

# Agenda of Regular Action Meeting

## The Board of Trustees Dickinson Independent School District

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A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held Monday, April 7, 2025, beginning at 5:30 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. Closed Executive Session
  - 2.A. Section 551.074 - Resignations, Retirements, New Hires
  - 2.B. Section 551.074 - Administrators' Contract Recommendations
  - 2.C. Section 551.074 - Teachers' Contract Recommendations
  - 2.D. Section 551.074 - Consider Appointment of Assistant Principal at Kranz Junior High School
  - 2.E. Section 551.076 - Security
    - Section 551.089 - Deliberation Regarding Security Devices or Security Audits Access
    - 2.E.1) Intruder Detection Audit
3. Pledge of Allegiance to the American and Texas Flags  
*US Pledge Leader: Case Callaway, BMS*  
*Texas Pledge Leader: Valeria Reyes, BMS*
4. Invocation
5. Recognitions
  - 5.A. SuperGator Alumni
  - 5.B. Teachers of the Year

- 5.C. Recognition of Appreciation for Departing Administrator
- 5.D. MJHS Student Big Impact
- 5.E. MJHS Great History Challenge
- 5.F. DHS Swimming
- 5.G. DHS Girls Soccer All-District
- 5.H. DHS Boys Soccer All-District
- 5.I. DJHS Choir UIL C&SR
- 5.J. KJHS Choir UIL C&SR
- 5.K. DJHS Emeralds Dance
- 5.L. KJHS Rubies Dance
- 5.M. MJHS Royals Dance
- 5.N. DHS Diamonds Dance
6. Public Comment: Agenda Items
7. Open Forum: Non agenda Items
8. Action on Closed Executive Session Items
  - 8.A. Consider Approval of Resignations, Retirements, New Hires
  - 8.B. Consider Approval of Administrators' Contract Recommendations
  - 8.C. Consider Approval of Teachers' Contract Recommendations
  - 8.D. Consider Appointment of Assistant Principal at Kranz Junior High School
9. Intruder Detection Audit
10. Written Reports
  - 10.A. Monthly Tax Collection Report February 2025
  - 10.B. March DIP Update
  - 10.C. 2025 Summer Programs Schedule
11. Cross Colony Crosswalk Update
12. 2025-2026 Instructional Materials Certification
13. Instructional Materials Selection
14. Board Training Credits
15. Action Items
  - 15.A. Establish Board Meeting Dates 2025-2026
  - 15.B. Quarterly Investment Report
  - 15.C. Consent Agenda Items
    - Budget Amendments/Adjustments for March 13, 27, and April 3, 2025
    - Donation to DHS FFA-4C Welding & Industrial
    - Donation to DHS AVID-Associated Steel Fabricators
    - Campus Fundraising Requests-DHS Gator Blooms
    - Donation to KELES-Jonathan Mills
    - Campus Fundraising Requests-MJHS Cheer, MJHS FCA
    - Approval of Proposals Received-Contracted Services 25-01-1178
    - Approval of Proposals Received-Campus Fundraising and Special Events 25-01-1179
    - Donation to DHS FFA-Brazoria County Farm Bureau, Jennifer Pareya
    - Approval of Proposals Received-Contracted Services 25-01-1178
    - Approval of Proposals Received-Campus Fundraising and Special Events 25-01-1179
    - March 10, 2025 Minutes

## 16. Adjournment

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

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



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Dr. Rebecca Brown  
Superintendent of Schools

# DICKINSON INDEPENDENT SCHOOL DISTRICT

## EXECUTIVE BOARD AGENDA DOCUMENT

**Meeting Date:** April 7, 2025

**Item Title:** Executive Session

**Agenda Item:** President of the Board

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

**Time To Executive Session:** \_\_\_\_\_

**Time Out of Executive Session:** \_\_\_\_\_

# DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

**Meeting Date:** April 7, 2025

**Item Title:** Recognitions

## **Background Information:**

- 1) SuperGator Alumni
- 2) Teachers of the Year
- 3) Recognition of Appreciation for Departing Administrator
- 4) MJHS Student Big Impact
- 5) MJHS Great History Challenge
- 6) DHS Swimming
- 7) DHS Girls Soccer All-District
- 8) DHS Boys Soccer All-District
- 9) DJHS Choir UIL C&SR
- 10) KJHS Choir UIL C&SR
- 11) DJHS Emeralds Dance
- 12) KJHS Rubies Dance
- 13) MJHS Royals Dance
- 14) DHS Diamonds Dance

## DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** April 7, 2025

**Item Title:** SuperGator Alumni

**Agenda Item:** Tammy Dowdy

### **Background Information:**

Dickinson ISD started a new recognition this school year at our monthly Board of Trustees meeting to recognize alumni who are going above and beyond to volunteer in the school district and campuses on a regular basis. These alumni are giving back and making a difference in the lives of students and staff by giving of their time to inspire future Dickinson High School alumni.

For April, we are recognizing Clifford Hillman, who is giving back to the Dickinson ISD Education Foundation and Dickinson High School students

**Clifford Hillman** is a proud Dickinson High School graduate from the Class of 1968. In 2013, Hillman partnered with American Legion Post 291 in San Leon to start the Ronald Hillman Fund through the Dickinson ISD Education Foundation. Over the past 12 years, this partnership has been a steadfast supporter of Dickinson ISD by carrying on the legacy of Clifford Hillman's brother, Ronald, who made the ultimate sacrifice during the Vietnam War.

Proceeds from the group's annual Veteran's Day Celebration, as well as personal donations from Clifford Hillman, have continually grown the fund, which has provided thousands of dollars in scholarships for graduating students. In addition, the group has donated funds to the Dickinson High School JROTC and Band. This past year, the group expanded their support to provide funds for Dickinson ISD Career and Technical Education programs.

Thank you, Clifford, for your continued support and generosity to Dickinson ISD and the Dickinson ISD Education Foundation. "Once a Gator, Always a Gator."

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 7, 2025  
**Item Title:** Campus Teachers of the Year  
**Agenda Item:** Tammy Dowdy

**Background Information:**

Each year the Region IV Education Service Center in cooperation with the Texas Education Agency, holds the Teacher of the Year Program in order to assist school districts in recognizing exemplary educators. The candidates, who demonstrate service to students, the field of education and their communities, represent the fine staff members throughout Dickinson ISD who affect the lives of children every day. Tonight, we would like to recognize the district's 16 Campus Teachers of the Year for their achievements and thank them for their dedication to Dickinson ISD students. At the Blue & White Employee Awards Banquet in May, we will surprise two of these honorees with the titles of District Elementary Teacher of the Year and District Secondary Teacher of the Year.

<b>Veronica Batson</b>	Behavior Coach	Bay Colony Elementary
<b>Yadira Seshier</b>	Third Grade Dual Language	Calder Road Elementary
<b>Devin Tarver</b>	First Grade	Hughes Road Elementary
<b>Lisa Gustke</b>	Special Education Life Skills	K.E. Little Elementary
<b>Dana Johnson</b>	Kindergarten	Lobit Elementary
<b>Jasmine Ramirez</b>	Second Grade Dual Language	San Leon Elementary
<b>Luis Santos Ramon</b>	Second Grade Math/Science	Silbernagel Elementary
<b>Rina White</b>	Mathematics Instructional Coach	Barber Middle School
<b>Shawyetta Sumlin</b>	Fourth Grade Math/Science	Dunbar Middle School
<b>Jessica Castillo</b>	Fourth Grade RLA/Social Studies	Lobit Middle School
<b>William Seidensticker</b>	Eighth Grade Social Studies	Dickinson Junior High
<b>Alan Alcalá</b>	Eighth Grade Social Studies	Kranz Junior High
<b>LaWanda Williams</b>	Dyslexia Specialist	McAdams Junior High
<b>Rebecca Eanes</b>	English IV	Dickinson High School
<b>Ashley Anderson</b>	High School RLA	DCC/DALC
<b>Benjamin Biddle</b>	Secondary Social Studies	CAP

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 7, 2025

**Item Title:** Recognition of Appreciation for Departing Administrator

**Agenda Item:** Dr. Rebecca Brown

**Background Information:**

Superintendent Dr. Brown will share words of recognition of appreciation for departing administrator.

## DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** April 7, 2025

**Item Title:** Big Impact Award for MJHS student

**Agenda Item:** Tammy Dowdy

### **Background Information:**

An incident occurred at McAdams Junior High before Spring Break where a student was choking in the restroom. Another student saw the student in distress and acted quickly by performing the Heimlich maneuver and saving the student's life.

We would like to recognize sixth grader **Edward Bonilla Osorto** for his outstanding leadership in stepping up to help another student in need. He not only helped save a life, but he also serves as an inspiring example for his classmates and an outstanding representation of the core values of a Dickinson ISD Gator.

In honor of his heroic leadership, we proudly recognize him tonight and present him with the Dickinson ISD Big Impact Award.

# DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** April 7, 2025

**Item Title:** MJHS Great History Challenge

**Agenda Item:** Tammy Dowdy

## **Background Information:**

McAdams Junior High students participated in The Great History Challenge earlier this semester. This national event transforms history from memorizing dates to an exciting, game-based experience that sparks curiosity and critical thinking. The Great History Challenge engages students in grades 6-8 with an exciting, buzzer-based competition format, motivating students to deepen their knowledge and challenge themselves while having fun. The top scoring students at the first round, which is completed online at the campus level, advance to a live, in-person Regional event.

Of the nearly 900 students at MJHS participating in the first round, 21 students, including 14 sixth graders and seven seventh graders, advanced to the Regional event and one of those students qualified to compete at the National event to be held at the end of May.

Congratulations and good luck to **Adrien Cowan** from McAdams Junior High on qualifying for the National competition

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 7, 2025

**Item Title:** DHS Swimming Regional Meet

**Agenda Item:** Tammy Dowdy

**Background Information:**

The Dickinson High School Swim Team had five relays -- the Men's 200 IM Relay, Men's 200 Freestyle Relay, Men's 400 Freestyle Relay, Women's 200 Freestyle Relay, and Women's 400 Freestyle Relay qualify for the Regional competition. At the Regional Meet, the Dickinson swimmers qualified in all their events to advance to the second day of finals. The girls swam the 200 and 400 freestyle relays and placed 17<sup>th</sup> out of 20 teams. The boys swam the 200 IM Relay, 200 and Freestyle Relay, and 400 Freestyle Relay and placed 16<sup>th</sup> out of 20 teams.

We would like to recognize the following for their accomplishments in the Regional Swimming Finals. The Boys Relay team consisted of **Cash Austin, Titan Daniels, Yann Schmirgel, Gabriel Thompson**, and alternate **Benjamin Callaway**. The Girls Relay Team consisted of **Emily Boles, Abigail Lawlar, Kobie Rodriguez**, and **Maria Volk**.

We would also like to recognize **Valeria Madrid**, who qualified for Regional individual events in the 100 butterfly and the 500 freestyle.

The DHS Swim Team is led by Coaches **Jillian Anderson** and **Jen Sumrall**.

## **DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM**

**Meeting Date:** April 7, 2025  
**Item Title:** DHS Girls Soccer All-District  
**Agenda Item:** Tammy Dowdy

### **Background Information:**

The Dickinson High School Girls Soccer Team had several players earn All-District honors for their performance during the 2024-2025 school year. They include:

<b>Aubriella Caicedo</b>	Second Team All-District
<b>Ava Chazaro</b>	First Team All-District, Academic All-District, and Academic All-State
<b>Isla Chazaro</b>	Honorable Mention All-District
<b>Grecia Gomez</b>	First Team All-District, Academic All-District, and Academic All-State
<b>Kendall Link</b>	Academic All-District
<b>Nancy Llanas</b>	Honorable Mention All-District, Academic All-District, and Academic All-State
<b>Valeria Lopez</b>	Academic All-District
<b>Cadence Pilcher</b>	Second Team All-District and Academic All-District
<b>Emma Sanchez</b>	Academic All-District
<b>Roxanna Soto</b>	Academic All-District and Academic All-State
<b>Kimberly Vega</b>	Honorable Mention All-District

The Girls Soccer Team is led by Head Coach **Samuel Goodwin** and assistant coaches **Mariela Contreras, Alonzo Revuelta, and Kevin Etchberger.**

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 7, 2025  
**Item Title:** DHS Boys Soccer All-District  
**Agenda Item:** Tammy Dowdy

**Background Information:**

The Dickinson High School Boys Soccer Team had several players earn All-District honors for their performance during the 2024-2025 school year. They include:

<b>Pablo De Arroita</b>	First Team All-District
<b>Ethan Garcia</b>	Honorable Mention All-District
<b>Kolten McVean</b>	Second Team All-District
<b>Tristan Rivera</b>	Honorable Mention All-District
<b>Angel Sanchez</b>	Second Team All-District
<b>Orlando Torres</b>	First Team All-District

The Boys Soccer Team is led by Head Coach **Daniel Edinburgh** and assistant coaches **Enrique Canales, Thomas Kinsel, and Timothy Vernor.**

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 7, 2025

**Item Title:** DJHS Choir Concert & Sight-Reading

**Agenda Item:** Tammy Dowdy

**Background Information:**

The Dickinson Junior High Treble Varsity Choir received all Superior Ratings at their annual UIL Concert and Sight-Reading Contest in March, earning them the Sweepstakes Award.

Representing the Dickinson Junior High Treble Varsity Choir are:

**Luciana Sparks**

**Sydney Pesek**

**Allison Messenger**

**Chloe Conaway**

**Aleyah Pride**

**Savannah Davis**

The Dickinson Junior High Choir is led by **Mark Patterson**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 7, 2025

**Item Title:** Kranz Choir Concert & Sight-Reading

**Agenda Item:** Tammy Dowdy

**Background Information:**

The Kranz Junior High Treble Varsity Choir received all Superior Ratings at their annual UIL Concert and Sight-Reading Contest in March, earning them the Sweepstakes Award.

Representing the Kranz Treble Varsity Choir are:

**Emelia Freeman** President of Kranz Gator Choir Council/ KGCC

**Katelynn Geters** Vice President of Kranz Gator Choir Council/ KGCC

**Megan Nguyen** Head Tech of the Kranz Gator Choir Council/KGCC

The Dickinson Junior High Choir is led by **Imani James**.

# DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** April 7, 2025  
**Item Title:** DJHS Emeralds Dance  
**Agenda Item:** Tammy Dowdy

## **Background Information:**

The Dickinson Junior High School Emeralds Dance Team has had a very successful spring dance season competing at two different dance contests. Results included:

### *February 22 – Ascension Northeast Houston Challenge at Crosby High School*

- Second place honoree in the Eighth Grade Solo Contest
- Officers - Superior Award for a routine with 85 or above and First Place Jazz
- Team Challenge Elite Award and Judges Award for three routines at 90 or above
- Second place in Contemporary, Hip Hop, Jazz and Medium Junior High Team
- Third place overall junior high team regardless of size classification
- Fourth place in Pom
- Second place in Officer Jazz and Team Jazz for Best-in-Class routines

### *January 25 – MA Houston Classic Competition at Channelview High School*

- Second Place honoree in the Seventh Grade Solo Contest
- First Place for the Team Contemporary routine, Second Place for the Team Pom routine, and Third Place for the Team Jazz routine
- Choreography award, a Judge’s Award for Team Contemporary, and the Super Sweepstakes Award for receiving a 90 or above from all three judges for all three routines.
- Emerald Officers – First Place for Officer Jazz routine, as well as a superior award for receiving a 90 and above from all three judges.

Representing the DJHS Emeralds are the team’s officers and solo honorees:

<b>Abigail Reynolds</b>	Officer
<b>Adalyn Reyes</b>	Officer
<b>Ella Tate</b>	Officer and Second Place Eighth Grade Solo honoree
<b>Arwen Rodgers</b>	Second Place Seventh Grade Solo honoree

The team is led by Emeralds Director **Allyson Loving**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 7, 2025  
**Item Title:** Kranz Rubies Dance  
**Agenda Item:** Tammy Dowdy

**Background Information:**

The Kranz Junior High Rubies Dance Team competed on February 22 at the Ascension Northeast Houston Challenge at Crosby High School and were recognized with several awards for their performances. Results included:

- Overall Grand Champions in all divisions (competing against all other Junior High Dance Teams)
- First place in all divisions for the team dances Contemporary, Hip Hop, Jazz, and Pom
- Challenge Elite Award, Superior Performance, and the Judges Award

Representing the Kranz Rubies are the team's officers:

**Olivia Powell**  
**Destiny Martinez**  
**Callie Coatney**  
**Makenzi Lewis**  
**Madysen Rodriguez**

The team is led by Rubies Director **Brittany Evans**.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA ITEM**

**Meeting Date:** April 7, 2025  
**Item Title:** McAdams Royals Dance  
**Agenda Item:** Tammy Dowdy

**Background Information:**

The McAdams Junior High Royals Dance Team competed on February 22 at the Ascension Northeast Houston Challenge at Crosby High School and were recognized with several awards for their performances. Results included:

- First place for a Small Ensemble
- Judges Award - 90 or above on all Routines
- First Runner Up for Pom
- Second Runner Up for Contemporary, Hip Hop, and Jazz
- Second Runner Up for Overall Medium Team and the Challenge Elite Award

Representing the McAdams Royals are team officers and small ensemble honorees:

<b>Bella Pope</b>	Captain
<b>Kendal Martinez</b>	Co-Captain and First Place for Small Ensemble
<b>Jaslyn Arizpe</b>	Spirit Officer and First Place for Small Ensemble
<b>Ariella Thompson</b>	Spirit Officer
<b>Allie Mitchell</b>	First Place for Small Ensemble
<b>Anaya Patel</b>	First Place for Small Ensemble

The team is led by Royals Director **Kayla Holder**.

# DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA ITEM

**Meeting Date:** April 7, 2025  
**Item Title:** Dickinson Diamonds Dance Contests  
**Agenda Item:** Tammy Dowdy

## **Background Information:**

The Dickinson High School Diamonds Dance Team has had a very successful spring dance season. They earned a Division 1 rating in March for their Team Pom performance at the Dance/Drill Team Spring Assessment through the Texas Dance Educators Association. The TDEA has been working on developing a state assessment model that will be proposed to UIL this summer to create a UIL assessment for high school dance/drill teams like other fine arts and athletics contests.

The Diamonds competed at two dance contests, including one on February 22 at Crosby High School and a second one on March 8 at Clear Brook High School. Results included:

### *January 25 - Officer and Solo Contest at Iowa Colony High School*

- Officer Contemporary – Second Place
- Officer Lyrical – Second Place
- One Solo Winner

### *February 22 - Crosby High School contest awards:*

- Officers - Double Superior award and First Place in Contemporary and Lyrical
- Judges Award for Team 90 or above on three dances
- First Place for Team and Second Runner Up for Team Hip Hop and Jazz
- Overall Contest Second Place Pom and Judges Choice Award for Team Pom
- Overall Second Place Medium Team
- Challenge Elite Team and Runner Up Grand Champion Team

### *March 8 - Clear Brook High School contest awards:*

- Two Solo Finalists
- Officers Lyrical Routine - First Place, the Judges Supreme award, and the Applause award
- Officers Contemporary Dance - Second Place for their contemporary dance
- Team awards - Judges award and supreme for all three team dances; first place in jazz, pom, and hip hop; Grand Champion medium team; and overall Grand Champion team

Representing the Dickinson Diamonds are the team's officers, including Colonel **Kaitlynn Durrschmidt**, Lt. Colonel **Mari Garcia**, Junior Lieutenant **Rosalie Carter**, Junior Lieutenant **Reagan Guinon**, Spirit Coordinator **Juniya Robinson**, and Public Relations Coordinator **Lilah Niederlitz-McCarl**, who was also a solo finalist at the March 8 contest. In addition, we would like to recognize **Gabby Santellana**, who was a solo finalist as well at the January 25 and March 8 contests. The team is led by Diamonds Director **Brianne Sisson** and Assistant Director **Brianna Payne**.

# DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

**Item Title:** Public Comment: Agenda Items

**Agenda Item:** Dr. Rebecca Brown

**Background Information:**

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

# DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

**Item Title:** Open Forum

**Agenda Item:** Dr. Rebecca Brown

**Background Information:**

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: April 7, 2025

Item Title: Personnel Action
• Employment
• Resignations/Retirement

Agenda Item: Kimberly Rich

- We have twenty (20) new hires.
We have twenty six (26) resignations: four (4) Teachers and one (1) Nurse at Silbernagel Elementary, one (1) Teacher at Hughes Road Elementary School, two (2) Teachers at Bay Colony Elementary, two (2) Teachers at San Leon Elementary, three (3) Teachers at Calder Road Elementary, three (3) Teachers at Dunbar Middle School, three (3) Teachers at Barber Middle School, one (1) Teacher at McAdams Junior High, one (1) Teacher and one (1) Admin at Kranz Junior High, three (3) Teachers at Dickinson Junior High and one (1) Teacher at Dickinson High School.
We have two (2) retirements: one (1) Teacher at Lobit Elementary, and one (1) Teacher at Dickinson Junior High School.

Recommendation:

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

Action Item: [checked] Yes \_\_\_\_\_ No

Motion made by \_\_\_\_\_ seconded by \_\_\_\_\_ vote \_\_\_\_\_

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

**Meeting Date:** April 7, 2025  
**Item Title:** Personnel Action  
• Administrative Contract Recommendations  
**Agenda Item:** Kimberly Rich

Administrative contract recommendations are as presented in the executive session.

**Recommendation:**

The Superintendent recommends approval of the administrative contract recommendations as presented and discussed.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

**Meeting Date:** April 7, 2025  
**Item Title:** Personnel Action  
• Teachers' Contract Recommendations  
**Agenda Item:** Kimberly Rich

Contract recommendations are as presented in the executive session.

**Recommendation:**

The Superintendent recommends approval of the teachers' contract recommendations as presented and discussed.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025

**Item Title:** Appointment of the Assistant Principal at KJHS

**Agenda Item:** Rebecca Brown

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

**Recommendation:**

The Superintendent and the Executive Director of Human Resources recommend the appointment of Lewis Parker as the Assistant Principal at Kranz Junior High.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025

**Item Title:** 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:** April 7, 2025

**Item Title:** Written Reports

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

**Background Information:**

Written Reports

- Tax Report for February 2025 and Year to Date
- March DIP Update
- 2025 Summer Programs Schedule

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes      √   \_\_\_\_\_ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025

**Item Title:** Monthly Tax Collection Report

**Agenda Item:** Kelly Logsdon

**Background Information:**

The Monthly Tax Collection Report for February 2025 and year to date is attached.

**Recommendation:**

Information only.

**Action Item:** \_\_\_\_\_ Yes     No

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

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected										
2024	\$6,786,926,732	\$1.136	\$77,099,488	\$70,923,562	91.99%										
2023	\$6,192,588,390	\$1.178	\$72,948,691	\$71,429,308	97.92%										
2022	\$6,425,908,920	\$1.294	\$83,151,261	\$81,255,889	97.72%										
2021	\$5,715,025,955	\$1.312	\$74,981,141	\$73,510,035	98.04%										
2020	\$4,851,053,036	\$1.344	\$65,198,153	\$63,813,518	97.88%										
2024 Tax Year	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,008,961	\$4,160,211	\$30,273,360	\$25,182,086	\$10,298,945							\$70,923,562		
YTD % Collected	0.00%	1.31%	6.70%	45.97%	78.63%	91.99%	91.99%	91.99%	91.99%	91.99%	91.99%	91.99%	91.99%	91.99%	
Prior Years Tax	\$308,143	\$42,975	\$255,418	\$92,092	\$93,948	\$22,642							\$815,219		
Subtotal Taxes	\$308,143	\$1,051,936	\$4,415,629	\$30,365,452	\$25,276,034	\$10,321,586	\$0	\$0	\$0	\$0	\$0	\$0	\$71,738,780	93.05%	
Penalty & Interest	\$80,787	\$50,584	\$36,820	\$28,243	\$39,685	\$81,267									
Total Taxes & P&I	\$388,930	\$1,102,520	\$4,452,449	\$30,393,695	\$25,315,719	\$10,402,854	\$0	\$0	\$0	\$0	\$0	\$0	\$71,738,780	93.05%	
Attorney Fees	\$82,803	\$46,296	\$30,428	\$25,275	\$25,696	\$19,053									
Total Collections	\$471,734	\$1,148,816	\$4,482,877	\$30,418,970	\$25,341,415	\$10,421,907	\$0	\$0	\$0	\$0	\$0	\$0	\$72,285,719	N/A	
2023 Tax Year	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24	Totals:	% To Total	
Current Year Tax	Pending Billing	\$346,649	\$4,201,147	\$10,690,333	\$43,704,416	\$9,237,281	\$821,637	\$693,793	\$417,791	\$660,870	\$439,143	\$216,247	\$71,429,308		
YTD % Collected	0.00%	0.48%	6.23%	20.89%	80.80%	93.46%	94.59%	95.54%	96.11%	97.02%	97.62%	97.92%	97.92%	97.92%	
Prior Years Tax	\$142,604	\$124,455	\$79,328	\$99,097	\$117,632	-\$317,660	\$5,285	\$37,637	\$36,518	\$59,955	\$61,384	\$24,711	\$470,948		
Subtotal Taxes	\$142,604	\$471,103	\$4,280,476	\$10,789,431	\$43,822,048	\$8,919,621	\$826,923	\$731,429	\$454,310	\$720,826	\$500,527	\$240,958	\$71,900,255	98.56%	
Penalty & Interest	\$29,785	\$49,310	\$33,568	\$23,906	\$37,414	\$65,942	\$78,589	\$62,681	\$61,992	\$93,847	\$66,719	\$54,699	\$658,452		
Total Taxes & P&I	\$172,390	\$520,413	\$4,314,043	\$10,813,336	\$43,859,463	\$8,985,563	\$905,511	\$794,111	\$516,302	\$814,673	\$567,246	\$295,657	\$72,558,708	99.47%	
Attorney Fees	\$24,342	\$40,901	\$19,529	\$20,430	\$18,526	\$26,759	\$24,840	\$18,574	\$15,472	\$25,671	\$46,337	\$44,769	\$326,150		
Total Collections	\$196,731	\$561,314	\$4,333,573	\$10,833,766	\$43,877,989	\$9,012,322	\$930,351	\$812,685	\$531,774	\$840,344	\$613,583	\$340,426	\$72,884,857	N/A	
2022 Tax Year	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23	Totals:	% To Total	
Current Year Tax	Pending Billing	\$596,358	\$4,347,285	\$14,001,873	\$45,222,484	\$12,213,284	\$1,302,975	\$728,414	\$799,984	\$1,089,117	\$484,760	\$469,356	\$81,255,889		
YTD % Collected	0.00%	0.72%	5.95%	22.78%	77.17%	91.86%	93.43%	94.30%	95.26%	96.57%	97.16%	97.72%	97.72%	97.72%	
Prior Years Tax	\$153,260	\$29,557	\$47,929	\$75,934	\$99,395	\$100,283	\$71,407	\$51,012	\$21,329	\$55,885	\$34,958	\$39,149	\$780,098		
Subtotal Taxes	\$153,260	\$625,915	\$4,395,215	\$14,077,806	\$45,321,879	\$12,313,567	\$1,374,382	\$779,426	\$821,313	\$1,145,002	\$519,718	\$508,505	\$82,035,987	98.66%	
Penalty & Interest	\$38,472	\$32,224	\$19,037	\$19,655	\$25,336	\$145,626	\$101,723	\$67,653	\$64,845	\$70,246	\$47,543	\$60,367	\$692,728		
Total Taxes & P&I	\$191,732	\$658,140	\$4,414,252	\$14,097,461	\$45,347,215	\$12,459,193	\$1,476,105	\$847,079	\$886,158	\$1,215,248	\$567,260	\$568,873	\$82,728,715	99.49%	
Attorney Fees	\$30,498	\$24,692	\$13,336	\$14,523	\$20,326	\$16,952	\$25,855	\$11,129	\$12,193	\$19,202	\$36,317	\$56,533	\$281,555		
Total Collections	\$222,229	\$682,832	\$4,427,588	\$14,111,984	\$45,367,541	\$12,476,145	\$1,501,960	\$858,208	\$898,350	\$1,234,450	\$603,577	\$625,406	\$83,010,271	N/A	
2021 Tax Year	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,088,340	\$3,747,145	\$31,980,110	\$22,328,154	\$10,529,093	\$939,131	\$675,619	\$544,593	\$936,072	\$399,801	\$341,977	\$73,510,035		
YTD % Collected	0.00%	1.45%	6.45%	49.10%	78.88%	92.92%	94.17%	95.07%	95.80%	97.05%	97.58%	98.04%	98.04%	98.04%	
Prior Years Tax	\$62,609	\$122,577	\$73,266	\$68,898	-\$73,715	\$36,019	-\$162,238	\$69,695	\$54,029	\$80,337	\$23,741	\$116,144	\$471,363		
Subtotal Taxes	\$62,609	\$1,210,917	\$3,820,410	\$32,049,008	\$22,254,439	\$10,565,113	\$776,893	\$745,315	\$598,622	\$1,016,409	\$423,542	\$458,121	\$73,981,398	98.67%	
Penalty & Interest	\$35,037	\$47,711	\$23,970	\$21,093	\$30,931	\$99,484	\$102,498	\$80,760	\$63,253	\$83,954	\$45,385	\$57,409	\$691,483		
Total Taxes & P&I	\$97,645	\$1,258,628	\$3,844,380	\$32,070,101	\$22,285,370	\$10,664,596	\$879,391	\$826,074	\$661,875	\$1,100,363	\$468,927	\$515,530	\$74,672,881	99.59%	
Attorney Fees	\$18,740	\$40,603	\$19,699	\$12,771	\$22,513	\$18,718	\$20,894	\$19,397	\$18,459	\$16,588	\$36,275	\$50,519	\$295,177		
Total Collections	\$116,385	\$1,299,231	\$3,864,080	\$32,082,872	\$22,307,883	\$10,683,314	\$900,285	\$845,471	\$680,334	\$1,116,952	\$505,202	\$566,049	\$74,968,058	N/A	
2020 Tax Year	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Totals:	% To Total	
Current Year Tax	Pending Billing	\$378,534	\$2,549,710	\$13,354,403	\$29,495,191	\$14,036,825	\$1,771,012	\$682,688	\$492,047	\$415,731	\$290,712	\$346,665	\$63,813,518		
YTD % Collected	0.00%	0.58%	4.49%	24.97%	70.21%	91.74%	94.46%	95.51%	96.26%	96.90%	97.34%	97.88%	97.88%	97.88%	
Prior Years Tax	\$261,234	\$82,519	\$117,291	\$80,410	\$69,068	\$80,828	\$34,645	\$78,174	\$87,587	\$67,362	\$44,020	\$166,788	\$1,169,927		
Subtotal Taxes	\$261,234	\$461,054	\$2,667,001	\$13,434,813	\$29,564,260	\$14,117,652	\$1,805,657	\$760,862	\$579,634	\$483,093	\$334,732	\$513,453	\$64,983,444	99.67%	
Penalty & Interest	\$45,743	\$21,674	\$29,695	\$33,306	\$21,003	\$57,700	\$105,272	\$70,803	\$56,352	\$56,101	\$47,512	\$42,502	\$587,663		
Total Taxes & P&I	\$306,977	\$482,728	\$2,696,696	\$13,468,119	\$29,585,263	\$14,175,353	\$1,910,929	\$831,665	\$635,986	\$539,194	\$382,244	\$555,955	\$65,571,107	100.57%	
Attorney Fees	\$26,755	\$18,926	\$14,740	\$22,947	\$15,775	\$12,989	\$19,895	\$20,509	\$13,930	\$16,899	\$36,967	\$38,277	\$258,611		
Total Collections	\$333,732	\$501,654	\$2,711,435	\$13,491,066	\$29,601,038	\$14,188,342	\$1,930,824	\$852,174	\$649,916	\$556,093	\$419,212	\$594,232	\$65,829,718	N/A	

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025

**Item Title:** March DIP Update

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

An update of the progress of the strategies in the 24-25 District Improvement Plan is attached for review.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     No

# **Dickinson Independent School District**

## **District Improvement Plan**

### **2024-2025 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

**CONFIDENT LEARNERS  
TODAY**

**CHANGE MAKERS  
TOMORROW**

**GATORS  
FOREVER!**

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# 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><b>Strategy 1:</b> Use Solution Tree resources and attend professional development</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Deputy Superintendent of Ed. Services</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> 25% All campuses utilize the PLC process and plan with the 4 Questions of PLC in mind: 1. What do we want students to learn? 2. How will we know if they learned it? 3. What will we do if they don't learn it? 4. What will we do for those who have already learned it?</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 50% All campuses continue to utilize the PLC process for planning, culture, and intervention frameworks.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> 75% All campuses continue to utilize the PLC process for planning, culture, and intervention frameworks.</p> <p><b>June</b> <b>June Evidence of Progress</b></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><b>Strategy 1:</b> Instructional Coaches will participate in monthly Curriculum Leadership Team meetings with Curriculum Specialists to preview upcoming units and build their capacity to lead curriculum and instruction on campuses. They will focus on leading the planning and implementation of first time, high quality Tier 1 instruction, Tier 2 intervention, and ongoing assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction, increase in student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Curriculum Specialists meet monthly with all campus instructional coaches to provide professional learning, prepare curricular resources, and practice leading content teams.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Curriculum Specialists continue to meet monthly with campus instructional coaches. Ongoing professional learning is distributed and taken back to campuses. They are currently working on creating STAAR Blitz plans.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Curriculum Specialists continue to meet monthly with campus instructional coaches. Ongoing professional learning is distributed and taken back to campuses. STAAR Blitz plans have been collaboratively created and distributed to campuses.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>








Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve reading instruction and student achievement in reading</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of Educational Services Director of Curriculum Curriculum Specialists Campus administrators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   All elementary campuses use targeted and explicit phonics instructional resources in their daily literacy block.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   All elementary classrooms utilize Heggerty and an explicit phonics system such as Foundations or HMH.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   All elementary classrooms implement a daily, targeted phonics block.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Math: Build foundational fluency skills through the use of Building Fact Fluency. Campuses will be provided additional support by Region 4 consultants.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved Tier I instruction, improved students achievement in math</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Math Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Fact Fluency is used at all elementary and middle school campuses.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Fact Fluency is used at all elementary and middle school campuses.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Fact Fluency is used at all elementary and middle school campuses.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> RLA: K-2 teachers will be provided ongoing training on how to implement decodable texts in small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom Tier I instruction, improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum ELAR/Social Studies Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Decodables training was given in August; ongoing training is given through Curriculum Leadership Training for instructional coaches which is then brought back to campus teams.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Decodable texts are being used in all K-2 classrooms.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> An additional training for administrators is occurring on April 2.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Science: Curriculum specialists will help build our teachers' understanding of the recently adopted science TEKS. Curriculum specialists will provide opportunities for instructional coaches to meet and collaborate monthly to clarify science learning targets, plan for high quality Tier 1 and 2 science instruction, and develop aligned common assessments for tested science grade bands.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom Tier I instruction, improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Science Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All science teachers were provided professional learning in August. Additional training is given through Curriculum Leadership Team meetings which is then brought back to campuses.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Utilizing the new TEKS, Curriculum Specialists and campus coaches work together to provide aligned resources and assessments.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Utilizing the new TEKS, Curriculum Specialists and campus coaches work together to provide aligned resources and assessments. Science curriculum specialists are assisting campuses in implementing the STAAR Blitz.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> Social Studies: Increase the integration of primary sources in Social Studies lessons as reflected in lesson plans and student work samples</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The Curriculum Leadership Team reviews student work samples and lesson plans each month to ensure primary sources are appropriately integrated.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The Curriculum Leadership Team reviews student work samples and lesson plans each month to ensure primary sources are appropriately integrated.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   The Curriculum Leadership Team reviews student work samples and lesson plans each month to ensure primary sources are appropriately integrated.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Special Programs: Campus Compliance Facilitators will monitor data collection to document instructional supports and accommodations / modifications to allow the IEP team to analyze student progress and growth to make future data driven decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student learning</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Special Programs Instruction &amp; Compliance Campus principals / Assistant principals</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   CCFs are completing audits and reviewing data each month.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   CCFs and Assessment staff are completing audits for the cyclical review and sharing information with campus staff.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   We just completed cyclical audit and are providing training to case managers. Training has already been provided to DHS as well as CCFs and Assessment staff.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> 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><b>Strategy's Expected Result/Impact:</b> Meet Initial FIE timelines</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Evaluation and Related Services</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Assessment staff have completed over 150 evaluations. They archive the evaluations in Frontline.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Assessment staff have completed over 300 initial evaluations and over 300 reevaluations. We are offering extra duty to complete evaluations after hours and on the weekends.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Assessment staff have completed over 400 initial evaluations and over 400 reevaluations. We are offering extra duty to complete evaluations after hours and on the weekends.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 9 Details	Reviews
<p><b>Strategy 9:</b> 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><b>Strategy's Expected Result/Impact:</b> increased knowledge and accurate identification of students</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Evaluation and Related Services</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Dr. Cheramie and Dr. Gomez have provided training to DISD staff on ID/LD, Developmental Delay, and ED/AU</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Dr. Gomez and Mary Gonzales have provided training to DISD staff on specific test instruments. We are conducting case review and have implemented a campus based case review for campuses that have a high number of students with disabilities.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   After reviewing data we have expanded case review and are planning training to address any areas of weakness. We are monitoring speech evaluations as well as SLD.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>




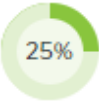


Strategy 10 Details	Reviews
<p><b>Strategy 10:</b> Special Programs: Ensure the district offers a continuum of services for students ages 3-21 to meet the needs of all students receiving special education services.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve SSP 9 and 11 (LRE) data</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Evaluation and Related Services Coordinator of Special Programs Compliance Campus principals / Assistant principals</p> <p><b>Results Driven Accountability - Equity Plan</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We provide a full continuum of services and ensure that all students are receiving special education services. We have reviewed staffing and student needs and made changes as needed.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We are tweaking services and trainings based on student needs. We have provided a training on autism for one of our MS Life Skills classes and are offering more intense training this summer to all life skills classes so we can meet the students needs. We have brought in Susan Catlett, BCBA to help provide ideas for some of our intense student needs.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> We are continuing to provide support for our life skills classes. We will be providing summer training for life skills and behavior as well as a training on high functioning autism to insure that our staff have the necessary tools to meet the needs of our students.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>








Strategy 11 Details	Reviews
<p><b>Strategy 11:</b> 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 Behavior Teaching Continuum and providing training on Behavior 101 to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved SSP 18 (Sped Total Disciplinary Removals Rate) data</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Evaluation and Related Services Campus Administrators Behavior Coaches</p>	<div data-bbox="1283 120 1381 256"> <p><b>Nov</b></p>  <p>25%</p> </div> <p><b>November Evidence of Progress</b> campus admin are reviewing the discipline data. Behavior coaches are supporting students with behavioral needs.</p> <div data-bbox="1283 277 1381 414"> <p><b>Jan</b></p>  <p>70%</p> </div> <p><b>January Evidence of Progress</b> Our overall RDA is currently 26.5. Campus administrators are reviewing the data monthly. We are using our behavior team better to ensure we are meeting the needs of our students. Two of our district trainers provided training to all Kindergarten and PK teachers and paras in the district on Behavior 101.</p> <div data-bbox="1283 516 1381 652"> <p><b>Mar</b></p>  <p>85%</p> </div> <p><b>March Evidence of Progress</b> We are continuing to monitor our discipline data and thinking outside the box to meet the needs of our students and keep our RDA within acceptable ranges.</p> <p><b>June</b></p> <p><b>June Evidence of Progress</b></p>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="470 769 663 818">  No Progress         </div> <div data-bbox="768 769 982 818">  Accomplished         </div> <div data-bbox="1083 769 1331 818">  Continue/Modify         </div> <div data-bbox="1436 769 1629 818">  Discontinue         </div> </div>	

**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><b>Strategy 1:</b> Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, Gator Scholars, STEAM Academy, Gator Travelers, dual credit, dual enrollment</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All listed programs are fully underway across the district and plans for refinement and expansion for next school year have begun.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> All listed programs are fully underway across the district and plans for refinement and expansion for next school year have begun.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> All listed programs are fully underway across the district and plans for refinement and expansion for next school year have begun.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide students access to Career &amp; Technical Education (CTE) programs which provide opportunities for Industry-Based Certifications (IBCs) and work-based learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in career readiness for students and an increase in the number of certifications earned by students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career and Technical Education</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Reviewed updated IBC list; CTE instructors know which IBC they will offer based on POS and Business &amp; Industry Advisory member who hire CTE students.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> CTE instructors continue to prepare students for IBC opportunities. They know when they will test and are currently working with the CTE Dept. to secure POs to purchase exams.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> CTE students will begin taking IBC certifications in April at DHS or designated testing centers.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 3 Details	Reviews
<p><b>Strategy 3: Math</b>            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.  <b>Strategy's Expected Result/Impact:</b> Improved classroom instruction and student achievement  <b>Staff Responsible for Monitoring:</b> Director of Curriculum            Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   All middle schools, junior highs, and DHS have access to IXL. All elementary and middle schools have access to ST Math. User reports are monitored to ensure use and optional PD sessions for IXL are being offered.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Elementary school utilize ST Math and IXL; Middle and Junior Highs use IXL; DHS uses IXL and Desmos.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Elementary school utilize ST Math and IXL; Middle and Junior Highs use IXL; DHS uses IXL and Desmos.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Provide ongoing cross-curricular training through Texas A&amp;M University's "We Write" program for the implementation of consistent and meaningful writing opportunities in grades 5-8 science classroom.  <b>Strategy's Expected Result/Impact:</b> Improved classroom instruction and student achievement  <b>Staff Responsible for Monitoring:</b> Director of Curriculum            Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   We Write training was offered in August; teachers receive ongoing feedback from Curriculum Specialists during classroom walk throughs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   We Write training was offered in August; teachers receive ongoing feedback from Curriculum Specialists during classroom walk throughs.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   We Write training was offered in August; teachers receive ongoing feedback from Curriculum Specialists during classroom walk throughs.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>







Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved classroom instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Training was offered in August; teachers receive ongoing feedback from Curriculum Specialists during classroom walk throughs.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   DBQ training will be provided in Summer 2025.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   KAT, WeWrite, and DBQ appear in curriculum guides. Ongoing feedback is given to teachers when reviewing lesson plans and observing classrooms.</p> <p><b>June</b> <b>June Evidence of Progress</b></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><b>Strategy 1:</b> Provide resources for emergent bilingual students: Imagine Learning, Rosetta Stone, Summit K-12</p> <p><b>Strategy's Expected Result/Impact:</b> Improved</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of State and Federal Programs</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Each program is available at grade appropriate campuses.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Each program is available at grade appropriate campuses; programs are being used to support student learning.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Each program is available at grade appropriate campuses; programs are being used to support student learning. Programs are being evaluated and planned out for 25-26 school year.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of State and Federal Programs Director of Advanced Academics</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   AVID is active at DHS and the addition of a part time tutor has enhanced the program this year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   AVID is an active elective class at DHS; students have the opportunity to work with tutors and can continue in the program from year to year.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Students receive in-class support and intervention time has been built into each campus schedule. Summer bridge is available for 8th graders that will be entering high school. Online intervention programs are available at all campuses.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Address the unique learning needs of all Emergent Bilingual (EB) students through various programs such as Summer Bilingual/ESL classes and emergent bilingual classroom support.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of State and Federal Programs</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   A summer school for newcomer emergent bilinguals was held. Campuses have teacher and para support for emergent bilinguals as needed.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Students are getting support from ESL/Bilingual certified teachers and have para support in core classes.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Students are getting support from ESL/Bilingual certified teachers and have para support in core classes. PK/K summer school will take place in June.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> 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 last year and make sure they score Masters this year. 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><b>Strategy's Expected Result/Impact:</b> Increased student growth district-wide</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Director of Assessment Campus Principals</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Campuses have been provided with their data in multiple formats including a data wall. Campuses are tracking performance levels of EUA and comparing the PLI to STAAR. Principals have received Data review to action training from the Director of Curriculum and Instruction and Director of School Leaders.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> The Director of Assessment and Accountability meets with principals after each district assessment to analyze data. The Director of School Leadership and the Director of Curriculum and Instruction meet with campus principals to plan action steps based on the analyzed data.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Director of School Leadership, Director of Curriculum and Instruction, and Director of Accountability meet with Principals to review data and plan campus actions.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Improved student growth in reading</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Curriculum Specialists Campus Leaders Teachers</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> K-5 Interventionists attend an ongoing training cohort to learn how to use data to form intervention groups and how to plan for intervention instruction.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> K-5 Interventionists attend an ongoing training cohort to learn how to use data to form intervention groups and how to plan for intervention instruction.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> All campuses provide targeted Tier 2 intervention based off of formal and informal assessments.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

 No Progress

 Accomplished




 Continue/Modify








 Discontinue

**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><b>Strategy 1:</b> To ensure the security and protection of students, staff, and property, the board employs school liaison officers (SLOs), and security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL).</p> <p>The law enforcement duties of school resource officers are:</p> <ul style="list-style-type: none"> <li>a) conducting investigations of all criminal violations (with the exception of major criminal violations such as murder or sexual assault in which instance the Officers will assist the law enforcement agency with primary jurisdiction) occurring on DISD property or at DISD-sponsored or school-related activities, except at DISD Extracurricular Activities, on or off DISD property;</li> <li>b) patrolling the periphery of DISD campuses (up to and including 1000 feet beyond the real property boundary lines) for the purpose of controlling narcotic/alcohol sale and use, gang related activities and other crimes including those prohibited by Texas Education Code SS 37.006(a), SS 37.007, and SS37.110;</li> <li>c) attending DISD sponsored or School Related Activities during school hours;</li> <li>d) working with faculty/administration/student body/parents to develop the necessary knowledge and skill required of such faculty/administration/student body/parents to detect the presence and dangers of narcotics and/or alcohol;</li> <li>e) acting as educational resources for the criminal justice system and its operation in society;</li> <li>f) establishing good rapport with students to establish a role model for good community/criminal justice system relationships;</li> <li>g) providing security on the various DISD campuses for prevention of theft, trespassing, and intrusion;</li> <li>h) responding to night and weekend calls when DISD buildings are found opened or unlawfully entered;</li> <li>i) reporting open and unlawfully entered DISD buildings to the prescribed personnel;</li> <li>j) acting as a liaison with public safety authorities on all matters affecting school security;</li> <li>k) consulting with DISD Administration on methods of increasing security in and around the remises of each school;</li> <li>l) assisting DISD Administration with enforcement of its written Student Code of Conduct adopted pursuant to law;</li> <li>m) investigating and participating in DISD's student disciplinary actions as reasonably necessary;</li> <li>n) complying with DISD's policies and procedures, including those relating to the prohibition against the use of alcohol or drugs and required drug and alcohol testing set forth in DISD Board policies and administrative regulations, to the extent that there are no conflicts with policies of the Sheriff's Office or the County;</li> <li>o) upholding the laws of the State of Texas;</li> <li>p) preserving the peace within the Officer's jurisdiction by all lawful means;</li> <li>q) performing such other law enforcement duties as may be agreed upon by the Sheriff and DISD; and</li> <li>r) performing duties required of peace officers under Texas law.</li> </ul> <p>District security personnel monitor campus grounds and report suspicious activity or concerning behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe school environment</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration</p>	<p><b>Nov</b> <b>November Evidence of Progress</b> Fully staffed and trained</p> <p> 100%</p> <p><b>Jan</b> <b>January Evidence of Progress</b> Fully staffed and trained</p> <p> 100%</p> <p><b>Mar</b> <b>March Evidence of Progress</b> Fully staffed and trained</p> <p> 100%</p> <p><b>June</b> <b>June Evidence of Progress</b> Several of our SLO were promoted to positions outside of DISD. We are currently fully staffed.</p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide a safe way for students to report unsafe situations</p> <p><b>Strategy's Expected Result/Impact:</b> Safe school environment</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Secondary students and all parents have the ability to report unsafe situations online.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Secondary students and all parents have the ability to report unsafe situations online.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Secondary students and all parents have the ability to report unsafe situations online.</p> <p><b>June</b> <b>June Evidence of Progress</b>  Secondary students and all parents have the ability to report unsafe situations online. We are currently reviewing other software for this strategy.</p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve school safety,</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Administration Campus Principals</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Online spreadsheets are available for recording door sweeps. We are in the process of rolling out Sentinel which is a state online system.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Campuses are completing scheduled drills, and we are continuing training on exterior door audits.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Campuses are completing scheduled drills, and we are continuing training on exterior door audits.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Dating violence is prohibited in Dickinson ISD as per Board Policy FFH(LOCAL).</p> <p>Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Campus administration and counselors are trained on how to deal with prohibited conduct regarding dating</p>

violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

#### Reporting Procedures

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

#### Notice to Parents

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

#### District Action

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, harassment, and retaliation.



violence.

**Jan**

#### January Evidence of Progress

Resources and support are provided for campuses and students.



**Mar**

#### March Evidence of Progress


Resources and support are provided for campuses and students.





**June**

#### June Evidence of Progress

**Strategy's Expected Result/Impact:** Reduce dating violence  
**Staff Responsible for Monitoring:** Assistant Superintendent for Administration

 No Progress




 Accomplished








 Continue/Modify

 Discontinue

**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><b>Strategy 1:</b> Provide students the opportunity to outside agency supports (e.g., UTMB TCHATT, Communities in Schools, Family Service Center).</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease student drop out, increase emotional stability</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Mental Health and Counseling</p>	<div data-bbox="1281 341 1911 535"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Referrals as of 12/6/24:            UTMB TCHATT: 90            Family Service Center: 226            Gulf Coast Center Crisis: 34            Community Health Network: 36</p> </div> <div data-bbox="1281 552 1911 747"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Referrals as of 2/11/25:            UTMB TCHATT: 178            Family Service Center: 276            Gulf Coast Center Crisis: 46            Community Health Network: 45</p> </div> <div data-bbox="1281 763 1911 958"> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p>Referrals as of 3/4/25:            UTMB TCHATT: 207            Family Service Center: 294            Gulf Coast Center Crisis: 53            Community Health Network: 50</p> </div> <div data-bbox="1281 974 1911 1006"> <p><b>June</b> <b>June Evidence of Progress</b></p> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide student lessons through programs such as Second Steps and Character Strong.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher support for students struggling emotionally and increased student awareness and learning about emotional safety</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Mental Health and Counseling</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All elementary and middle school campuses are utilizing Second Steps for their guidance curriculum. All campuses are using Character Strong for character education.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> All elementary and middle school campuses are utilizing Second Steps for their guidance curriculum. All campuses are using Character Strong for character education.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> All elementary and middle school campuses are utilizing Second Steps for their guidance curriculum. All campuses are using Character Strong for character education.</p> <p><b>June</b> <b>June Evidence of Progress</b></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


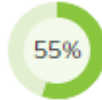





**Performance Objective 3:** Enhance students' physical health through instruction and district health services.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide anti-victimization/ child abuse prevention training and curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness for staff and prevention strategies for students.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Mental Health and Counseling</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Second Steps is being utilized for this prevention program to grades assigned.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Second Steps is being utilized for this prevention program to grades assigned.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Second Steps is being utilized for this prevention program to grades assigned.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Provide Substance Abuse Prevention Programs such as BACODA, Crime Stoppers and Gulf Coast Center.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Mental Health and Counseling</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Crime Stoppers is implementing programs on Secondary campuses. DISD houses 2 BACODA specialists that are providing prevention. Gulf Coast Center is providing substance treatment.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Crime Stoppers is continuing to implement programs on Secondary campuses. DISD houses 2 BACODA specialists that are providing prevention. Gulf Coast Center is providing substance treatment.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Crime Stoppers is continuing to implement programs on Secondary campuses. DISD houses 2 BACODA specialists that are providing prevention. Gulf Coast Center is providing substance treatment.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Implement Human/Sex Trafficking Prevention Program</p> <ul style="list-style-type: none"> <li>- Training for staff</li> <li>- Curriculum for students</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness for staff and prevention strategies for students.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of Mental Health and Counseling</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Counselors were trained by 3StrandsGlobal to be Project Protect facilitators on September 23rd and 24th.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Crime Stoppers is presenting Human Trafficking Prevention on secondary campuses to students.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Crime Stoppers has presented to secondary campuses.</p> <p><b>June</b> <b>June Evidence of Progress</b></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><b>Strategy 1:</b> Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk.  <b>Staff Responsible for Monitoring:</b> Coordinator of Mental Health and Counseling</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   The Gator Wellness Center clerks have processed 375 referrals this school year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   The Gator Wellness Center clerks have processed 537 referrals this school year.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   The Gator Wellness Center clerks have processed 617 referrals this school year.</p> <p><b>June</b> <b>June Evidence of Progress</b>  The Gator Hope Clinic is foundational to our student health support.</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 5:** Provide extra support for students identified as homeless








**Evaluation Data Sources:** Registration forms

Strategy 1 Details	Reviews	
<p><b>Strategy 1:</b> Provide needed school supplies, clothing and snacks</p> <p><b>Strategy's Expected Result/Impact:</b> Improved social, emotional and academic performance</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of State and Federal Programs</p>	<p><b>Nov</b></p>  <p><b>Jan</b></p>  <p><b>Mar</b></p>  <p><b>June</b></p>	<p><b>November Evidence of Progress</b> Homeless students are provided support when needed.</p> <p><b>January Evidence of Progress</b> Continue to support homeless students as needed.</p> <p><b>March Evidence of Progress</b> Continue to support homeless students as needed.</p> <p><b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>		

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

**Performance Objective 1:** Improve communication between school and home








**Evaluation Data Sources:** Parent surveys

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Ensure parent communication is translated to Spanish</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent communication</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of State and Federal Programs</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Each school has a translated version of the CIP, Parent and Family Engagement policy and parent contract available in Spanish. Communication from campus to families is also translated in Spanish.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> All district and campus information shared with parents via e-mail or website is shared or can be shared in Spanish.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> All district and campus information shared with parents via e-mail or website is shared or can be shared in Spanish.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

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

**Performance Objective 2:** Expand partnerships with area colleges and universities




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







Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs</p> <p><b>Strategy's Expected Result/Impact:</b> Increase college and career readiness for students and families</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career and Technical Education</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Continue to expand awareness through College Graduation Fair held in the fall (during school day) and spring (in the evening) for students and parents. FASFA and admission process are discussed at both events, and support is offered to ensure students successfully transition to a post-secondary institution, or apprenticeship program.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> 1. Launched CTE Course Selection information video on Dec. 20th to spark student/parent engagement 2. CTE Symposiums were held at each JH as follows: 1/14 MJH 1/15 KJH 1/22 DJH 3. 8th Grade Parent Night 1/23 from 5:30-7:30 PM</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Partnering colleges visited with students in January and February. CTE Students toured College of the Mainland and Galveston College on 2/28/25 with some parents in attendance as well. The Liaison from College of the Mainland and DHS College Career Specialist continue to aid students in completing the proper admission paperwork and applying for FASFA.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>	


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

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


**Evaluation Data Sources:** Coordinator of State and Federal Programs

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Provide training to parents in ways to support their children at home in reading, math homework, understanding STAAR testing and results</p> <p><b>Strategy's Expected Result/Impact:</b> Improve parent and family engagement to support learning</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of State and Federal Programs</p>	<div data-bbox="1297 391 2003 521"> <p><b>Nov</b> <b>November Evidence of Progress</b></p>  <p>Parent guidance is posted on the website and in Skyward. Some campuses have held academic nights to help support parents understanding.</p> </div> <div data-bbox="1283 548 2024 735"> <p><b>Jan</b> <b>January Evidence of Progress</b></p>  <p>Parent guidance is posted on the website and in Skyward. Most campuses have held academic nights to help support parents understanding. Campuses also have plans to hold a STAAR night before testing begins.</p> </div> <div data-bbox="1283 760 2024 914"> <p><b>Mar</b> <b>March Evidence of Progress</b></p>  <p>Parent guidance is posted on the website and in Skyward. Campuses have held academic nights to help support parents understanding of curriculum and STAAR.</p> </div> <div data-bbox="1297 938 1871 963"> <p><b>June</b> <b>June Evidence of Progress</b></p> </div>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> 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 for students and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness for students and parents of various educational opportunities available for all students</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of State and Federal Programs</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All campuses had a transition day before the first day of school. High school offered a summer bridge program, and each campus had their initial open house in September.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> High school is currently offering dual credit and AP classes. They also offer students the opportunity to attend Collegiate College. An 8th grade night was held in January to help parents and students understand the transition to high school before having to choose courses.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> High school is currently offering dual credit and AP classes. They also offer students the opportunity to attend Collegiate College. An 8th grade night was held in January to help parents and students understand the transition to high school before having to choose courses. Summer Bridge will be offered to 8th graders entering high school.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Foster parent and school partnerships and improve parent and family engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator of State and Federal Programs Principal Parent and Family Engagement Coordinator</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> All campuses have held open house, Title I meetings, and miscellaneous activities on campus for parents and families.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> All PFE coordinators completed the semester 1 requirements and turned in documentation.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> All PFE coordinators are working to complete semester 2 requirements and PFE activities.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

 No Progress

 Accomplished



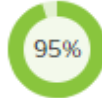




 Continue/Modify

 Discontinue

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




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







Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase overall district retention rate.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director for Human Resources</p>	<div data-bbox="1297 391 1352 415"><b>Nov</b></div> <div data-bbox="1283 423 1377 521"> </div> <div data-bbox="1535 391 1902 415"><b>November Evidence of Progress</b></div> <div data-bbox="1415 423 2003 542"> <p>HR conducts regional salary and benefits analysis and provides data-driven recommendations to strengthen the district's competitive position for recruitment and retention.</p> </div> <div data-bbox="1308 570 1352 594"><b>Jan</b></div> <div data-bbox="1283 602 1377 699"> </div> <div data-bbox="1545 570 1892 594"><b>January Evidence of Progress</b></div> <div data-bbox="1415 602 2022 784"> <p>HR has expanded recruitment efforts through additional job fairs, strengthened partnerships with universities and alternative certification programs, and refined marketing strategies to attract a broader candidate pool. The district continues to assess salary competitiveness and enhance recruitment incentives.</p> </div> <div data-bbox="1304 813 1356 837"><b>Mar</b></div> <div data-bbox="1283 846 1377 943"> </div> <div data-bbox="1556 813 1881 837"><b>March Evidence of Progress</b></div> <div data-bbox="1415 846 2022 1117"> <p>HR has completed a comprehensive regional salary and benefits analysis, resulting in targeted adjustments to the compensation package for positions. Recruitment efforts have yielded a significant increase in qualified applicants compared to the previous year, with particularly strong results from university partnerships and digital recruitment campaigns. Early hiring commitments for the upcoming school year are trending higher than they were at this time last year.</p> </div> <div data-bbox="1304 1146 1356 1170"><b>June</b></div> <div data-bbox="1566 1146 1871 1170"><b>June Evidence of Progress</b></div>







Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Research best-practices for a grow your own program for students in the Teaching &amp; Learning CTE Program of Study (POS).</p> <p><b>Strategy's Expected Result/Impact:</b> Facilitate a pipeline of highly qualified teachers who are familiar with the needs of DISD students</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career and Technical Education</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> CTE instructors have gone through the TEA Grow Your Own Academy and are using the methodology to prepare our Education &amp; Training Students for their Educational Aide 1 IBC.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> CTE Instructors continue to prepare students for the Educational Aide 1 IBC. Plans are in place for students who will complete the coherent sequence of courses and meet the age requirement of 18 to secure their certification through TEA's Teal Account. After applying for the Educational Aide I IBC, students will then make an appointment for finger printing. Afterward, HR will recommend student applications via the Educator Certification Online System (ECOS) which will be issued by TEA.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> Students are on track to earn their Educational Aide 1 IBC. Plans are in place for students who are 18 to secure their certification through TEA's Teal Account. HR will recommend student applications via the Educator Certification Online System (ECOS) which will be issued by TEA. HR will visit with students to make them aware of opportunities within the district while they are pursuing their degree.</p> <p><b>June</b> <b>June Evidence of Progress</b></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 2:** Provide high-quality, job embedded professional development for all staff, which results in increased productivity and employee satisfaction.

Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher instruction and retention resulting higher student academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum Coordinator of State and Federal Programs</p>	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p><b>Nov</b></p>  <p>25%</p> </div> <div style="text-align: center;"> <p><b>November Evidence of Progress</b></p> <p>A comprehensive summer professional development series was offered and ongoing trainings are occurring throughout the year.</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p><b>Jan</b></p>  <p>50%</p> </div> <div style="text-align: center;"> <p><b>January Evidence of Progress</b></p> <p>A survey was sent to all DISD teachers in December about teacher Summer PD needs. Utilizing this data, district administrators met in January to plan appropriate pathways for Summer PD.</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p><b>Mar</b></p>  <p>75%</p> </div> <div style="text-align: center;"> <p><b>March Evidence of Progress</b></p> <p>Summer PD sessions have been communicated to teachers and were created based on their input. Teachers will complete four days of professional learning this summer.</p> </div> </div> <div style="display: flex; justify-content: space-between;"> <div style="text-align: center;"> <p><b>June</b></p> </div> <div style="text-align: center;"> <p><b>June Evidence of Progress</b></p> </div> </div> </div>


Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Enhance the two-year teacher induction and mentoring program to all teachers new to the profession.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher retention rate of beginning teachers (0-2 years).</p> <p><b>Staff Responsible for Monitoring:</b> Director of Advanced Academics and Teacher Development</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   All academies supporting first and second year teachers are fully implemented with scheduled meetings through the end of the year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   All academies supporting first and second year teachers are fully implemented with scheduled meetings through the end of the year.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   All academies supporting first and second year teachers are fully implemented with scheduled meetings through the end of the year.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 3 Details	Reviews
<p><b>Strategy 3:</b> Develop emerging teacher-leaders and mid-level administrators for future positions within the district through leadership academies and opportunities to lead campus and district professional development sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of effective principals and other school leaders</p> <p><b>Staff Responsible for Monitoring:</b> Director of School Leadership</p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Aspiring Administrator, Current AP, and First Year AP Academies have had multiple meetings at this point with a schedule of meetings through the end of the year.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Aspiring Administrator, Current AP, and First Year AP Academies have had multiple meetings at this point with a schedule of meetings through the end of the year.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Aspiring Administrator, Current AP, and First Year AP Academies have had multiple meetings at this point with a schedule of meetings through the end of the year.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>


Strategy 4 Details	Reviews
<p><b>Strategy 4:</b> Special Programs: Provide/expand district-wide professional development focusing on IEP goals, objectives, PLAAFPs, progress monitoring and reporting, Decision Making Guide, accommodations, in-class support, 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><b>Strategy's Expected Result/Impact:</b> Increased knowledge base for educators.</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Coordinators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have provided Case manager training for all case managers, offered ICS training, and provided Job Alikes for Behavior and Life Skills.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We have provided PLAAFP to IEP training, offered ICS training, and are providing feedback in ARD meetings to teachers and administrators. We have additional training planned for the summer.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> We completed our cyclical audit and are providing training to all case managers to ensure that we are meeting compliance requirements.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 5 Details	Reviews
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased knowledge base for educators</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Coordinator of Compliance Special Programs Coordinator of Evaluation and Related Services</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> We have sent staff to dyslexia training.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We have provided training on dyslexia and are reviewing our student progress on RbD. With that information, we will be able to better design the training that is needed for students to make more growth.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> All of our staff have been trained and have continuing training on dyslexia, including RbD. We are looking for some additional training such as UFLI to meet the needs of our students who are not responding or are making slow progress with RbD.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 6 Details	Reviews
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Increase inclusive learning opportunities for students with disabilities</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Coordinators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   We provided Behavior 101 training, Life Skills Job Alikes, and ICS training.</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   We have provided training from Bonnie Haecker, Region 4, and our own Behavior 101 trainers.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   We are continuing to provide professional development and have written two grants that includes professional development for our ECSE, behavior and life skills programs.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
Strategy 7 Details	Reviews
<p><b>Strategy 7:</b> Special Programs: Provide professional development to special education teachers for teaching core curriculum using researched based best practices</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff knowledge Student progress on STAAR / STAAR-Alt &amp; EOC</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Coordinators</p> <p><b>Results Driven Accountability</b></p>	<p><b>Nov</b> <b>November Evidence of Progress</b>   Provided ICS training</p> <p><b>Jan</b> <b>January Evidence of Progress</b>   Provided training from Bonnie Haecker and Region 4.</p> <p><b>Mar</b> <b>March Evidence of Progress</b>   Provided training from Bonnie Haecker, Susan Catlett and Region 4.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

Strategy 8 Details	Reviews
<p><b>Strategy 8:</b> Special Programs: Provide CBVIs, explore employment opportunities, organize visits and volunteer opportunities to various facilities in the area, provide information and supports for post-secondary governmental agency services, and attendance at the local transition fair.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased opportunities for students in special education to generalize skills</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Coordinators</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> Students are attending CBVIs including Moody Gardens, Bowling, Goodwill, and various community vendors</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> We have expanded our CBVIs, teachers are writing lesson plans that include going to HEB and other community locations, and they will attend the Galveston county Rodeo Special Needs day coming up.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> We are continuing to provide CBVIs and are visiting day placement facilities.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>

 No Progress




 Accomplished








 Continue/Modify

 Discontinue

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

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








Strategy 1 Details	Reviews
<p><b>Strategy 1:</b> Continue to implement the Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program initiatives and outcomes to stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<div data-bbox="1297 342 1381 477"> <p><b>Nov</b></p>  <p>25%</p> </div> <p><b>November Evidence of Progress</b></p> <p>District monitors TIA implementation effectiveness through data collection, participant feedback, and program outcomes, with regular updates provided to stakeholders on participation rates and impact.</p> <div data-bbox="1281 521 1381 656"> <p><b>Jan</b></p>  <p>50%</p> </div> <p><b>January Evidence of Progress</b></p> <p>The district has submitted the first round of TIA data for verification and continues to monitor implementation. Updates have been provided to principals regarding the verification process and next steps, ensuring campus leadership remains informed. Further communication with stakeholders will occur as data verification progresses.</p> <div data-bbox="1281 792 1381 927"> <p><b>Mar</b></p>  <p>75%</p> </div> <p><b>March Evidence of Progress</b></p> <p>The district has successfully completed TIA data verification and received preliminary approval from TEA. Communication about the program continues through regular updates to stakeholders.</p> <div data-bbox="1297 971 1381 1000"> <p><b>June</b></p> </div> <p><b>June Evidence of Progress</b></p>

Strategy 2 Details	Reviews
<p><b>Strategy 2:</b> Implement DISD Wellness Program (SWAMP).</p> <p><b>Strategy's Expected Result/Impact:</b> Support overall well-being of all staff.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources</p>	<p><b>Nov</b> <b>November Evidence of Progress</b></p> <p> District implements comprehensive wellness initiatives through monthly communications, preventative health services, and targeted incentives, while tracking participation rates and program effectiveness.</p> <p><b>Jan</b> <b>January Evidence of Progress</b></p> <p> Employee participation in wellness activities has increased, with expanded access to health screenings, fitness initiatives, and mental health resources. The district continues to monitor program engagement and adjust offerings based on staff feedback to maximize impact.</p> <p><b>Mar</b> <b>March Evidence of Progress</b></p> <p> The DISD Wellness Program (SWAMP) has achieved district-wide implementation with participation rates exceeding initial targets. Health metrics from participating staff show positive trends, with notable improvement in key wellness indicators. Staff feedback indicates strong satisfaction with program offerings.</p> <p><b>June</b> <b>June Evidence of Progress</b></p>
<p style="text-align: center;">  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><b>Strategy 1:</b> Provide resources for students in the area of Technology Applications, including typing programs, for the effective use of technology in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased efficiency and productivity so that core instructional time is not interrupted</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Technology</p>	<p><b>Nov</b> N/A</p> <p><b>Jan</b>  Our reports demonstrate consistent usage across the district, with Barber Middle School, Lobit Middle School, Dunbar Middle School, San Leon Elementary, and Bay Colony Elementary exhibiting the highest average daily progress.</p> <p><b>Mar</b> </p> <p><b>June</b> </p> <p><b>November Evidence of Progress</b></p> <p><b>January Evidence of Progress</b></p> <p><b>March Evidence of Progress</b></p> <p><b>June Evidence of Progress</b></p> <p>This year, the district has demonstrated significant progress in enhancing student achievement with Tech. Apps. Curriculum assigned through Schoology and typing.com success. Continued improvement can be built upon for successful student outcomes.</p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>	

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025

**Item Title:** 2025 Summer School Programs Schedule

**Agenda Item:** Dr. Jeff Pack

**Background Information:**

Attached is the 2025 Summer School Programs Schedule.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes     No

**2025 Summer Programs**

Program	Custodial	Transportation	Admin	# of Participants	Start/End Date	Daily Hours	Funding Source	Rooms Needed	# of Personnel	Breakfast/Lunch	Payroll Contact	TCP Manager	TCP Job Code
<b>Silbernagel Elementary Host Campus</b>													
LEP PK-K	Y	Y	J. Williams	220+	5/29 -Teacher Prep day 6/2- 6/26 M-Th	<u>Students:</u> 7:45am - 3:15pm <u>Teachers:</u> 7:30am - 3:30pm	199	14+ Computer labs	17	YES	C Corona	S. Gomez	169912- Professionals 869912-Paraprofessionals
Special Programs ESY F2F	Y	Y	Laura Batson	30-60	<b>Summer 2025</b> Week 1: 6/2-5 Week 2: 6/9-12 Week 3: 6/16-19 Week 4: 6/23-26 <b>Teacher Work Day 5/29</b>	Students: 8:30-11:30 Teachers: 8:00-12:00 Paras 8:15-11:45	224 / 199	11 - we will need a room with a sensory space	18	YES	T Taylor	S. Ohijai E. Brenner T. Taylor (back up)	169914-Professionals 869914-Paraprofessionals
<b>Dickinson High School</b>													
DHS Summer School (Credit Recovery or Initial Credit)	Y	N	C. Reyes	TBD	Registration June 2nd-3rd, 10:00AM - 5:30PM Program Dates June 4-26(M-Th), 8:00 AM - 3:00 PM	Students 8:00 AM - 3:00 PM Teachers 7:45 AM - 3:15 PM Breakfast: 8:00 - 8:30 AM Lunch: 12:00 - 12:30 PM	Student Pay: (\$50)	Library	7	YES	M. Salinas	M. Salinas	169915- Professionals
ESL Academy: F2F	Y	Y	C. Reyes	TBD	Registration May 19-22 in All ESL Classes Teacher Prep. June 1, 8:00 AM - 12:00 PM , Program Dates June 2-19(M-Th), 8:00 AM - 3:00 PM	Students 8:00 AM - 3:00P M Teachers 7:45 AM - 3:15 PM Breakfast: 8:00 - 8:30 AM Lunch: 12:00 - 12:30 PM	199	9th GC 2nd floor	2	YES	M. Salinas	M. Salinas	169916- Professionals
Bridge to HS EOC Success Ramp Up F2F (incoming 9th graders)	Y	Y	C. Reyes	120	June 2-19(Mon - Thur) delivered F2F	8 AM - 1:00PM	199	R144, R124, R132, R145, R215, R211, R131, R143, R214	11	YES	M. Salinas	M. Salinas	169917- Professionals
Bridge to HS (incoming 9th graders)--Planning Sessions	N	N	C. Reyes		May 14th (3-7PM) and May 18th (8-12PM)	May 14th (3-7PM) and May 18th (8-12PM)	199	9GC Cafeteria & R124	11	NA	M. Salinas	M. Salinas	169917- Professionals
EOC Retesting	Y	N	K. Nesloney	TBD	June 16-19	Students 8:00 AM - 3:00 PM Teachers 7:00 AM - 3:00 PM Breakfast: 8:00 - 8:30 AM	199	R203, R204, R205, R208, R211, R214, R215, R216, R217, R219, R222	10	NO	M. Salinas	M. Salinas	169918- Professionals
EOC Booting Camp	Y	N	C. Reyes	TBD	June 9-12	8 AM - 1:00PM	199	R203, R204, R205, R208, R211, R214, R215, R216, R217, R219, R222	5	YES	M. Salinas	M. Salinas	
DALC SS	Y	N	R. See	20	June 5-20 (Mon-Thur)-1st day is a Wednesday 100% Edgenuity	8:30 AM-12:30 PM	199	ROOMS 10 & 18	2	YES	M. Salinas	M. Salinas	169918- Professionals
DCC SS	Y	N	R. See	10	June 5-20 (Mon-Thur)-1st day is a Wednesday 100% Edgenuity	8:00 AM-12:00 PM	199	ROOM 22	1	YES	E. Rosas	M. Garza	169918- Professionals
ESMOND SS	N	N	R. See	TBD	June 4-27 (Mon-Thur)-1st day is a Tuesday 100% Edgenuity	8:00 AM-12:00 PM	COUNTY	LEVEL 5/J1	3	NO	R. See	None	None

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025  
**Item Title:** Cross Colony Crosswalk Update  
**Agenda Item:** Robert Cobb

**Background Information:**

Continuous collaboration with League City and the Public Works Manager, have allowed us to determine the safest location for a cross walk to Bay Colony Elementary School across Cross Colony Drive. An ADA accessible sidewalk already exists at the location, and the city will paint a new crosswalk and install crossing signs prior to the start of the 2025-2026 school year. We were also informed the city is in the process of repainting crosswalks throughout League City as well. We greatly appreciate the help and cooperation League City officials have provided along the way.

**Recommendation:**

Information only

**Action Item:** \_\_\_\_\_ Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_



8

8

8

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IBC Bank ATM



Syed S Azhar



San Lorenzo #2



Wellby Financial



Bay Colony Elementary School

Bay Colony Elementary Dr

FM 646 Rd

Cross Colony Dr

Meadow Bay Dr

Misty Isle Cr

Cay Crossing Ln

Rolling Springs

Meadowhill Ln

Meadow Bay Dr

Shore Landing Ln

Bending Brook Ln

ond Ln

stic Colony Ln

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025  
**Item Title:** 2025-2026 Instruction Materials Certification  
**Agenda Item:** Dr. Jeff Pack

**Background Information:**

In accordance with Texas Education Code (TEC) §31.101, local education agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section 28.0022; (iii) Section 43.22, Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2024–25 Survey includes a section for LEAs to certify they meet this requirement.

**Recommendation:**

The Superintendent and the Deputy Superintendent for Educational Services recommend ratification of the 2025-2026 Instruction Materials Certification.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

# **Certification of Provision of Instructional Materials Survey 2025–26**

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## Survey Pre-Work

### 2025–26 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2025–26 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

#### **Certification 2025–26 Form:**

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

#### **Certification 2025–26 Survey:**

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2025–26 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2025–26 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2025–26 Survey and upload of the ratified Certification 2025–26 Form.

TEA recommends that LEAs complete these steps by **May 1, 2025**. The Certification 2025–26 Form can be accessed at the following link on the [Certification of Provision of Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 28, 2025, and is scheduled to reopen on May 15, 2025. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2025.**

Certification 2025–26 Survey submissions received after May 15, 2025, will typically be processed within five business days, then access to EMAT provided.

### **Instructions to Complete the Certification Process for 2025–26**

1. **Review the Certification 2025–26 Form:** Print the fillable TEKS Certification 2025–26 Form found on the [Certification of Provision of Instructional Materials webpage](#).

2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2025–26 Form:** Complete the TEKS Certification 2025–26 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2025–26 Form** by the LEA's board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2025–26 Survey:** Complete the online Certification 2025–26 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2025–26 Form from Step 4. The survey will be open for submissions beginning Monday, March 17, 2025, and will be located on the [Certification of Provision of Instructional Materials webpage](#).

## Additional Supports

- TEA will be hosting a webinar to review the Certification 2025–26 Process on *Monday, March 24th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours to support LEAs with the Certification of Provision of Instructional Materials process; registration is required.
  - Monday, March 31st at 11:00 a.m. CDT | [Register on Zoom](#)
  - Thursday, April 3rd, at 11:00 a.m. CDT. | [Register on Zoom](#)
- To facilitate completion of this year's submission, LEAs may request a copy of their previous year's submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2025–26 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

## Review Terminology

### *Additional Supports*

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

### **About the Qualtrics Survey**

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

You can find a list instructional materials on the [Certification of Provision of Instructional Materials webpage](#).

# Certification 2025–26 Survey

## Background Information

QUESTION 1.0: Name of person completing this form

Deanna Williams

QUESTION 1.1: Your email address

dwilliams@dickinsonisd.org

QUESTION 1.2: Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

## LEA Information

QUESTION 2.0: Region #

4

QUESTION 2.1: LEA name and number

Dickinson ISD 084901

QUESTION 2.2: Superintendent's name

Dr. Rebecca Brown

QUESTION 2.3: Superintendent's email address

Rebecca.brown@dickinsonisd.org

QUESTION 2.4: School board president's or governing body's name

Corey Magliolo

QUESTION 2.5: School board president's or governing body's email address

T5cmagliolo@dickinsonisd.org

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

April 7, 2025

# Reading Language Arts Certification

## Scope and Sequence - All Grade Levels RLA

### QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the LEA level and generally consistent across classrooms?

Yes

No

## English Reading Language Arts K–5 TEKS Coverage Certification

### QUESTION 4.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials).

Yes

No

## English Reading Language Arts K–5 Instructional Materials

### QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/ or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA and/ or Phonics grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

Amplify, Tutoring with mCLASS Intervention (K-1)  
Amplify, mCLASS  
Children's Learning Institute (PK)  
Wilson Language, Foundations  
Houghton Mifflin Harcourt (HMH), Into Reading Texas  
Curriculum Associates, i-Ready  
Lead4Ward, Lead4Ward ELAR Grades K-5  
Learning Ally, Audiobook Solution  
Stenhouse Publishers, Patterns of Power  
Wilson Language, Foundations (3rd Grade)

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Reading Language Arts, Edition 1* (grades K–5) in their classroom on a regular basis?

n/a

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated number of students in your LEA that are using *Bluebonnet Learning Foundational Skills, Edition 1* (grades K–3) in their classroom on a regular basis?

n/a

## Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

## Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Spanish RLA and/or Phonics grades K–5** full-subject and/or supplemental publisher(s)/product(s) used:

"Pacific Learning, El Camino Al Éxito (Spanish Phonics)  
El Próximo Paso Al Éxito (Spanish Phonics)"  
Pacific Learning, SIL (El Sistema de Intervención de la Lectura)  
Pacific Learning, Fonéticos  
Amplify, mCLASS Lectura  
Houghton Mifflin Harcourt (HMH), ¡Arriba la Lectura! Texas Reading & Writing  
Curriculum Associates, i-Ready  
Lead4Ward Grades K-5  
Learning A-Z, LLC, Raz-Plus ELL Texas Edition  
Literacy Resources LLC, Heggerty Phonemic Awareness Curriculum  
Stenhouse Publishers, Patterns of Wonder  
Summit K-12, Accelerated Literacy & Language Development  
Imagine Learning Español  
Pacific Learning, SIL (El Sistema de Intervención de la Lectura)  
Imagine Learning and Literacy

QUESTION 7.1:

(If above answer includes *Aprendizaje Bluebonnet* pilot instructional materials instructional materials):

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet artes del lenguaje y lectura, piloto* (grados K–5) in their classroom on a regular basis?

n/a

QUESTION 7.2:

What is the estimated number of students in your LEA that are using *Aprendizaje Bluebonnet destrezas fundamentales, piloto* (grados K–2) in their classroom on a regular basis?

n/a

## English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

## English Reading Language Arts (RLA) 6–8 Instructional Materials

### QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

### English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

College Board, SpringBoard Texas Edition Houghton Mifflin Harcourt (HMH), Into Literature Texas Curriculum Associates (formally Mentoring Minds), Think Up! IXL Learning, IXL Language Arts Lead4Ward, Lead4Ward ELAR Grades 6-8 Learning Ally, The Audiobook Solution (ABS) NoRedInk Corp., NoRedInk Quill, Quill ELAR Resources Stenhouse Publishers, Patterns of Power Summit K-12, Accelerated Literacy & Language Development Texas Education Agency (TEA), Texas Gateway
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## English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

### QUESTION 10.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.

- Yes
- No

## English Reading Language Arts (RLA) 9–12 Instructional Materials

### QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**English RLA grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

Savas Learning Company (formerly Pearson), my Perspectives  
Bedford, Freeman & Worth Publishing Group, Advanced Language and Literature  
Bedford, Freeman & Worth Publishing Group, Foundations of Language and Literature  
IXL Learning, IXL Language Arts  
McGraw Hill School Division (Contract Vendor)-Study Sync Texas EOC  
College Board, AP Central Provided Assessments and Resources  
Edgenuity Inc., Imagine Learning  
Houghton Mifflin Harcourt (HMH), Read 180  
Lead4Ward, Lead4Ward

## Mathematics Certification

### Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the LEA level and generally consistent across classrooms?

Yes

No

## Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

Bluebonnet Learning  
Curriculum Associates, i-Ready Classroom Mathematics  
Education Service Center Region - based products, other  
Engaging Math, Engaging Math Resources  
ETA Hand2Mind, Guided Math K-2  
ST Math  
Baker and Petsche Publishing, Countdown to Math STAAR  
Baker and Petsche Publishing, Fast Focus  
MIND Research institute and MIND Education, ST Math  
Russell's Educational Consulting, Teks AIRR Math  
Building Fact Fluency – Graham Fletcher  
IXL Learning, IXL Math Resources  
Khan Academy, Khan Academy Math Resources

QUESTION 14.1:

(If above answers include *Bluebonnet Learning* instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning, Edition 1 (grades K–5) in their classroom on a regular basis?

5,166

## Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

Amplify Education Inc., Amplify Math  
Education Service Center Region - based products (Closing the Distance, Engaging Math, and other products)  
IXL Learning, IXL Math Resources  
Lead4Ward, Lead4Ward Math  
iReady, Curriculum Associates  
Bluebonnet materials (Texas Education Agency)

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated number of students in your LEA that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

2,826

## Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

## Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

Cengage Learning (formerly Thomson Learning/Brooks-Cole), Precalculus + Limits, A Graphing Approach  
Cosenza & Associates, LLC, Algebraic Reasoning  
McGraw Hill, School Education Group, Algebra 2, Geometry, and/or Precalculus  
Bedford Freeman and Worth Publishers - Stats  
Bedford Freeman and Worth Publishers - AP Stats  
College Board, AP Central Provided Assessments and Resources  
Edgenuity Inc., Imagine Learning Math  
Education Service Center Region - based products  
IXL Learning, IXL Math Resources  
Kuta Software, Kuta Math Resources  
Lead4Ward, Lead4Ward Math  
Texas Home Learning (Texas Education Agency),  
Bluebonnet (Texas Education Agency),  
Texas College Bridge  
The University of Texas at Austin, OnRamps

## Social Studies Certification

### Scope and Sequence - All Grade Levels Social Studies

#### QUESTION 19.0:

Are instructional materials for social studies managed at the LEA level and generally consistent across classrooms?

- Yes  
 No

### Social Studies K–5 TEKS Coverage Certification

#### QUESTION 20.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes  
 No

### Social Studies K–5 Instructional Materials

#### QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

Studies Weekly  
Discovery Education  
Pebble Go  
McGraw Hill

## Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

Discovery Education  
Social Studies Success + ePLC  
5Es Over Texas  
5Es Over America  
DBQ Online

## Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Social Studies grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

Discovery Education  
Lemoney Learning  
Ramsey Solutions  
DBQ Online  
Khan Academy  
Cengage  
Geography by Design  
BFW Publishers  
Bedford Publishers  
McGraw Hill

## Science Certification

### Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

Are instructional materials for science managed at the LEA level and generally consistent across classrooms?

Yes

No

### Science K–5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

### Science K–5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Science grades K–5** full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill Texas Science  
Education Service Center Region - based products  
Discovery Education Inc.  
Lead4Ward, Lead4Ward Science  
Curriculum Associates, i-Ready Science

## Science 6–8 TEKS Coverage Certification

### QUESTION 29.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 6–8 Instructional Materials

### QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Science grades 6–8** full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill Texas Science  
Curriculum Associates, i-Ready Science  
Education Service Center Region-based products  
Discovery Education Inc.  
Lead4Ward, Lead4Ward Science  
TEA TEKS Guide

## Science 9–12 TEKS Coverage Certification

### QUESTION 31.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

## Science 9–12 Instructional Materials

### QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Science grades 9–12** full-subject and/or supplemental publisher(s)/ product(s) used:

McGraw Hill Texas Science Education Service Center Region-based products Discovery Education Inc. Lead4Ward, Lead4Ward Science TEA TEKS Guide Savvas Cengage IXL Learning, IXL Science Resources
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## Children's Internet Protection Act

### The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 33.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

## Additional Informational Questions (Optional)\*

### QUESTION 35.0:

Has your LEA used, or do you plan to use, Instructional Materials Review and Approval (IMRA) Cycle 2024 reports to inform local decisions related to instructional materials adoption?

(Note: IMRA replaced the State Board of Education's Proclamation process and the Texas Resource Review (TRR))

Yes

No

### QUESTION 35.1:

**If "Yes" is selected:** In which subject area(s) have you used the TRR to obtain information about the quality of products? \*

English Reading Language Arts

Spanish Reading Language Arts

English Phonics

Spanish Phonics

Mathematics

### QUESTION 35.2:

On a scale from 0 to 10, how effectively do you believe the IMRA reports support LEA adoption of high-quality instructional materials? 0 (Not at all) to 10 (Extremely effectively)\*

0.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

<b>Product</b>	<b>Interim</b>	<b>Diagnostic</b>	<b>Unit/Module Formatives</b>
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			

## Certification 2025–26 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

## Other Certified Subject Areas

### QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills:

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages Other Than English
- None

### District County Number (6-digit ID):

084901

### District Name:

Dickinson ISD

### Date of Ratification by Local School Board of Trustees or Governing Body:

April 7, 2025

### Signature of the Board President and Secretary or Governing Board Officer

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Secretary

After ratification, please scan the last page of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey.

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025

**Item Title:** Instructional Materials Selection

**Agenda Item:** Dr. Jeff Pack/Lindsey Suarez

**Background Information:**

The Spanish version of Bluebonnet Learning K-5 Math was not on the SBOE IMRA Approved Instructional Materials list that was approved in December as the materials were not finalized. We are going to pilot the materials at the elementary and middle schools for the 2025-2026 school year.

**Recommendation:**

The Superintendent, Deputy Superintendent of Educational Services, and the Dickinson High School Principal recommend approval of the selection of Aprendizaje Bluebonnet Matemáticas K-5 | Bluebonnet Learning K-5 Math (Spanish) for the 2025-2026 school year.

**Action Item:**  Yes  No

**Motion made by** \_\_\_\_\_ **seconded by** \_\_\_\_\_ **vote** \_\_\_\_\_

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025

**Item Title:** Board Training Credits

**Agenda Item:** Dr. Rebecca Brown

**Background Information:**

**Board President:**

Under State Board of Education Rule, completing required continuing education each year of service is a basic obligation and expectation of any sitting board member.

As Board President, I am required to announce the name of each member who:

- Has completed the required continuing education;
- Has exceeded the required continuing education;
- Is deficient in meeting the required continuing education.

The requirements for training are measured as of the first anniversary of the date of the trustee's

There are eight training areas for board member continuing education:

1. Local District Orientation (new members)
2. Orientation to the Texas Education Code (new members)
3. Post-Legislative Update to the Texas Education Code (after regular legislative sessions and specials session on education)
4. Team Building (annually with entire board and superintendent)
5. Additional Continuing Education (10 hours first year, 5 hours subsequent years)
6. Evaluating Student Academic Performance and Setting Goals (Formerly HB 1566) (every two years)
7. Identifying and Reporting Abuse and Trafficking (every two years)
8. School Safety

To the extent applicable to each board member, I will announce the completion or deficiency as to required training.

For members who still have time remaining to complete required training, I will announce those board members who have scheduled timely training and those who have not yet scheduled the training.

At the conclusion of this announcement, I will announce any board member's training in excess of the continuing education requirements.

\*\*\*\*\*

The following board member is required to complete local district orientation training:  
N/A

The following board members have completed the annual team-building training:  
Jonathan Mills, Kenna Cotton, Corey Magliolo, Jessica Rodriguez, Mary Anthamatten,  
Mike Mackey, and Veanna Veasey.

The following members have completed the additional annual continuing education requirements: Mary Anthamatten and Veanna Veasey

The following board members are deficient in meeting the additional annual continuing education requirements: Jonathan Mills, Kenna Cotton, Corey Magliolo, Jessica Rodriguez, and Mike Mackey.

The following members have completed the biennial training on evaluating student academic performance and setting goals: Jonathan Mills, Kenna Cotton, Corey Magliolo, Mary Anthamatten, Mike Mackey, and Veanna Veasey.

The following members are deficient in meeting the biennial training on evaluating student academic performance and setting goals: Jessica Rodriguez

The following board members are registered and will complete the biennial training on identifying and reporting abuse and trafficking: Jonathan Mills, Kenna Cotton, Corey Magliolo, Mary Anthamatten, Mike Mackey, and Veanna Veasey.

The following board members are deficient in meeting the required biennial training on identifying and reporting abuse and trafficking: Jessica Rodriguez

The following board members have completed the biennial training on school safety:  
Mike Mackey

The following board members are deficient in meeting the required biennial training on school safety: Jonathan Mills, Kenna Cotton, Corey Magliolo, Jessica Rodriguez, Mary Anthamatten, and Veanna Veasey.

### **Exceeding Required Continuing Education**

Board member Mary Anthamatten exceeded the required amount of required continuing education training by 2.25 additional hours.

Board member Veanna Veasey exceeded the required amount of required continuing education training by 2.25 additional hours.

**Action Item:** \_\_\_\_\_ Yes        No

**DICKINSON INDEPENDENT SCHOOL DISTRICT  
BOARD AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025

**Item Title:** Approval of Agenda Item A-C

**Agenda Item:** Dr. Rebecca Brown

**Background Information:**

Agenda Items:

- A. Establish Board Meeting Dates 2025-2026
- B. Quarterly Investment Report
- 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:** April 7, 2025

**Item Title:** Board of Trustees Meeting Calendar for 2025-2026

**Agenda Item:** Dr. Rebecca Brown

**Background Information:**

The proposed Board of Trustees meeting calendar is attached for the review, revision, and approval of the Board.

**Recommendation:**

The Superintendent recommends approval of the list of meeting dates for 2025-2026.

**Action Item:**  Yes  No



## 2025-2026 Board of Trustees Meeting Dates

Executive Session 5:30 p.m. and Open Session 6:30 p.m.

<p><b>Monday, July 14</b> Action/Workshop Meeting</p>	<p><b>Monday, August 4</b> Action Meeting</p> <p><b>Monday, August 25</b> Special Called to Approve Budget Amendments, Year End Business, Public Hearing for Budget Approval &amp; Setting Tax Rate</p>	<p><b>Monday, September 8</b> Action Meeting</p> <p><b>Monday, September 22</b> Workshop Meeting (if needed)</p>
<p><b>Monday, October 6</b> Action Meeting</p> <p><b>Monday, October 20</b> Workshop Meeting (if needed)</p>	<p><b>Monday, November 3</b> Action Meeting</p> <p><b>Monday, November 17</b> Workshop Meeting (if needed)</p>	<p><b>Tuesday, December 9</b> Action Meeting</p>
<p><b>Monday, January 12</b> Action Meeting</p> <p><b>Monday, January 26</b> Workshop Meeting (if needed)</p>	<p><b>Monday, February 2</b> Action Meeting</p> <p><b>Monday, February 16</b> Workshop Meeting (if needed)</p>	<p><b>Monday, March 2</b> Action Meeting</p> <p><b>Monday, March 23</b> Workshop Meeting (if needed)</p>
<p><b>Monday, April 6</b> Action Meeting</p> <p><b>Monday, April 20</b> Workshop Meeting (if needed)</p>	<p><b>Monday, May 11</b> Action Meeting Canvass Election Returns/Election of Officers</p>	<p><b>Monday, June 1</b> Action Meeting</p> <p><b>Monday, June 15</b> Workshop Meeting (if needed)</p>

**DICKINSON INDEPENDENT SCHOOL DISTRICT**  
**BOARD AGENDA DOCUMENT**

**Meeting Date:** April 7, 2025  
**Item Title:** Quarterly Investment Report  
**Agenda Item:** Ryan Boone / Kelly Logsdon

**Background Information:**

Attached is the quarterly investment report for December 1, 2024 through February 28, 2025 and comparison data for prior years.

**Recommendation:**

The Superintendent, Deputy Superintendent for Business and Operations and the Executive Director of Business Operations recommend approval of the quarterly investment report for December 1, 2024 through February 28, 2025.

**Action Item:**  Yes  No

# DICKINSON INDEPENDENT SCHOOL DISTRICT

## Quarterly Investment Report December 1, 2024 - January 31, 2025

This report has been prepared according to the requirements of Texas Government Code Chapter 2256 and I hereby certify that all investment activities are in compliance with local and state investment policy.



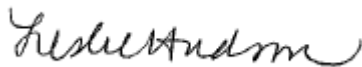
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Ryan Boone  
Deputy Superintendent for Business & Operations



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Kelly Logsdon  
Executive Director of Business Services



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Leslie Hudson  
Executive Director of Payroll



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Laura Lambert  
Senior Accountant

**Dickinson Independent School District  
Investments by Government Pools  
OPERATING**

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Logic	5,150,414	5,172,244	5,192,776	5,213,470	5,233,565	5,251,631						
Texas Class	3,002,502	3,009,349	3,027,442	3,039,636	3,051,388	8,975,362						
Gulf Coast EFCU	5,604,142	5,677,448	5,693,690	5,693,690	5,745,353	5,745,353						
Texas Range	1,305,049	1,305,070	1,316,635	1,319,307	1,319,317	1,319,326						
Texas FIT	434	436	438	440	7,018,597	9,048,382						
<b>Total</b>	<b>15,062,541</b>	<b>15,164,547</b>	<b>15,230,981</b>	<b>15,266,543</b>	<b>22,368,220</b>	<b>30,340,054</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	-11,459,947	102,006	66,434	35,562	7,101,677	7,971,834	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Pool	September	October	November	December	January	February	March	April	May	June	July	August	Total
Logic	22,055	21,830	20,532	20,694	20,095	18,065							123,271
Texas Class	5,819	12,848	12,092	12,194	11,752	23,973							78,678
Gulf Coast EFCU	0	73,307	16,242	0	51,662	0							141,211
Texas Range	5,040	21	11,565	2,672	10	9							19,317
Texas FIT	422	2	2	2	18,157	29,785							48,370
<b>Total</b>	<b>33,336</b>	<b>108,008</b>	<b>60,433</b>	<b>35,562</b>	<b>101,676</b>	<b>71,832</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>410,847</b>

Investment Holdings						
Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
Texas Term	12/17/24	TERM	7/16/25	4.4700%	1,316,635	1,350,657
Gulf Coast EFCU	11/8/23	12 month super jumbo cd #20	11/7/25	4.1000%	2,885,234	3,003,529
Gulf Coast EFCU	3/1/24	12 month super jumbo cd #21	3/3/25	4.8000%	2,674,123	2,802,481
<b>Total</b>					<b>6,875,992</b>	<b>7,156,667</b>

**Dickinson Independent School District  
Ten Year Balance History  
OPERATING**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2015-16	37,207,179	40,219,426	38,237,442	44,247,411	47,234,787	51,247,183	47,256,444	44,266,883	41,282,996	38,295,541	38,312,411	39,347,700
2016-17	45,375,666	43,431,962	49,417,925	50,435,468	52,461,542	60,498,394	53,529,331	50,551,891	46,633,422	43,664,587	42,738,360	43,780,279
2017-18	48,798,756	48,844,463	49,870,305	54,895,049	60,931,901	61,045,981	61,097,442	58,211,038	52,278,091	47,337,052	47,699,614	47,798,402
2018-19	48,850,615	51,322,653	49,424,925	49,577,250	58,615,471	66,723,974	61,851,069	55,958,121	54,093,282	54,191,449	51,801,768	53,705,255
2019-20	60,888,636	60,012,550	53,703,105	59,432,691	69,487,534	75,855,044	69,727,150	63,806,409	56,704,668	53,727,163	49,747,402	47,867,920
2020-21	53,739,783	56,849,350	54,915,997	50,921,104	65,940,917	71,802,263	62,956,494	56,970,934	53,975,862	48,977,167	45,997,208	45,907,822
2021-22	45,798,755	41,818,996	44,825,184	41,826,337	56,340,645	62,345,147	57,357,687	46,374,414	46,392,180	43,410,477	37,431,833	34,657,889
2022-23	35,795,592	29,233,869	27,369,644	31,888,920	48,315,351	56,465,403	50,740,505	42,156,348	40,886,624	30,637,772	29,789,600	26,522,488
2023-24	27,064,164	25,272,149	24,547,402	24,665,695	30,399,862	35,269,229	34,907,283	26,812,859	23,991,064	18,189,749	16,305,367	13,291,606
2024-25	15,062,541	15,164,547	15,230,981	15,266,543	22,368,220	30,340,054	0	0	0	0	0	0

<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2015-16	2,576	15,223	19,877	9,967	8,922	10,937	12,261	10,438	16,112	8,314	7,959	8,649	<b>131,235</b>
2016-17	27,873	56,292	22,719	17,517	26,072	36,854	32,414	22,559	81,532	31,166	75,553	43,414	<b>473,965</b>
2017-18	18,701	45,705	25,842	24,744	36,852	114,080	51,464	113,593	67,056	58,960	36,309	98,546	<b>691,852</b>
2018-19	52,213	51,496	102,270	152,248	38,219	108,503	127,096	107,053	135,158	98,168	110,320	103,487	<b>1,186,231</b>
2019-20	183,412	123,914	190,554	229,582	64,449	148,273	81,744	79,261	48,258	22,394	20,339	120,719	<b>1,312,899</b>
2020-21	71,663	109,596	66,647	5,107	19,813	3,727	11,850	14,442	11,662	1,315	20,041	941	<b>336,804</b>
2021-22	607	20,241	6,089	1,253	14,307	4,501	12,541	16,727	17,764	18,298	21,354	63,328	<b>197,010</b>
2022-23	37,703	43,680	35,775	29,274	116,431	150,053	175,102	217,193	232,974	51,149	153,038	134,264	<b>1,376,636</b>
2023-24	41,678	199,854	275,255	118,293	54,167	150,791	115,407	105,575	178,205	98,685	112,308	62,676	<b>1,512,894</b>
2024-25	33,336	108,008	60,433	35,562	101,676	71,832	0	0	0	0	0	0	<b>410,847</b>

**Dickinson Independent School District  
Investments by Government Pools  
DEBT SERVICE**

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	632,107	633,548	637,358	10,159,275	23,243,577	8,089,046						
Texas Range	14,554,079	14,632,255	14,695,479	14,740,351	14,772,699	14,860,990						
<b>Total</b>	<b>15,186,186</b>	<b>15,265,803</b>	<b>15,332,837</b>	<b>24,899,626</b>	<b>38,016,276</b>	<b>22,950,036</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	-1,021,039	79,617	67,034	9,566,789	13,116,650	-15,066,240	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Pool	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	2,735	2,705	2,546	21,917	73,253	48,121							151,277
Texas Range	89,264	78,176	63,224	44,872	32,348	88,291							396,175
<b>Total</b>	<b>91,999</b>	<b>80,881</b>	<b>65,770</b>	<b>66,789</b>	<b>105,601</b>	<b>136,412</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>547,452</b>

Investment Holdings						
Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
Texas Range	12/19/24	TERM	7/10/25	4.4700%	4,044,202	4,144,743
Texas Range	1/17/25	TERM	7/14/25	4.4300%	3,012,036	3,077,108
Texas Range	2/25/25	TERM	5/27/25	4.3900%	7,803,793	7,889,205
<b>Total</b>					<b>14,860,031</b>	<b>15,111,056</b>

**Dickinson Independent School District  
Ten Year Balance History  
DEBT SERVICE**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2015-16	6,271,747	6,272,836	6,274,064	6,275,586	13,585,808	10,494,059	13,499,830	13,506,038	13,512,728	13,118,516	7,791,542	451,144
2016-17	8,800,969	8,232,509	8,395,035	14,153,316	21,118,977	15,030,408	16,043,182	16,056,998	16,071,682	16,038,748	9,902,306	10,504,567
2017-18	10,515,229	10,526,471	11,037,856	15,195,447	21,122,320	17,410,151	17,428,591	17,448,473	17,476,685	18,905,724	18,052,557	12,031,994
2018-19	12,053,324	12,650,208	13,661,610	15,676,395	25,517,327	15,284,969	16,313,373	16,341,893	16,370,722	16,380,746	16,545,345	10,814,880
2019-20	10,815,814	10,816,728	10,645,783	11,662,217	23,598,646	14,291,236	15,297,072	19,059,354	16,605,453	17,008,551	10,793,267	10,820,839
2020-21	10,820,918	10,906,499	11,903,157	13,903,344	22,716,559	17,116,740	17,120,978	19,121,459	19,122,035	19,126,457	12,027,471	12,027,546
2021-22	12,027,608	12,027,671	14,027,782	17,028,024	10,865,597	18,869,307	18,871,329	18,894,116	18,899,891	18,907,854	18,530,783	12,167,176
2022-23	12,174,626	13,595,423	13,604,981	19,623,777	32,143,094	21,802,190	18,896,886	21,631,445	21,667,616	22,704,564	22,569,213	16,207,225
2023-24	16,316,239	16,399,779	17,412,068	19,953,725	34,725,338	20,654,779	20,665,671	21,635,970	25,817,752	21,970,721	23,266,512	15,094,187
2024-25	15,186,186	15,265,803	15,332,837	24,899,626	38,016,276	22,950,036	0	0	0	0	0	0

<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2015-16	961	1,094	1,193	1,522	3,007	5,585	5,771	6,208	6,691	6,887	5,953	143	<b>45,015</b>
2016-17	4,940	5,987	5,589	8,281	13,448	10,354	12,774	13,816	14,684	14,851	15,798	10,233	<b>130,755</b>
2017-18	10,662	11,242	11,385	10,907	16,568	10,071	18,440	19,881	28,212	29,039	30,156	22,075	<b>218,638</b>
2018-19	21,330	9,629	11,402	14,784	30,627	85,283	28,403	28,520	28,828	10,023	15,648	135,150	<b>419,627</b>
2019-20	933	914	69,262	16,433	26,124	5,396	5,836	7,803	3,920	3,097	1,754	27,574	<b>169,046</b>
2020-21	79	85,131	108	186	2,910	2,525	2,068	2,546	3,117	4,422	320	74	<b>103,486</b>
2021-22	62	63	112	241	2,387	3,709	2,023	2,891	5,774	7,964	11,404	38,285	<b>74,915</b>
2022-23	7,449	20,797	9,558	18,796	54,242	149,539	92,962	34,560	36,170	36,949	202,722	35,426	<b>699,170</b>
2023-24	109,013	83,540	12,289	14,116	260,563	70,205	30,891	109,328	299,728	35,021	34,341	127,310	<b>1,186,345</b>
2024-25	91,999	80,881	65,770	66,789	105,601	136,412	0	0	0	0	0	0	<b>547,452</b>

**Dickinson Independent School District  
Investments by Government Pools  
WORKERS' COMPENSATION**

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Range	3,153,477	3,153,520	3,179,455	3,179,503	3,179,549	3,218,282						
<b>Total</b>	<b>3,153,477</b>	<b>3,153,520</b>	<b>3,179,455</b>	<b>3,179,503</b>	<b>3,179,549</b>	<b>3,218,282</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	213,641	43	25,935	48	46	38,733	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Pool	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Range	10,135	43	25,936	47	46	36,280							<b>72,487</b>
<b>Total</b>	<b>10,135</b>	<b>43</b>	<b>25,936</b>	<b>47</b>	<b>46</b>	<b>36,280</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>72,487</b>

Investment Holdings						
Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
Texas Term	2/25/25	TERM	5/27/25	4.3900%	3,215,399	3,250,592
<b>Total</b>					<b>3,215,399</b>	<b>3,250,592</b>

**Dickinson Independent School District  
Ten Year Balance History  
WORKERS' COMPENSATION**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2015-16	1,200,991	1,201,078	1,201,280	1,201,470	1,201,743	1,202,030	1,202,364	1,952,614	1,952,817	1,953,027	1,953,247	1,953,470
2016-17	1,953,690	1,953,919	1,954,149	1,962,782	1,963,168	1,963,497	1,863,886	1,864,276	1,864,710	1,765,147	1,765,612	1,766,092
2017-18	1,705,608	1,706,052	1,606,422	1,606,830	1,557,269	1,557,640	1,558,099	1,558,589	1,559,114	1,572,723	1,573,193	1,573,672
2018-19	1,574,154	1,574,689	1,581,377	1,581,963	1,582,576	1,583,132	1,595,294	1,595,925	1,596,565	1,597,188	1,597,831	1,612,105
2019-20	2,312,870	2,316,310	2,316,726	2,330,027	2,330,434	2,339,937	2,341,045	2,341,158	2,341,227	2,347,204	2,347,257	2,347,303
2020-21	2,347,339	2,347,373	2,347,404	2,352,728	2,352,749	2,352,759	2,352,764	2,352,767	2,352,769	2,354,481	2,354,486	2,354,493
2021-22	2,354,501	2,354,510	2,354,521	2,354,531	2,354,541	2,354,562	2,355,624	2,355,700	2,355,860	2,360,743	2,363,737	2,368,002
2022-23	2,369,608	2,370,368	2,371,278	2,372,386	2,373,582	2,374,713	2,375,988	2,377,270	2,378,647	2,939,815	2,939,725	2,939,836
2023-24	2,939,846	2,939,857	2,939,868	2,998,421	2,998,425	2,998,430	3,032,534	3,032,534	3,082,432	3,095,090	3,099,063	3,143,342
2024-25	3,153,477	3,153,520	3,179,455	3,179,503	3,179,549	3,218,282	0	0	0	0	0	0

<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2015-16	84	99	109	190	273	287	334	250	203	210	220	223	<b>2,481</b>
2016-17	220	229	231	8,632	387	328	389	390	434	437	466	480	<b>12,623</b>
2017-18	9,516	444	370	408	439	371	460	490	525	13,610	470	479	<b>27,582</b>
2018-19	482	536	6,689	585	613	556	12,162	631	640	620	643	14,273	<b>38,430</b>
2019-20	765	3,439	415	13,301	408	9,502	1,108	114	69	5,977	53	45	<b>35,196</b>
2020-21	37	34	31	5,324	21	10	5	3	2	1,711	6	7	<b>7,191</b>
2021-22	8	10	11	11	10	21	1,062	76	160	4,883	2,994	4,265	<b>13,511</b>
2022-23	1,606	760	909	1,233	1,195	1,131	1,275	1,282	1,376	61,169	10	11	<b>71,957</b>
2023-24	10	11	11	58,553	4	4	34,104	0	49,897	12,658	3,973	44,279	<b>203,504</b>
2024-25	10,135	43	25,936	47	46	36,280	0	0	0	0	0	0	<b>72,487</b>

**Dickinson Independent School District  
Investments by Government Pools  
STUDENT ACTIVITY**

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Range	167,465	168,177	168,848	169,527	170,183	170,771						
<b>Total</b>	<b>167,465</b>	<b>168,177</b>	<b>168,848</b>	<b>169,527</b>	<b>170,183</b>	<b>170,771</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	14,989	712	671	679	656	588	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Pool	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Range	722	712	671	679	657	588							4,029
<b>Total</b>	<b>722</b>	<b>712</b>	<b>671</b>	<b>679</b>	<b>657</b>	<b>588</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,029</b>

Investment Holdings						
Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
<b>Total</b>					<b>0</b>	<b>0</b>

**Dickinson Independent School District  
Ten Year Balance History  
STUDENT ACTIVITY**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2015-16	85,850	85,857	85,871	85,884	85,904	85,925	85,948	85,972	85,997	86,023	86,050	86,077
2016-17	86,104	86,132	86,160	86,194	86,233	86,270	86,316	86,366	86,423	86,485	86,556	86,630
2017-18	86,702	86,778	86,853	86,940	87,036	87,125	87,238	87,357	87,485	87,615	87,756	87,899
2018-19	88,043	88,203	88,363	88,535	88,714	88,877	89,060	89,238	89,418	89,595	89,777	89,942
2019-20	90,102	90,248	90,373	90,497	90,620	90,734	90,812	90,846	90,866	90,882	90,899	90,912
2020-21	90,923	90,933	90,942	90,950	90,956	90,959	90,960	90,961	90,962	90,963	90,965	90,967
2021-22	90,969	90,971	90,974	90,977	90,980	90,984	90,996	91,019	91,067	91,142	91,260	91,428
2022-23	91,609	91,837	92,110	152,468	152,469	152,470	152,471	152,472	152,473	152,474	152,475	152,476
2023-24	158,256	158,256	158,256	158,256	158,256	158,256	158,256	158,256	158,256	165,221	165,981	166,743
2024-25	167,465	168,177	168,848	169,527	170,183	170,771	0	0	0	0	0	0

<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2015-16	6	7	8	14	20	21	24	24	25	26	27	27	<b>229</b>
2016-17	27	28	28	33	39	37	46	50	56	63	71	73	<b>551</b>
2017-18	72	76	75	87	96	90	112	119	127	130	141	143	<b>1,268</b>
2018-19	144	160	160	172	180	163	182	178	180	175	182	166	<b>2,042</b>
2019-20	160	146	124	125	122	115	77	34	21	16	16	14	<b>970</b>
2020-21	11	10	9	8	6	3	1	1	1	1	2	2	<b>55</b>
2021-22	2	3	3	3	3	4	12	23	48	75	118	168	<b>462</b>
2022-23	181	228	273	235	1	1	1	1	1	1	1	1	<b>925</b>
2023-24	5,780	0	0	0	0	0	0	0	0	6,965	760	762	<b>14,267</b>
2024-25	722	712	671	679	657	588	0	0	0	0	0	0	<b>4,029</b>

**Dickinson Independent School District  
Investments by Government Pools  
FOOD NUTRITION SERVICES**

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Class	5,296,376	5,319,040	5,340,371	5,361,880	5,382,611	5,401,198						
<b>Total</b>	<b>5,296,376</b>	<b>5,319,040</b>	<b>5,340,371</b>	<b>5,361,880</b>	<b>5,382,611</b>	<b>5,401,198</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	-1,188,628	22,664	21,331	21,509	20,731	18,587	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Pool	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Class	22,919	22,664	21,331	21,510	20,731	18,587							<b>127,742</b>
<b>Total</b>	<b>22,919</b>	<b>22,664</b>	<b>21,331</b>	<b>21,510</b>	<b>20,731</b>	<b>18,587</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>127,742</b>

Investment Holdings						
Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
<b>Total</b>					<b>0</b>	<b>0</b>

**Dickinson Independent School District  
Ten Year Balance History  
FOOD NUTRITION SERVICES**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2015-16	1,137,705	1,142,884	1,043,098	3,843,851	3,845,221	845,547	1,346,003	1,196,575	1,197,176	325,776	325,952	326,145
2016-17	276,331	401,525	51,631	51,669	451,840	227,086	330,426	527,854	528,340	928,970	929,901	805,797
2017-18	496,433	396,891	747,489	748,379	749,366	750,297	751,412	1,278,277	1,080,225	1,082,143	1,084,194	1,036,252
2018-19	963,099	965,016	966,941	969,000	971,162	973,126	975,286	1,577,952	1,381,060	1,383,906	1,386,745	1,389,434
2019-20	1,041,607	1,043,455	1,045,118	1,247,057	1,249,021	1,250,775	1,252,330	1,253,459	1,254,263	1,254,590	1,055,276	855,525
2020-21	555,661	205,712	105,732	105,744	105,756	605,794	605,848	605,890	605,930	605,960	605,992	606,018
2021-22	606,040	606,063	606,089	606,125	2,106,256	2,106,454	2,106,966	3,607,992	3,610,484	3,612,151	3,618,956	3,625,998
2022-23	3,633,991	3,643,968	3,655,530	3,668,956	4,034,117	4,048,865	4,065,609	4,082,491	5,103,547	6,126,846	6,454,921	6,485,004
2023-24	5,512,750	5,037,900	5,061,081	5,085,098	5,109,011	5,131,258	5,155,062	5,178,048	5,201,903	5,225,094	5,249,256	5,273,457
2024-25	5,296,376	5,319,040	5,340,371	5,361,880	5,382,611	5,401,198	0	0	0	0	0	0

<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2015-16	182	180	213	753	1,370	325	457	571	601	483	177	193	<b>5,504</b>
2016-17	186	193	106	39	171	246	281	487	487	629	931	896	<b>4,652</b>
2017-18	635	458	598	891	987	930	1,115	1,865	1,948	1,917	2,051	2,058	<b>15,453</b>
2018-19	1,847	1,918	1,925	10,885	2,162	1,964	2,161	8,952	3,108	2,846	2,839	2,689	<b>43,296</b>
2019-20	2,172	1,848	1,663	1,939	1,964	1,754	5,273	1,129	804	607	406	248	<b>19,807</b>
2020-21	137	51	20	13	12	38	103	145	186	216	32	26	<b>979</b>
2021-22	22	22	27	36	131	199	511	1,027	2,492	3,437	5,035	8,576	<b>21,515</b>
2022-23	7,992	4,526	11,562	13,426	15,161	14,748	16,744	33,825	21,056	23,299	28,075	30,083	<b>220,497</b>
2023-24	27,747	25,150	23,181	24,017	23,913	22,247	23,804	22,987	23,855	23,191	24,162	24,201	<b>288,455</b>
2024-25	22,919	22,664	21,331	21,510	20,731	18,587	0	0	0	0	0	0	<b>127,742</b>

**Dickinson Independent School District  
Investments by Government Pools  
BOND - 2020**

Monthly Cash Balance By Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Texas Fit	2,874,495	2,635,089	2,603,710	1,848,974	1,850,705	1,753,459						
<b>Total</b>	<b>2,874,495</b>	<b>2,635,089</b>	<b>2,603,710</b>	<b>1,848,974</b>	<b>1,850,705</b>	<b>1,753,459</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	-18,444,238	-239,406	-31,379	-754,736	1,731	-97,246	0	0	0	0	0	0

Monthly Interest Earned by Government Pool													
Pool	September	October	November	December	January	February	March	April	May	June	July	August	Total
Texas Fit	12,491	11,703	10,625	9,117	7,187	6,375							57,498
<b>Total</b>	<b>12,491</b>	<b>11,703</b>	<b>10,625</b>	<b>9,117</b>	<b>7,187</b>	<b>6,375</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>57,498</b>

Investment Holdings						
Pool	Settlement Day	Description	Maturity Date	Rate	Investment Amount	Estimated Value at Maturity
<b>Total</b>					<b>0</b>	<b>0</b>

**Dickinson Independent School District  
Ten Year Balance History  
BOND - 2020**

<b>Cash Balance</b>												
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2020-21	0	0	0	0	0	0	93,693,004	93,326,786	93,127,831	92,727,567	91,768,236	90,888,288
2021-22	90,102,507	89,956,233	89,538,966	89,021,958	88,953,225	81,107,922	79,506,746	77,285,578	74,527,123	70,347,134	70,166,299	63,340,222
2022-23	57,664,452	57,451,005	53,820,283	50,251,221	43,956,967	42,317,513	39,729,055	38,549,800	35,823,840	26,200,470	22,493,963	21,318,733
2023-24	19,142,679	15,850,044	13,864,497	12,187,439	12,250,324	6,171,579	6,292,341	4,532,602	4,153,572	1,818,867	1,550,967	2,872,325
2024-25	2,874,495	2,635,089	2,603,710	1,848,974	1,850,705	1,753,459	0	0	0	0	0	0

<b>Interest Earned</b>													
<b>Year</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2020-21	0	0	0	0	0	0	7,604	10,182	9,245	7,936	7,069	6,933	<b>48,969</b>
2021-22	5,619	5,286	5,438	8,118	11,367	10,001	15,340	21,744	39,625	53,794	86,731	122,588	<b>385,651</b>
2022-23	130,800	164,128	199,288	195,654	188,773	158,094	169,679	166,287	157,620	131,435	110,287	97,168	<b>1,869,213</b>
2023-24	92,978	79,029	68,722	63,248	57,730	72,028	29,529	20,463	20,446	13,273	7,793	8,588	<b>533,827</b>
2024-25	12,491	11,703	10,625	9,117	7,187	6,375	0	0	0	0	0	0	<b>57,498</b>

\* March 11, 2021 received \$94,200,000 from bond sale

**Dickinson Independent School District  
Investments by Government Pools  
BOND - 2023**

<b>Monthly Cash Balance by Government Pool</b>												
<b>Pool</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
Texas FIT	110,310,286	110,340,035	110,482,271	124,830,303	125,033,092	123,299,776						
<b>Total</b>	<b>110,310,286</b>	<b>110,340,035</b>	<b>110,482,271</b>	<b>124,830,303</b>	<b>125,033,092</b>	<b>123,299,776</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Net Change	-10,218,087	29,749	142,236	14,348,032	202,789	-1,733,316	0	0	0	0	0	0

<b>Monthly Interest Earned by Government Pool</b>													
<b>Pool</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
Texas FIT	479,639	473,850	513,246	507,612	486,363	433,230							<b>2,893,940</b>
<b>Total</b>	<b>479,639</b>	<b>473,850</b>	<b>513,246</b>	<b>507,612</b>	<b>486,363</b>	<b>433,230</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,893,940</b>

<b>Investment Holdings</b>						
<b>Pool</b>	<b>Settlement Day</b>	<b>Description</b>	<b>Maturity Date</b>	<b>Rate</b>	<b>Investment Amount</b>	<b>Estimated Value at Maturity</b>
Texas FIT	7/26/24	TX Choice Pool	3/3/25	5.1620%	15,000,000	15,466,701
Texas FIT	12/23/24	TX Choice Pool	7/21/25	4.4600%	21,000,000	21,538,866
Texas FIT	12/23/24	TX Choice Pool	10/20/25	4.4700%	21,000,000	21,774,106
Texas FIT	12/23/24	TX Choice Pool	12/23/25	4.5200%	21,000,000	21,949,200
Texas FIT	12/13/24	TX Choice Pool	3/5/25	4.6200%	25,000,000	25,259,479
<b>Total</b>					<b>103,000,000</b>	<b>105,988,352</b>

**Dickinson Independent School District  
Ten Year Balance History  
BOND - 2023**

<b>Cash Balance</b>												
<b>Years</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>
2021-22												
2022-23	0	0	0	0	0	0	0	0	0	0	0	120,528,373
2023-24	121,094,867	121,680,690	122,247,931	122,852,465	123,438,849	123,986,679	124,572,462	125,139,751	125,726,713	126,294,666	126,831,465	125,388,777
2024-25	110,310,286	110,340,035	110,482,271	124,830,303	125,033,092	123,299,776	0	0	0	0	0	0

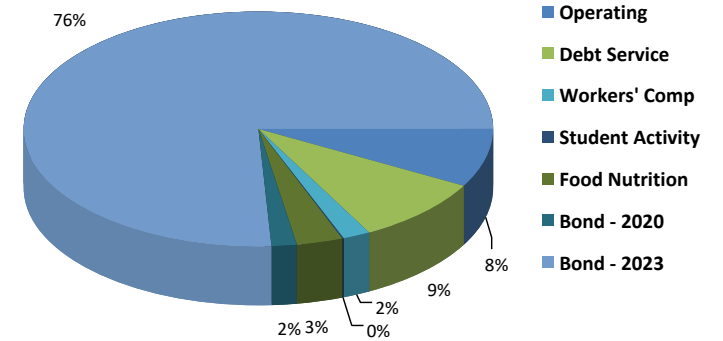
<b>Interest Earned</b>													
<b>Years</b>	<b>September</b>	<b>October</b>	<b>November</b>	<b>December</b>	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>August</b>	<b>Total</b>
2021-22	0	0	0	0	0	0	0	0	0	0	0	0	0
2022-23	0	0	0	0	0	0	0	0	0	0	0	528,373	528,373
2023-24	566,494	585,823	567,241	604,534	586,384	547,830	585,783	567,289	586,971	567,953	586,800	572,990	6,926,092
2024-25	479,639	473,850	513,246	507,612	486,363	433,230	0	0	0	0	0	0	2,893,940

\* August 3, 2023 received \$120,000,000 from bond sale

## Dickinson Independent School District Portfolio Investments by Fund/Cash Balance by Government Pools

Portfolio Investments By Fund for 5 Years							
Year	Operating	Debt Service	Workers' Comp	Student Activity	Food Nutrition	Bond - 2020	Bond - 2023
2019-2020	47,867,920	10,820,839	2,347,303	90,912	855,525	0	0
2020-2021	45,907,822	12,027,546	2,354,493	90,967	606,018	90,888,288	0
2021-2022	34,657,889	12,167,176	2,368,002	91,428	3,625,998	63,340,222	0
2022-2023	26,522,488	16,207,225	2,939,836	152,476	6,485,004	21,318,733	120,528,373
2023-2024	13,291,606	15,094,187	3,143,342	166,743	5,273,457	2,872,325	125,388,777

### Portfolio Investments by Fund



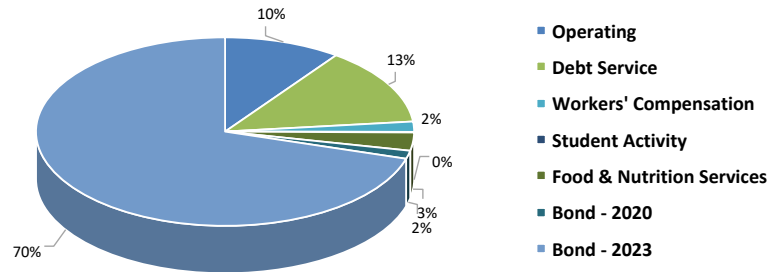
Monthly Cash Balance by Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Gulf Coast EFCU	5,604,142	5,677,448	5,693,690	5,693,690	5,745,353	5,745,353	0	0	0	0	0	0
Logic	5,150,414	5,172,244	5,192,776	5,213,470	5,233,565	5,251,631	0	0	0	0	0	0
Texas Class	8,930,985	8,961,937	9,005,171	18,560,791	31,677,576	22,465,606	0	0	0	0	0	0
Texas Range	19,180,070	19,259,022	19,360,417	19,408,688	19,441,748	19,569,369	0	0	0	0	0	0
Texas FIT	113,185,215	112,975,560	113,086,419	126,679,717	133,902,394	134,101,617	0	0	0	0	0	0
<b>Total</b>	<b>152,050,826</b>	<b>152,046,211</b>	<b>152,338,473</b>	<b>175,556,356</b>	<b>196,000,636</b>	<b>187,133,576</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Current Monthly Investment Holdings by Government Pool			
Fund	Investment Amount	Estimated Value at Maturity	Estimated Interest Earned
Operating	6,875,992	7,156,667	280,675
Debt Service	14,860,031	15,111,056	251,025
Workers' Comp	3,215,399	3,250,592	35,193
Student Activity	0	0	0
Food Nutrition	0	0	0
Bond - 2020	0	0	0
Bond - 2023	103,000,000	105,988,352	2,988,352
<b>Total</b>	<b>127,951,422</b>	<b>131,506,667</b>	<b>3,555,245</b>

Dickinson Independent School District  
Interest Earned by Fund/Interest Earned by Government Pool  
Fiscal Year 2024-2025

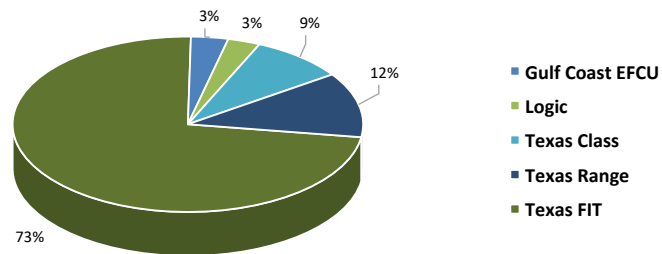
Annual Interest Earned by Fund	
Fund	Amount
Operating	410,847
Debt Service	547,452
Workers' Compensation	72,487
Student Activity	4,029
Food & Nutrition Services	127,742
Bond - 2020	57,498
Bond - 2023	2,893,940
<b>Total</b>	<b>4,113,995</b>

**Annual Interest Earned by Fund**



Monthly Interest Earned by Government Pool												
Pool	September	October	November	December	January	February	March	April	May	June	July	August
Gulf Coast EFCU	0	73,307	16,242	0	51,662	0	0	0	0	0	0	0
Logic	22,055	21,830	20,532	20,694	20,095	18,065	0	0	0	0	0	0
Texas Class	31,473	38,217	35,969	55,621	105,736	90,681	0	0	0	0	0	0
Texas Range	105,161	78,952	101,396	48,270	33,061	125,168	0	0	0	0	0	0
Texas FIT	492,552	485,555	523,873	516,731	511,707	469,390	0	0	0	0	0	0
<b>Total</b>	<b>651,241</b>	<b>697,861</b>	<b>698,012</b>	<b>641,316</b>	<b>722,261</b>	<b>703,304</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Annual Interest Earned by Government Pool**

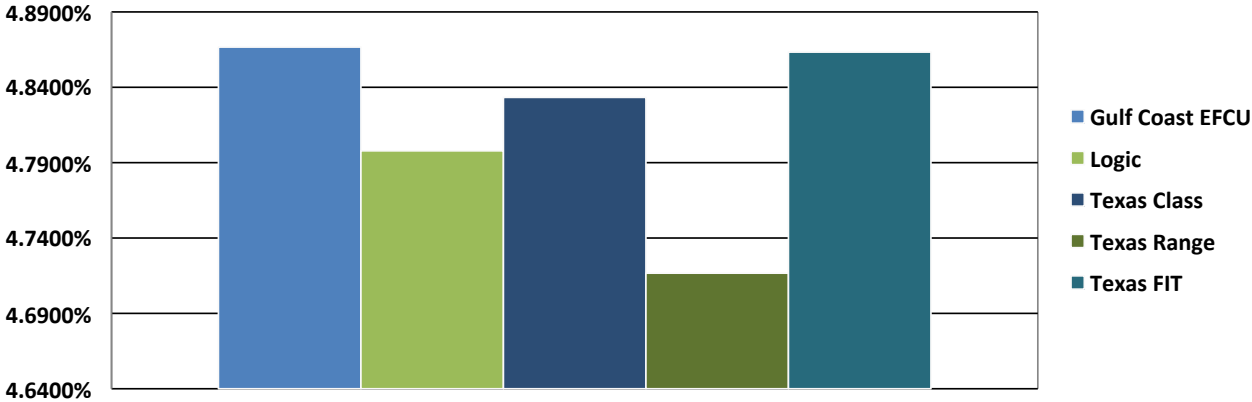


Dickinson Independent School District  
 Rate of Return by Fund/Rate of Return by Government Pool  
 Fiscal Year 2024-2025

Average Monthly Rate of Return by Fund		
Fund	Amount	Yield Rate
Operating	4.8156%	Variable
Debt Service	4.7750%	Variable
Workers' Compensation	4.7167%	Variable
Student Activity	4.7167%	Variable
Food & Nutrition Services	4.8333%	Variable
Bond - 2020	4.8633%	Variable
Bond - 2023	4.8633%	Variable

Average Monthly Rate of Return by Government Pool					
Month	Gulf Coast EFCU	Logic	Texas Class	Texas Range	Texas FIT
September	5.6000%	5.2340%	5.2917%	5.2800%	5.3000%
October	5.6000%	4.9905%	5.0420%	4.9300%	5.0700%
November	4.8000%	4.8298%	4.8835%	4.7200%	4.9600%
December	4.4000%	4.6928%	4.7464%	4.5900%	4.7900%
January	4.4000%	4.5390%	4.5419%	4.4000%	4.5800%
February	4.4000%	4.5009%	4.4943%	4.3800%	4.4800%
March					
April					
May					
June					
July					
August					
<b>Average</b>	<b>4.8667%</b>	<b>4.7978%</b>	<b>4.8333%</b>	<b>4.7167%</b>	<b>4.8633%</b>

**Average Rate of Return by Government Pool**



# DICKINSON INDEPENDENT SCHOOL DISTRICT

## BOARD AGENDA DOCUMENT

**Meeting Date:** April 7, 2025

**Item Title:** Consent Agenda Items

**Agenda Item:** Dr. Rebecca Brown, Superintendent

### **Background Information:**

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

- Budget Amendments/Adjustments for March 13, 27, and April 3, 2025
- Donation to DHS FFA-4C Welding & Industrial
- Donation to DHS AVID-Associated Steel Fabricators
- Campus Fundraising Requests-DHS Gator Blooms
- Donation to KELES-Jonathan Mills
- Campus Fundraising Requests-MJHS Cheer, MJHS FCA
- Approval of Proposals Received-Contracted Services 25-01-1178
- Approval of Proposals Received-Campus Fundraising and Special Events 25-01-1179
- Donation to DHS FFA-Brazoria County Farm Bureau, Jennifer Pareya
- Approval of Proposals Received-Contracted Services 25-01-1178
- Approval of Proposals Received-Campus Fundraising and Special Events 25-01-1179
- March 10, 2025 Minutes

### **Recommendation:**

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

**Action Item:**     **Yes**                       **No**