified teachers and/or late hires (after the first day of instruction) an agreement rather than a contract. This will allow for flexibility in taking timely employment actions that, in turn, would provide students with a quality teacher.</p>	

Student/Teacher Ratios; Class Size	
Texas Education Code §25.111-13, §25.112(A-G), §25.113(A-B)	EEB(LLEGAL)
<p>Rationale: A 22 to 1 student/teacher ratio is required by State law for Prekindergarten to 4th grade classes. When a class exceeds this limit, the district must complete and file a waiver with the Texas Education Agency, and the district must notify parents of waivers to class size limits.</p>	
<p>Innovation: Dickinson ISD is a fast-growth district, and for the past several years, a class size waiver to TEA has been required. Based on our observations, we believe it is not the number of students but the relationship of the teacher to students and make-up of the classroom which most directly influence the learning environment. Dickinson ISD will continuously monitor enrollment at the elementary campuses. When elementary classes exceed 22 students, district and campus administrators will collaborate to develop a plan to support those classes. A TEA waiver will not be submitted; however, the Superintendent will report enrollment to the Board of Trustees.</p>	

Professional Development	
Texas Education Code §21.451, §21.458	DMA(LEGAL)
<p>Rationale:</p> <ul style="list-style-type: none"> With a diverse student population, Dickinson ISD’s educators must be well equipped to meet the unique needs of each student. Currently, the district is required to implement state-mandated professional development that may not be beneficial to our staff needs. The state currently lays out specific requirements for teacher mentors. An exemption from these requirements would allow DISD to determine qualified mentors based on classroom performance rather than on seniority. 	
<p>Innovation:</p> <ul style="list-style-type: none"> Dickinson ISD believes that the district level committee (DEIC) is better equipped to determine professional development that will best meet the needs of local staff so that staff development can remain flexible and responsive to newly emerging data. As a fast-growth district, Dickinson ISD employs many new teachers each year. It is very important that mentors be effective classroom teachers who can support new teachers in their first years in the profession. Being exempt from this requirement would increase the pool of teachers from which the district could draw for our mentoring program. 	

Designation of Campus Behavior Coordinator	
Texas Education Code §37.0012	FO(LEGAL)
<p>Rationale:</p> <p>Senate Bill 107 requires the designation of a Campus Behavior Coordinator on each campus. This person is responsible for maintaining student discipline and the implementation of Chapter 37, Subchapter A.</p>	
<p>Innovation:</p> <p>Dickinson ISD believes in a collaborative approach to discipline, with multiple people providing emotional social support to students, rather than just one person. All campus principals and assistant principals handle student discipline. Each campus administrator will serve as a Campus Behavior Coordinator in regard to student discipline, as outlined in the Dickinson ISD Student Code of Conduct.</p>	

School District Depositories	
Texas Education Code §45.205-45.209	BDAE(LEGAL)
<p>Rationale:</p> <p>Districts are required to bid depository banking services at minimum every 6 years.</p>	
<p>Innovation:</p> <p>There are a limited number of banking entities with the interest in serving the district’s financial needs. In addition, changing banks requires a burdensome administrative effort. DISD already monitors the availability of services and the pricing. Newer banking regulations are making local-government-entity business unattractive to banks, so the options are expected to remain limited in the near future.</p>	

Summary

Through HB 1842, Dickinson ISD will have increased flexibility and local control to make decisions. The Dickinson ISD Innovation Plan identifies current State laws from which the district seeks relief in order to best meet the needs of all stakeholders. Adjustments to Board policy will be reviewed, updated, and presented to the DISD Board of Trustees.

September 2022 Amendments

Teacher Certification (Revised September 2022)	
<p>Texas Education Code §21.003, §21.044, §21.051, §21.053, §21.057 19 Texas Administrative Code § 231</p>	<p>DBA(LEGAL), DBA(LOCAL), DK(LEGAL), DK(LOCAL), DK(EXHIBIT)</p>
<p>Rationale:</p> <ul style="list-style-type: none"> ● Dickinson ISD is committed to providing students with the highest level of academic instruction possible. Currently, in the event the district cannot locate a certified teacher for a position, or a teacher is assigned to a subject outside of his/her certification, the district must submit a request to the Texas Education Agency and wait for an approval or denial to be issued from the Commissioner of Education. ● Dickinson ISD wants decisions regarding certification to be handled locally and approved by the Superintendent and/or designee. ● The goal of Dickinson ISD will be to continue to hire certified teachers; however, flexibility is needed in areas that are difficult to find highly effective candidates with the required teacher certification. For example, many of the career pathways established by House Bill 5, 83rd Texas Legislature, Regular Session, 2013, require very specialized certification. ● Statutes and regulations inhibit the development of post high school plans and improvement of workforce skills to the extent these laws limit the District’s ability to hire teachers to teach hard-to-fill, high-demand career and technical courses when quality certified teachers are not available. ● This provision will provide Dickinson ISD flexibility in hiring professionals from technical fields, college instructors, and internal applicants seeking assignments outside of their certification areas. This exemption also applies to the associated requirements of field experience and parental notification, and it negates the need to request approval from the Commissioner of Education. 	
<p>Innovation:</p> <p>For Career and Technical Education (CTE) (including STEM - Science, Technology, Engineering, and Math) and Dual Credit certification areas:</p> <ul style="list-style-type: none"> ● Dickinson ISD Human Resources Department will submit a written request for approval to fill a teaching position to the Superintendent or designee for a degreed, non-certified, yet highly qualified, professional with career/industry experience to teach a CTE subject within his/her area of expertise. ● The written request will outline the reason for the request, and it will document the credentials the recommended teacher possesses which qualify him/her to teach the subject. In addition, the written request must be submitted to the Superintendent or designee for approval prior to recommending to the Board of Trustees. ● In order to enable more students to obtain the educational benefit of career and technical course offerings, Dickinson ISD seeks to establish its own local qualification requirements for such courses in lieu of the requirements set forth in law. This exemption will afford Dickinson ISD the flexibility to hire professionals in certain trades and vocations to teach the crafts of those trades and vocations, such as welding, health sciences, architecture, and construction, in Career and Technical Education courses. 	

For allowing teachers to teach one subject outside of their certification area, but inside their grade level cluster:

- The campus principal may submit a request to allow for a certified teacher to teach one subject out of their certified field, yet still within their certification grade cluster, with written consent from the teacher. The principal must specify in writing the reason for the request and document what credentials or experience the certified teacher possesses to teach the subject (e.g., an elementary principal may submit a request for a 4th grade teacher who is certified EC-4th ELAR to teach 4th grade Social Studies).

For allowing teachers to teach outside of their grade level cluster, but inside their certification area:

- The campus principal may submit a request to allow for a certified teacher to teach outside of their certification grade cluster, yet within their certified field, with written consent from the teacher (e.g., a junior school principal may submit a request to allow for a teacher who is certified 7-12 Science to teach 6th grade Science).

For a teacher who is fully certified in another state, they will be considered a certified teacher in Dickinson ISD for one year on a probationary status if:

- The employee creates a Texas Educator TEAL account and applies for and pays for their:
 - review of out of state credential, one-year temporary certification, and fingerprints; and
- The employee agrees to register for appropriate certification examinations.

For a teacher applicant who is in the process of obtaining certification, they may be hired in an “at will” capacity and paid as a teacher before the effective date of the issuance of a valid certificate if the following apply:

- The individual is recommended for hire no more than 20 days before the first day of instruction or after the start of the instructional year; and
- The candidate will be issued a certificate by the deadline set annually by the Human Resources Department.

Removal of Unwanted Visitors (New September 2022)

Texas Education Code §37.105
19 Texas Administrative Code §103.1207

GKA(LEGAL), GKA(LOCAL)

Rationale:

- Texas Education Code §37.105, applies to removing visitors from campuses and school events. This applies to parents and community members, not students. In 2017, the Texas Legislature changed the law on how school administrators can eject unruly guests from school events. Under the law, the guest must be given a warning before he or she is ejected. Upon ejection, the guest must also be given notice of how he can appeal the ejection.
- Given the heightened awareness of school safety, there may be instances where providing a warning and written notice of the appeal process is not in the best interest of student and spectator safety.

Innovation:

- A school/district administrator, school resource officer, or school district peace officer may refuse to allow persons to enter on or may eject a person from property under the district's control immediately without warning and written notice of appeal if:
 - The person poses a substantial risk of harm to any person; or
 - The person behaves in a manner that is inappropriate for a school setting.
- A person refused entry to or ejected from property controlled by the district may appeal such refusal of entry or ejection in accordance with Board policy [see FNG, GF].

February 2023 Amendment

School Health Advisory Council [SHAC] (New February 2023)	
Texas Education Code §28.004	BDF(LLEGAL), FFA(LOCAL), EHAA(LLEGAL), EHAA(LOCAL)
<p>Rationale:</p> <ul style="list-style-type: none"> Texas Education Code Section 28.004 States that a district shall establish a health advisory committee to ensure that local values are reflected in the district’s health education instruction. 	
<p>Innovation:</p> <ul style="list-style-type: none"> This change would allow members of the DISD District Educational Improvement Council (DEIC) to address the district’s health education needs as they are aware of the needs of the district and the students. This will decrease the number of meetings and the number of committees required by law and will better serve this community. The DEIC will convene at least three times per year to address these needs as well as any other necessary items. 	

May 2023 Amendment

Resignations Under Probationary or Term Contracts (New May 2023)	
Texas Education Code §21.105 and §21.210	DFE(LLEGAL)
<p>Rationale:</p> <ul style="list-style-type: none"> Texas Education Code Sections 21.105 and 21.210 state that a teacher may resign without penalty not later than the 45th day before the first day of instruction. This date usually falls around the end of the first week of July. When teachers resign this late in the summer, it is difficult to find a suitable replacement. 	
<p>Innovation:</p> <ul style="list-style-type: none"> This exemption is to change the penalty-free resignation date to not later than the 60th day prior to the first day of instruction of the following school year. This exemption provides flexibility so that the district has an extended opportunity to recruit and hire highly effective, qualified teachers. 	

February 2024 Amendment

Removal of Students to a Disciplinary Alternative Education Program for E-cigarettes (New February 2024)	
Texas Education Code §37.006(a)(2)(C-2)	FOC(LLEGAL)
<p>Rationale:</p> <ul style="list-style-type: none"> • Texas Education Code Section 37.006(a)(2)(C-2) states a student must be placed in a DAEP if the student:” Sells, gives, or delivers to another person or possesses or uses an e-cigarette.” This has put our DAEP at capacity, and the district does not have room for more significant placements placing a hardship on our campuses. 	
<p>Innovation:</p> <ul style="list-style-type: none"> • Dickinson ISD seeks to approach the proliferation of e-cigarettes on campus as a substance abuse problem as opposed to a simple discipline issue. The district prefers to address this concern through substance abuse counseling and appropriate discipline to be determined by district and campus administration based on possession, use, or distribution of e-cigarettes as well as the frequency of the violation. This exemption will only apply to e-cigarette offenses that do not involve THC or other controlled substances or illegal drugs. These offenses will continue to be subject to mandatory DAEP or JJAEP as per the Texas Education Code and the DISD Student Code of Conduct. 	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: February 6, 2024

Item Title: Low Attendance Day Waiver for January 17, 2024 for KELES

Agenda Item: Dr. Jeff Pack

Background Information:

Districts or campuses can request a waiver from the Texas Education Agency to excuse any instructional days from ADA and FSP funding calculations that have attendance at least 10 percentage points below the last school year's overall average attendance, for the district or applicable campus due to inclement weather, health, or safety-related issues.

Average Daily Attendance for KELES on January 17, 2024 was 81.13% due to the weather.
Average Daily Attendance for KELES for the 2022-2023 school year was 92.6%

Recommendation:

The Superintendent and Deputy Superintendent for Educational Services recommend approval.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: February 6, 2024

Item Title: 24-25 Academic Calendar

Agenda Item: Dr. Jeff Pack

Background Information:

The proposed 24-25 Academic Calendar is attached. The full DEIC recommended the calendar to the Board of Trustees on January 23, 2024, by a majority vote.

Recommendation:

The Superintendent and Deputy Superintendent for Educational Services recommend approval of the 24-25 Academic Calendar.

Action Item: Yes No

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



2024–2025 Academic Calendar

First Semester

August 15 – December 20, 2024

Second Semester

January 7 – May 22, 2025

Student/Teacher Holidays

September 2, 2024

October 14, 2024

(October 14 is a Teacher Exchange Day and a Student Holiday)

November 25-29, 2024

(Nov. 25-26 are Teacher Exchange Days/Student Holidays)

December 23, 2024 - January 3, 2025

January 20, 2025

March 17-21, 2025

April 18, 2025

May 26, 2025

Transition Day

August 14, 2024

** Transition Day will include Pre-Kindergarten, Kindergarten, 4th, 6th, and 9th grade students. These students will start school a day earlier than other grades for special activities to prepare for moving into a new school level.*

New Teacher In-Service

August 2 and August 5-6, 2024

Teacher In-Service/Student Holiday

August 7-14, 2024

September 23, 2024

November 1, 2024

January 6, 2025

February 17, 2025

March 24, 2025

May 26, 2025

Early Release All Campuses

(2 hours early)

December 20, 2024 May 22, 2025

Dickinson High School Graduation

May 22, 2025 - Sam Vitanza Stadium

Nine Weeks Grading Cycle

1st 9-weeks (08/15-10/11)	40 days	18,000 minutes
2nd 9-weeks (10/15-12/20)	43 days	19,230 minutes
First Semester	83 days	37,230 minutes
3rd 9-weeks (1/7-3/14)	47 days	21,150 minutes
4th 9-weeks (3/25-5/22)	42 days	18,780 minutes
Second Semester	89 days	39,930 minutes
Total Instructional	172 days	77,160 minutes
SD Waiver Days		0 minutes
Grand Total	172 days	77,160 minutes

August 2024						
S	M	T	W	T	F	S
				1	NT	3
4	NT	NT	SD	SD	SD	10
11	SD	SD	[	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	T	F	S
1	H	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	IP	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	E	[	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2024						
S	M	T	W	T	F	S
					IP	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	E	E	H	H	H	30

December 2024						
S	M	T	W	T	F	S
1	2	*3	4	5	6	7
8	9	10	11	12	13	*14
15	16	17	18	19	20^	21
22	H	H	H	H	H	28
29	H	H				

January 2025						
S	M	T	W	T	F	S
				H	H	H
						4
5	IP	[	7	8	9	10
11	12	13	14	15	16	17
18	19	H	21	22	23	24
25	26	27	28	29	30	31

February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	IP ^M	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	H	H	H	H	H	22
23	IP ^M	[	25	26	27	28
29	30	31				

April 2025						
S	M	T	W	T	F	S
			1	2	3	4
						5
6	7	*8	9	10	11	12
13	14	15	16	17	H	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	*3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22^	SD	24
25	H	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	*17	18	19	20	21
22	23	24	25	26	27	*28
29	30					

July 2025						
S	M	T	W	T	F	S
			1	2	3	4
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- [Grading Period Begins
-] Grading Period Ends
- ** Begin/End STAAR Testing Window
- ^ Early Release
- H Student/Teacher Holiday
- [Transition Day
(school day for grades Pre-K, K, 4, 6, & 9)
- NT New Teacher Training
- SD Staff Development (no school for students)
- IP Instructional Planning (no school for students)
- E Student Holiday/Teacher Exchange Day
- 🎓 Dickinson High School Graduation
- M Possible Bad Weather Make Up Days

School Hours for the 2024-2025 school year

- Elementary**
(grades PK-3)
8:30 a.m. - 4:00 p.m.
- Middle School & Junior High**
(grades 4-8)
7:45 a.m. - 3:15 p.m.
- High School**
(grades 9-12)
7:05 a.m. - 2:35 p.m.

BOARD APPROVAL
PENDING

COMPENSATION AND BENEFITS
COMPENSATION PLAN

DEA
(LOCAL)

The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. [See also DEAA] The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District. The Board shall also determine the total compensation package for the Superintendent. [See BJ series]

Pay Administration

The Superintendent shall implement the compensation plan and establish procedures for plan administration consistent with the budget. The classification of each job title within the compensation plan shall be based on the qualifications, duties, and market value of the position.

Annualized Salary

The District shall pay all salaried employees over 12 months in equal monthly or semi-monthly installments, regardless of the number of months employed during the school year. Salaried employees hired during the school year shall be paid in accordance with administrative regulations.

Pay Increases

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. Any pay adjustments for individual employees shall be determined within the approved budget following established procedures.

*Midyear Pay
Increases*

Contract
Employees

A contract employee's pay may be increased after performance on the contract has begun only if authorized by the compensation plan of the District or there is a change in the employee's job assignment or duties during the term of the contract that warrants additional compensation. Any such changes in pay that do not conform with the compensation plan shall require Board approval. [See DEA(LEGAL) for provisions on pay increases and public hearing requirements.]

Noncontract
Employees

The Superintendent may grant a pay increase to a noncontract employee after duties have begun because of a change in the employee's job assignment or to address pay equity. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

Pay During Closing

~~If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure. [See EB for the authority to close schools.]~~

COMPENSATION AND BENEFITS
COMPENSATION PLAN

DEA
(LOCAL)

**Full Day Emergency
Closure**

The Superintendent shall be authorized to pay employees during an emergency closing and shall communicate the decision to pay employees to the Board as soon as practicable. [See EB for the authority to close schools.] An emergency closing may be caused by inclement weather, i.e., hurricane, tropical storm, flood, tornado, or other acts of nature, or other causes beyond the reasonable control of the District. During an emergency closing, most District employees shall be instructed not to report for work, and other employees may be called upon to provide emergency-related services.

Continuing wage payments to all employees, contractual and noncontractual, exempt and nonexempt, who suffer a loss in pay due to an emergency closing, serves the public purpose of maintaining morale and ensuring continuity of District staffing when schools reopen.

The Superintendent shall be authorized to continue wage payments to all employees, contractual and noncontractual, exempt and nonexempt, who are instructed not to report to work during an emergency closing, unless the workdays are scheduled to be made up at a later date. Nonexempt employees who are required to work to mitigate the reason for an emergency closing shall be paid at the rate of two times their regular rate of pay for all hours worked up to 40 hours per week. Overtime for time worked by these individuals over 40 hours in a week shall be calculated and paid according to law. [See DEAB]

Providing additional pay to nonexempt employees who are called on to work during an emergency closing serves the public purpose of maintaining morale, providing equity between idled employees and employees who provide emergency-related services, and recognizing the services of essential staff.

The authority granted by this policy to the Superintendent to continue wage payments to idled employees shall be effective for a closure with a maximum duration of ten District business days, unless the Board takes action to authorize payments for longer duration.

The Superintendent shall approve payments and ensure that accurate time records are kept of actual hours worked during emergency closings.

Any leave entered prior to the closure will not be applied to the employee's leave bank. All leave will be removed including sick, personal, non-contract, and superintendent approval forms. This does not apply to FMLA or other long-term leave.

COMPENSATION AND BENEFITS
COMPENSATION PLAN

DEA
(LOCAL)

**Partial Day
Emergency Closure**

Employees who report to work on a partial day closure may be compensated for a full day with Superintendent authorization. Employees who do not report to work on the day of a partial closure (late arrival or early release) whether because they are unable to work or because they were previously scheduled not to work will be required to use available leave time for that day.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: February 6, 2024

Item Title: Approval of Agenda Items A-C

Agenda Item: Carla Voelkel

Background Information:

Agenda Items:

- A. Order of Election for the May 4, 2024 School Board Trustee Election
- B. Waiver of the 75,600 minute calendar requirement for Collegiate High School for 2023-2024
- C. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Items A-C.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: February 6, 2024

Item Title: Order of Election for the May 4, 2024 School Board Trustee Election

Agenda Item: Robert Cobb

Background Information:

Board approval is requested for the attached Order of Election for the May 4, 2024 School Board Election for Single Member Trustee District #3 (incumbent-Patrick Dominquez), and Single Member Trustee District #4 (Incumbent – Jeff Pittman).

Candidates running for School Board Trustee must file an application for a place on the ballot beginning January 17, 2024 and the deadline to file an application for a place on the ballot is 5:00 p.m. on Friday, February 16, 2024.

Recommendation:

The Superintendent and the Assistant Superintendent for Administration recommend approval of the Order of Election for the May 4, 2024 School Board Trustees Election for Single Member Districts #3, and #4.

Action Item: Yes No

DICKINSON INDEPENDENT SCHOOL DISTRICT

ORDER OF GENERAL ELECTION FOR OTHER POLITICAL SUBDIVISIONS

(ORDEN DE ELECCIÓN GENERAL PARA OTRAS SUBDIVISIONES POLÍTICAS)

An election is hereby ordered to be held on May 4, 2024 for the purpose of voting on:
(Por la presente se ordena celebrar una elección el May 4, 2024 con el propósito de votar sobre.)
Dickinson Independent School District Board of Trustees for Single Member Districts #3
Dickinson Independent School District Board of Trustees for Single Member Districts #4

Early voting by personal appearance will be conducted each weekday at:
(La votación adelantada en persona se llevará a cabo de lunes a viernes en:

The Main Early Voting Location *(sitio principal de votación adelantada)*

Location (sitio)	Hours (horas)
Dickinson Community Center	April 22-26, 2024 8:00 am – 5:00 pm
2714 Highway 3	April 29 and 30, 2024 7:00 am – 7:00 pm
Dickinson, TX 77539	
Election Day Voting (votación el día de las elecciones)	

Location (sitio)	Hours (horas)
City of Dickinson City Hall	May 4 2024 7:00 am – 7:00 pm
4403 Highway 3	
Dickinson, TX 77539	

Applications for ballot by mail shall be mailed to:

(Las solicitudes para boletas que se votarán adelantada por correo deberán enviarse a:)

Attn: Ballots by Mail

C/O Dwight Sullivan
Galveston County Clerk
P.O. Box 17253
Galveston, TX 77552-7253

Applications for Ballots by Mail (ABBMs) must be received no later than the close of business on: *(Las solicitudes para boletas que se votarán adelantada por correo deberán recibirse no más tardar de las horas de negocio el:)*
April 23, 2024.

Issued this 6th day of February 2024

Signature of Presiding Officer
Corey Magliolo
President, Board of Trustees
Dickinson Independent School District

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: February 6, 2024

Item Title: Waiver of the 75,600-minute calendar requirement for Collegiate High School for 2023-2024

Agenda Item: Dr. Jeff Pack

Background Information:

The Texas Education Agency allows us to seek a waiver of the 75,600-minute calendar requirement for students who are taking dual credit courses at an Institute of Higher Education with a calendar of fewer than 75,600 minutes. The calendar for the Collegiate High School program at the College of the Mainland has fewer than 75,600 minutes for 2023-2024. We must receive approval for the waiver from the Board of Trustees before we may submit the waiver to TEA. Once we have received approval from the Board of Trustees and TEA, we will receive full funding for our students who attended Collegiate High School in 2023-2024.

Recommendation:

The Superintendent and the Deputy Superintendent for Educational Services recommend approval of the waiver of the 75,600-minute calendar requirement for Collegiate High School for 2023-2024.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: February 6, 2024

Item Title: Consent Agenda Items

Agenda Item: Carla Voelkel, Superintendent

Background Information:

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

- Budget Amendments/Adjustments for January 11, 18, 25, and February 1, 2024
- Approval of Proposals Received-Contracted Services 24-01-1162 (1/12/24)
- Approval of Proposals Received-Contracted Services 24-01-1162 (1/19/24)
- Donation to DHS FFA-Multiple
- Campus Fundraising Request-HRES
- January 9, 2024 Minutes
- Approval of Proposals Received-Contracted Services 24-01-1162 (1/26/24)
- MOU Between DePelchin ParentingHelp and DISD
- Donation to DHS AFJROTC-Am Legion Event Acct
- Donation to DHS CTE FFA-Multiple
- Campus Fundraising Request-KJHS AVID
- Approval of Proposals Received-Contracted Services 24-01-1162 (2/1/24)
- Campus Fundraising Requests-DHS

Recommendation:

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

Action Item: Yes No