

Agenda of Regular Action Meeting

The Board of Trustees Dickinson Independent School District

A Regular Action Meeting of the Board of Trustees of Dickinson Independent School District will be held Monday, June 1, 2026, beginning at Executive Session 5:00pm; Open Session 6:30pm in the Education Support Center, 2218 FM 517, Dickinson, TX 77539.

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

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

1. Roll Call And Establish Quorum
2. Closed Executive Session
 - 2.A. Section 551.074 - Resignations, Retirements, New Hires
 - 2.B. Section 551.074 - Consider Appointment of Barber Middle School Principal
 - 2.C. Section 551.074 - Consider Appointment of Assistant Principal at Dickinson Junior High School
 - 2.D. Section 551.074 - Consider Appointment of Assistant Principal at San Leon Elementary
 - 2.E. Section 551.074 - Consider Appointment of Director of Energy Management
 - 2.F. Section 551.071 - Consultation with attorney
 - 2.G. Section 551.071; 551.074 - Consider and Take Action on the Administrator's Recommendation to non-renew the term contract teacher at Dickinson High School
3. Pledge of Allegiance to the American and Texas Flags
4. Invocation
5. Recognitions
 - 5.A. Administrator Retirement
 - 5.B. Administrator Recognition

- 5.C. Hughes Road Elementary CIS Adopt a School Partners
 - 5.D. DHS Softball
 - 5.E. DHS Baseball
 6. Public Comment: Agenda Items
 7. Open Forum: Non agenda Items
 8. Action of Closed Executive Session Items
 - 8.A. Consider Approval of Resignations, Retirements, New Hires
 - 8.B. Consider Appointment of Barber Middle School Principal
 - 8.C. Consider Appointment of Assistant Principal at Dickinson Junior High School
 - 8.D. Consider Appointment of Assistant Principal at San Leon Elementary
 - 8.E. Consider Appointment of Director of Energy Management
 - 8.F. Consider and take action on the administration's recommendation to non-renew the term contract of teacher at Dickinson High School
 9. Written Reports
 - 9.A. Summer Programs, Professional Learning, and Priorities Presentation
 - 9.B. District Improvement Plan Summative Review
 - 9.C. Career and Technical Education Presentation
 - 9.D. Fine Arts & Performing Arts Presentation
 - 9.E. Athletics Update Presentation
 - 9.F. Tax Report for April 2026 and Year to Date
 10. 2026-2027 Proposed Salary Increase
 11. Food and Nutrition Service Charge Procedures and Meal Pricing
 12. Personnel Compensation Plan Manual for 2026-2027
 13. Public Notice of Intent to Apply for Federal Grants
 14. Low Attendance Day Waiver
 15. Proposed Prekindergarten Tuition Rate 2026-2027
 16. Action Items
 - 16.A. Consent Agenda Items
 - Budget Amendments/Adjustments for May 7, 14, 21, 2026
 - Out of State Travel-DHS Student Council National Conference
 - Approval of Proposals Received-Contracted Services 26-04-1192
 - Approval of Proposals Received-Buses and Vehicles 26-04-1191
 - New Hires for the Week of May 11, 2026
 - Donation to DCC-House of Hope Church
 - Donation to DHS FFA -Dam Brothers LLC
 - Campus Fundraising Request MJHS-Royals Dance, Cheer
 - New Hires for the Week of May 18, 2026
 - Out of State Travel-TAFE
 - May 4, 2026 Minutes
 - May 18, 2026 Minutes
 17. Adjournment
-

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on Tuesday, May 26, 2026 at or before 4:30 p.m.

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

A handwritten signature in blue ink that reads "Rebecca Brown". The signature is written in a cursive style with a horizontal line underneath it.

*Dr. Rebecca Brown
Superintendent of Schools*

DICKINSON INDEPENDENT SCHOOL DISTRICT

EXECUTIVE BOARD AGENDA DOCUMENT

Meeting Date: June 1, 2026

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 attorney** - Consultation with District's attorney regarding potential claim to be asserted by the District and concerning matters on which the attorney's duty to the District under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws; **Section 551.072 Real Property** – To deliberate the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.073 Prospective Gifts** – To deliberate a negotiated contract for a prospective gift to the district if deliberation in an open meeting would have a detrimental effect on the board's position in negotiations with a third person; **Section 551.074 Personnel Matters** - 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 551.076 Security** – To deliberate the deployment, or specific occasions for implementation, of security personnel or devices or a security audit; **Section 551.082 Student discipline** - school children; school district employees; disciplinary matter or complaint, and **Section 551.0821 Student Information** - 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; **Section 551.087 Economic development.**

Time To Executive Session: _____

Time Out of Executive Session: _____

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 1, 2026

Item Title: Recognitions

Background Information:

1. Administrator Retirement
2. Administrator Recognition
3. Zeta Phi Beta Recognition
4. DHS Softball
5. DHS Baseball

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: June 1, 2026

Item Title: Administrator Retirement : Jeff Pulkinen

Agenda Item: Jenna Simsen

Recognized:

After 31 years of dedicated service to Dickinson ISD, Jeff Pulkinen is retiring with a legacy defined by leadership, innovation, and commitment to excellence.

Throughout his career, Jeff served as an educator, Head Athletic Trainer, Assistant Principal, and Director of Energy Management, where he became recognized statewide for his expertise in energy conservation and operational efficiency.

As Director of Energy Management, Jeff led major district initiatives that improved efficiency and sustainability across Dickinson ISD. Most notably, he oversaw the district's large-scale SECO-funded chiller replacement project from planning through completion, helping modernize facilities while reducing energy costs. Under his leadership, Dickinson ISD was recognized as one of the most energy-efficient K-12 districts in the Region 4 area for the past decade.

Jeff's work earned both personal and district-wide recognition, including:

- Energy Manager of the Year – 2026
- Energy Management Project of the Year – 2024
- Outstanding School District Award – Texas Energy Summit 2023
- Energy Management Program of the Year – 2022
- Energy Manager of the Year Nominee – 2024 and 2025

He also served in leadership roles within the Texas Energy Managers Association, including Gulf Coast Chapter President and Vice President, Executive Board Member, and Election Committee Chair, while earning Master Energy Manager and Accredited Energy Manager certifications.

Beyond his accomplishments, Jeff will be remembered for his leadership, mentorship, and genuine care for others. As he begins retirement, he looks forward to spending more time with his wife, Kristi, traveling, hunting, fishing, and enjoying time with family and friends.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: June 1, 2026

Item Title: Administrator Recognition: Dr. Billye Smith

Agenda Item: Jenna Simsen

Description:

Dickinson ISD will recognize Dr. Billye Smith for her 37 years of service in education, including 13 years of dedicated service to Dickinson ISD at Dickinson High School and Barber Middle School.

After retiring from Dickinson ISD, Dr. Smith once again answered the call to serve by returning to support Barber Middle School. She shared that the opportunity was a blessing, allowing her to serve at another level and give back to another school in Gator Nation.

She notes that while it was difficult not to be at Dickinson High School, a campus she served with great care and commitment, Dr. Smith was grateful to watch it continue to grow and thrive from afar while contributing her experience and leadership to Barber Middle School.

Dickinson ISD honors Dr. Smith for answering the call to serve our district once more and extends its heartfelt appreciation for the memories, leadership and lasting legacy she has contributed to Gator Nation.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: June 1, 2026

Item Title: Hughes Road Elementary CIS Adopt-A-School Partners

Agenda Item: Jenna Simsen

Dickinson ISD proudly recognizes Zeta Phi Beta Sorority, Inc. for their outstanding partnership with Hughes Road Elementary through the CIS Adopt-A-School program.

Through their generosity, time, and service, Zeta Phi Beta Sorority, Inc. has gone above and beyond to support HRES students and families. Their contributions include sponsoring semester attendance pizza parties, nine weeks ice cream sundae celebrations for classes with the highest attendance, Thanksgiving and Christmas initiatives for families, and donating five Amazon Fire Tablets for perfect attendance and Character Strong drawing winners.

The sorority also helped promote literacy by partnering with author Ada Ari to provide first grade students with books to begin building their own personal home libraries while encouraging a love of reading and learning.

Dickinson ISD is grateful for this partnership and the positive impact it continues to have on Hughes Road Elementary students and families.

Recognized this evening are representatives from Zeta Phi Beta Sorority, Inc., along with Hughes Road Elementary CIS Representative Donna Watson, who helped connect this organization to Dickinson ISD.

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: June 1, 2026

Item Title: Dickinson High School Softball

Agenda Item: Jenna Simsen

Description: Dickinson ISD will recognize members of the Dickinson High School Softball Team for their dedication, perseverance, and commitment throughout the 2026 season.

Throughout the season, the student-athletes represented Dickinson High School with hard work, resilience, and Gator pride. The team continued to compete, grow together, and support one another while building skills and experience for the future of the program.

The following players received district awards:

Kashmier Curtis All-District Honorable Mention, Academic All-District

Grace Langs Academic All-District

Kali Minter All-District Honorable Mention

Mia Reyes Academic All-District

Ilianna Rodriguez Academic All-District

Katie Traugott 2nd Team All-District 2nd Baseman

Camryn Washburn Academic All-District

The DHS Softball team is led by: Head coach: Jaclyn Molenaar, Assistant: Hannah Whelton

DICKINSON INDEPENDENT SCHOOL
DISTRICT BOARD AGENDA ITEM

Meeting Date: June 1, 2026

Item Title: Dickinson High School Baseball

Agenda Item: Jenna Simsen

Description: The Dickinson High School Gators Baseball Team had a successful 2026 season with a 20-9-1 record, earning second place in District 24-6A, and advancing to the Bi-District round of the playoffs. This season marked the team's return to postseason play after five years.

The Gators also gave up the fewest runs allowed in district play, demonstrating strong defensive performance and consistent teamwork throughout the season.

The following players received district awards:

Brady Chadwick - 1st Team Pitcher, Top 50 in the state of Texas in strikeouts, Selected to play in the GHBCA Futures Game

Aydin Edison - 2nd Team Outfielder

Cash Hildebrand - Honorable Mention — 2nd Base

Christian Munoz - Offensive Player of the Year, Set a school record with 8 home runs in a season, including 7 in district play. Selected to play in the Texas High School Baseball Coaches Association All-Star Game. Top 5 in the state of Texas in home runs

Isaac Ramirez - 1st Team Pitcher, Top 50 in the state of Texas in strikeouts

Diego Silva- Newcomer of the Year, Selected to play in the GHBCA Futures Game

The DHS baseball team is led by Head Coach Michael Schwager and Assistant Kenneth Allison.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Item Title: Public Comment: Agenda Items

Agenda Item: Dr. Rebecca Brown

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT BOARD AGENDA DOCUMENT

Item Title: Open Forum

Agenda Item: Dr. Rebecca Brown

Background Information:

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 1, 2026

Item Title: Personnel Action

- Employment
- Resignations/Retirement

Agenda Item: Kimberly Rich

- We have forty-four (44) new hires.
- We have eighteen (18) resignations: one (1) Teacher at Hughes Road Elementary, two (2) Teachers at San Leon Elementary School, one (1) Teacher Ruth e Laird Elementary, two (2) Teachers at Dunbar Middle School, one (1) Teacher at Barber Middle School, one (1) Teacher and one (1) Assistant Principal at Lobit Elementary School, two (2) Teachers at Gene Kranz JR High School, one (1) Teacher at Dickinson JR High School, four (4) Teachers at Dickinson High School, one (1) Teacher at Dickinson Alternative Learning Center, and one (1) SLPA in Special Programs.
- We have one (2) retirements: one (1) Counselor at Gene Kranz JR High School and one (1) Director in Operations and Facilities.

Recommendation:

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

Action Item: Yes _____ No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 1, 2026

Item Title: Appointment of Principal at Barber Middle School

Agenda Item: Dr. Rebecca Brown

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

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Justin Faith as the Principal at Barber Middle School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 1, 2026

Item Title: Appointment of Assistant Principal at Dickinson Junior High School

Agenda Item: Dr. Rebecca Brown

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

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Chazzman Caldwell as the Assistant Principal at Dickinson Junior High School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 1, 2026

Item Title: Appointment of Assistant Principal at San Leon Elementary School

Agenda Item: Dr. Rebecca Brown

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

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Ashley Sanchez as the Assistant Principal at San Leon Elementary School.

Action Item: Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 1, 2026
Item Title: Appointment of Director of Energy Management
Agenda Item: Dr. Rebecca Brown

Administration discussed with the Board of Trustees the appointment of the Director of Energy Management.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend the appointment of Aaron Whitener as the Director of Energy Management.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 1, 2026

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

- Summer Programs, Professional Learning, and Priorities Presentation
- DIP Summative Review
- CTE
- Fine Arts & Performing Arts
- Athletics
- Tax Report for April 2026 and Year to Date

Recommendation:

Information only

Action Item: _____ Yes _____ No

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 1, 2026

Item Title: 2026 Summer Programs, Professional Learning, and Priorities

Agenda Item: Lindsey Suarez

Background Information:

In the summer of 2026, DISD will host various professional development sessions, as well as summer school programs at Bay Colony Elementary, Dickinson High School, and Dickinson Alternative Learning. Additionally, administrators will participate in a 4-day leadership retreat to reflect and set goals for the 2026-27 school year.

Recommendation:

Information only

Action Item: _____ Yes √ No



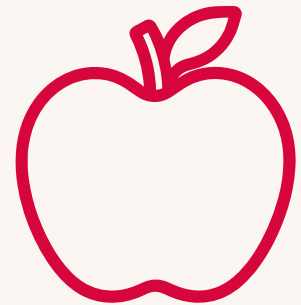
SUMMER

PRIORITIES

TEACHING &
LEARNING

DICKINSON ISD

2026 SUMMMER PD



Professional employees complete 3 days of professional learning



Teachers collaborate with principals to select learning sessions



PD is to enhance individual practices and district initiatives

TEACHING &
LEARNING

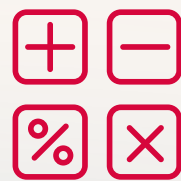
2026 SUMMMER PD



Over 240 sessions offered



Curriculum Previews



Bluebonnet Math for K-8



Social Emotional Learning



Bluebonnet Reading for K-5



**Specialized department
and campus sessions**

TEACHING &
LEARNING

SUMMER SCHOOL

Bilingual Summer School

- **PRE-K AND KINDERGARTEN LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS**
- **BAY COLONY ELEMENTARY**
- **JUNE 1-25, MONDAY-THURSDAY**
- **100 STUDENTS**



SUMMER SCHOOL

SpEd Extended School Year

- BAY COLONY ELEMENTARY
- JUNE 1-25, MONDAY-THURSDAY
- 30 STUDENTS SERVED
- TO PREVENT REGRESSION OVER THE SUMMER



SUMMER SCHOOL

Dickinson High School

Credit Recovery or Initial Credit



- June 1-18
- 125 students

ESL Academy



- June 1-18
- 15 students
- Concurrent with Summer Bridge

Bridge to High School (EOC Success)



- June 1-18
- 100 students



SUMMER SCHOOL

Dickinson High School

Advanced Academics Bridge to High School



- June 1-18
- 100 students

EOC Retesting



- June 15-18



TEACHING &
LEARNING

SUMMER SCHOOL

Alternative Programs

Dickinson Continuation Center



- June 3-18
- 10 students
- Virtual Edgenuity with in-person tutoring

Esmond Center



- June 1-25
- 50 students
- Credit Recovery



2026 LEADERSHIP RETREAT

World Cup of Leadership

- Principals, Assistant Principals,
District Administrators
- 4 days of learning and team building
- 26-27 Planning



World Cup of Leadership

- Reflections on 25-26
- Planning for 26-27
- Focus on processes, not just outcomes



TEACHING &
LEARNING

Thank you!



**TEACHING
LEARNING**

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 1, 2026
Item Title: 24-25 District Improvement Plan Summative Review
Agenda Item: Lindsey Suarez

Background Information:
The 2025-2026 District Improvement Plan Summative Review is attached.

Recommendation:
Information only

Action Item: Yes No

Dickinson Independent School District



2025-2026 Goals/ Performance Objectives/ Strategies

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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.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to strengthen the collaborative planning process and build consistency among campuses.

Strategy 1 Results Driven Accountability

Use a variety of resources and professional learning to strengthen the PLC process and improve the instruction of content teams across all campuses.

Strategy's Expected Result/Impact: Improved instruction and student achievement

Staff Responsible for Monitoring: Executive Director of Teaching and Learning
Executive Director of School Leadership

Funding Sources: IDEA B, , 211-Title IA, , 255-Title IIA,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 2 High Priority

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

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue CLT meetings between Instructional coaches and curriculum specialist; planning and implementation will focus on Tier 1, Tier 2 and structured intervention.

Strategy 1

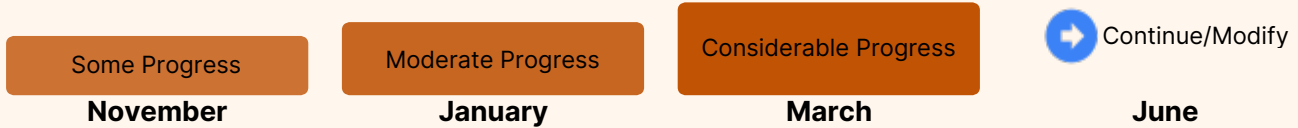
Instructional Coaches will participate in monthly Curriculum Leadership Team meetings with Curriculum Specialists to preview upcoming units and build their capacity to lead curriculum and instruction on campuses. They will focus on leading the planning and implementation of first time, high quality Tier 1 instruction, Tier 2 intervention, and ongoing assessments.

Strategy's Expected Result/Impact: Improved classroom instruction, increase in student achievement

Staff Responsible for Monitoring: Director of Curriculum
Curriculum Specialists

Funding Sources: 255-Title IIA, , 199-SCE, , 211-Title IA,

Formative Reviews



Strategy 2 Results Driven Accountability

Provide targeted phonics instruction in grades K-3 in all classrooms: El Camino, El Proximo, Foundations, Heggerty, etc.

Strategy's Expected Result/Impact: Improve reading instruction and student achievement in reading

Staff Responsible for Monitoring: Executive Director of Teaching and Learning
Coordinator of Literacy
Curriculum Specialists
Campus administrators

Funding Sources: 211-Title IA, , Local Funding,

Formative Reviews



Strategy 3

Math: Equip teachers to deliver high quality instructional materials through the Bluebonnet Learning Math curriculum. Campuses will be provided additional support by Region 4 consultants.

Strategy's Expected Result/Impact: Improved Tier I instruction, improved students achievement in math

Staff Responsible for Monitoring: Coordinator of Mathematics K-8
Math Curriculum Specialists

Funding Sources: 255-Title IIA, , State Funds,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 4

RLA: K-2 teachers will be provided ongoing training on how to implement decodable texts in small group instruction.

Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement

Staff Responsible for Monitoring: Coordinator of Literacy
ELAR/Social Studies Curriculum Specialists

Funding Sources: 255-Title IIA, , Local Funding,

Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategy 5

Science: Curriculum specialists will continue to deepen teachers' understanding and implementation of the revised science TEKS. Curriculum specialists will collaborate directly with classroom teachers to clarify science learning targets, support planning for high-quality Tier 1 and Tier 2 instruction, and analyze data from district common assessments to strengthen instructional alignment and student outcomes.

Strategy's Expected Result/Impact: Improved classroom Tier I instruction, improved student achievement

Staff Responsible for Monitoring: Executive Director of Teaching and Learning
Science Curriculum Specialists

Funding Sources: 255-Title IIA, , Local Funding,

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 6

Social Studies: Increase the integration of primary sources in Social Studies lessons as reflected in lesson plans and student work samples

Strategy's Expected Result/Impact: Integrating primary sources into Social Studies lessons strengthens students' critical thinking and historical analysis skills. Lesson plans will reflect more inquiry-based instruction, and student work will show improved use of evidence, deeper understanding of content, and the ability to analyze multiple perspectives.

Staff Responsible for Monitoring: Campus Administrators; Social Studies Curriculum Specialists

Funding Sources: Local Funding,

Formative Reviews



Strategy 7 Results Driven Accountability

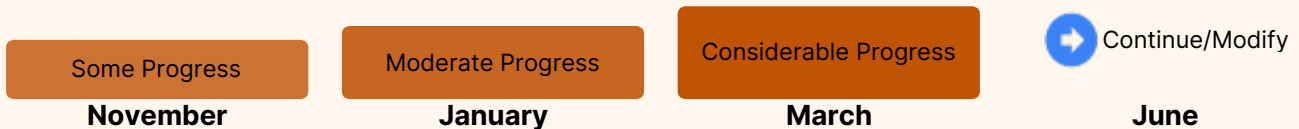
Special Programs: Improve IEP Quality and Alignment to Instruction by implementing a districtwide system to ensure compliant and instructionally relevant IEPs through targeted support in developing individualized PLAAFPs, measurable goals, and appropriate services.

Strategy's Expected Result/Impact: Increased IEP compliance and instructional relevance, improved alignment between student needs and services, stronger integration of behavior and dyslexia-related supports.

Staff Responsible for Monitoring: Special Education Director, Special Education Coordinators, Campus principals / Assistant principals

Funding Sources: IDEA B, , Local Funding,

Formative Reviews



Strategy 8 Results Driven Accountability

Special Programs: Special Programs Evaluation staff will ensure high-quality evaluations and eligibility integrity by ensuring timely, compliant, and high-quality evaluations using consistent case review procedures and data-informed eligibility decisions.

Strategy's Expected Result/Impact: Consistent, accurate eligibility determinations; improved compliance with TEA timelines; better support for diverse student needs.

Staff Responsible for Monitoring: Coordinator of Evaluation and Related Services

Funding Sources: Local Funding, , IDEA B,

Formative Reviews



Strategy 9 Results Driven Accountability

Special Programs:

Special Programs will expand inclusive services and reduce disciplinary removals by strengthening inclusive service delivery and behavior supports through the use of Guiding Questions, Behavior Coach model, and monitoring of PEIMS disciplinary removals.

Strategy's Expected Result/Impact: Consistent, accurate eligibility determinations; improved compliance with TEA timelines; better support for diverse student needs.

Staff Responsible for Monitoring: Special Ed Director, Special Education Coordinators, Campus Principals and Assistant Principals

Funding Sources: Local Funding, , IDEA B,

Formative Reviews



Strategy 10 Results Driven Accountability Equity Plan

Special Programs: Special Programs will improve transition planning and postsecondary outcomes by supporting effective transition planning for students age 13+ through compliant IEP goals, student involvement, and coordination of services including CBVI and interagency partnerships.

Strategy's Expected Result/Impact: Improved student readiness for postsecondary life, increased access to job readiness opportunities, and higher compliance in transition documentation.

Staff Responsible for Monitoring: Special Ed Director, Special Education Coordinators, Campus principals / Assistant principals

Funding Sources: 211-Title IA, , IDEA, , Local Funding,

Formative Reviews



Performance Objective 3

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

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Evaluation Data Source: assessment data, attendance records, student surveys

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Increase funding to add Chess and STEM Cohort at the new Ruth Laird Elementary school, increase Robotics participation across the district K-12. Expand these opportunities beyond district level.

Strategy 1

Provide programs for academic enrichment such as: Robotics; GT programs, Investigators, STEAM Academy, Gator Travelers, AP, dual credit, dual enrollment, Quiz Bowl, Chess, UIL A+

Strategy's Expected Result/Impact: Students will have opportunities and access to advanced academic programs, clubs, and rigorous academics.

Staff Responsible for Monitoring: Director of Academic Excellence and Advanced Programs

Funding Sources: 287-Title IV, , Local Funding,

Formative Reviews



Strategy 2

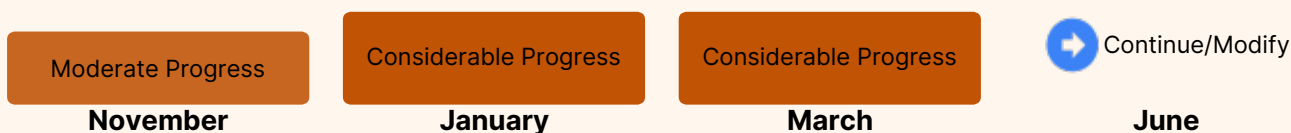
Provide students access to Career & Technical Education (CTE) programs which provide opportunities for Industry-Based Certifications (IBCs) and work-based learning opportunities.

Strategy's Expected Result/Impact: Increase in career readiness for students and an increase in the number of certifications earned by students

Staff Responsible for Monitoring: Director of Career and Technical Education

Funding Sources: Perkins, , Local Funding,

Formative Reviews



Strategy 3

Use programs such as ST Math, IXL, and iReady to build conceptual understanding of abstract mathematical concepts.

Strategy's Expected Result/Impact: Improved classroom instruction and student achievement

Staff Responsible for Monitoring: Coordinator of Mathematics Curriculum Specialists

Funding Sources: 255-Title IIA, , Local Funding, , State Funds,

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 4

Provide training and feedback on integrating writing into Science and Social Studies.

Strategy's Expected Result/Impact: Improved classroom instruction and student achievement

Staff Responsible for Monitoring: Executive Director of Teaching and Learning
Curriculum Specialists

Funding Sources: 255-Title IIA, , Local Funding,

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 5

Make learning visible through self-regulated strategy development strategies such as KAT, WeWrite, DBQ.

Strategy's Expected Result/Impact: Improved classroom instruction and student achievement

Staff Responsible for Monitoring: Executive Director of Teaching and Learning
Coordinator of Literacy
Curriculum Specialists

Funding Sources: 255-Title IIA,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 6

DISD students in grades K-5 will use Typing.com for a minimum of 15 minutes, 3 days a week to be proficient in typing, which will enhance their learning with technology application and tools in their classroom.

Strategy's Expected Result/Impact: K-3rd will have an accuracy of 75% or better.
4th-5th will have an accuracy of 90% or better.

Staff Responsible for Monitoring: Technology Services Manager

Funding Sources: 287-Title IV,

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Performance Objective 4 High Priority

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

TEA Priorities: Build a foundation of reading and math

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue strengthening and expanding targeted intervention and language support programs by utilizing data-driven instructional practices, consistent progress monitoring, and aligned MTSS structures across all campuses.

Strategy 1

Continuously monitor and evaluate program effectiveness to refine instructional practices that address the academic needs of Emergent Bilingual students.

Strategy's Expected Result/Impact: Improved

Staff Responsible for Monitoring: Coordinator of Emergent Bilingual Programs

Funding Sources: Local Funding, , 263-Title IIIA,

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 2

Develop and implement targeted programs to support the academic success of at-risk students, including initiatives such as the Summer Bridge Program, AVID classroom resources, and a range of evidence-based interventions like in-class support and specialized instructional courses tailored to students requiring additional academic assistance.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: Coordinator of State and Federal Programs
Director of Advanced Academics

Funding Sources: 199-SCE, , Local Funding, , 211-Title IA,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 3 Results Driven Accountability

Meet the diverse learning needs of all Emergent Bilingual students by providing tailored supports, including instructional accommodations, designated supports, and sheltered instruction strategies.

Strategy's Expected Result/Impact: None

Staff Responsible for Monitoring: Coordinator of Emergent Bilingual Programs

Funding Sources: 263-Title IIIA, , Local Funding,

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 4

Provide ongoing training for campus leadership and teachers in data analysis to effectively measure and monitor student growth. The priority will be to sustain high performance by ensuring students who previously achieved 'Masters' level continue to do so, while also identifying and supporting students in need of targeted, differentiated instruction. Additionally, implement STEAM-aligned curricular support to both maintain advanced performance and elevate on-level students.

Strategy's Expected Result/Impact: Increased student growth district-wide

Staff Responsible for Monitoring: Director of Academic Excellence and Advanced Programs
Executive Director of Teaching and Learning
Director of Research and Accountability
Campus Principals

Funding Sources: 255-Title IIA, , 211-Title IA, , 287-Title IV, , Local Funding,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 5

Provide targeted tier 2 intervention driven by data derived from formative and cumulative assessment such as Amplify/Imagine Learning/Pacific Learning/Read 180/MAP/Summit K12

Strategy's Expected Result/Impact: Improved student growth in reading

Staff Responsible for Monitoring: Executive Director of Teaching and Learning
Coordinator of Literacy
Curriculum Specialists
Campus Leaders
Teachers

Funding Sources: 211-Title IA, , 263-Title IIIA, , Local Funding, , State Funds,

Formative Reviews



Goal 2

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

Performance Objective 1 High Priority

Implement various safety measures throughout the district

Evaluation Data Source: Surveys, safety and discipline documentation

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Implement best-practice safety measures throughout the district.

Strategy 1

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).

Strategy's Expected Result/Impact: Safe school environment

Staff Responsible for Monitoring: Executive Director of Student Support Services

Funding Sources: School Safety Formula Grant, , Local Funding, , State Funds,

Formative Reviews



Strategy 2

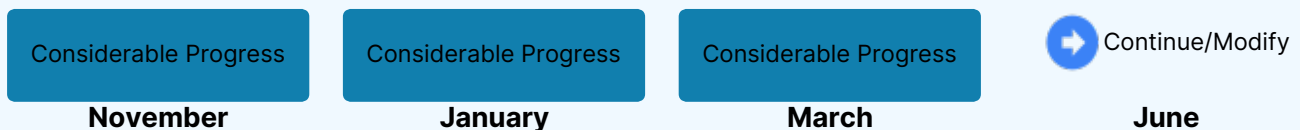
Provide a safe way for students to report unsafe situations

Strategy's Expected Result/Impact: Safe school environment

Staff Responsible for Monitoring: Executive Director of Student Support Services

Funding Sources: Local Funding,

Formative Reviews



Strategy 3

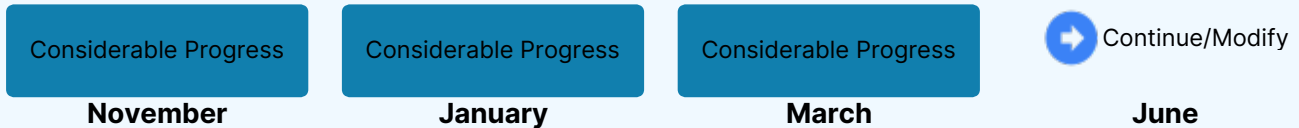
Implement safety protocols from the Texas School Safety Center and TEA: required safety updates, weekly door sweeps, Avoid, Deny, Defend training, Stop the Bleed training, Safety and Security Committee meetings, staff and student required trainings, campus threat assessment teams, required drills, etc..

Strategy's Expected Result/Impact: Improve school safety

Staff Responsible for Monitoring: Executive Director of Student Support Services
Campus Principals

Funding Sources: School Safety Formula Grant, , Local Funding,

Formative Reviews



Strategy 4

Implement safety protocols to prevent dating violence. See board policy for full policy and protocols.

Strategy's Expected Result/Impact: Reduce dating violence

Staff Responsible for Monitoring: Executive Director of Student Support Services

Funding Sources: Local Funding,

Formative Reviews



Performance Objective 2

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to work of the Gator Wellness clinic and extend with more community support.

Strategy 1

Provide students the opportunity to outside agency supports (e.g., UTMB TCHAT, Communities in Schools, Family Service Center).

Strategy's Expected Result/Impact: Decrease student drop out, increase emotional stability

Staff Responsible for Monitoring: Director of Mental Health and Counseling

Funding Sources: 287-Title IV, , Local Funding,

Formative Reviews

Considerable Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

Implement weekly social-emotional learning lessons using the Second Step and Character Strong programs to help students develop skills in empathy, emotional regulation, and positive relationships.

Strategy's Expected Result/Impact: As a result, we expect to see improved student behavior, increased engagement, and enhanced school climate which can be seen with a 5% decrease in campus discipline referrals.

Staff Responsible for Monitoring: Director of Mental Health and Counseling

Funding Sources: 287-Title IV, , Local Funding,

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 3

Enhance students' physical health through instruction and district health services.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to train teachers, counselors and admin on CPS procedures, human trafficking, suicidal ideation procedures and any threat that could harm students.

Strategy 1

Provide prevention training and curriculum.

Strategy's Expected Result/Impact: Increased awareness for staff and prevention strategies for students.

Staff Responsible for Monitoring: Director of Mental Health and Counseling

Funding Sources: 287-Title IV, , Local Funding,

Formative Reviews

Moderate Progress

November

Moderate Progress

January



Accomplished

March



Accomplished

June

Performance Objective 4

Support the emotional health of students and staff through coordinated/streamlined services.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue the work of the Gator Wellness Clinic.

Strategy 1

Promote the streamlined Gator Wellness Center Referral Process through the use of a clerk.

Staff Responsible for Monitoring: Director of Mental Health and Counseling

Funding Sources: Local Funding,

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 5

Provide extra support for students identified as homeless

Evaluation Data Source: Registration forms

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to monitor and support homeless students within our district through the help of our district homeless liaison.

Strategy 1

Provide needed school supplies, clothing and snacks

Strategy's Expected Result/Impact: Improved social, emotional and academic performance

Staff Responsible for Monitoring: Coordinator of State and Federal Programs

Funding Sources: 211-Title IA,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Goal 3 DISD will make family and community partnerships a priority

Performance Objective 1

Improve communication between school and home

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: Parent surveys

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Make all pertinent communication for parents available in Spanish across all campuses.

Strategy 1

Ensure parent communication is translated to Spanish

Strategy's Expected Result/Impact: Improve parent communication

Staff Responsible for Monitoring: Coordinator of State and Federal Programs

Funding Sources: 211-Title IA,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 2

Expand partnerships with area colleges and universities

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Parent/Family engagement event held multiple time throughout the school year.

Strategy 1

Expand community college parent and student nights to help parents navigate FAFSA, admission process and other needs

Strategy's Expected Result/Impact: Increase college and career readiness for students and families

Staff Responsible for Monitoring: Director of Career and Technical Education

Funding Sources: 211-Title IA, , Local Funding, , 263-Title IIIA, , Perkins,

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 3

Equip families with tools to enhance and extend learning at home.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: Survey

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue expanding at-home parent guides and providing parent training opportunities focused on supporting student academics, while also increasing the use of take-home activities that encourage families to actively reinforce learning and academic skills outside of the classroom.

Strategy 1

Provide training to parents in ways to support their children at home in reading, math homework, understanding STAAR testing and results

Strategy's Expected Result/Impact: Improve parent and family engagement to support learning

Staff Responsible for Monitoring: Coordinator of State and Federal Programs
Campus Principals

Funding Sources: 263-Title IIIA, , 211-Title IA,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Campuses will provide various activities to facilitate effective transitions into kindergarten, middle schools, junior highs, high school and to post-secondary through open houses, summer bridge, dual credit for students and families.

Strategy's Expected Result/Impact: Increase awareness for students and parents of various educational opportunities available for all students

Staff Responsible for Monitoring: Coordinator of State and Federal Programs

Funding Sources: Local Funding, , 199-SCE, , 211-Title IA,

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Goal 4

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

Performance Objective 1

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

TEA Priorities: Recruit, support, retain teachers and principals

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Use TIA as a tool to recruit teachers. Continue to expand recruitment partnerships with universities, alternative certification programs, and digital platforms.

Strategy 1

Continue to promote a comprehensive recruitment plan with competitive benefits, salaries, and stipends based on qualifications required for assignment and market trend.

Strategy's Expected Result/Impact: Increase overall district retention rate.

Staff Responsible for Monitoring: Executive Director for Human Resources

Funding Sources: 211-Title IA, , Local Funding, , Special Programs,

Formative Reviews



Strategy 2

Continue to grow our own pipeline of employees through our Education & Training CTE Program of Study (POS) where students secure their Educational Aide I certification and earn dual credit hours through College of the Mainland.

Strategy's Expected Result/Impact: Facilitate a pipeline of highly qualified candidates who are familiar with the needs of DISD students and may begin working as a paraprofessional upon high school graduation while continuing to work on their teaching degree and certification through our partners in education at the College of the Mainland and University of Houston Clear-Lake.

Staff Responsible for Monitoring: Director of Career and Technical Education

Funding Sources: Local Funding, , Perkins,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 2

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

TEA Priorities: Recruit, support, retain teachers and principals

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to provide quality and relevant staff development aligned to district priorities by offering expanded professional development opportunities across all departments and content areas

Strategy 1

Continue to provide quality and relevant staff development aligned to district needs by offering expanded professional development opportunities, including travel to relevant conferences, across all departments and content areas utilizing various resources and consultants.

Strategy's Expected Result/Impact: Improved teacher instruction and retention resulting higher student academic achievement

Staff Responsible for Monitoring: Executive Director of Teaching and Learning
Coordinator of State and Federal Programs

Funding Sources: Local Funding, , IDEA B, , 211-Title IA, , 263-Title IIIA, , 199-SCE, , 255-Title IIA,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Enhance the two-year teacher induction and mentoring program available to all teachers new to the profession.

Strategy's Expected Result/Impact: Increase teacher retention rate of beginning teachers (0-2 years).

Staff Responsible for Monitoring: Director of Teacher Excellence and Leadership Development

Funding Sources: 255-Title IIA,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 3

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.

Strategy's Expected Result/Impact: Increase the number of effective principals and other school leaders

Staff Responsible for Monitoring: Executive Director of School Leadership

Funding Sources: 255-Title IIA,

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 4

EditRemove

Special Programs: Deliver Differentiated, Role-Specific Professional Development: Special Programs will provide ongoing, differentiated training to staff supporting students with disabilities to improve IEP implementation, inclusive instruction, behavior support, and dyslexia services.

Strategy's Expected Result/Impact: Increased staff knowledge and confidence in supporting students with disabilities; improved fidelity in delivering accommodations, dyslexia services, and behavioral interventions.

Staff Responsible for Monitoring: Special Education Director, Special Programs Coordinators

Funding Sources: IDEA B, , 255-Title IIA, , Special Programs,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 3

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

TEA Priorities: Recruit, support, retain teachers and principals

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue to offer comprehensive wellness initiatives through monthly communications, preventive health services, and targeted incentives, while tracking participation rates and program effectiveness.

Strategy 1

Continue to implement the Teacher Incentive Allotment, monitor, evaluate, and refine processes, and continue to communicate program initiatives and outcomes to stakeholders.

Strategy's Expected Result/Impact: Recruit, support, and retain highly effective teachers in all schools, with particular emphasis on high-needs and rural schools.

Staff Responsible for Monitoring: Executive Director of Human Resources
Director of Teaching Excellence and Leadership Development

Funding Sources: 255-Title IIA, , Outside Agency,

Formative Reviews



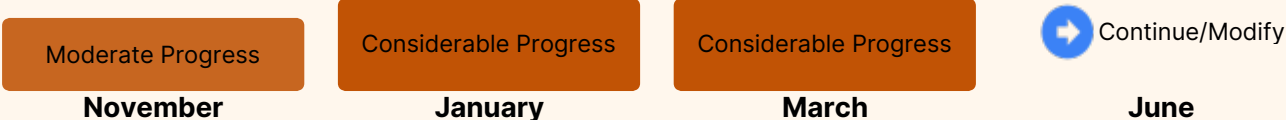
Strategy 2

Implement DISD Wellness Program (SWAMP).

Strategy's Expected Result/Impact: Support overall well-being of all staff.

Staff Responsible for Monitoring: Executive Director of Human Resources

Formative Reviews



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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Implement network switch replacements

Strategy 1

Maximize use of Erate funding to improve network connectivity.

Strategy's Expected Result/Impact: Minimal to no network outages and downtime for students and staff

Staff Responsible for Monitoring: Director of Technology

Funding Sources: Local Funding, , 287-Title IV,

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

District Improvement & Strategic Initiatives Summary

Academic Achievement & Instructional Excellence

The district continues to demonstrate a strong commitment to academic excellence through the implementation of research-based instructional practices, collaborative planning structures, and High-Quality Instructional Materials (HQIM)

Key accomplishments include:

- Continued implementation of HQIM in mathematics with expansion into Reading Language Arts through Bluebonnet Learning.
- 97% completion rate of TEA Product Academies by instructional staff, with a goal of reaching 100% during the 2025–2026 school year.
- Strengthened foundational literacy instruction across all K–3 campuses
- Expanded intervention opportunities embedded within campus master schedules
- Ongoing instructional coaching and districtwide professional learning designed to create coherent instructional practices across campuses.

Teacher Support, Retention & TIA

The district continues to prioritize teacher growth, retention, and recognition through the Teacher Incentive Allotment (TIA) system and expanded support structures for educators.

Highlights include:

- Ongoing communication and transparency with staff and community stakeholders regarding TIA processes and opportunities.
- Commitment to maintaining strong teacher evaluation systems through continued T-TESS calibration walks during the 2026–2027 school year.
- Structured support for early-career teachers through First Year Teacher Academy, Navigators programming, mentorships, and instructional coaching.
- Continued focus on recruiting and retaining high-quality educators through university partnerships, alternative certification pathways, and strategic use of TIA as a recruitment and retention tool.

Family & Community Engagement

The district remains focused on fostering strong relationships with families and the community through effective communication, accessibility, and inclusive engagement practices.

Current strengths include:

- District and campus communications provided in both English and Spanish to improve accessibility for all families.
- Continued use of platforms such as Skyward, ParentSquare, campus websites, and the district website to maintain consistent communication.
- Strong partnerships supporting Career & Technical Education (CTE), student services, mental health supports, and community involvement initiatives.

Student Support & School Climate

The district continues to provide safe, supportive, and student-centered learning environments focused on both academic and social-emotional success.

Ongoing supports include:

- Dedicated intervention periods and tutoring opportunities for struggling learners.
- Continued focus on student wellness and mental health through counseling services, community partnerships, and wellness initiatives.
- Positive school culture supported through district traditions, family engagement activities, and student-centered campus environments.
- Expansion of parent resources and at-home academic support tools to strengthen family engagement in student learning.

Technology & Infrastructure

The district is actively preparing for major technology infrastructure improvements designed to support instructional delivery and operational efficiency.

Current initiatives include:

- Selection of a technology partner through the RFP process for network infrastructure upgrades.
- Planned implementation of districtwide network switch replacements and Meraki licensing renewals beginning September 1, 2026.
- E-Rate funding expected to cover approximately 80% of project costs, significantly reducing district financial impact.

Recommendations & Next Steps for 2026–2027

Moving into the 2026–2027 school year, the district will continue focusing on:

- Full implementation and internalization of HQIM across content areas.
- Expansion of TIA eligibility opportunities for educators.
- Strengthening collaborative planning and instructional consistency across campuses.
- Increasing family engagement and parent academic support resources.
- Continued teacher recruitment and retention efforts.
- Implementation of network infrastructure upgrades and technology modernization.
- Ongoing professional development aligned to district priorities and student achievement goals.

The district remains committed to continuous improvement, instructional excellence, student success, and strong partnerships with families, staff, and the community.

District Improvement Plan Summative Review

2025-26



TEACHING &
LEARNING

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

Strengths:



HQIM Implementation, collaborative planning, consistent instructional practices



Structured literacy, foundational skills, and targeted intervention



Academic writing



Assessments

Needs:



Further consistency of Tier 1 and 2 instruction



Behavior supports and interventions









Increased consistency in interventions, progress monitoring, supporting students







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

Strengths:

-  School Resource Officers
-  100% success on Intruder Detection Audits
-  Counselors and Director of Mental Health & Counseling
-  Gator Wellness Center
-  Second Step and Character Strong
-  Homeless Liaison

Needs:

-  Consistency and retention within SRO's
-  Expand mental health and counseling supports
-  Increase student and staff awareness of reporting systems and safety protocols
-  Expand student support services



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

Strengths:

 **Communication in English and Spanish**

 **Website, social media, Skyward, ParentSquare**

 **Parent Guides, Bilingual Parent Guides**

 **Increased CTE opportunities**

 **Campus events**

Needs:

 **Expanded bilingual supports**

 **Increased family participation**






 **Strengthen partnerships with colleges, industry, and dual credit**

 **Continue developing resources to help families**






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

Strengths:

-  Regional salary and benefits analysis
-  Expanded recruitment partnerships with colleges and programs
-  Dual Credit Education Aide certifications
-  Ongoing job-embedded professional development
-  FYTA, Navigators, mentorship, Aspiring Administrator Academies

Needs:

-  Strengthen recruitment efforts in high-needs areas
-  Expand “grow your own” programs
-  Increase embedded supports, coaching, and mentorship



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

Strengths:

 Technology upgrades and improvements

 E-Rate support

 Network infrastructure improvements

Needs:

 Continue improving infrastructure



TEACHING &
LEARNING

26-27 Priorities



Strengthen instructional systems and student support structures through consistent Tier 1 instruction, aligned intervention practices, and consistent progress monitoring. Expand enrichment opportunities such as Chess, STEM, Robotics, etc.



Prioritize student safety and wellness.



Enhance family engagement and communication.



Recruit, retain, and develop high-quality staff



Modernize and sustain district operations through strategic technology infrastructure.



**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 1, 2026

Item Title: 2025-26 Career and Technical Education Report

Agenda Item: Dr. Melissa Everett

Background Information:

The 2025-2026 Career and Technical Education report is attached.

Recommendation:

Information only

Action Item: _____ Yes √ No

DICKINSON INDEPENDENT SCHOOL DISTRICT

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



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

June 2026 Board Report CTE Certifications and Program Update Summary

Dickinson Independent School District’s Career & Technical Education programs have experienced tremendous growth over the past five years through a strategic focus on expanding rigorous academic opportunities and strengthening postsecondary outcomes for students. Certification pathways have continued to grow year after year, resulting in increased student participation and achievement. In 2021–2022, students earned 291 industry-based certifications, and by 2025–2026, that number has increased to 1,115 certifications and counting, as students continue to certify throughout the summer.

CTE programming has intentionally evolved to provide students with greater access to advanced coursework, college credit, and workforce-aligned credentials that create a competitive edge beyond high school. Dual credit opportunities have expanded from 4 to 9 program areas, leading to Level I Certificates and associate degree pathways. To further increase rigor and college readiness, Dickinson ISD is launching an AP Business course with Personal Finance, as well as researching two OnRamps dual enrollment courses through the University of Texas in Geoscience and Arts, Entertainment Technologies.

These efforts reflect Dickinson ISD’s commitment to designing innovative programs that directly impact college access, career readiness, and long-term student success. Through strong industry partnerships, expanded academic pathways, and intentional alignment to workforce demands, Dickinson ISD CTE is preparing students to successfully transition into college, careers, and military service while positioning the district as a leader in postsecondary readiness across Texas.

5 Year CTE Certification Summary

2021-2022 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Rose	Intro to Welding	NCCER Core Level 1	69	5	74
College of the Mainland	Welding 1 (COM Dual Credit)	NCCER Core Level 1	0 *Students will earn certifications in their 2 nd year of Dual credit with COM	0	0
Menotti	Welding 2	OSHA 30	1*Piloted OSHA 30	16	17
Jackson	Pharmacy Technician	Certified Pharmacy Technician	7	4	11
Jackson	Pharmacy Technician	BLS/CPR	12	0	12
Pulkinen/ Begnaud/ Spies	Health Science	Patient Care Technician	34	0	34

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

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



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

Pulkinen/ Begnaud/ Spies	Health Science	EKG Technician	34	0	34
Ryder	Dental	Registered Dental Assistant (RDA)	14	0	14
Ryder	Dental	Nitrous Oxide	14	0	14
Ryder	Dental	BLS/CPR	14	0	14
Thomas	EMT	Emergency Medical Technician	1 *New Program	2	3
Parker	Cosmetology	Texas Cosmetology Operators License	12	0	12
Bruysschaard	Engineering	Certified SolidWorks Associate	8	13	21
Dorsett	Auto Tech	Automotive Service Excellence (ASE)	0 *Teacher started March 21st	0	0
Cook	Agriculture	Texas State Floral Association	0 *Providing additional training to teacher	0	0
Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	6	6	12
Koby	Audio Video Production	Adobe Photoshop	10	0	10
Booth	Graphic Design	Adobe Certified Associate (In Design)	0 *Piloted Adobe In-Design	9	0
Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	37	9	46
Flores	Education & Training	Educational Aide I	15	0	15
Flynn	Business	Microsoft	3	3	6
		Totals	291	58	349

2022-2023 Certifications

Instructor	Class	Certifications Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Rose / Menotti	Intro to Welding	AWS D9.1 Sheet Metal Welding	22	24	46
Jackson	Pharmacy Technician	Certified Pharmacy Technician	11	1	12
Pulkinen/ Begnaud	Health Science	Patient Care Technician	59	0	59
Pulkinen/ Begnaud	Health Science	EKG Technician	55	2	57
Ryder	Dental	Registered Dental Assistant (RDA)	9	0	9

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

DICKINSON INDEPENDENT SCHOOL DISTRICT

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 Director of Career & Technical Education



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 Dickinson, Texas 77539
 281-229-6070

Thomas	EMT	Emergency Medical Technician	(0) Students test at 18	0	0
Parker	Cosmetology	Texas Cosmetology Operators License	22	0	22
Young	Barbering	Barber Operator License	2	0	2
Dorsett	Auto Tech	Automotive Service Excellence (ASE)	6 (new)	6	12
Cook/Phillips	Agriculture	Texas State Floral Association	90 (New)	24	114
Phillips	Agriculture	Elanco Veterinary Medical Application Certification	11 (new)	0	11
Koby	Audio Video Production	Adobe Certified Associate (Digital Video)	5	4	9
Brown	Audio Video Production	Adobe Photoshop	14	4	18
Brown	Graphic Design	Adobe Certified Associate (Graphic Design & Illustration)	1	0	1
Barkmann	Law Enforcement	International Academies of Emergency Dispatch 911	24	10	34
Elena Flores	Education & Training	Educational Aide I	16	0	16
Flynn/Coughlin	Business	Microsoft Office Specialist	4	0	4
Pruitt	Marketing	Stukent	7 (new)	0	3
White	STEM	Certified Entry-Level Python Programmer	15 (new)	17	33
		Totals	373	92	465

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

2023-2024 Certifications

Instructor	Certification Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Stewart/Rocha	Patient Care Technician	65	0	65
Stewart/Rocha	Certified EKG Technician	61	4	65
Ryder	Monitoring of Nitrous Oxide Sedation for Dental Hygienists and Dental Assistants	24	0	24
Ryder	Dental Assisting Registration Examination (X-Ray)	24	0	24
Jackson	Pharmacy Technician	21	3	24

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Benavides	EMT Basic	0	0	0
Brown	Adobe Certified Professional in Visual Design using Photoshop	13	1	14
Koby	Adobe Certified Professional in Digital Video Using Premiere Pro	17	5	22
Alexander	Adobe Certified Professional in Graphic Design and Illustration using Adobe Illustrator	11	5	16
Barkmann	IAED Emergency Telecommunicator	26	3	29
Dorsett	ASE	22	15	37
Young	Barbering Operators License	1	0	1
Clay	Cosmetology License	9	0	9
Edenfield/Menotti	AWS	45	19	64
Cook/Sizemore/Coppola	Benz School of Floral Design Principles of Floral Design Certification	168	46	214
Rocha/Murphy	BASF Plant and Soil Science	133	9	142
Coppola	Elenco Veterinary Medical Application Certification	22	2	24
Coppola	TVMA	1	1	2
Powers	Certified Entry-Level Python Programmer	2	4	6
Flynn	Accounting Foundations	2	9	11
Coughlin/Pruitt	Stukent	57	9	66
Valderramos/Chiles	TEA Educational Aide 1	10	0	10
	Totals	734	135	869

2024-2025 Certifications

Instructor	Certification Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
Alexandra Rocha Lauren Murphy	BASF Plant Science Certification	162	0	162
Angelica Valderramos Annlyn Gunn	Educational Aide 1	12	0	12
Ashley Mirles Alyssa Bergeron	Certified EKG Assistant	57	3	60

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Ashley Mirles Alyssa Bergeron	Patient Care Technician	61	0	61
Carrie Flynn	Intuit QuickBooks Certified User	8	7	15
Carrie Flynn	Accounting Foundations	8	26	34
Chad Pruitt Elizabeth Coughlin	Stukent Social Media Marketing Certification	110	3	113
Elizabeth Coughlin	Real Estate License	1	0	1
Christina Strickland	Registered Dental Assistant X-Ray Certification	11	0	11
Christina Strickland	Nitrous Oxide for Dental Hygienist	11	0	11
Ericka Brown	Adobe Certified Associate (ACA) In-Design	3	0	3
Ifran Saood	Pharmacy Technician	0	4	4
Isaac Benavidez Azzie Beagnyam	Emergency Medical Technician - Basic	1	0	1
Isaac Benavidez Azzie Beagnyam	Emergency Medical Responder	4	2	6
Jaime Alexander	Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator	9	6	15
Jaime Alexander	CodeHS Python Level 1 Certification	4	23	27
Jamie Alexander Ericka Brown	Adobe Certified Professional in Visual Design Using Adobe Photoshop	16	3	19
John Barkmann	International Academy of Emergency Dispatch Emergency Telecommunicator	20	1	21
Jordyn Cook Kaylee Coppola Alyson Sizemore	Principles of Floral Design Certification	200	17	217
Justin Dorsett	ASE Entry Level Automobile Engine Repair (A1)	1	0	1
Justin Dorsett	ASE Entry-Level Automobile Electronic/Electrical Systems (EE)	2	1	3
Justin Dorsett	ASE Entry Level Automobile Maintenance and Light Repair (MR)	5	0	5
Justin Dorsett	ASE Entry-Level Automobile Suspension and Steering (SS)	6	6	12
Justin Dorsett	ASE Entry-Level Automobile Automatic Transmission/Transaxle (AT)	1	0	1
Justin Dorsett	ASE Entry Level Automobile Engine Repair (A1)	1	0	1
Justin Dorsett	ASE Entry-Level Automobile Heating and Air Conditioning (AC)	4	0	4
Justin Dorsett Ralph Dorsett	ASE Entry-Level Automobile Brakes (BR)	44	26	70

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Kaylee Coppola	Certified Veterinary Assistant, Level 1	2	1	3
Kaylee Coppola	Elanco Veterinary Medical Application Certification	23	5	28
Kaylee Coppola Mitch Robinson	Equine Management & Evaluation Certification	48	38	86
Krystal Clay	Cosmetology Operators License	7	3	10
Mark Sales	Autodesk Associate (Certified User) Fusion 360 / Autodesk Certified User Fusion 360	9	14	23
Matt Koby	Adobe Certified Professional in Digital Video Using Adobe Premier Pro	5	3	8
Tammy Gonzalez	Welby Teller Certification	15	0	15
Taylor Harp Clay Menotti Mitch Robinson	AWS D9.1 Sheet Metal	41	26	67
Victoria Young	Barber Operator License	1	1	2
	Total	913	219	1132

2025-2026 Certifications

Instructor	Certification Offered	Certifications Passed	Certifications Failed	Total Certifications Taken
	Agriculture			
Coppola	Certified Veterinary Assistant, Level 1	2	0	2
Coppola	Elanco Veterinary Medical Applications	35	4	39
Coppola	NHJTCA Equine Mang. & Evaluation	71	6	77
Hernandez	NHJTCA Equine Mang. & Evaluation	15	3	18
Fly (Cook)	Principals of Floral Design	44	1	45
Fugett	AWS D9.1	6	3	9
Harp	AWS D9.1	31	10	41
Hernandez	Principals of Floral Design	115	1	116
Hoffpauir	Principals of Floral Design	96	1	97
Hoffpauir	Elanco Fundamentals of Animal Science Certification	12	0	12
Menotti	AWS D9.1	47	2	49
Murphy	BASF Plant Science	15	1	16
Rocha	BASF Plant Science	127	3	130

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	Automotive			
Dorsett, J	ASE entry level Electrical/Electronic Sys.			
	Seniors	10	8	18
	Juniors	3	2	5
	Sophomores			
Dorsett, J	ASE entry level Brakes			
	Seniors	4	0	4
	Juniors	12	12	24
	Sophomores	8	12	20
Dorsett, J	ASE entry level Suspension & Steering			
	Seniors	4	0	4
	Juniors	9	10	19
	Sophomores	8	10	18
Dorsett, J	ASE entry level Auto Engine Repair (A1)			
	Seniors	1	0	1
	Juniors			
	Sophomores			
Dorsett, J	ASE entry level Engine Performance			
	Seniors	2	0	2
	Juniors			
	Sophomores			
Dorsett, J	ASE Entry Level Auto. Maintenance and Light Repair			
	Seniors	3	0	3
	Juniors			
	Sophomores			
Dorsett, R.	ASE entry level Brakes			
	Seniors			
	Juniors	4	3	7
	Sophomores	4	6	10
Dorsett, R.	ASE entry level Suspension & Steering			
	Seniors	5	14	19

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	Seniors			
	Juniors	3	7	10
	Sophomores	2	7	9
	Audio Visual			
Alexander	Adobe Certified Professional Graphic Design & Illustration using Adobe Illustrator	1	5	6
Alexander	Certified Entry Level Python Programmer	4	12	16
Alexander	Certified Entry Level Python Programmer	1	4	5
Brown	Adobe Certified Professional Print & Digital Media Publication using Adobe InDesign	2	0	2
Brown	Adobe Certified Professional in Visual Design using Adobe Photoshop	8	0	8
Koby	Adobe Certified Professional in Digital Video using Adobe Premiere Pro	7	2	9
	Business			
Coughlin	Intuit QuickBooks Certified User	25	20	45
Coughlin	Intuit Certified Bookkeeping Professional	20	5	25
Coughlin	Real Estate Sales Agent License			
Dittrich	Stukent Social Media Marketing C/O 25 seniors only-sunsetting	87	16	103
Flynn	Accounting-Foundations	9	1	10
Gonzalez	Stukent Social Media Marketing C/O 25 seniors only-sunsetting	25	2	27
	Education and Training			
Gunn	Educational Aide 1	2	0	2
Valderramos	Educational Aide 1	6	0	6
	Engineering			
Sales	Autodesk Certified User Fusion 360	19	3	22
	Health Science			
Carranza	Emergency Medical Responder	4	6	10
Carranza	Emergency Medical Technician-Basic			
Beal	Pharmacy Technician	6	4	10
Bergeron	Certified EKG Technician	29	1	30
Renfro	Certified EKG Technician	30	0	30

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Bergeron	Patient Care Technician	30	0	30
Renfro	Patient Care Technician	29	0	29
Stewart	Limited Medical Radiologic Technologist			
Strickland	Registered Dental Assistant X-Ray	18	0	18
Strickland	Nitrous Oxide for Dental Hygienist (student paid)	18	0	18
	Human Services			
Clay	Cosmetology Operator License (2 parts)	8	0	8
Young	Barbering License (2 parts)			
	Law			
Barkmann	IAED Emergency Telecommunicator	28	1	29
	Totals	1115	208	1323

CTE Highlights

CTE Named CTAT District of Distinction

Since the inception of the Career & Technical Association of Texas (CTAT) District of Distinction award, Dickinson ISD has been recognized for its ability to meet rigorous statewide criteria, including innovative programming, Industry-Based Certification success, alignment with workforce demands, and exceptional student outcomes. This recognition reflects Dickinson ISD's commitment to providing high-quality Career & Technical Education opportunities that increase academic rigor, expand postsecondary pathways, and prepare students for long-term success in college, careers, and military service.

New Programs and Expanded Post-Secondary Opportunities

Beginning in the 2026–2027 school year, Dickinson ISD will launch three new programs in Firefighting, Culinary Arts, and Cybersecurity to address high-demand workforce needs.

The Career & Technical Education (CTE) department continues to expand opportunities for students through innovative, workforce-aligned programming, including Dual Credit, Advanced Placement (AP), and industry-recognized certification pathways that accelerate college and career readiness while saving families time and money.

Dickinson ISD strategically aligned programming with workforce and postsecondary needs through expanded Dual Credit opportunities, four Level I Certificates, and four associate degree pathways that provide students with stackable credentials aligned to high-demand careers.

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Through a partnership with Sam Houston State University (SHSU), Dickinson ISD developed the first Cybersecurity Level I Certificate collaboration of its kind in Texas, positioning the district as a statewide model for innovative and scalable CTE programming.

Committee for the Recruitment of an Engineering Workforce (CREW). Following a meeting of the Bay Area Houston Economic Partnership (BAHEP) Education and Workforce Development Committee, Dickinson ISD helped lead the formation of the Committee for the Recruitment of an Engineering Workforce (CREW) in partnership with BAYTRAN, University of Houston–Clear Lake, San Jacinto College, and Pasadena Independent School District.

The vision of CREW is to develop a comprehensive regional approach to preparing the future engineering workforce to meet evolving industry challenges and workforce demands. Dr. Everett again served as Chair of the 2nd Annual CREW Engineering Competition this year, where the initiative expanded to include four additional ISDs, with plans for two more districts to join next year’s competition. Dickinson ISD engineering students also earned the Design Presentation Award, showcasing their technical expertise, innovation, and professionalism.

A key component of the competition is the collaboration between students and industry partners throughout every phase of the project development process. Industry professionals serve as mentors and consultants, providing real-world insight and guidance that promotes hands-on, project-based learning while helping students develop critical technical, communication, and problem-solving skills. The continued growth of CREW reflects the region’s strong commitment to collaborative workforce development and expanding engineering opportunities for students across the Gulf Coast area.

CTE Career & Technical Student Organization (CTSO) Updates

AV Program State, National and International Competitions

Photography and Video Production students earned statewide and national recognition this year through competitions hosted by the Association of Texas Photography Instructors, the Academy of Scholastic Broadcasting, the UIL Film Festival, and the Boulder International Film Festival.

DISD had 11 state qualifiers in the ATPI Rising Star Award Competition. Video Production students also earned the following honors:

- Second place in the Dramatic Category at the ATPI Fall Contest
- Semifinalist recognition in the UIL Film Festival
- Recipient of the Hal Fulgham Scholarship through ATPI
- Third place in the Academy of Scholastic Broadcasting High School PSA Contest for *Not Alone*
- Best Teen Thriller at the Boulder International Film Festival for *No Longer Human*
- Recognized by judges as an overall favorite among teen entries

These accomplishments highlight the incredible creativity, storytelling talent, and technical skill of Dickinson ISD’s student filmmakers and photographers.

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

Seven Texas Association of Future Educators (TAFE) Career & Technical Education students will travel to Portland in June to compete at the national level during the Educators Rising 2026 National Conference & Competition.

In addition, 16 Education & Training students are on track to earn their Educational Aide I certifications and will be recognized during Signing Day on May 19th. Through Dickinson ISD's Grow Your Own initiative, these students are guaranteed an interview with the district's Human Resources Department and are encouraged to begin working within Dickinson ISD as paraprofessionals and substitute teachers while pursuing their education degrees.

Education & Training students are also leveraging their certifications to gain employment at local preschools and within Dickinson ISD, allowing them to gain valuable classroom experience while continuing their pathway toward becoming certified educators. These opportunities not only strengthen the future teacher pipeline for the region, but also provide students with meaningful workforce experience aligned to their long-term career goals.

DECA

13 CTE Business, Marketing, and Finance students competed at the state DECA competition in March in Dallas, Texas, nearly doubling the number of state qualifiers from the previous year.

Abby Barnes and Syed Haider earned Top 20 recognition in Accounting Applications and Apparel & Accessories Marketing, respectively. These accomplishments reflect the continued growth, professionalism, and competitive success of Dickinson ISD's Business, Marketing, and Finance students.

Criminal Justice

Five Criminal Justice students qualified to compete at the Texas Public Service Association (TPSA) State Competition in the areas of Blood Pattern Analysis, Fiber Analysis, and 911 Call Taking, earning Top 5 finishes against competitors from across the state. The competition took place at Sam Houston State University in Huntsville, Texas where students showcased their skills in real-world public service and forensic science scenarios.

Automotive Technology

Four Advanced Auto Technology students represented our program at the Universal Technical Institute Top Tech Challenge, competing against 40 teams from across the state of Texas and earning an outstanding 1st and 6th place finish. Through their performance, the students earned a combined \$24,000 in scholarships toward their future in the automotive industry. In addition, our first-place team was awarded a Snap-on toolbox and professional-grade tools, recognizing their outstanding technical skill, teamwork, and commitment to excellence.

CTE Student Competitions – Wins at a Glance

- **Business, Marketing & Finance (DECA):** 13 students qualified for the state DECA competition in Dallas, Texas, nearly doubling the number of state qualifiers from the previous year. Abby Barnes and

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Syed Haider earned Top 20 recognition in Accounting Applications and Apparel & Accessories Marketing.

- **Criminal Justice (TPSA):** Five students qualified for the Texas Public Service Association (TPSA) State Competition in Blood Pattern Analysis, Fiber Analysis, and 911 Call Taking, earning Top 5 finishes against competitors from across Texas.
- **Engineering (CREW Challenge):** Dickinson ISD students earned the Design Presentation Award at the 2nd Annual CREW Engineering Competition.
- **Agricultural Sciences:** FFA students competed at the State Forage Competition hosted at Sam Houston State University, representing Dickinson ISD at the state level.
- **Education & Training (TAFE/Educators Rising):** Seven students qualified to compete at the national Educators Rising Conference & Competition in Portland, Oregon. In addition, 16 students are on track to earn their Educational Aide I certifications through Dickinson ISD's Grow Your Own initiative.
- **Automotive Technology:** Four Advanced Auto Technology students competed in the Universal Technical Institute Top Tech Challenge against 40 teams across Texas, earning 1st and 6th place finishes and securing a combined \$24,000 in scholarships.
- **Audio/Video Production:** DISD had 11 state qualifiers in the ATPI Rising Star Award Competition. Video Production students also earned Second Place in the Dramatic Category at the ATPI Fall Contest, semifinalist recognition in the UIL Film Festival, the Hal Fulgham Scholarship through ATPI, Third Place in the Academy of Scholastic Broadcasting High School PSA Contest for *Not Alone*, and Best Teen Thriller at the Boulder International Film Festival for *No Longer Human*. Students were also recognized by judges as an overall favorite among teen entries.

CTE Program of Study (POS) Updates

Mock Interviews Lead to Interviews and Signing Day

On April 29th and 30th, nearly 50 business and industry partners conducted mock interviews with more than 200 CTE students—helping prepare them for real job opportunities in their chosen fields of study.

Through these valuable conversations, students walked away more confident, better prepared, and excited for their futures after gaining firsthand insight from industry professionals. Even more exciting, several students received invitations to formal interviews with our business partners as a direct result of their performance and are awaiting job offers.

HVAC: Twenty-three students participated in the first cohort of our new HVAC program this year and will continue their coursework with College of the Mainland next year. The four-level program provides students with opportunities to participate in work-based learning experiences that combine classroom instruction with business and industry unpaid internships, as well as paid employment experiences.

Health Science: DISD CTE hired an additional health science teacher to accommodate the growing interest in the high-wage-high-demand field. CTE is already working on additional health science programming opportunities with College of the Mainland (COM) for the fall of 2027. More information will be shared as soon as dual credit cross walks and certification opportunities are secured through a Memorandum of Understanding (MOU) with COM.

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Imaging Technology: The imaging program has grown from serving 50 students in the fall of 2023 to 115 students during the 2025–2026 school year. Our first cohort of imaging students graduated on May 7, 2026, earning a Level 1 Certificate through Galveston College. Hospital partners throughout the Bay Area Houston are excited about the pipeline of future imaging professionals the program is creating for their institutions. This innovative program has also enabled Dickinson ISD to secure additional clinical partnerships across the region to ensure students obtain the hands-on clinical hours needed to sit for industry certifications.

Cyber Security: Dickinson ISD established a new partnership with Sam Houston State University (SHSU) to develop Texas' first collaborative high school Cybersecurity Level I Certificate pathway. This innovative partnership creates a workforce-aligned CTE model designed to meet current and future workforce demands in cybersecurity, with plans to expand programming aligned to artificial intelligence (AI). The collaboration positions Dickinson ISD as a statewide leader in innovative and scalable cybersecurity programming while expanding postsecondary and career opportunities for students.

Student Success & Program Growth

- **IBCs:** As of May 5, 2025, students have earned 1,115 certifications with an overall pass rate of 84%.
- **Progress Monitoring:** Dickinson ISD implemented a more rigorous progress monitoring system for Industry-Based Certifications (IBCs), strengthening student accountability, improving tracking systems, and increasing certification attainment opportunities.
- **CCMR:** Dickinson ISD continues to strategically align CCMR systems, staffing, program design, and workforce trends in preparation for the new accountability system, increasing opportunities for students to earn Demonstrated and Advanced Postsecondary Readiness indicators while positioning the district as a regional and statewide leader in CTE outcomes.
- **CTSOs:** Student participation in Career & Technical Student Organizations (CTSOs) at the state and national levels continued to grow during the 2025–2026 school year, while Dickinson ISD also launched a new FFA Clay Shooting Team to expand student leadership and extracurricular opportunities.
- **CTE Center:** Students, teachers, community members, and business partners continue to express excitement about the future CTE Center, which will serve as a state-of-the-art facility and include a 100,000-square-foot event center designed to accommodate meetings, trainings, banquets, and award ceremonies.

Strategic Partnerships

- **College of the Mainland:** Through our expanded partnership, Career and Technical Education (CTE) is introducing Level 1 certificate and associate degree opportunities for students. Early-stage collaboration is also underway to launch a new Respiratory Therapy Health Science Program of Study featuring dual credit pathways modeled after our innovative Imaging program.
- **Galveston College:** Our highly successful Imaging program continues to thrive and expand through this sustained institutional partnership.
- **Sam Houston State University:** Dickinson ISD established a new partnership with Sam Houston State University (SHSU) to develop Texas' first collaborative high school Cybersecurity Level I Certificate pathway, creating an innovative model for workforce-aligned CTE programming designed to meet current and future workforce needs in cybersecurity, with future plans to expand programming aligned to artificial intelligence (AI).

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- **Healthcare Industry Leaders:** CTE is collaborating with UTMB Health and Memorial Hermann to secure additional clinical rotation sites to accommodate our expanding, high-enrollment Health Science program. Furthermore, we are actively strengthening partnerships with Houston Methodist Clear Lake and HCA Houston Healthcare Clear Lake to secure additional clinical rotation opportunities.
- **The College Board:** In Fall 2026, CTE will launch its first Advanced Placement offering by debuting the new AP Business with Personal Finance course.
- **Regional Economic & Civic Organizations:** CTE maintains active engagement with the Bay Area Houston Economic Partnership (BAHEP) and the Texas City-LaMarque Chamber of Commerce, while systematically strengthening its strategic alignment with the League City Chamber of Commerce.

Leadership & Advocacy

- **Career & Technical Student Organizations (CTSOs):** Dickinson ISD experienced increased participation in state-level CTSO competitions during the 2025–2026 school year, with students competing and earning recognition across DECA, TPSA, TAFE/Educators Rising, FFA, Engineering, Automotive Technology, and Audio/Video Production programs. These expanded opportunities continue to strengthen student leadership, technical skill development, professionalism, and career readiness.
- **Jasmine Spriggins**, CTE Criminal Justice instructor, was chosen as the Dickinson High School **Teacher of the Year** for 2026.
- **Crystal Stinson**, Assistant Principal for Dickinson High School was selected as **DHS Support Staff of the Year** for 2026.
- **Dr. Melissa Everett** will be installed as President of the **Career & Technical Association of Texas (CTAT)** in July, where she will help shape statewide advocacy, legislation, and policy to strengthen CTE programs across Texas.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 1, 2026

Item Title: 2025-26 Fine Arts Report

Agenda Item: Dr. Paul Trahan

Background Information:
The 2025-2026 Fine Arts report is attached.

Recommendation:
Information only

Action Item: _____ Yes ✓ No

DICKINSON ISD

Fine Arts

Creating Excellence-Inspiring Futures

10,905 TOTAL STUDENTS

OVER 1000

AWARDS

MORE THAN 175

PUBLIC PERFORMANCES



TOMMY TUNES AWARDS INCLUDE MORE THAN 70 HIGH SCHOOLS ACROSS THE HOUSTON AREA

2026 BEST MUSICAL
2026 OUTSTANDING SCENIC DESIGN



FINE ARTS 2026

Dickinson ISD Band Program

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

MJHS Directors: John Hinojosa, Robert Baker, and Rebekah Delgado

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

Dickinson JH Directors: Rinaldo Saenz, Justin Garcia

Brief summary of new procedures/events/activities:

- DHS student leadership continues to be the backbone of our success. This year, we hired SASI to lead a two day workshop with our student leaders as well as 2 days with our Drum Majors.
- Continued use of Email and Remind that allows for effective communication with parents.
- We continue with Smart Music technology and the Harmony Director on all campuses.
- Additional extrinsic awards for the school year include a Main Event Day for students consistently showing musicianship and growth in the classroom for sixth to eighth grade district band students and a sixth grade end of the year rewards party also held at Main Event.
- Various clinicians are used to enhance the students' learning opportunities.

Pertinent statistics

DHS Band

- Total Enrollment 268 ; Male 138 , Female 130
- Ethnicity Breakdown: White 86, Black 31, Hispanic/Indian 138, Asian/ Pacific Islander 12
- Freshman 98, Sophomore 77 , Junior 54 , Senior 38

McAdams J.H. Band

- Total Enrollment 220: 97 - 6th graders, 72 - 7th graders, 51 - 8th graders,
- 118 Male , 102 Female
- Ethnicity Breakdown: 36 - White , 14 - Black , 164 - Hispanic , 6 - Asian/Pacific Islander

Kranz J.H. Band

- Total Enrollment 241 total: 75 6th graders, 79 7th graders, 87 8th graders
- 111 Female, 130 Male
- Ethnicity Breakdown: White 42, Black 33, Hispanic 164, Asian 2

Dickinson JH Band

- Total enrollment:186; 76 6th graders, 73 7th grader, 37 8th graders
- 68 Female, 118 Male
- Ethnicity Breakdown: White: 66, Black: 36, Hispanic 79, Asian 5

Plans for improvement/modification/enhancement of efforts:

- Honors credit is offered this year at DHS.
- Continue to develop and encourage the private lesson program to improve individual playing skills.
- Developing a plan to work with individual students and provide one-on-one instruction at little to no additional costs to the students.
- Hiring of new music arranger, and drill writer for the DHS Marching Band for 2026 season.
- Develop a way to split bands regularly for more specialized instruction.
- Constantly balance instrumentation at the 6th grade campuses to ensure no shortages occur at the JH.
- Utilize Smart Music for future assignments next school year.
- Help students practice more intelligently with a type of focused approach, so they can become more efficient.
- Middle school bands are working to find ways to help students with financial difficulties afford private lessons.
- Our goal is to maintain this momentum to serve the community with the finest instrumental music program available anywhere.

Evidence of success/student performance:

DHS Band

- Marching Band placed in the top 12 at both BOA Houston Regionals. The band also placed 4th at Area and top 30 at the UIL State Marching Contest.
- All 4 concert bands received Division 1 ratings from all 6 judges at the UIL C&SR evaluation.
- We had a record number of students placing in and advancing in the All Region process:
 - Abesira Daniel, Flute (**Advanced to Area**)
 - Danielle Williams, Flute
 - Kealynn Price, Flute
 - Mikayla Rios, Flute
 - Annie Velazquez, Flute
 - Jaidah Lopez, Flute
 - Melanie Coro, Piccolo (**Advanced to Area**)
 - Cailyn Nguyen, Oboe
 - Ella Morgan, Oboe
 - Derrick Adams, Bassoon
 - Abigail Messina, Bassoon
 - Aiden Trahan, Bassoon
 - Carina Cantu, Bassoon
 - Alex Duran, Clarinet (**Advanced to Area**)
 - Daniel Soto Vale, Clarinet (**Advanced to Area**)
 - Caroline Korenek, Clarinet
 - Rebecca Pliske, Clarinet
 - Isabella Vega, Clarinet
 - Gabriel Harper, Clarinet
 - Elias Rodriguez, Bass Clarinet (**Advanced to Area**)
 - Jazlynn Davis, Bass Clarinet
 - Jesse Williams, Bass Clarinet
 - Trae Allen, Alto Saxophone
 - Damaris Moran, Alto Saxophone
 - Clara Grice, Alto Saxophone
 - Jason Gregory, Tenor Saxophone
 - Julian Romero, Tenor Saxophone
 - Jeremiah Keys, Baritone Saxophone (**Advanced to Area**)
 - Trevor Seeley, Trumpet (**First Chair, All-State**)
 - David Barahona Salazar, Trumpet (**Advanced to Area**)
 - Jassie Garabiles, Trumpet
 - Daniel Ontiveros, Trumpet
 - Corbin Hebert, Trumpet
 - Max Magliolo, Trumpet
 - Jeremiah Spriggins-Davis, Trumpet
 - Vincent Galvan, Trumpet
 - Uriel Garcia, Trumpet
 - Jaelyn Waller, Trumpet
 - Allison Decker, French Horn
 - Brady Korenek, French Horn (**Advanced to Area**)
 - William Creel, Tenor Trombone (**Advanced to Area**)
 - Arian Saavedra, Tenor Trombone
 - Bryson Eames, Tenor Trombone
 - Matthew Maloney, Tenor Trombone
 - Alejandro Soto Vale, Tenor Trombone
 - Edgar Douglas, Bass Trombone
 - Angelo Bigueras, Euphonium
 - Brenden Griffith, Euphonium
 - Agustin Perez, Euphonium
 - Kevin Reyna, Euphonium

- Brendan Dunn, Tuba
- Tristen Burkhardt, Tuba
- Nathan Darrow, Percussion (**Advanced to Area**)
- Moises Renovato, Percussion
- Aiden McGill, Percussion
- Jonathan Sarmiento, Percussion
- Raiden Schwertz, Percussion
- Brae Hudson, Percussion
- Collin Wilson, Percussion
- Thomas Fertitta, Percussion
- Dylan Magee, Percussion
- Katherine Falco, Percussion
- Mason Saunders, Percussion
- Landon Tisdale, Percussion
- Matthew Barnes, Percussion

MJHS Band

- **Region Band**

18 of our students made the All-Region Band

- Sherlyn Beltran, Flute
- Arianna Padilla, Flute
- Santiago Perez, Tenor Saxophone
- Maddox Koehler, 1st Chair Bass Clarinet and Region Orchestra
- Matthew Martinez, Bass Clarinet
- Tanya Cardenas, Contrabass Clarinet
- Caroly Morales, French Horn
- Valerie Benavides, French Horn
- Yvette Hudson, French Horn
- Aislinn Rodriguez, Clarinet
- Landon Jennings, Alto Saxophone
- Ashley Siquin Ordonez, Alto Saxophone
- Logan Gatliff, Alto Saxophone
- Grayson Knutson, 1st Chair Baritone Saxophone
- Kaiden Depoyster, Trumpet
- Kevin Hinojosa, Trombone
- Ashley Ramirez Miranda, Euphonium
- Jackson Brummer, Percussion

9 of our students made the All-District Band

- Violet Stonecipher, Oboe
- Khang Cao, French Horn
- David Jaimes, French Horn
- Austyn Aimes, French Horn
- Emily Gothard, Clarinet
- Victoria Sanchez, Clarinet
- Allison Ajiataz, Alto Saxophone
- Archer Villaverde, Trumpet
- Kristoffer Thomas, Trombone

- **Solo and Ensemble Competition**

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

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

Honors, Symphonic, and Concert Band earned the Sweepstakes Award (1's on Stage and Sight-Reading).

- **Music Festival**

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

KJHS Band

- **Region Band-** 47 out of 61 students who auditioned made District Band. 41 students made the Region Band. 10 students reached the highest chairs and placed in the Region Orchestra. Kranz for the continues to have the most students making Orchestra, Region, and district compared to every school in the region. In the past 4 years the Dickinson Junior Highs have had 235 students make region band that potentially continue into the high school band, which is significantly more than any other school district in Region 17. Results Here:

✚ KRANZ REGION RESULTS

- 100% participation at solo contest every year from our second year and third year players. 110 students earned a 1st division.
- **UIL competition:** Honors, Symphonic Band, and Concert Band all earned a Sweepstakes Award. The Honors band performed a Suite in Eb this year which is some of the highest level of literature that most top high school band programs consider playing. The Symphonic Band also played music above their required grade level.
- **National Recognition:** After being selected as one of only four bands in the nation to perform at the Midwest Clinic, the most prestigious band clinic in the United States, we were awarded the John Philip Sousa Sudler Cup. In the forty one year history of this honor, only 62 middle schools have received this award, and we were the only band in 2025 to be recognized. For the fifth consecutive year, the Kranz Band was recognized as one of the top bands in the nation in the Mark of Excellence Competition. We plan to submit again this year and hope to earn that distinction once more.
- **Kranz Jazz Band-** has performed numerous times for the Dickinson community this school year and has been a spotlight on our students playing different styles of music and learning how to improvise and be creative. Students competed at the Clear Falls Jazz Festival and received 1st place and finished 2nd place overall against high school jazz ensembles for the second consecutive year!
- **Music Festivals-** Kranz Honors Band was crowned grand champion at the Shadow Creek Showcase which we competed against some top level schools that consistently placed top 4 in the state.

DJH Band

● **Region Band**

16 of our students made the All-Region Band

- Mark Borisov, Flute
- Alyce Melendez, Flute
- Charles Dennis, Clarinet
- Hailey Hoch, Clarinet
- Kai Sermons, Bassoon – **All-Region Orchestra, First Chair Overall**
- Sebastian Garcia, Alto Saxophone
- Cruz Caballeron De Leon, Trumpet
- Senai Daniel, Trumpet
- Miles Donahue, French Horn
- Aaron Hernandez, Trombone
- Christian Borisov, Trombone
- Eli Santiago Romero, Euphonium – **First Chair Overall**
- Brock Phillips, Euphonium – **Second Chair Overall**
- Aaric Keith, Tuba
- Carson Ellis, Percussion – **All-Region Orchestra, Third Chair Overall**
- Matteo Cortes, Percussion

10 of our students made the District Band

- Mackenzie Martinek, Flute
- Tristen Rico, Oboe
- Jayde Gratz, Clarinet

- Angel Lopez, Bass Clarinet
- Roman Sa, Alto Saxophone
- Anthony Cummings, Trumpet
- Christian Garza, Trombone
- Cameron Wiggin, Percussion
- Silas Gonzales, Percussion

Essynce Callahan, Percussion

- **Solo and Ensemble Contest:** We had 99 students play in front of a judge and participate in our solo contest, and 90 of them received a 1 (Superior rating) on their performance, with the other 9 students receiving a 2 (Excellent rating). We also had 10 ensembles perform for a judge, all of whom received a 1 as well.
 - UIL Concert and Sight Reading: Honors and Symphonic Band earned Sweepstakes (Straight 1's) for their UIL performances, and Concert Band earned 2's (excellent ratings) on stage and 1's (superior ratings) in sight-reading.
- Festivals: Our Honors, Symphonic, and Beginner Bands earned straight 1's (Superior ratings) from all three judges, as well as outstanding section awards from all three judges. Symphonic Band also won first runner up overall in their classification.

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

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

Dickinson ISD Choral Program

Zachary Foster (DHS), Brittany Fuentes (DHS), Abraham Villarreal (MJH), Imani James (KJHS) Joseph Akers(DJH)

Brief summary of new procedures/events/activities:

- The choir program at DHS gave 5 full concerts this year, our Fall Preview Concert, Broadway on the Bayou, Sounds of the Season Christmas Concert, our Pre- UIL concert, "Luminous", our astral themed Pop Show as well as a send off concert for Madrigal Concert. All were well received, featuring a number of individual performances alongside full choral performances.
- The JH Choirs have continued to retain a friendly but competitive spirit.
- The HS directors judged a Pre-UIL event hosted for and by the JH directors as they prepare for UIL Concert and Sight Reading Contest in March
- The JH and HS Choirs collaborated for a successful National Anthem performance at Jr.High night.
- The HS hosted multiple joint HS/JH Choir recruitment/social events that were well attended and resulted in our highest enrollment ever anticipated for the 2026-2027 year
- The HS Varsity Choir toured during the holiday season, visiting 3 of our 7 elementary schools as well as several spots around town, including the Rotary Club, the Clear Creek Retired Teachers Association, Orchard Park Assisted Living, and at UTMB. Additionally, they were invited to and performed at the historic Galvez Hotel in Galveston

Pertinent Statistics:

- DHS Choir enrollment: 148 (male 59, female 89) across 8 ensembles and AP Music Theory
- MJHS Choir enrollment: 74 (male 42, female 32)
- KJHS Choir enrollment: 86
- DJH Choir enrollment: 75

Plans for Improvement:

- DHS will continue to attend the Houston Madrigal and Chamber Festival in March 2027 for the 3rd year, 5th at this type of festival overall. We will be represented by 3 ensembles-Concordia (Varsity Mixed), Sonare (Varsity Tenor-Bass), and Luminaria (Varsity Treble). DHS will be adding the Varsity Tenor-Bass and Treble choirs as well as a new NV Treble to take 7 choirs to UIL (Varsity Mixed, Tenor-Bass, Treble; NV Tenor-Bass & Treble x2, Sub NV-Treble). Our two primary Non-Varsity Treble and Tenor Bass choirs will be attending Kemah Choir Days in November. Additionally, we are bringing 3 Choirs (Varsity Treble, Non-Varsity Treble, Sub-NV Mixed) to Shadow Creek Choral Festival
- Keep working on growth and quality of the choral program at DHS and district wide. The district directors collaborated this past year on a successful JH Night at the Varsity Football game and look forward to even more success next year. More social and choral events are already planned and underway for the Fall of 2026.
- Continued implementation of a “mock” UIL for the 6th grader choirs (hosted by the JHs).
- Working on building a 5th Grade Honor Choir to more closely align with similar districts across the state
- Continue to work closely with the choral team to vertically align the choral curriculum through all levels.
- BMS is gaining ground on changing the culture of choir at school and working closely with theatre to provide other outlets and opportunities for performances.
- DHS Choir will be traveling to Disney World in Spring 2027 with intention to perform again at Festival Disney

Evidence of student success/performance:

DHS

- 60 students auditioned for the Region 17 Mixed, Treble, and Tenor-Bass Choirs with 20 students earning a place in one of these 3 prestigious ensembles. Of those, 8 placed into the Region Mixed Choir with 5 qualifying for Pre-Area Auditions in December. 2 of those then advanced to the Area (final) round of auditions with Junior William Creel securing a spot in the Texas All State Mixed Choir as 1st Chair, Bass 2.
- DHS greatly improved their UIL Concert and Sight Reading scores with all 4 UIL choirs earning a Sweepstakes rating with 3 of the 4 receiving a “clean sweep”, indicating a unanimous judging panel
- DHS Choir found immense success at the Houston Madrigal and Chamber Choir Festival; Luminaria (Varsity Treble) earned Straight Superior ratings; Sonare (Varsity Tenor-Bass) earned Straight Superior ratings as well as 2nd Runner-Up in the Elite Tenor-Bass Division; Concordia also earned Straight Superior ratings, as well as placing 2nd Runner-Up in the Chamber division, our highest finish at this festival. Side note- we were the only choir to receive a standing ovation after our performance and received much acclaim for this performance
- DHS Choir found another round of great success at the Shadow Creek Choral Festival, our first time taking any groups to this contest. Under the direction of Mrs. Fuentes, the Select NV Treble Choir as well as our Beginner Mixed Choir both received Straight Superior ratings
- The DHS choir department was vital to the success of our musical productions. The majority of our Varsity choir was involved in some capacity in the All-District Musical either as a lead or chorus, receiving Tommy Tune nominations across the board, specifically Best Musical, Best Ensemble, and Best Musical Direction.
- 54 students medaled at the Region 17 Solo and Ensemble Contest earning 1s across 35 Solo performances, 2 Small Ensembles (program firsts), and 1 Madrigal. Of these, 32 students qualified for the Texas State Solo and Ensemble Competition in May.
- An increase in inter-program recruitment, DHS hosted our JH programs multiples times with successful social events aimed at increasing inter- and intra- program participation and network
- Noticeable increase in program and classroom morale as well as many social events throughout the year led by our officers.

McAdams Junior High

Brief summary of new procedures/events/activities:

- The choir program at MJH gave 4 full concerts this year, our Fall Preview Concert, Christmas Concert, our Pre-UIL concert, and Pop Show. All were well received, featuring a number of individual performances alongside full choral performances.
- The HS directors judged a Pre-UIL event hosted for and by the JH directors as they prepare for UIL Concert and Sight Reading Contest in March
- The JH and HS Choirs collaborated for a successful National Anthem performance at Jr.High night with over 100 students in attendance to sing.
- The HS hosted multiple joint HS/JH Choir recruitment/social events that were well attended and resulted in our highest enrollment ever anticipated for the 2026-2027 year

- MJH also hosted several social events at their home campus for their students to build relationships and form a real sense of community and comradery.
- Both the Varsity Tenor Bass and Varsity Treble Choirs also performed for the incoming 5th graders alongside the best of our 6th grade choir members.

Pertinent Statistics:

- MJHS Choir enrollment: 135 (male 45, female 90)

Plans for Improvement:

- _____
- The McAdams Junior High Choir program will continue to grow its presence in adjudicated and invitational events by participating in age-appropriate choral festivals throughout the 2026–2027 school year. The program will be represented by multiple ensembles, including Varsity Treble, Varsity Tenor-Bass, and developing Non-Varsity groups. Select ensembles will attend a spring choral festival experience to build performance readiness and expose students to high-quality adjudication early in their choral journey.
- The Junior High program will expand its participation in UIL by preparing multiple ensembles, including Varsity Treble, Tenor-Bass, and Mixed Choirs, as well as Non-Varsity Treble and Tenor-Bass groups. This increased participation will allow more students to experience the UIL process and develop foundational skills in sight-reading, tone production, and ensemble performance.
- Primary Non-Varsity Treble and Tenor-Bass choirs will participate in a fall festival experience (such as a local choir day event) to provide early performance opportunities and build confidence before the UIL season. Additional ensembles may attend a spring festival to further reinforce growth and musicianship.
- The Junior High choir program will continue focusing on overall growth and quality by strengthening recruitment and retention efforts. Collaboration between Junior High and High School directors will remain a priority, including events such as a combined “Choir Night” at a varsity football game to build community, visibility, and program pride. Additional social and musical events will be planned to increase student engagement and program cohesion.
- Next year we will also plan to host a middle school honor choir to hook students into the program before they get on our campus in the fall.
- A continued emphasis will be placed on implementing “mock UIL” experiences for beginning choirs, particularly 6th grade ensembles. These experiences will help students become familiar with performance expectations, adjudication procedures, and sight-reading components in a supportive and educational environment.
- Efforts will continue toward building a strong pipeline by supporting and potentially developing a 5th Grade Honor Choir in collaboration with feeder elementary schools. This will help align the program with successful models across the state and strengthen early interest in choral music.
- The Junior High directors will work closely as a team to vertically align curriculum across all grade levels, ensuring consistent development of vocal technique, music literacy, and performance skills from beginner through advanced ensembles.
- The program will also continue collaborating with other fine arts departments, such as theatre, to create additional performance opportunities and strengthen the culture of the arts on campus.
- Finally, the Junior High Choir program will explore opportunities for an educational performance trip (such as a regional or national festival experience) to provide students with a meaningful long-term goal and reward for their musical growth and commitment.

Evidence of student success/performance:

- 19 students auditioned for the Region 17 Choirs with 9 students earning a place in one of these 2 prestigious ensembles. Of those, 8 placed into the Region Mixed Choir and 1 student in the Treble Choir.
 - Iliana Rodriguez 6th Chair Soprano 1/Mixed Choir

- Brittany Hedrick 7th Chair Soprano 2/Mixed Choir
 - Emily Mazedra 16th Chair Soprano 2/Treble Choir
 - Yara Angeles 6th Chair Alto/Mixed Choir
 - Evan Bennett 2nd Chair Tenor 1/Mixed Choir
 - Hunter Hoke 3rd Chair Tenor 1/Mixed Choir
 - Eduardo Chavez 6th Chair Tenor 1/Mixed Choir
 - Elias Martinez Cruz 12th Chair Tenor 1/Mixed Choir
 - Kristoffer Thomas 12th Chair Tenor 1/Mixed Choir
- MJHS greatly improved their UIL Concert and Sight Reading scores with our Treble Choir earning an Excellent rating on stage and an average rating in sight-reading. Our Tenor Bass choir also earned a Sweepstakes rating receiving a “clean sweep”, indicating a unanimous judging panel.
 - MJHS Choir found immense success at Shadow Creek Choral Festival earning an overall superior rating from their judges. A choir made up of mostly 6th Grade students with a few members of our intermediate choirs.
 - The MJHS choir department was vital to the success of our musical production. We had over 15 choir students involved with the spring musical and helped bring the performance to the next level of musical greatness.
 - Currently, we have 29 solos and ensembles working in hopes of receiving a superior rating at our Solo & Ensemble competition in two weeks.
 - An increase in inter-program recruitment, DHS hosted our JH programs multiples times with successful social events aimed at increasing intermingling between schools.
 - Noticeable increase in program and classroom morale as well as many social events throughout the year led by our officers.

Kranz Junior High

- Kranz JH has achieved significant successes this year.
- 2 Students (1 Soprano and 1 alto) performed in the Treble Region Choir
- 3 Students (1Bass and and 2 Sopranos) performance in Mixed Choir.
- 2 Students (Soprano 1 and 2) placed in 1st chairs of their audition zones
- Treble Varsity Choir achieved Sweepstakes
- Kranz Gator Choir Council (KGCC) is composed of 27 students from all choirs.
- Kranz Hosted UIL and KGCC facilitated logistics (transitions, assisting directors in the sight-reading and warm-up room, communication of issues, guides for questions concerning locations, preparing spaces for the event, resetting spaces after event was completed, and etc.).
- 6th Grade and Mixed 7/8th grades will be attending Shadow Creek Festival
- Varsity Treble performed in Pep Rally’s for the first time. singing the National Anthem
- Varsity Treble performed in Veteran’s Program

Dickinson Junior High

- Fall, Winter, and Spring Concert. Other performances include: Dedication Ceremony, Veterans Day Program, In-class pop up shows, and School Meet and Greets
- 13 Region choir auditionees (38% of 7-8 graders), 5 Region Members (38% of auditionees) , 11 Superior rated soloist at Solo Contest 2 Excellent rated soloist. 2 Sweepstakes at Concert and Sight-Singing Contest.

General evaluation

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

Dickinson ISD Elementary Music Program

Melanie Wiggen (HRES), Tyler McCord (KELES), Angela Guidry (SLES), Landon Petersen (LES), Ashley Brown-Endler (CRES),

1. New procedures

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

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

San Leon-542	Calder Road-672	Lobit ES- 567	Lobit (5 th) - 247
K.E. Little-577	Hughes Road-670		Barber (5 th) -337
Silbernagel-634	Bay Colony-675		Dunbar (5 th) - 327

3. Plans for improvement and enhancement of efforts

- DISD elementary music teachers are using every opportunity to connect music to concepts and TEKS the students are learning in other subject areas.
- Rewrite the DISD curriculum for elementary music to ensure all students are receiving the instruction necessary to be successful in both middle school and secondary fine art programs.
- ALL elementary music teachers have been to Kodaly Level 1 and will attend Orff Level 1 in the summer being trained in both methodologies will support both our choral and instrumental programs in the higher grades
- Orff and Kodaly is now fully implemented as a blended approach, supplemented with Quaver Music..

4. Evidence of success/student performance

- We continue to have Quaver’s *Marvelous World of Music* serve as a curriculum resource, assessment, and grading platform. This will be the starting point for ensuring our students are ready for secondary programs after exiting elementary.
- Every student in K-5 has the opportunity to perform each year at every school.
- Many schools offer extracurricular musical ensembles and programs that are available to all students on campus, including after-school choirs, UIL Music Memory and more.

At Silbernagel Elementary, each grade level receives 60 minutes of music instruction per week, and every student has at least one opportunity to perform for an audience during the school year. Music instruction is developmentally sequenced to build students’ musical understanding and skills as they progress through each grade level. In PreK and Kindergarten, instruction is centered on the Kodály approach, where students develop phonological awareness of musical concepts such as fast vs. slow, high vs. low, steady beat vs. unsteady beat, and long vs. short through singing, movement, and listening activities. In 1st grade, students begin learning solfège using the S–M–L intervals and start reading basic rhythmic patterns, including quarter notes, paired eighth notes, and quarter rests. In 2nd and 3rd grade, instruction incorporates the Orff approach, using movement, musical exploration, and instrument playing to strengthen music literacy and instrumental skills. Students work with classroom instruments such as drums and xylophones while developing their understanding of rhythm and pitch. By 3rd grade, students begin reading standard musical notation and apply their knowledge through singing, instrument playing, and creative musical activities. Performances and programs throughout the year include the 3rd Grade Veterans Day Tribute, the 2nd Grade Holiday Special, the 1st Grade Spring Musical, Kindergarten Celebrations, and the PreK Showcase. We also continued our after-school music program, rebranded as *Silbernagel Sound*. This program is centered around the Orff approach, where students learn and create a variety of Orff arrangements using the *Music for Children* volumes by Carl Orff and Gunild Keetman. Dickinson ISD Fine Arts has provided extensive summer professional development opportunities for PK–5 music teachers. Teachers have had the opportunity to complete Kodály Level I and Orff Levels I and II training. These trainings equip teachers with the skills and pedagogical knowledge needed to strengthen their music programs and achieve higher levels of student performance. Strong music instruction at the elementary level builds a solid musical foundation for students and supports the continued success of secondary fine arts programs.

The music program at Lobit Elementary has been thriving this academic year. Each grade level has received 60 minutes of music instruction per week, and students have had at least two chances to perform for an audience. Our new classroom instruments have been available throughout the school year, and students have showcased their skills during events such as Go Texan Day, Veteran's Day, Winter Holidays, and the spring season. Third graders were able to use these new instruments during their ‘Music of Our World’ drum and singing program! Mr. Petersen's Kodaly and Orff Level PD

levels have been instrumental in developing music and creativity skills in our students, who can now sight-sing based on hand movements, understand a variety of musical concepts, and learn a rich repertoire of folk and cultural songs.

At San Leon Elementary we have had a great year exploring our instruments this year. We played several different melodic and rhythmic ostinatos on various pitch and unpitched percussion instruments. This was pivotal in developing and extending the students' knowledge of the musical concepts in our Elementary Scope and Sequence. The Kodaly and Orff training Ms. Guidry participated in helped our program by including lots of Folk Songs that students grew to love through singing games and then moving those songs to instruments where we played simple sol, mi, la patterns. Each grade level received 60 minutes of music each week. Grade levels Pre Kindergarten - 3rd grade all had the opportunity to perform on stage for the whole school and at night for the parents. We did a Veteran's Day program, a Christmas musical, a musical written from a book about Jungle animals that featured a song played on orff instruments, and two that included color songs and songs we had sung over the year. Our kindergarteners used some instruments in their end of year program to play along on different songs that highlighted simple rhythm patterns and steady beats. This year our 3rd graders had the opportunity to learn to play the recorder. We will end the year with a Talent Show! San Leon also participated in UIL Music Memory. It was a great year in Music at San Leon!

This year at Calder Road Elementary, music has been an engaging, creative, and meaningful experience for all students, as they explored musical concepts through singing, movement, instruments, and hands-on activities that encouraged both confidence and expression. First through third grade students received 60 minutes of music instruction every six days, continuing to build strong skills in rhythm, melody, and performance, while our Pre-K students attended music for 30 minutes every other day during the six-day rotation. Pre-K music instruction focused on foundational musical skills through movement, play-based learning, and interactive experiences that supported all learners. Using Kodály resources, the Quaver curriculum, and Orff Schulwerk approaches, students developed a deeper understanding of music through singing, speech, movement, and instrument play, with Orff strategies especially evident in both classroom learning and performances as students created, explored, and performed using a variety of instruments in a collaborative and engaging way, while also making connections between music and emotions as well as links to other core subjects. Throughout the year, students had multiple opportunities to perform, including programs for Veterans Day, the winter season, a multicultural celebration, and an end-of-year performance, all of which highlighted not only their musical growth but also their ability to work together and perform with confidence. Students demonstrated their learning through expressive singing, steady rhythmic playing, and creative movement, and Calder Road also proudly participated in UIL Music Memory, strengthening students' listening skills and music literacy. From dancing and singing to playing instruments and performing on stage, music has been a vibrant and joyful part of the school community, making it truly an incredible year of growth, creativity, and musical success at Calder Road.

The Hughes Road Elementary music program gives all Pre K-3 students the opportunity to shine and learn about the many aspects of music. They receive 60 minutes of music once a week.. Through singing, playing, movement, listening, playing games and discovery, the students utilize the instruments, manipulatives, puppets, and new resources we received this year. They perform for our campus and for our families with a Veterans' Day program, a Christmas program, Multicultural celebration, grade level music celebrations, and holiday and end of year all-school singalongs. Hughes Road's UIL Music Memory team of 3rd graders took home two 1st place awards and a 5th place! The 2nd grade team took home a 2nd place. Our year has been jam packed with steady beat, creative movement, solfege, rhythm reading and playing, and using our voices to sing amazing songs. We love our music at Hughes Road Elementary!

In Bay Colony Elementary, we learned concepts through movement, instruments, manipulatives, dancing, discussion, puppets, and games. We explored grade-level concepts in rhythm, melody, beat, performance markings, form, partwork, singing, instrumentation, music history, musicality, and musicianship, as well as social-emotional skills and conversations. Outside of the classroom, Bay Colony expands their expression of music through grade-level shows for K-3 grade, at UIL Music Memory for 2nd and 3rd grade, and at our Talent Show for PK-3 grade at the end of the year. In their shows, students explored singing, dancing, and public speaking in a performance setting. Several grades took on performing melodic percussion, unpitched percussion, auxiliary percussion, and ukuleles, as well as dancing in ballet, hip hop, tutting/vogueing, and folk dancing styles. Several grades also displayed working together while demonstrating folk games. During UIL Music Memory preparations and competition, students expanded their social-emotional skills as well as their academic skills. They collaborated with their classmates to express the different characteristics of each selection,

identified the full names of each selection and composer, and persevered within themselves as well as cheered on their teammates. At our Talent Show, students express their own unique passions by performing their own skills for the school to cheer on. At Bay Colony, there are many ways to expand on musicality and musicianship, and yet it is so exciting to brainstorm the many more ways we can grow next!

At K.E. Little Elementary the students had such a wonderful year exploring all of the instruments we have. The Music Club at Little also had a tremendous year as we finished our 5th annual concert. We played 3 Orff songs, 2 Bucket Drum songs, 1 Boomwhacker song, played in a Drum Circle, and sang 1 song in a different language (that also incorporated a dance with the song). In regular music class the students play on Orff instruments, Ukulele, Recorders (from time to time), Drums, Drum sets and a bunch of other percussion instruments. Each class gets a total of 60 minutes each time they come to music. Each grade has a program that we perform both for the school and families. 3rd Grade had their Veterans Program, 2nd Grade had their Christmas Program, 1st Grade did a program named "It's a Hit" and PreK/Kindergarten are preparing for their Graduation Program at the end of the year. 6 years ago, Little was awarded a \$10,000 grant to acquire a great assortment of new instruments and they get used daily. On top of playing instruments, we also sing every single day. We sing folk songs and the games that accompany them. We also sing and play movement activities as well. To say this year was great is an understatement and I can not wait to see what is in store for next year!

Dickinson ISD Theatre Program

DHS-Laurel Powell, Marisa Hataway, Roxanne May; KJHS- Jonathan Kyle Crawford, Amanda Mutz; MJHS-Tara Jones; Dickinson JH-Gerik Lyssy and Sammie Pierce

Enrollment Numbers DHS Theatre

Technical Theatre - 109

Musical Theatre - 28

Structure Needs Theatre - 14

Theatre 1 - 50

Upper Level Theatre (includes Adv Th 1, Theatre 2, Theatre 3, Theatre 4, and Theatre Production) - 86

Season

On the Spot Improvisation Show - September

All - District Musical *The SpongeBob Musical* (involves K - 12 in the entire district) - October

Scene It All Mainstage Showcase (22 individual events for Texas Thespians) - November

Tuck Everlasting (Winter Musical - HS only) - January

One Act Play Contest - February - April (District Champs)

Prose and Poetry Contest - March (Alternate to State)

Musical Revue - May

Senior Directed One Act Plays (7 seniors directing a 40 minutes show) - May

The department was awarded the Texas Educational Theatre Association Award of Distinction for Theatre Excellence for our campus for the 2nd year in a row.

Department Student Leadership was awarded the Gold Status Honor Troupe from Texas Thespians for the third year in a row.

Head Director was inducted into the Texas Thespians Hall of Fame in January for her work as a theatre educator for over 20 years. Only presented to 2 teachers a year.

Dickinson High School Theatre Accolades include:

All-District *The SpongeBob Musical*

Tommy Tune Nominations

Outstanding Technical Achievement

Outstanding Musical

Outstanding Ensemble

Outstanding Lead Actor

Levi Albright as SpongeBob
Zya Williams as SpongeBob
Diego Torres as Patchy the Pirate
Johanna Nolder as Sandy Cheeks
Outstanding Supporting Lead Actor
Darren Stuart as Sheldon Plankton
Elijah Camacho as Sheldon Plankton
Tinzley Bass as Patrick Star
Mason Shirley as Squidward
Ethan Flores as Mr. Krabs
Outstanding Actor
Kaydence Austin as Karen
Outstanding Singer
Mantis Smith as Perch Perkins
Outstanding Director - Laurel Powell
Outstanding Music Direction - Zachary Foster & Brittany Fuentes
Outstanding Choreographer - Olivia Powell
Outstanding Lighting Designer - Izabella Rangel
Outstanding Sound Designer - Anaya O'Day & Kendall Quick
Outstanding Scenic Designer - Roxanne May & Stephanie Hanson
Outstanding Stage Management - Gabrielle Cantu
Outstanding Costume Design - Kaycee Pride, Monica Galvan, Colleen Sparks

Texas Thespians Festival

National Qualifiers

Playwriting - Ethan Flores
Contrasting Monologues
- Ruthie Rutovic
- Mantis Smith
- Charlizce Yearwood
Two Person Acting
- Emilio Martinez & Dereon Jones
- Levi Albright & Elijah Camacho
Solo Musical
- Kailynn Cavazos
- Diego Torres
Two Person Musical
- Ethan Flores & Aiden Walker
Solo Musical Theatre Dance
- Olivia Powell
Theatre Marketing - Jordan Emmitte
Team Mask Design - 3rd place
Allie Davis, Annie Calzoncit, Josie Bishop, Adelaide Barker
Improv Team
Kaydence Austin named All Star Improviser
Outstanding All Star Troupe Table Design - Viva Bass, Olivia Cantu, Ruthie Rutovic, Ethan Flores, Kailynn Cavazos

Virtual Submissions Texas Thespians

National Qualifiers

Playwriting
- Jaxson Carr
Group Musical
- Aryanna Bruce, Allie Davis & Alyssa Clark
Solo Musical
- Jaxson Carr

- Johanna Nolder
- Solo Musical Theatre Dance
- Kaydence Austin
- Two Person Acting
- Alayah Davis & Miosotis Mejias Diaz
- Stage Management
- Gabrielle Cantu

Tuck Everlasting

Tommy Tune Nominations

- Outstanding Technical Achievement
- Outstanding Musical
- Outstanding Ensemble
- Outstanding Lead Actor
 - Olivia Powell as Winnie Foster
 - Kailynn Cavazos as Mae Tuck
 - Dereon Jones as Man in the Yellow Suit
 - Levi Albright as Hugo
 - Diego Torres as Miles Tuck
 - Aiden Walker as Jesse Tuck
- Outstanding Supporting Lead Actor
 - Elijah Camacho as Angus Tuck
 - Ethan Flores as Constable Joe
- Outstanding Actor
 - Aiden Walker as Jesse Tuck
 - Levi Albright as Hugo
 - Dereon Jones as Man in the Yellow Suit
- Outstanding Singer
 - Kailynn Cavazos as Mae Tuck
 - Diego Torres as Miles Tuck
- Outstanding Director - Laurel Powell
- Outstanding Music Direction - Zachary Foster & Brittany Fuentes
- Outstanding Choreographer - Olivia Powell
- Outstanding Lighting Designer - Izabella Rangel & Annie Calzoncit
- Outstanding Sound Designer - Anaya O'Day & Kendall Quick
- Outstanding Scenic Designer - Roxanne May
- Outstanding Stage Management - Stephanie Hanson
- Outstanding Costume Design - Kaycee Pride, Monica Galvan, Colleen Sparks

Tommy Tune Finalists

- Outstanding Musical - Tuck Everlasting (*1 of 8 Musical Finalists in the Greater Houston Area*)
- Outstanding Director - Laurel Powell (*1 of 10 Finalists*)
- Outstanding Scenic Designer - Roxanne May
- Outstanding Singer - Kailynn Cavazos & Diego Torres (*2 of 13 Finalists*)

65 Different High Schools entered the Tommy Tune Awards with 71 musicals submitted.

UIL Theatrical Design

4 submissions for Theatrical Design.

UIL One Act Play

Zone Contest

- Outstanding Technical Crew for Contest
- Outstanding Technician - Stephanie Hanson & Kellie Berrones
- Honorable Mention All Star Cast - Ethan Flores & Kailynn Cavazos
- All Star Cast - Aiden Walker & Dereon Jones
- Best Performer - Olivia Powell
- 1st Place Advancing Show (All 3 judges ranked our show 1)

District Contest

Outstanding Technician - Gabrielle Cantu
Honorable Mention All Star Cast - Aiden Walker & Dereon Jones
All Star Cast - Olivia Powell & Kailynn Cavazos
District Champs - Advancing Show to Bi-District

Bi-District Contest

Outstanding Technical Crew for Contest
Outstanding Technician - Viva Bass
Honorable Mention All Star Cast - Dereon Jones
All Star Cast - Kailynn Cavazos & Olivia Powell

UIL Prose and Poetry

District Level

Prose

Jordan Emmitte - 2nd place; advanced to Region
Jaxson Carr - 3rd place; advanced to Region
Karis Ellis - 6th place; Regional Alternate

Poetry

Alayah Davis - 1st place; advanced to Region

Region Level

Prose - Jordan Emmitte - 4th place; alternate to State

The MJHS Theatre Department led by Tara Jones-Wright serves 144 students in various sections of Intro to Theatre, Theatre 1, 2, and Theatre 3 Production classes. During the 2025-2026 school year, the McAdams Royalty Theatre Company was able to produce a 4 show season (*Miss Nelson is Missing*, *The Charlie Brown and Snoopy Show*, *The Caucasian Chalk Circle*: UIL One Act Play, and *Footloose: Youth Edition*). We are proud to say that the year started with a recognition: the department was awarded the Texas Educational Theatre Association Award of Distinction for Theatre Excellence for the 1st time.

The Theatre 3 Production class continues to be filled with highly motivated 7th and 8th grade theatrical students committed to putting on productions for the campus. Within the first 9 Weeks of school, the Production class kicked off with auditions and rehearsals for the first play of the year, *Miss Nelson is Missing!*. This production was performed for the public over two evenings and had audiences roaring with laughter. The Production Class also performed the show for 600 students of McAdams during the school day and for the 4th graders of Dunbar Middle School that travelled to McAdams to watch the show during the school day. The production class had enough talent to Double-Cast the performance. The company included 18 actors and 3 technicians. The show was rehearsed entirely during class, with the exception of tech rehearsals the week of the show occurring after school and every student had a role or technical job that served the production. Set construction, Lighting Design, and Sound was also accomplished through the Production Theatre Class.

The Intro to Theatre classes (6th Graders) put on the Third Annual *Charlie Brown and Snoopy Show*. 3 sections of Intro classes performed where a total of 61 students performed for invited parents and elective classes during the school day. Of those 61 students, 19 were featured in the evening performance: *The Best of the Best in The Charlie Brown & Snoopy Show*. 8 Production Class students served in Technical Crew roles during the school day and evening performances. The evening performance had 60 tickets purchased online and about 80 tickets sold at the door.

Before the winter break, the Production Students performed a 10 minute version of *Charlie Brown Christmas* for the incoming 5th grade students. The performance was a collective showcase of the campus Fine Arts Programs to showcase student talents and increase awareness of the program before spring course selections were to begin.

The McAdams Theatre Department transitioned into the UIL One-Act Play Season with the play *The Caucasian Chalk Circle*. This show was open to all Theatre Students to audition for and was rehearsed entirely after school. The play was performed for the public in the evening and for all the 8th grade RLA classes during the school day. The company included 16 actors and 4 technicians. This year, McAdams traveled to DickinsonJH for the contest for: On-Site Rehearsals, Zone A, Zone B, and District. McAdams Theatre advanced from Zone (placing 1st) and received several awards that will be listed below. At the District contest, McAdams incorporated the feedback from the Zone Adjudicator, and was able to take home 1st Place! Students also received several individual recognitions at the District Level.

Zone Awards

1 All-Star Tech Award - Riley Hernandez

Outstanding Technical Crew Overall -

Madilyn Romero, Riley Hernandez, Alanna Alvarez, & Paige Spendlove

2 Honorable Mention All-Star Cast Awards - Kaiden DePoyster & Eli Spencer

1 All-Star Cast Awards - Marlena Rios

1 Best Performer - Aeryn Marak

1st Place Ranking (Out of 6 Schools)

District Awards

1 All-Star Tech Award - Madilyn Romero

2 Honorable Mention All-Star Cast Awards - Kaiden DePoyster & Eli Spencer

2 All-Star Cast Award - Marlena Rios & Ayla Gonzales

1 Best Performer - Aeryn Marak

1st Place in the Contest (12 Schools Total)

This is the 3rd Consecutive year that McAdams Theatre has Won 1st Place at the District Contest winning the entire contest. Every company member was recognized for their contribution to the play's story-telling at the District Board Meeting. The company appreciated the love and support they received from the other competing schools, the campus administration, and the District School Board for their efforts and accomplishments.

With the completion of the UIL One-Act Play season, the department shifted its focus to producing the final show of the year, *Footloose: Youth Edition*. For the first time since 2019, the Spring Musical was performed on the Auditorium stage. We are extremely grateful to Assistant Band Director Robert Baker for his collaboration in making Auditorium use possible during the band's contest season. The production once again utilized the full Traveling Sound System, including wireless microphones originally acquired through a 2019 Education Foundation Grant, with two additional microphones added this year through fundraising efforts. The show was further enhanced by a new 8,500-lumen projector and integrated LED lighting system, also made possible by the Dickinson Education Foundation, creating a more visually dynamic production. The company included 51 performers and 4 technicians—the largest cast in McAdams history. This milestone was made possible through the collaborative efforts of the McAdams Theatre, Choir, and Dance Directors. The musical was a tremendous success, with all three evening performances selling at least 200 tickets per night—more than doubling the capacity of previous productions held in the Black Box, which could accommodate only 80 audience members per show.

After reinstating our Junior High International Thespian Society charter, Troupe #88157, last year, we inducted 14 members. Throughout this year, the troupe has successfully held student-led and student-organized meetings, including two collaborative sessions where the High School Troupe attended and provided mentorship. This spring, we will induct 11 additional members and recognize 12 students who have achieved Honor Thespian status. As we look ahead, McAdams is preparing for the upcoming school year while finishing strong with auditions for the Theatre 3 Production Class and hosting our End-of-Year Talent Show. The continued success of the program has become increasingly dependent on the director's time beyond regular instructional hours. This year, Mrs. Jones contributed over 340 hours outside of her contractual obligations in support of the program. We are excited for what lies ahead and remain committed to continuing our program's growth while creating meaningful, lasting experiences for our students.

Kranz Theatre Department led by J. Kyle Crawford and Amanda Mutz currently serves 240 students in various levels of Theatre 1, 2, 3 and Intro to Theatre classes. In the Fall, the Theatre Production class put together *Orphan Trains* by: Deborah Craig. The show was rehearsed completely in class and every student had a role in the show. This continued the Kranz tradition of the Fall Play coming from the Theatre Production class. This show featured 23 student actors and 3 student technicians. Before the winter break, The Kranz Theatre 6th Grade Jr. Players performed *A Charlie Brown Christmas* for our incoming 5th graders, for our campus, and for the public. This work was able to showcase the growing talents of our students, bring visibility to the program and lay the groundwork for recruitment at the middle school level.

The Kranz Theatre Department then shifted gears to UIL One Act Play. This year Kranz produced *Anatomy Of Gray* by: Jim Leonard Jr., which featured a company of 27 student members. This show was open to all Theatre Students to audition for and was rehearsed entirely after school. The play was performed for the public in the evening and for all the Theatre and Dance classes during the school day. The company included 15 Actors, 5 Technicians, and 7 Alternates. This year, Kranz traveled to Dickinson Jr. High for the contest for: On-Site Rehearsals, Zone A, Zone B, and District. Kranz Theatre advanced from Zone (placing 2nd) and received several awards that will be listed below. At the District contest, Kranz incorporated the feedback from the Zone Adjudicator, and was able to take home 3rd Place! Students also received several individual recognitions at the District Level.

Zone Awards

1 All-Star Tech Award – Victoria Scheafnocker

2 Honorable Mention All-Star Cast Awards – Luke Rothermel & Brandon Roberts II

2 All-Star Cast Awards – Eloise Lungaro & Ayden Edwards

2nd Place Ranking (Out of 6 Schools)

District Awards

1 All-Star Tech Award – Elizabeth Martinez

Outstanding Technical Crew Overall -

Victoria Scheafnocker, Leah Francis, Elizabeth Martinez, Hayzel Humphreys, Aliana Flores

2 Honorable Mention All-Star Cast Awards – Emma Wyllie & Delianis Mejias Diaz

1 All-Star Cast Award – Eloise Lungaro

3rd Place in the Contest (12 Schools Total)

This is the 5th consecutive year that Kranz Theatre placed in the top 3 overall at the District Contest. The show was a huge success and was well received by parents, faculty members and the community. Our public show was also the most attended UIL One Act Play in Kranz history. Every company member was recognized for their contribution to the play's story-telling at the District Board Meeting.

With the completion of the UIL One-Act Play season, the department shifted its focus to producing the final show of the year, *Shrek Jr.* The company included 65 performers and 13 technicians—the largest company of students in Kranz history. This milestone was made possible through the collaborative efforts of the Kranz Theatre, Choir, and Dance Directors. Mr. Crawford was able to incorporate the Rubies dance team into the production, the Kranz Jazz Band played before our Opening Night performance, Mrs. James (Choir) helped Mutz teach the music, & Ms. Pregeant and her art classes helped paint the set. It truly was a fine arts collaborative effort! We hope to continue this in the future. The musical was a tremendous success, with all three evening performances selling 250-500 tickets per night—we also had a very high faculty turnout for the performances as well!

The Kranz Theatre program will continue with its traditional 3-show season for the 26-27 school year (Fall Play, UIL One Act Play, Spring Musical). Kranz is also planning to incorporate a Full Play for the 6th grade program next year. The continued success of the program has become increasingly dependent on the director's time beyond regular instructional hours. This year, Mr. Crawford contributed over 330 hours outside of his contractual obligations in support of the program. We are excited for what lies ahead and remain committed to continuing our program's growth while creating meaningful, lasting experiences for our students.

In the 2025–2026 school year, the ***DJHS Theatre Department, the DJH Players***, continued to build upon the strong foundation established during the program's opening years. The department currently serves nearly 275 students enrolled across Intro to Theatre, Theatre 1, Theatre 2, and Theatre Production courses. With enrollment numbers continuing to rise, the program is projected to serve close to 375 students during the 2026–2027 school year. The department is led by Theatre Directors Gerik Lyssy and Ms. Pierce, who co-teach Theatre Production while Ms. Pierce leads Intro to Theatre and Mr. Lyssy teaches Theatre 1 and Theatre 2.

The year began with the DJH Players' Fall Production, *The Brothers Grimm Spectaculathon*. Approximately 25–30 students participated in the cast and crew, bringing the fast-paced comedy to life through energetic performances, technical execution, and strong ensemble work. The production proved to be a crowd favorite, keeping audiences laughing throughout the performance while allowing students to continue developing their confidence and theatrical skills both onstage and behind the scenes.

Following the success of the fall semester, the DJH Players turned their attention to the 2025–2026 UIL One Act Play season with their production of *Lord of the Flies*. A company of 23 cast and crew members represented DJHS at the District UIL One Act Play Competition, where the company earned 2nd Place overall against strong competition. Students were recognized individually for their outstanding performances and technical achievements, including:

- Outstanding Technician — Jace Fattig
- Honorable Mention All-Star Cast — Preston Sparks

- Honorable Mention All-Star Cast — Eli Santiago Romero
- All-Star Cast — Luciana Sparks
- All-Star Cast — Aleyah Pride
- All-Star Cast — Shyer Ferguson

Advancing to the Bi-District level marked another milestone for the growing theatre program. Although final rankings did not fall in the company's favor, students once again received multiple individual honors for their work:

- Outstanding Technician — Aria Alvarado
- Honorable Mention All-Star Cast — Preston Sparks
- All-Star Cast — Aleyah Pride
- All-Star Cast — Luciana Sparks

The UIL One Act Play process continued to strengthen students' abilities in collaboration, performance, technical theatre, discipline, and storytelling while representing DJHS with professionalism and pride throughout the competition season.

The DJH Players concluded the year with their Spring Musical production of *The Addams Family Young@Part*. Nearly 30 students dedicated countless hours to rehearsals, choreography, vocal preparation, technical production, and character development to bring the beloved spooky comedy to the stage. Through a combination of singing, dancing, and acting, students delivered a polished and entertaining production that showcased the continued growth of the theatre department and the talent within the program.

As the 2025–2026 school year comes to a close, the DJHS Theatre Department remains focused on continued growth in student participation, performance opportunities, and theatrical excellence. With rising enrollment, expanding student interest, and continued success in both productions and UIL competition, the future of the DJH Players continues to be incredibly promising.

The continued success and growth of the program has become increasingly dependent on the dedication and commitment of the directors beyond regular instructional hours. Countless hours outside of contractual obligations are devoted to rehearsals, production meetings, set construction, technical preparation, competitions, performances, and student support to ensure the overall success of the program. This continued investment of time and energy has allowed the DJHS Theatre Department to provide meaningful opportunities for students while building a strong culture of creativity, collaboration, and excellence both on and off the stage.

Dickinson I.S.D. Art Program

DHS Jennifer Sumrall, Ashley Carpenter, Laura Gaul, Sarah Merrill, Chris Shinn, Kaylyn Sellers and Zach Zwicky;
 MJHS- Jennifer Hurt, Devyn Pena; KJHS–Amy Grant, Laura Fenn; DMS- Adrienne Mapps; BMS-Roxanne Ellison; LMS-Jessy Ortega;
 HRES-Kai McDonald ; KELES-Andi Hull; JSES- Janette Magdaleno;
 BCES-Heather Petway; SLES- Jennifer Kremm; CRES-Alex Morales; LES-Ashley Garcia

The Dickinson High School Art program services 904 students, providing a comprehensive art education comprised of classes of Art I; Design; Drawing II, III, IV, AP; Painting II, III, IV; Sculpture II, III, IV, AP; Rodeo Art Drawing; Dual Credit and Structured Needs Art. We currently have 466 Art I students, 423 upper-level Art students, and 33 Special Needs/Mentor students. We had 11 AP students. This year DHS added Dual credit art and had 2 students. The DHS art students competed in various art shows such as Houston Livestock Show and Rodeo. Visual Arts Scholastic Event (V.A.S.E.) had 49 entries. 3 pieces advanced to the state competition: Ashlynn Aguirre, Richard Barco and Natalia Grant will attend state on April 25th. The DHS students also competed at the Texas City Art Festival, with 105 entries. In flat art DHS was awarded 1st and 3rd place for Ruby Paredes and Mikeala Requena. In 3D art DHS was awarded 1st and 2nd place for Jimena Martinez and Ashlynn Aguirre. 79 new members have been inducted into NAHS with a total of 157 members. 20 Senior NAHS students will graduate with cords this year. Senior Painting and Sculpture students traveled to Galveston to to plein aire paint and build sandcastles. DHS was awarded a mini grant through the Education Foundation for paint due to budget cuts this year. This year we added an Art fee to ALL high school visual arts to compensate for the budget cut to the Visual Arts.

The MJHS Visual Arts program now serves around 320 students in grades 6th-8th Grade, where fundamental skills to develop artistic abilities are taught daily. These skills enable success at various level, allowing students to explore different mediums while learning new techniques. This year students participated in various contests such as the Houston Livestock and Rodeo Show, Doodle for Google, and The Texas City Art Show. MJHS had 20 entries in the Houston Livestock Show and Rodeo. There were 10 entries into the Texas City Art Show with one honorable mention being 8th Grader, . Students have also used their creative ideas to participate in different areas around the school building to show their school spirit. MJHS art students are continuing to build on their area of skills in design, drawing, sculpture, painting, and art history and they can't wait for a new year to explore more of their creativity!

Our Art program served approximately 450 students during the 25-26 school year at Kranz Jr High. They learned about many different styles of Art and gained experience with drawing, painting, sculpture, collage, fiber art, and clay. Our Kranz artists participated in 2 different contests this year; Lions Club International Art Contest, and Houston Livestock and Rodeo Art Show. KJH had 25 of our 8th grade art students submit entries for the Lions Club International Art contest and we had 13 students place in 1st, 2nd, and 3rd. Our 1st place student went on to represent KJH at the regional level and placed 3rd. KJH had all 450 students participate in the Houston Livestock and Rodeo Art show and 8 of those submissions earned awards. We look forward to another exciting, creative year at KJH next year!

At Dickinson Junior High School, our Art program has seen approximately 450 Visual Art students from 6th-8th grade. Our program has introduced various artists and techniques while developing creative skills utilizing the elements of art and principles of design in drawing, painting, sculpture, collage, and textiles. Our students competed in the Houston Livestock Show and Rodeo student art competition resulting in 9 finalist placements. Of the nine finalists, Lisa McElwee won the Best of Show trophy and Brooklyn Ford won the Gold Medal. Our students also competed in the Texas City Art Festival student competition with Devin Bailey winning 2nd place in the 2D division. In the 3D division, Mikayla Eikenberry won 1st place, Lisa McElwee won 3rd place, and Paisley Esparza received an Honorable Mention . Our Art program participated in a school wide collaboration for Dot Day and a beautiful Veteran's Day Art display led by our own Mrs. White. The Art students decorated the cafeteria for our annual Jingle Jam event and collaborated with the Theatre department to create 3D set designs for their spring musical. Our program is doing fun and exciting things all year! We look forward to another successful year in 26'-27'!

At Barber, Dunbar, and Lobit Middle Schools, 4th grade students experience Art through a 9 week sampling course which will help them determine what Fine Arts path to pursue beginning in 6th grade. Fifth grade students develop and review basic coloring and sketching skills outlined in the TEKS, in addition to learning about famous artists and artworks. Fifth grade Art students participate in Art class throughout the entire school year and practice more refined technical skills using a wider variety of media. We focus on elements of art and introduce the principles of design. Students gain a better understanding of interpreting the meaning behind artworks through use of color and movement. They become more willing to take risks and try new things as they gain confidence in their skills. Students are given the opportunities to participate in art contests such as Rodeo Art, District Holiday Card Contest, Yearbook Cover Contest, Texas City Art Show, Galveston County Fair and Rodeo, and a variety of local and state art contests. Some campuses even offered after school art programs where students had the opportunity to do community projects and different art pieces not represented in normal art classes.

Dickinson ISD Elementary Art is an essential part of every student's curriculum from pre-k through third grade. Art plays a vital role in a child's education and is thoughtfully taught by our talented elementary art staff. Our art teachers collaborate regularly to share ideas, create engaging lessons, and explore new projects and techniques, including during summer professional development sessions. Throughout the school year, they continue to work closely together supporting one another and sharing important information to ensure that the DISD art program remains cohesive, dynamic, and strong.

The art programs are well supported by both the school community and the district. Our students are fortunate to have dedicated art classes, as art is a universal language that connects people across racial, cultural, social, educational, and economic boundaries. Through art, we enhance students' cultural awareness and appreciation while fostering meaningful self-expression.

The elementary art program supports students to build vocabulary through art while making meaningful connections to core academic subjects. Students experience how art is truly cross-curricular by collaborating on projects that support various music programs and performances. They also learn about the expectations and requirements for

competitive artwork. This year elementary students had the opportunity to participate in a variety of contests and art shows, further showcasing their creativity and skills. Students participated in events such as The Houston Livestock Show and Rodeo, HLS&R creativity contest, Texas City Art Festival, Google Doodle, Galveston Strand banner contest, Texas Public School Bus Safety, Campus Yearbook Art Contest, and the ESC Winter Art Show.

Dickinson ISD Dance Program

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

The Dickinson High School Dance Program continues to flourish and grow as we actively promote and support all areas of the department. During the 2025–2026 school year, the program served a total of 198 students, including 40 members of the Diamonds Drill Team and 158 students enrolled in Dance I–IV courses.

Throughout the year, the Diamonds proudly represented Dickinson High School by performing at football games, parades, master classes, competitions, and the annual Spring Show. Their dedication and hard work resulted in an outstanding contest season, earning numerous awards and recognitions.

January 24 – Ascension Dance Championship and Challenge (Iowa Colony High School)

- Solo Winners: Ella Tate, Gabriella Santellana, Reagan Guinon
- Duet: Reagan Guinon & Rebekah Kelley – 1st Place
- Military Officers:
 - 1st Place Officer Contemporary, Jazz, and Lyrical
 - Overall Grand Champion Officers
- Diamond Elite: 3rd Place Overall in a championship-style circuit (program first)

February 7 – M.A. Dance (Shadow Creek High School)

- JV Diamonds:
 - 1st Place Team Jazz, Contemporary, and Pom
 - Super Sweepstakes Award
 - 1st Place Small Team
- Diamond Elite: 2nd Place
- Military Officers:
 - 1st Place Officer Contemporary, Jazz, and Lyrical
 - Super Sweepstakes, Choreography, and Technique Awards
 - 1st Place Medium Officers
 - Top 4 placement in the Winner's Circle
- Varsity Diamonds:
 - 1st Place Team Jazz and Pom; 2nd Place Team Lyrical
 - 1st Place Medium Team
 - Super Sweepstakes, Choreography, and Technique Awards
 - Judges' Choice Award (Team Pom)
 - Top 6 placement in the Winner's Circle

February 21 – Ascension Northeast Houston Challenge (Crosby High School)

- Duet: Reagan Guinon & Rebekah Kelley – 2nd Runner-Up
- Diamond Elite: 1st Place
- Military Officers:
 - 1st Place Officer Contemporary, Jazz, and Lyrical
 - Judges' Awards for all routines

- Grand Champion Small Officers
- Overall Grand Champion Officers
- JV Diamonds:
 - 1st Place Team Jazz, Contemporary, and Pom
 - Judges' Awards for all routines
 - Apex High Point Award (highest-scoring JV routine)
 - Overall Grand Champion JV Team
- Varsity Diamonds:
 - 1st Place Team Jazz and Lyrical
 - Judges' Awards for all routines
 - Judges' Choice Award (Team Lyrical)
 - Grand Champion Medium Team
 - Overall Reserve Grand Champion Team

February 26 – TDEA Spring Gym Assessment (Clear Falls High School)

- Varsity Diamonds: Division I Rating

March 6 – Showtime International “Spring Fling” (Clear Brook High School)

- Duet: Reagan Guinon & Rebekah Kelley – 1st Place
- Diamond Elite: 1st Place
- Military Officers:
 - Triple Gold and Diamond Ratings (95+ on all routines)
 - 1st Place Officer Lyrical and Contemporary; 1st Runner-Up Officer Jazz
 - Student Choreography Applause Award (Officer Jazz)
 - Supreme Awards (Lyrical and Contemporary)
 - Champion Circle placement
 - Overall 1st Runner-Up, Best of the Best Officer Group
- Varsity Diamonds:
 - Triple Gold and Diamond Ratings (95+ on all routines)
 - 1st Place Team Jazz, Lyrical, and Pom
 - Supreme Awards for all team routines
 - Applause Award (Team Jazz)
 - Overall Grand Champion Team
 - Best of the Best Team (highest-scoring team of the contest)

Overall, the Diamonds achieved an exceptional season with more than 30 first-place finishes, along with multiple Grand Champion, Reserve Grand Champion, and Best of the Best titles across several competitions.

This year also marked the debut of the Diamond Elite team, created to compete in a more rigorous NDA-style circuit. In their inaugural season, they earned multiple first-place finishes and achieved a historic top-three championship placement.

In addition to team success, dance class students continued to develop their technique in ballet, jazz, modern, precision, musical theater, hip hop, and contemporary dance, as well as student choreography. These students performed in both the Fall Showcase and Spring Show, demonstrating their growth and commitment throughout the year.

Looking ahead, the Dickinson High School Dance Program will continue to expand by strengthening vertical alignment of dance curriculum across district dance classes and team programs, ensuring continued growth and excellence at all levels.

The McAdams Royal Dance Team continues to demonstrate exceptional skill in both technique and performance through participation in a variety of events throughout the year, including the 2025 MJHS Winter Showcase, DHS Dance Department Fall Showcase, school pep rallies, football games, basketball games, the 2026 MJHS Spring Showcase, and the 2026 DHS Diamonds Spring Show. In February, the Royals competed at the Ascension Dance Contest, where the Officer Ensemble earned the title of Grand Champion, and the team received 2nd Runner-Up awards in both Contemporary and Jazz. In addition, all four routines earned Judges Awards for scoring 90 or higher, along with distinctions for Outstanding Technique, Outstanding Showmanship, and Outstanding Choreography. Our dance program continues to grow in both strength and participation, increasing enrollment by an additional 30 students this year for a total of 156 members, reflecting the dedication of our students, the commitment of our staff, and the continued support of our administration and community. This year, **all seven 8th Grade** members of the McAdams Royal Dance Team were selected for JV Diamonds or Varsity Diamonds, demonstrating the strong foundation and preparation they received through our program, and the Royals Dance Team is sincerely grateful for the ongoing encouragement and support from our administrators, families, and community, whose investment plays a vital role in our students' success.

The Kranz Rubies Dance Team proudly showcased their technique, performance quality, and school spirit throughout the school year at numerous district and community events. Their performances included the 2025 KJHS Winter Showcase, 2026 KJHS Spring Showcase, 2025 DHS Dance Department Fall Showcase, school pep rallies, football games, basketball games, the 2026 DHS Diamonds Spring Show, and Spring Competition—consistently representing our campus with pride and professionalism. Their hard work culminated at the Ascension Dance Contest in February, where the Rubies earned the prestigious title of **Overall Grand Champions**, receiving the highest score of the entire JH competition regardless of size or classification. They were also named **Grand Champions in their size division** and received the **APEX High Point Performance Award**. Their Hip Hop routine was recognized with the **Judges Choice Award**, and they earned a **Judges Award** for receiving three scores of 90 or higher. In addition, the team was honored with a **Superior Award** and a **Choreography & Technique Award**, further highlighting their performance excellence, technical precision, and dedication. The Kranz Dance Program is incredibly grateful for the continued support from our administration and community. The Dance department will continue striving for excellence and making Gator Nation proud!

The Dickinson Junior High Emeralds Dance Team and dance department had an outstanding year! We had over 200 students in our Intro to Dance, Dance 1, Dance 2, and Emeralds Dance Team classes. The dance department produced two showcases this year, the Winter and Spring show. All dance class students and the Emerald Dance Team members performed for two sold out audiences! The Emerald Dance Team also performed in the 2025 DHS Dance Department Fall Showcase, school football games, school pep rallies, school basketball games, the Dickinson Christmas parade, and the 2026 DHS Diamond Spring Showcase. The Emeralds Dance Team attended two competitions this year, MA at Shadow Creek High School and the Ascension Northeast Houston Challenge at Crosby High School. At the MA competition, the Emeralds received 1st place in all team routines, a super sweepstakes award, a choreography award, a judge's award for our team pom routine, and 1st place in the large junior high team division. Our officers received a superior rating and 1st place in their category. At the Ascension competition, the Emeralds received 2nd place in all team routines, 2nd place medium junior high team, and a judge's award for all dances scoring 90 or above from all judges. Our officers received 1st place in their category and a judges award for scoring a 90 or above from all judges. We are very excited to watch thirteen 8th graders continue their dancing journey in high school as part of the Varsity and JV Diamond Dance Team, with many more continuing to take dance class as an elective. The Dickinson Junior High dance department and Emeralds Dance Team is extremely grateful for the support from the administration and community!

Dickinson High School Color Guard

Trevor Braselton

The DHS Color Guard had a very successful year with a total of 42 students participating. The guard received high praise for their work with the DHS Marching Band throughout the season. The squad performed at all DHS football games, marching contests, and TCGC winter guard.. Alongside the band, the group was able to secure 3rd place at Area Finals continuing to beat several groups that Dickinson rarely beats. The colorguard continues to grow both in numbers and ability, enhancing the DHS Marching Band performance and by developing choreography fundamentals and refining individual and group skills. As our program grows, interest in being in front of these students has grown as we've kept four instructional technicians to our program's educational power! The winterguards competed in the TCGC with the Varsity group placing 8th in the State. The winterguards will look at competing in the Winter Guard International regionals and super regionals in the future!

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 1, 2026

Item Title: Athletic Update

Agenda Item: John Snelson, Henry Coleman

Background Information:

The 2025-2026 Athletic Report is attached.

Recommendation:

Information only

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
AGENDA DOCUMENT**

Meeting Date: June 1, 2026

Item Title: Monthly Tax Collection Report

Agenda Item: Kelly Logsdon

Background Information:

The Monthly Tax Collection Report for April 2026 and year to date is attached.

Recommendation:

Information only.

Action Item: _____ Yes √ No

Tax Year	Adjusted Taxable Values	Tax Rate	Tax Levy	Current Year Taxes Collected	Current Year % Collected	Dickinson Independent School District Monthly Tax Collections Report Maintenance Operations and Interest Sinking									
2025	\$6,530,204,187	\$1.142	\$74,574,932	\$70,447,300	94.47%										
2024	\$6,717,687,426	\$1.136	\$76,312,929	\$74,848,126	98.08%										
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%										
2025 Tax Year	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Jul-26	Aug-26	Totals:	% To Total	
Current Year Tax	Pending Billing	\$283,661	\$3,443,748	\$29,805,043	\$20,848,770	\$14,312,706	\$916,201	\$837,171					\$70,447,300		
YTD % Collected	0.00%	0.38%	5.00%	44.96%	72.92%	92.11%	93.34%	94.47%	94.47%	94.47%	94.47%	94.47%	94.47%	94.47%	
Prior Years Tax	\$76,670	\$295,000	\$71,816	\$104,540	-\$45,451	\$194,532	-\$44,394	\$134,082					\$786,795		
Subtotal Taxes	\$76,670	\$578,662	\$3,515,564	\$29,909,583	\$20,803,319	\$14,507,237	\$871,807	\$971,252	\$0	\$0	\$0	\$0	\$71,234,095	95.52%	
Penalty & Interest	\$45,093	\$101,800	\$19,311	\$28,771	\$31,480	\$132,308	\$106,456	\$154,845					\$620,064		
Total Taxes & P&I	\$121,763	\$680,462	\$3,534,875	\$29,938,354	\$20,834,798	\$14,639,545	\$978,264	\$1,126,098	\$0	\$0	\$0	\$0	\$71,854,159	96.35%	
Attorney Fees	\$39,667	\$88,844	\$14,547	\$22,409	\$20,689	\$52,532	\$14,896	\$62,658					\$316,240		
Total Collections	\$161,429	\$769,306	\$3,549,422	\$29,960,762	\$20,855,487	\$14,692,077	\$993,160	\$1,188,755	\$0	\$0	\$0	\$0	\$72,170,399	N/A	
2024 Tax Year	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Totals:	% To Total	
Current Year Tax	Pending Billing	\$1,008,961	\$4,160,211	\$30,273,360	\$25,182,086	\$10,298,945	\$1,020,459	\$1,089,228	\$543,641	\$469,157	\$453,478	\$348,601	\$74,848,126		
YTD % Collected	0.00%	1.32%	6.77%	46.44%	79.44%	92.94%	94.28%	95.70%	96.41%	97.03%	97.62%	98.08%	98.08%	98.08%	
Prior Years Tax	\$308,143	\$42,975	\$255,418	\$92,092	\$93,948	\$22,642	\$8,352	\$61,996	-\$48,917	\$21,128	\$77,918	\$42,489	\$978,184		
Subtotal Taxes	\$308,143	\$1,051,936	\$4,415,629	\$30,365,452	\$25,276,034	\$10,321,586	\$1,028,811	\$1,151,224	\$494,724	\$490,285	\$531,397	\$391,090	\$75,826,310	99.36%	
Penalty & Interest	\$80,787	\$50,584	\$36,820	\$28,243	\$39,685	\$81,267	\$82,171	\$99,039	\$53,617	\$51,187	\$105,858	\$56,890	\$766,149		
Total Taxes & P&I	\$388,930	\$1,102,520	\$4,452,449	\$30,393,695	\$25,315,719	\$10,402,854	\$1,110,981	\$1,250,263	\$548,341	\$541,472	\$637,254	\$447,981	\$76,592,459	100.37%	
Attorney Fees	\$82,803	\$46,296	\$30,428	\$25,275	\$25,696	\$19,053	\$19,912	\$24,641	\$18,992	\$12,694	\$76,489	\$50,672	\$432,953		
Total Collections	\$471,734	\$1,148,816	\$4,482,877	\$30,418,970	\$25,341,415	\$10,421,907	\$1,130,894	\$1,274,904	\$567,333	\$554,167	\$713,744	\$498,653	\$77,025,412	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	\$38,470	\$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	

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 1, 2026
Item Title: 2026-2027 Proposed Salary Increase
Agenda Item: Ryan Boone

Background Information:

Administration would like to discuss a proposed 3% raise for the 2026-2027 budget year. A 3.0% midpoint raise for all employees would cost approximately \$2.5 million.

Approving raises now will help campuses and departments with their recruiting efforts.

Recommendation:

The Superintendent, Chief for Business and Operations, Executive Director of Human Resources and Executive Director of Business Services recommend approving a 3% midpoint raise for all employees.

Action Item: X Yes No

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

DICKINSON INDEPENDENT SCHOOL DISTRICT
CONSENT AGENDA DOCUMENT

Meeting Date: June 1, 2026
Item Title: Food and Nutrition Service Charge Procedures and Meal Pricing
Agenda Item: Ryan Boone

Background Information:

Attached is our proposed charge procedures and meal pricing for students and employees for Food Nutrition Services for the 2026-2027 school year.

Recommendation:

The Superintendent, Chief for Business and Operations and Director of Food and Nutrition Services recommend approval of the Food and Nutrition charge procedures and meal pricing.

Action Item: Yes No

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

Dickinson Independent School District
Meal Charge and Collection Policy
School Year 2026-2027

I. Purpose of the Policy

This policy aims to communicate to households how the DISD Food and Nutrition Services department will provide meals to students when they have a zero or negative balance in their accounts and do not have funds to pay for a meal at the point of service. The goals of this standard practice are:

- To treat all students with dignity about their meal account in the serving line.
- To establish a consistent district policy regarding meal charges and collection.
- To minimize excessive student meal debt in Dickinson ISD.

II. Policy Communication

The Food and Nutrition Services department will ensure this policy is provided in writing to all households at the start of each school year and to households that transfer to the school district during the school year. It must also be provided to all school staff that may assist students in need. Student handbooks and the DISD Food and Nutrition Services website will also include the charge policy.

III. Administration

The process and procedure will be for all Elementary, Middle, Junior High, and High School students for handling meal account balances and charges.

- **The district will allow all paid, grade level students (Pre-K-12) to charge two lunch meals, equal to \$5.00/\$5.70/\$6.30 dependent upon the campus your student is attending.**

- **When the meal charge limit is reached, students in all grade levels (Pre-K-12) will be offered a courtesy meal.**

- **A la carte items and additional entrée purchases may not be charged.**

- **Notifications to Parent or Guardian of meal account balances:**

The district will send out reminders weekly when a student's account balance is negative. An automated email will be sent daily when a student's account is negative.

- **Administration Assistance:**

Student accounts that remain negative for one month will be forwarded to the campus administration.

- **Grace Period and allowable meal charges depleted:**

The parent/guardian is expected to pay charges promptly.

If charges occur before an application for free and reduced meals is approved, the charges must be paid.

The district is not allowed to charge a fee or interest in connection with meals purchased by students during the grace period. When the school district notifies the student's parent or guardian that the student has a negative balance, the district may set a repayment schedule for the meal charges.

Parents may elect to deny their children charge privileges. The request will be notated in the student's account.

All students are assigned a student ID # when enrolled. All students have their own meal account and money can be deposited into their account during school hours or online using PaySchools Central. <https://www.payschoolscentral.com/>

Parents can check a student's balance and meal history by using PaySchools Central, contacting the school cafeteria manager, or calling the Food and Nutrition Services office at 281-229-6012.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: 1. Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or 2. Fax: (833) 256-1665 or (202) 690-7442; or 3. Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Student Meal Prices for 2026-2027 SY

Breakfast:

Breakfast will be free for all students

Lunch:

Paid student meal prices are:

Elementary (PK-3) \$2.50 same as last year

Middle School (4-5) \$2.50 same as last year

Junior High School (6-8) \$2.85 increase of \$.10 cents

High School (9-12) \$3.15 increase of \$.15 cents

Reduced price lunch- the \$.40 cent payment will be eliminated for reduced students.

Adult Meal Pricing:

Breakfast \$3.50

Lunch \$5.00

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 1, 2026

Item Title: Personnel Compensation Plan Manual for 2026-2027

Agenda Item: Kimberly Rich

Background Information:

Attached is the Personnel Compensation Plan Manual for 2026-2027.

Recommendation:

The Superintendent and the Executive Director of Human Resources recommend approval of the Personnel Compensation Plan Manual for 2026-2027.

Action Item: Yes No

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

COMPENSATION MANUAL



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DISD Mission Statement

The mission of the Dickinson Independent School District is to equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world.

Foreword

This compensation plan was initially adopted in August 1996 to establish a direction and procedure for equitably compensating Dickinson ISD employees. It is to be the sourcebook and guidance document for compensation policies and procedures for Dickinson ISD. Since this type of system is generally in continual development, it must be reviewed and updated each budget year.

Certification

This Personnel Compensation Manual is Dickinson Independent School District's official pay policy. It is to be utilized for all personnel compensation questions/decisions/actions. The official copy shall be maintained and updated in the office of the Executive Director for Human Resources.

Dickinson ISD Statement of Nondiscrimination

It is the policy of the DISD not to discriminate on the basis of race, color, national origin, sex or handicap for services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo o discapacidad, por servicios o actividades como es requerido en el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas de Educación de 1972, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada.

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

Es política del Distrito Escolar Independiente de Dickinson no discriminar en base de raza, color, nacionalidad de origen, sexo, discapacidad, o edad en las prácticas de empleo como es requerido por el Título VI del Acto de los Derechos Civiles de 1964, según enmendado; el Título IX de la Enmiendas

de Educación de 1972; el Acto de la Discriminación de Edades de 1975, según enmendado; y la Sección 504 del Acto de Rehabilitación de 1973, según enmendada.

For information about your rights or grievance procedures, contact the Title IX Coordinator, Robert Cobb, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000, and/or the Section 504 Coordinator, Kimberly Rich, at 2218 East FM 517, Dickinson, TX 77539, (281) 229-6000.

Para información sobre sus derechos o procedimientos de quejas, contacte el Coordinador del Título IX, Robert Cobb, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000, y/o el Coordinador de la Sección 504, Kimberly Rich, en 2218 East FM 517 Dickinson, TX 77539, (281) 229-6000.

Policy

All policies and procedures from the Dickinson ISD Board Policy Manual may be referenced by clicking the links below:

Employment Objectives - Equal Employment Opportunity [DAA \(LEGAL\)](#)

Compensation and Benefits - Compensation Plan [DEA \(LOCAL\) / DEA \(LEGAL\)](#)

Compensation and Benefits – Vacations and Holidays [DED \(LOCAL\)](#)

Compensation Plan – Wage and Hour Laws [DEAB \(LOCAL\) / DEAB \(LEGAL\)](#)

School Board of Trustees and Administrator Role in District Salary Administration

The School Board of Trustees' Role

- Set goals and the pay philosophy for the district.
- Establish policies to govern the pay system.
- Approve adjusted compensation plans.
- Approve the annual amount of general employee pay increases and adopt the budget.
- Balance employee needs against the fiscal control needs of the District and the community.
- Plan a compensation package for the Superintendent.

The Superintendent's Role

- Present pay plans and policies to meet the goals and philosophy of the School Board of Trustees.
- Research economic factors and develop recommendations for the annual pay increase and the payroll budget.
- Administer individual pay actions according to District policy and procedures.
- Communicate the District pay plan and policies to employees and respond to requests for information.
- Monitor and adjust the district salary structures regularly.

Compensation Plan

Definition of a Pay System

A pay system consists of all the policies, procedures and management tools that are used to define the basis for organizational pay actions.

A pay system should include:

- Job titles and job descriptions
- Defined pay ranges for each job
- Policies and administrative procedures
- Plan for communicating with employees
- Process for maintaining the system

Basic Objectives of a Pay System

Pay systems should be designed strategically to control and facilitate the following basic objectives:

- | | |
|------------|---|
| Objective: | Pay for Job Responsibility |
| Strategy: | Set and maintain the proper pay differential between jobs that require different levels of skill, effort, and responsibility. |
| Objective: | Pay Competitively |
| Strategy: | Keep trained employees paid within a proper range of the competitive job market. |
| Objective: | Provide Continued Pay Advancement |
| Strategy: | Prevent employees from topping out of pay scales too soon, or becoming overpaid for the job's worth. |
| Objective: | Recruit Good Applicants |
| Strategy: | Keep starting salaries attractive by allowing inflationary adjustments to be made easily and within budget. |
| Objective: | Keep Payroll Costs Affordable |
| Strategy: | Keep payroll cost increases flexible to allow annual planning in response to revenue and market changes. |
| Objective: | Keep Good Employees |
| Strategy: | Pay trained employees fair salaries for the worth of their jobs in an appropriate period of time. |

Pay Equity

Definition

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

Internal Equity

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

External Equity

The external job market, particularly competitive pay rates, determines a job's value to an organization. The system must evaluate the relative worth of jobs within the competitive marketplace to achieve external equity.

Compensable Factors Definition

Any factor used to assess job value in a job evaluation process is considered a job characteristic. The most commonly used compensable factors include skill, effort, responsibility, and, where applicable, working conditions.

Skill

- Knowledge and abilities required to perform the job successfully.
- Education or specialized knowledge acquired through formal training or lower-level training.
- Work experience beyond education or specialized training needed to perform the job.

Effort

- Difficulty of the work performed in terms of physical or mental energy.
- Working conditions refer to adverse circumstances, such as physical hazards, stress, or excessive hours, that arise during the performance of regular job duties.
- Complexity refers to the difficulty of tasks and the mental focus required to complete them.
- Judgment refers to the frequency and significance of independent decisions needed to perform the job.

Responsibility

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

Staffing Guidelines

Purpose

This compensation plan booklet guides the administration of salaries and wages for classroom teachers, administrative educational programs, business operations, administrative support, instructional support, and auxiliary employees of the Dickinson Independent School District. The practices described are intended to implement local Board policy, comply with Board-approved compensation plans, and adhere to state and federal regulations.

New Hire Placement Guides

The employment, assignment, and salary placement align with the job requirements specified in the job description. For all employees, the District will consider only actual years of experience, not purchased years of experience, for TRS purposes. The District does not compensate for teaching experience unless verified with an official Teacher Service Record (TSR). Out-of-state or private school experience must also be confirmed on a TSR. Work experience at a college or university requires verification through a service record and the College Verification Form.

Where job requirements include transcripts, certificates, or licenses, these must be official and on file with Human Resource Services. Official transcripts become the property of the Dickinson Independent School District as long as an employee remains with the District. All college degrees obtained, or semester hours earned to qualify for employment or to receive graduate or undergraduate pay, are accepted only if they are from institutions accredited by nationally recognized accrediting agencies. Audits of official documents are conducted annually.

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

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

Additional Notes

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

Elementary (PK-3) & Middle (4-5) School Instruction		
Teachers		
Classroom Teacher	Each increment of 23-25 students	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by Special Programs Department approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and appropriate group sizes as approved by the Superintendent
Campus Compliance Facilitator	Each campus	1 Full-Time person (or as approved by the Superintendent)
Dyslexia Specialist	Varies by program/campus design	As required to provide instruction and appropriate group sizes as approved by the Superintendent
Bilingual/ESL Specialist	Varies by program/campus design	As required to provide instruction and appropriate group sizes as approved by the Superintendent
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/Special Programs Paraprofessional	To be determined by the Special Programs Department and approved by the Superintendent	Additional staff based on student need as determined by Special Programs Department and approved by the Superintendent
Instructional Intervention Paraprofessional	Each campus	1 Full-Time person
Bilingual Instructional Intervention Paraprofessional	K-5 based on campus needs	As required to provide instruction and appropriate group sizes as approved by the Superintendent
Computer Lab Monitor	Each campus	1 Full-Time person
PE Paraprofessional	Each campus	1 Full-Time person

Pre-K (Regular/Bilingual)	For each class over 11 students	1 Full-Time person
SEL Para	Each campus	1 Full-Time person
<i>Library/Media Services</i>		
Librarian/Media Specialist	Each campus	1 Full-Time person
Library Paraprofessional	Varies by campus design	Additional staff based on campus need
<i>Counseling Services</i>		
Counselor	250 to 750 students	1 Full-Time person
	700 to 1000 students	additional 1/2-Time person (as Counselor or Social Worker)
	900 to 1250 students	additional 1/2-Time person
<i>Health Services</i>		
Registered Nurse	Each campus	1 Full-Time person
<i>Administration</i>		
Principal	Each campus	1 Full-Time person
Assistant Principal	Up to 800 students	1 Full-Time person
<i>Secretarial/Clerical</i>		
Secretary	Each campus	1 Full-Time person
Receptionist/Clerical	500 to 800 students	1 Full-Time person
	For each additional increment of 250 students	additional 1/2-Time person
Attendance/Data Entry Clerk	Each campus	Staff based on need
Campus Compliance Date Clerk	Each campus	Staff based on need

Junior High Instruction (6-8)		
Teachers		
Classroom Teacher	25-32 students per classroom - not to exceed 150 total students without Superintendent approval	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by Special Programs Department and approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and appropriate group sizes as approved by the Superintendent
Campus Compliance Facilitator	Each campus	1 Full-Time person (or as approved by the Superintendent)
Dyslexia Specialist	Varies by program/campus design	As required to provide instruction and appropriate group sizes as approved by the Superintendent
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/ Special Programs Paraprofessional	To be determined by the Special Programs Department and approved by the Superintendent	Additional staffing as recommended by the Executive Director of Special Programs and approved by the Superintendent
Instructional Intervention Paraprofessional	Up to 600 students	1 Full-Time person
	For every increment of 400 students	1 additional person
ESL Instructional Intervention Paraprofessional	Each campus of 1000+ students	Staff based on need
Computer Lab Monitor	Each campus	1 Full-Time person
ISS Paraprofessional	Each campus	1 Full-Time person
PE Paraprofessional	Each campus	Staff based on need

<i>Library/Media Services</i>		
Librarian/Media Specialist	Up to 1200 students	1 Full-Time person
	1200 to 2000+	1 Full-Time Person
Library Paraprofessional	250 to 1200	1 Full-Time person
	1201 to 2000+	1 Full-Time person
<i>Counseling Services</i>		
Counselor	Up to 600 students	1 Full-Time person
	For every increment of 400 students	1 additional person
<i>Health Services</i>		
Registered Nurse	Each campus	1 Full-Time person
<i>Administration</i>		
Principal	Each campus	1 Full-Time person
Assistant Principal	Up to 650 students	1 Full-Time person
	651 to 1100 students	1 additional person
	1101 to 1300 students	1 additional person
	1300+ students	1 additional person
<i>Secretarial/Clerical</i>		
Secretary	Each campus	1 Full-Time person
Receptionist/Clerical	Each campus	1 Full-Time person
	If more than 600 students	1 additional person
Attendance/Data Entry Clerk	Each campus	1 Full-Time person
Assistant Principal Secretary	Each campus	2 Full-Time persons
Registrar/Counselor Secretary	Each campus	1 Full-Time person

High School Instruction (9-12)		
Teachers		
Classroom Teacher	25-35 students per classroom - not to exceed 150 total students without Superintendent approval	1 Full-Time person per classroom
Special Education/ Special Programs Teacher	To be determined by the Special Programs Department, approved by the Superintendent	
Special Assignment Teachers	Varies by program/campus design	As required to provide instruction and in appropriate group sizes as approved by Superintendent
Campus Compliance Facilitator	Each campus	4 Full-Time personnel
Dyslexia Specialist	Varies by program/campus design	As required to provide instruction and appropriate group sizes as approved by the Superintendent
ESL Teacher	Varies by program/campus design	1 Full-Time person (based on student needs)
Paraprofessionals (Instructional Paraprofessionals)		
Special Education/Special Programs Paraprofessional	To be determined by the Special Programs Department and approved by the Superintendent	Additional staffing as recommended by the Executive Director of Special Programs and approved by the Superintendent
Instructional Intervention Paraprofessional	Up to 1000 students	1 Full-Time person
	For every increment of 500 students	1 additional person
ESL Instructional Intervention Paraprofessional	Each campus of 1500+ students	1 Full-Time person
Computer Lab Monitor	Varies by program/campus design	1 Full-Time person
Library/Media Services		
Librarian/Media Specialist	Each campus	1 Full-Time person
Library Paraprofessional	Each campus	1 Full-Time person

Counseling Services		
Counselor	Up to 449 students	1 Full-Time person
	450 to 899 students	1 additional person
	900 to 1349 students	1 additional person
	1350 to 1799 students	1 additional person
	1800 to 2249 students	1 additional person
	2250 to 2699 students	1 additional person
	2700 to 3149 students	1 additional person
College Career Counselor	HS campus	1 Full-Time person
Special Education	Up to 450 students	1 Full-Time person
Health Services		
Registered Nurse	HS campus	1 Full-Time person
	1600+ students	1 additional person
Clinic Paraprofessional (LVN or PCT)	HS campus	1 Full-Time person
Administration		
Principal	Each campus	1 Full-Time person
Associate Principal	HS Curriculum & Instruction	1 Full-Time person
Associate Principal	HS/NGC and Support Services	1 Full-Time person
Associate Principal	HS Safety/Operations	1 Full-Time person
Assistant Principal	HS CTE Center	1 Full-Time person
Assistant Principal	Up to 499 students	1 Full-Time person
	500 to 999 students	1 additional person
	1000 to 1499 students	1 additional person
	1500 to 1999 students	1 additional person
	2000 to 2499 students	1 additional person
	2500 to 2999 students	1 additional person
	3000 to 3499 students	1 additional person
	3500+ students	1 additional person
Secretarial/Clerical		
Secretary	Each administrator	1 Full-Time person
Registrar	HS campus	1 Full-Time person
Registrar Clerk	Ninth Grade Center	1 Full-Time person
Attendance Clerk	Each campus	3 Full-Time persons
Receptionist/Clerical	HS campus	1 Full-Time person
	Ninth Grade Center	1 Full-Time person
Secretary/Receptionist	HS CTE Center	1 Full-Time person
Accounting Clerk/ Bookkeeper	HS campus	2 Full-Time persons
Publication Clerk	Each campus	1 Full-Time person
Counseling/Data Clerk	HS campus	1 Full-Time person
Sub Scheduling Clerk	Each campus	1 Full-Time person
CC Data Clerk	Each campus	2 Full-Time persons

Dickinson Continuation Center / DALC		
Teachers		
Classroom Teacher	Based on ADA up to 40 students	2 Full-Time persons per classroom
	41 to 65 students	1 additional person
	66 to 80 students	1 additional person
	81 to 95 students	1 additional person
	For every increment of 15 students	1 additional person
Counseling Services		
Counselor/Social Worker	DCC/DALC campus	1 Full-Time person
Administration		
Principal/Alt. School Director	DCC/DALC campus	1 Full-Time person
Program Manager/Site Coordinator	DCC/DALC/Esmond	1 Full-Time person
Secretarial/Clerical		
Secretary	DCC campus	1 Full-Time person
Secretary	DALC campus	1 Full-Time person
Receptionist/Clerical	DCC campus	1 Full-Time person

Gator Academy		
Administration		
Director of Employee Child Care Facility	Gator Academy	1 Full-Time person
Instructional Services		
Infants	6 weeks - 12 months	2 Full-Time persons
First Steps	12 - 18 months	2 Full-Time persons
Toddlers	18 -24 months	2 Full-Time persons
Early Pre-School	2-3 years of age	2 Full-Time persons
Pre-School	3-4 years of age	1 Full-Time person
		1 Part-Time person (6 hr)
Pre-K	4-5 years of age	1 Full-Time person
		1 Part-Time persons (6 hr)
Floater	Varies by need	1 Full-Time persons
Kitchen Manager		1 Full-Time persons
<i>Additional staff as required by the Department of Family and Protective Services</i>		

District-Wide Services		
Curriculum/Technology Specialists	As approved by the Superintendent	As assigned
Lead Nurse	The district's Lead Nurse must be an RN with 5 years of school nursing experience, properly trained to supervise other school health personnel.	As assigned
SP/OT/PT/SLP/SLPA/ Diagnostician	As approved by the Superintendent	As assigned
Food & Nutrition Services		
FNS Manager	Each campus	1 Full-Time person
FNS Worker	As determined by the Director of FNS	As assigned
<i>Full-time workers may work less than eight (8) hours.</i>		
Maintenance/Facilities/Custodial		
Custodian	For each 24,000 sq. ft. or as determined by the supervisor and approved by the Superintendent	1 Full-Time person

Hiring Procedures

"New" Positions

Any personnel decision that impacts budget expenditures (excluding discretionary substitutes) will require the Superintendent's approval. Budget managers will indirectly oversee personnel expenditure decisions through the recommendation process.

Requests for additional personnel expenditures, new positions, stipends, or extra workdays must be submitted in writing to the Superintendent. If approved, the Superintendent will sign the request and forward copies to the requesting budget manager, the Business Department, and the Human Resources Department.

"New" and "Replacement" Positions

- Copy of the approval to the Executive Director for Human Resources (for all "new" positions).
- Complete the Request for Posting, if necessary. (Posting is required unless prior approval by the Superintendent is obtained.)
- Postings for positions that require a certificate or license shall be placed on the district website (DC Legal) no later than the tenth day before a position is filled.
- Follow interview procedures.
- The Hiring Manager will complete and submit the employee recommendation form online.
- Human Resources will complete a Personnel Action form and submit to the Business Department
- Human Resources will forward the salary notification to the employee.

Additional Pay for Degrees/Certifications

Payment for additional degrees (e.g., Master's and Doctorate), professional certifications (e.g., LSSP), and auxiliary certifications (e.g., Texas CDL, TDA Applicator's License, ASE, and lead differentials) will be credited once HR is notified. The deadline to notify HR is August 15th or January 15th. Certifications must be maintained and kept current to continue receiving the certification pay.

Administrative/Professional Pay Range

Pay Grade	-20%	Midpoint	+20%	Range %
	Minimum		Maximum	
AP1	\$257.93	\$322.41	\$386.89	33.33%
AP2	\$291.55	\$364.44	\$437.33	33.33%
AP3	\$319.00	\$398.74	\$478.49	33.33%
AP4	\$349.88	\$437.34	\$524.81	33.33%
AP5	\$397.89	\$497.36	\$596.84	33.33%
AP6	\$445.93	\$557.41	\$668.89	33.33%
AP7	\$483.66	\$604.58	\$725.49	33.33%
AP8	\$536.83	\$671.04	\$805.25	33.33%
AP9	\$565.99	\$707.48	\$848.98	33.33%
AP10	\$617.43	\$771.79	\$926.15	33.33%

Administrative / Professional Pay Grades

AP1	Minimum	Midpoint	Maximum
Calendars	\$257.93	\$322.41	\$386.89
180	\$46,427	\$58,034	\$69,640
181	\$46,485	\$58,356	\$70,027
198	\$51,069	\$63,837	\$76,604
221	\$57,002	\$71,252	\$85,503
Position			Assigned Calendar
Accounting Specialist			221
Benefits Specialist			221
Communications Specialist			221
DHS Lead Security Monitor			
FNS Manager (Elementary, Middle School, and Junior High)			181
FNS Office Coordinator			198
Payroll Systems Specialist			221
Technology Office Manager			221
Transportation Office Manager			221
Transportation Route Coordinator			221
Transportation Shop Office Manager			230

AP2	Minimum	Midpoint	Maximum
Calendars	\$291.55	\$364.44	\$437.33
181	\$52,771	\$65,964	\$79,157
202	\$58,894	\$73,617	\$88,341
221	\$64,433	\$80,542	\$96,650
230	\$67,057	\$83,822	\$100,586
Position			Assigned Calendar
Assistant Stadium Manager/Purchasing			230
Director of Employee Child Care Center (Gator Academy)			202
FNS Manager (High School)			181
FNS Training Manager			181
Payroll Systems Analyst			221
PC Support Technician			221
Transportation Supervisor			221

AP3	Minimum	Midpoint	Maximum
Calendars	\$319.00	\$398.74	\$478.49
198	\$63,161	\$78,951	\$94,742
200	\$63,799	\$79,749	\$95,699
211	\$67,308	\$84,135	\$100,962
221	\$70,498	\$88,123	\$105,747
Position			Assigned Calendar
Accountant (Business Services/FNS)			221
Assistant Director of Energy Management/Stadium Manager			221
College & Career Readiness Specialist			205
Coordinator of Benefits / Risk Management			221
FNS Compliance & Personnel Supervisor			221
FNS Site Supervisor			221
Purchasing Accountant			221
Therapist Assistant (COTA/LPTA)			200 (Max)
Therapist Trainee (OT/PT)			200 (Max)

AP4	Minimum	Midpoint	Maximum
Calendars	\$349.88	\$437.34	\$524.81
187	\$65,427	\$81,783	\$98,140
190	\$66,476	\$83,095	\$99,714
193	\$67,526	\$84,407	\$101,289
200	\$69,975	\$87,469	\$104,963
205	\$71,724	\$89,655	\$107,587
221	\$77,322	\$96,653	\$115,984
Position		Assigned Calendar	
Assistant Principal, Elementary (Grades PK-3) and Middle School (Grades 4-5)		205	
Campus Discipline Facilitator		193	
Community Liaison, Gator Wellness Center		110	
Coordinator Community Engagement (Public Relations)		221	
Coordinator Community Outreach & Strategic Partnerships (DEF)		221	
Coordinator Student Attendance & Truancy		221	
Counselor, Elementary (Grades PK-3) and Middle (Grades 4-5) Schools		193	
DHS Instructional Coach		205	
DHS Testing Coordinator and Instructional Materials Manager		211	
Diagnostician Trainee		200	
FNS Nutrition Coordinator/Dietician		221	
Lead Support Technician		221	
Licensed Professional Counselor (LPC)		190	
LSSP (Intern)		200	
Network Specialist		221	
Program Support Specialist (BIL/EL)		221	
Senior Accountant		221	
Specialist (Curriculum & Instruction - ELAR, Math, Sci, SS, STEAM, EL PK-5)		221	
Specialist (DHS Curriculum Specialist)		205	
Specialist (ECSE/LifeSkills)		198	
Speech Language Pathologist (SLP) Assistant		187	
Technology Systems Specialist		221	
Therapist, Certified Occupational (OT)/Physical (PT)		200 (max)	

AP5	Minimum	Midpoint	Maximum
Calendars	\$397.89	\$497.36	\$596.84
198	\$78,783	\$98,478	\$118,174
200	\$79,578	\$99,473	\$119,367
202	\$80,374	\$100,468	\$120,561
205	\$81,568	\$101,960	\$122,352
211	\$83,955	\$104,944	\$125,933
221	\$87,934	\$109,918	\$131,901
Position			Assigned Calendar
Assistant Principal, Alternative Programs			211
Assessment Specialist, Special Programs			202
Coordinator of Purchasing			221
Counselor (DHS/DCC and DALC)			205
Counselor, Junior High (Grades 6-8)			198
Diagnostician			200
FNS Operations Supervisor			221
FNS Supervisor of Personnel & Purchasing			221
School Psychologist			200
Speech Language Pathologist (SLP)			190
Speech Language Pathologist (SLP), Lead			200
Systems Coordinator			221

AP6	Minimum	Midpoint	Maximum
Calendars	\$445.93	\$557.41	\$668.89
211	\$94,090	\$117,613	\$141,135
221	\$98,549	\$123,187	\$147,824
Position			Assigned Calendar
Assistant Principal, Junior High (Grades 6-8) and High School (Grades 9-12)			211
Assistant Principal, Junior High (Curriculum)			221
Coordinator, Athletics			211
Coordinator, Compliance, Special Programs			221
Coordinator, Data Quality and SIS			221
Coordinator, Elementary Counseling			221
Coordinator, Evaluation and Related Services, Special Programs			221
Coordinator, Literacy			221
Coordinator, Mathematics K-8			221
Coordinator, Technology Integration			221
District Security & Access Control Manager			221
Network Manager			221
Principal, Coastal Alternative Program (CAP)			211
Technology Services & Applications Manager			221

AP7	Minimum	Midpoint	Maximum
Calendars	\$483.66	\$604.58	\$725.49
221	\$106,889	\$133,612	\$160,334
230	\$111,242	\$139,053	\$166,864
Position			Assigned Calendar
DHS Associate Principal			221
Director, Academic Excellence & Advanced Programs			221
Director, Alternative Education/Principal			221
Director, Career Technical Education			221
Director, Custodial Services			230
Director, Data Quality & SIS			221
Director, DISD Education Foundation			221
Director, Early Learning, Literacy, & Professional Development			221
Director, Emergent Bilingual			221
Director, Energy Management			221
Director, Federal Programs			221
Director, Fine Arts			221
Director, Food and Nutrition Services			221
Director, Human Resources			221
Director, Maintenance			230
Director, Mental Health & Counseling			221
Director, Purchasing			221
Director, Research & Accountability			221
Director, Secondary Counseling & Academics			221
Director, Technology			221
Director, Transportation			221
Principal, Elementary (Grades PK-3) and Middle School (Grades 4-5)			221

AP8	Minimum	Midpoint	Maximum
Calendars	\$536.83	\$671.04	\$805.25
221	\$118,640	\$148,300	\$177,960
Position			Assigned Calendar
Director, Athletics/Head Football Coach			221
Executive Director, Business Operations			221
Executive Director, Facility Planning & Construction			TBD
Executive Director, Human Resources			221
Executive Director, Operations			221
Executive Director, Payroll			221
Executive Director, Public Relations			221
Executive Director, School Leadership			221
Executive Director, Special Programs			221
Executive Director, Student Support Services			221
Executive Director, Teaching & Learning			221
Principal, Junior High School (Grades 6-8)			221

AP10	Minimum	Midpoint	Maximum
Calendars	\$617.43	\$771.79	\$926.15
221	\$136,453	\$170,566	\$204,679
Position			Assigned Calendar
Chief, Finance & Operations Officer			221
Principal, High School (Grades 9-12)			221

Professional Job Classification / Hiring Schedule

COUNSELOR SALARY SCHEDULE		
Director, Elementary Counseling & Mental Health	AP7	221
Director, Secondary Counseling & Academic Planning	AP7	221
Coordinator, Elementary Counseling	AP6	221
DHS/DCC/DALC Counselor, Junior High (Grades 6-8)	AP5	205
Counselor, Elementary (Grades PK-3) and Middle (Grade 4-5) Schools	AP4	193

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

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

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

Schedule

TEACHER SALARY SCHEDULE

Step/Local Experience	DISD Compensation Rate	DISD Daily Rate
0	\$63,500.00	\$339.57
1	\$64,170.00	\$343.16
2	\$65,170.00	\$348.50
3	\$65,530.00	\$350.43
4	\$66,259.00	\$354.33
5	\$66,853.00	\$357.50
6	\$69,146.00	\$369.76
7	\$69,268.00	\$370.42
8	\$69,996.00	\$374.31
9	\$70,152.00	\$375.14
10	\$70,308.00	\$375.98
11	\$71,088.00	\$380.15
12	\$72,079.00	\$385.45
13	\$72,195.00	\$386.07
14	\$72,311.00	\$386.69
15	\$72,538.00	\$387.90
16	\$72,765.00	\$389.12
17	\$73,049.00	\$390.64
18	\$73,334.00	\$392.16
19	\$73,730.00	\$394.28
20	\$74,141.00	\$396.48
21	\$74,542.00	\$398.62
22	\$75,133.00	\$401.78
23	\$75,756.00	\$405.11
24	\$76,373.00	\$408.41
25	\$76,985.00	\$411.68
26	\$77,602.00	\$414.98
27	\$78,340.00	\$418.93
28	\$79,068.00	\$422.82
29	\$79,791.00	\$426.69
30	\$80,524.00	\$430.61
31	\$81,252.00	\$434.50
32	\$81,864.00	\$437.78
33	\$82,481.00	\$441.07
34	\$83,088.00	\$444.32
35	\$83,710.00	\$447.65
36	\$84,327.00	\$450.95
37	\$84,945.00	\$454.25
38	\$85,451.00	\$456.96
39	\$85,957.00	\$459.66
40	\$86,464.00	\$462.37

Teacher is defined as a classroom teacher, a librarian, and a registered nurse.

DISD Teacher Salary Schedule is based on a bachelor's degree.

Master's Degree: Add \$1,000, Doctorate's Degree: Add \$2,000 to the appropriate step on DISD Base Salary Schedule.

An additional \$500 per step after Step 40 up to a maximum of Step 46.

Paraprofessional / Clerical / Technical Pay Ranges

PCT1	Minimum	Midpoint	Maximum
Calendars	\$118.31	\$157.74	\$197.18
180	\$21,296	\$28,394	\$35,493
184	\$21,769	\$29,025	\$36,281
190	\$22,479	\$29,971	\$37,464
192	\$22,715	\$30,287	\$37,859
Position			Assigned Calendar
Clerical Paraprofessional			184
Gator Hope Clinic Paraprofessional			192
Library Paraprofessional, High School (9-12)			184
PE Paraprofessional			180
Publications Paraprofessional			190

PCT2	Minimum	Midpoint	Maximum
Calendars	\$125.82	\$167.76	\$209.70
180	\$22,647	\$30,196	\$37,745
184	\$23,150	\$30,867	\$38,584
185	\$23,276	\$31,035	\$38,794
192	\$24,157	\$32,209	\$40,261
Position			Assigned Calendar
Daycare Paraprofessional (Gator Academy)			185
In-School Suspension Paraprofessional			180
JJAEP Paraprofessional			180
Receptionist, Junior High			192
Receptionist/Clerk (DCC and DALC)			180
Receptionist/Clerk, Elementary & Middle Schools			184
Receptionist/Clerk, High School			192

PCT3	Minimum	Midpoint	Maximum
Calendars	\$131.54	\$175.39	\$219.24
180	\$23,677	\$31,570	\$39,462
184	\$24,204	\$32,271	\$40,339
221	\$29,071	\$38,761	\$48,451
Position			Assigned Calendar
Bilingual/ESL Instructional Intervention Paraprofessional			180
Campus Compliance Data Clerk			184
Instructional Intervention Paraprofessional			180
Pre-K Paraprofessional (Regular / Bilingual)			180
Receptionist/Clerk, Operations and Facilities			221
Special Education Paraprofessional			180

PCT4	Minimum	Midpoint	Maximum
Calendars	\$134.14	\$178.85	\$223.56
180	\$24,145	\$32,193	\$40,241
184	\$24,681	\$32,908	\$41,135
192	\$25,754	\$34,339	\$42,924
Position			Assigned Calendar
Computer Lab Paraprofessional			180
Certified Nurse Assistant, CNA (Special Programs)			180
DALC/CAP Paraprofessional			180
Esmond Center Records Clerk			184
Edgenuity Computer Lab Monitor			184
Secretary, Assistant Principal (Junior High and High School)			192
Secretary, Counselor (Junior High and High School)			192
Social Emotional Learning/Character Paraprofessional (Middle School)			180

PCT5	Minimum	Midpoint	Maximum
Calendars	\$140.05	\$186.73	\$233.41
184	\$25,769	\$34,358	\$42,948
192	\$26,889	\$35,852	\$44,815
198	\$27,729	\$36,972	\$46,215
200	\$28,009	\$37,346	\$46,682
202	\$28,289	\$37,719	\$47,149
216	\$30,250	\$40,333	\$50,417
Position			Assigned Calendar
Assessment Staff Support Clerk			200
Attendance/AP Secretary, Middle School			198
Attendance/Data Entry Clerk, Elementary			202
Attendance/Data Entry Clerk, Junior High			192
Attendance/Data Entry Clerk, High School			184
Scheduling Clerk & Summer Receptionist (High School)			216
Secretary, Associate Principal (High School)			216
Secretary, Dean of Instruction (High School)			216
Gator Wellness Center Support Clerk			198

PCT6	Minimum	Midpoint	Maximum
Calendars	\$143.90	\$191.87	\$239.84
180	\$25,902	\$34,536	\$43,170
192	\$27,629	\$36,839	\$46,048
198	\$28,492	\$37,990	\$47,487
205	\$29,500	\$39,333	\$49,166
221	\$31,802	\$42,403	\$53,004
Position			Assigned Calendar
Bookkeeper Clerk, High School			192
Campus Security Monitor			180
DHS LPAC/ESL Clerk			184
Payroll Specialist, Operations and Facilities			221
PEIMS Specialist			221
Registrar, Junior High			198
Registrar (Lead), High School			221
Registrar Clerk, High School			198
Secretary, Coastal Alternative Program (CAP)			211
Secretary, Esmond Center Educational Records			198
Secretary, Gator Wellness Center			205
Secretary, Special Programs Coordinator			221
Secretary, Special Education/PEIMS			221
Secretary, Principal (DCC and DALC)			221

PCT7	Minimum	Midpoint	Maximum
Calendars	\$147.71	\$196.95	\$246.18
198	\$29,247	\$38,995	\$48,744
211	\$31,167	\$41,556	\$51,945
221	\$32,644	\$43,525	\$54,406
230	\$33,973	\$45,298	\$56,622
Position			Assigned Calendar
Accounts Payable Specialist			221
FNS Office Coordinator			198
Human Resources Generalist			221
Secretary, CTE			221
Secretary, Director, Alternative Education			221
Secretary, Facility Services			230
Secretary, Principal (Elementary)			221
Secretary, Principal (Middle School)			221
Secretary, Principal (Junior High)			221
Secretary, Public Relations/DEF Department			221

PCT8	Minimum	Midpoint	Maximum
Calendars	\$159.24	\$212.31	\$265.39
221	\$35,191	\$46,921	\$58,652
Position			Assigned Calendar
Accounting Clerk/Bookkeeper (DHS)			221
Secretary, Athletic Department			221
Secretary, Teaching & Learning Department			221
Secretary, Human Resources Department			221
Secretary, Special Programs Department			221

PCT9	Minimum	Midpoint	Maximum
Calendars	\$195.43	\$260.58	\$325.72
221	\$43,191	\$57,588	\$71,985
Position			Assigned Calendar
Secretary, Principal (High School)			221

PCT10	Minimum	Midpoint	Maximum
Calendars	\$231.51	\$308.68	\$385.85
221	\$51,164	\$68,218	\$85,273
Position			Assigned Calendar
Secretary, School Leadership Department			221
Secretary, Teaching & Learning Department			221

PCT11	Minimum	Midpoint	Maximum
Calendars	\$244.28	\$325.71	\$407.13
221	\$53,986	\$71,981	\$89,976
Position			Assigned Calendar
Secretary, Superintendent of Schools			221

PCT DAILY RATE SCHEDULE

Years Exp.	PCT1	PCT2	PCT3	PCT4	PCT5	PCT6	PCT7	PCT8	PCT9	PCT10	PCT11
0	\$118.31	\$125.82	\$131.54	\$134.14	\$140.05	\$143.90	\$147.71	\$159.24	\$195.43	\$231.51	\$244.28
1	\$119.31	\$126.52	\$132.54	\$135.14	\$141.05	\$144.90	\$148.71	\$160.24	\$196.43	\$232.51	\$245.28
2	\$120.31	\$127.07	\$132.84	\$135.49	\$142.05	\$145.90	\$149.71	\$160.84	\$197.13	\$233.51	\$246.28
3	\$122.31	\$128.32	\$134.14	\$136.84	\$144.05	\$147.90	\$151.71	\$162.44	\$198.83	\$235.51	\$248.28
4	\$124.31	\$129.57	\$135.44	\$138.19	\$146.05	\$149.90	\$153.71	\$164.04	\$200.53	\$237.51	\$250.28
5	\$126.31	\$130.82	\$136.74	\$139.54	\$148.05	\$151.90	\$155.71	\$165.64	\$202.23	\$239.51	\$252.28
6	\$128.31	\$132.07	\$138.04	\$140.89	\$150.05	\$153.90	\$157.71	\$167.24	\$203.93	\$241.51	\$254.28
7	\$129.31	\$133.32	\$139.34	\$141.89	\$151.05	\$154.90	\$158.71	\$168.24	\$205.63	\$243.51	\$256.28
8	\$130.31	\$134.57	\$140.64	\$143.14	\$152.05	\$155.90	\$159.71	\$169.24	\$207.33	\$245.51	\$258.28
9	\$131.31	\$135.82	\$141.94	\$144.39	\$153.05	\$156.90	\$160.71	\$170.24	\$209.03	\$247.51	\$260.28
10	\$132.31	\$137.07	\$143.24	\$145.64	\$154.05	\$157.90	\$161.71	\$171.24	\$210.73	\$249.51	\$262.28
11	\$133.31	\$138.32	\$144.54	\$146.89	\$155.05	\$158.90	\$162.71	\$172.24	\$212.43	\$251.51	\$264.28
12	\$134.31	\$139.57	\$145.84	\$148.14	\$156.05	\$159.90	\$163.71	\$173.24	\$214.13	\$253.51	\$266.28
13	\$135.31	\$140.82	\$147.14	\$149.39	\$157.05	\$160.90	\$164.71	\$174.24	\$215.83	\$255.51	\$268.28
14	\$136.31	\$142.07	\$148.44	\$150.64	\$158.05	\$161.90	\$165.71	\$175.24	\$217.53	\$257.51	\$270.28
15	\$137.31	\$143.32	\$149.74	\$151.89	\$159.05	\$162.90	\$166.71	\$176.24	\$219.23	\$259.51	\$272.28
16	\$138.31	\$144.57	\$151.04	\$153.14	\$160.05	\$163.90	\$167.71	\$177.24	\$220.93	\$261.51	\$274.28
17	\$139.31	\$145.82	\$152.34	\$154.39	\$161.05	\$164.90	\$168.71	\$178.24	\$222.63	\$263.51	\$276.28
18	\$140.31	\$147.07	\$153.64	\$155.64	\$162.05	\$165.90	\$169.71	\$179.24	\$224.33	\$265.51	\$278.28
19	\$141.31	\$148.32	\$154.94	\$156.89	\$163.05	\$166.90	\$170.71	\$180.24	\$226.03	\$267.51	\$280.28
20	\$142.31	\$149.57	\$156.24	\$158.14	\$164.05	\$167.90	\$171.71	\$181.24	\$227.73	\$269.51	\$282.28
21	\$143.31	\$150.82	\$157.24	\$159.14	\$165.05	\$168.90	\$172.71	\$182.24	\$229.43	\$271.51	\$284.28
22	\$144.31	\$152.07	\$158.24	\$160.14	\$166.05	\$169.90	\$173.71	\$183.24	\$231.13	\$273.51	\$286.28
23	\$145.31	\$153.32	\$159.24	\$161.14	\$167.05	\$170.90	\$174.71	\$184.24	\$232.83	\$275.51	\$288.28
24	\$146.31	\$154.57	\$160.24	\$162.14	\$168.05	\$171.90	\$175.71	\$185.24	\$234.53	\$277.51	\$290.28
25	\$147.31	\$155.82	\$161.24	\$163.14	\$169.05	\$172.90	\$176.71	\$186.24	\$236.23	\$279.51	\$292.28
26	\$148.31	\$157.07	\$162.24	\$164.14	\$170.05	\$173.90	\$177.71	\$187.24	\$237.93	\$281.51	\$294.28
27	\$149.31	\$158.32	\$163.24	\$165.14	\$171.05	\$174.90	\$178.71	\$188.24	\$239.63	\$283.51	\$296.28
28	\$150.31	\$159.57	\$164.24	\$166.14	\$172.05	\$175.90	\$179.71	\$189.24	\$241.33	\$285.51	\$298.28
29	\$151.31	\$160.57	\$165.24	\$167.14	\$173.05	\$176.90	\$180.71	\$190.24	\$243.03	\$287.51	\$300.28
30	\$152.31	\$161.57	\$166.24	\$168.14	\$174.05	\$177.90	\$181.71	\$191.24	\$244.03	\$289.51	\$302.28
31	\$153.31	\$162.57	\$167.24	\$169.14	\$175.05	\$178.90	\$182.71	\$192.24	\$245.03	\$291.51	\$304.28
32	\$154.31	\$163.57	\$168.24	\$170.14	\$176.05	\$179.90	\$183.71	\$193.24	\$246.03	\$293.51	\$306.28
33	\$155.31	\$164.57	\$169.24	\$171.14	\$177.05	\$180.90	\$184.71	\$194.24	\$247.03	\$295.51	\$308.28
34	\$156.31	\$165.57	\$170.24	\$172.14	\$178.05	\$181.90	\$185.71	\$195.24	\$248.03	\$297.51	\$310.28
35	\$157.31	\$166.57	\$171.24	\$173.14	\$179.05	\$182.90	\$186.71	\$196.24	\$249.03	\$299.51	\$312.28
36	\$158.31	\$167.57	\$172.24	\$174.14	\$180.05	\$183.90	\$187.71	\$197.24	\$250.03	\$301.51	\$314.28
37	\$159.31	\$168.57	\$173.24	\$175.14	\$181.05	\$184.90	\$188.71	\$198.24	\$251.03	\$303.51	\$316.28

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

Support Services Pay Ranges

Pay Grade	-30%	Midpoint	+30%	Range %
	Minimum		Maximum	
SS1	\$11.74	\$16.77	\$21.80	46.15%
SS2	\$12.93	\$18.47	\$24.01	46.15%
SS3	\$14.11	\$20.15	\$26.20	46.15%
SS4	\$16.46	\$23.51	\$30.56	46.15%
SS5	\$18.81	\$26.87	\$34.93	46.15%
SS6	\$21.53	\$30.76	\$39.99	46.15%
SS7	\$24.18	\$34.54	\$44.90	46.15%

Auxiliary Departments

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

Standard Certification / Differential Categories	Additional Pay (per Hour)
Lead Differential (by number of employees supervised)	
1 to 2	\$1.00
3 to 5	\$1.25
6 to 10	\$1.50
10 to 15	\$2.00
16+	\$2.50
Asbestos Inspector License	\$2.25
Texas Commercial Driver's License	\$2.00
Call Out Guidelines	Minimum Number of Hours Paid at Current Hourly Rate
Alarm Issues (Security / Fire)	1.5 hours minimum
Maintenance Issues (Emergency repairs or anything outside of alarms)	3.0 hours minimum
Transportation Issues (Gate issues or anything outside of alarms)	2.0 hours minimum

Facility Services Pay Ranges

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

Compensation Adjustments

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

FAS2	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$12.93	\$13.48	\$14.04	\$14.78	\$15.70
Position				Assigned Calendar	
Custodian				210 / 235	
Substitute Custodian (Step 1)				No Assigned Calendar	
Step Schedule for Hiring					
Custodian - FAS2					
Step 1	1) No job-related experience. 2) Demonstrate the ability to lift fifty (50) pounds routinely. 3) Read and understand cleaning, maintenance, and safety procedures instructions.				
Step 2	1) At least one (1) year of related experience. 2) Basic knowledge of cleaning agents and their applications. 3) Basic knowledge of custodial practices used in cleaning schools.				

Step 3	4) Knowledge of custodial safety procedures, including MSDS sheets, Bloodborne Pathogens, etc. 1) At least three (3) years of related experience. 2) Experience in classroom cleaning, including marker boards, furniture, windows, etc. 3) Experience in carpet care procedures.
Step 4	1) At least five (5) years of job-related experience. 2) Experience operating floor maintenance equipment (i.e., auto scrubbers, burnishers, wet vac, etc.). 3) Performs job duties without direct supervision.
Step 5	1) At least seven (7) years of job-related experience. 2) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, furniture repair, etc. 3) Experience with the appropriate procedures for opening, closing, and safeguarding facilities. Including securing exit doors, activating alarms, etc.

FAS3	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$14.11	\$15.11	\$16.12	\$18.14	\$19.14
Position			Assigned Calendar		
Assistant Athletic Field Caretaker			235		
Delivery Driver			235		
Grounds Worker			235		
HVAC Maintenance Worker			235		
Laundry Worker			235		
Lead Custodian, Junior High, High School, and ESC			235		
Utility Worker			235		
Warehouse Worker			235		
Job-Specific Certification Categories			Certification Rates (per Hour)		
Grounds Worker/ AFC Assistant (Pest)					
TDA Applicator's License with Weed Control			\$1.75		
(3) Additional Categories for TDA Applicator's License (Lawn, Ornamental, Pest, and Termite)			\$2.00		
Grounds Worker/ AFC Assistant (Irrigation)					
Texas Irrigation Installer Certification			\$1.00		
Texas Irrigator License			\$1.50		
HVAC Maintenance Worker					
EPA Certification in Refrigerant Recovery (Universal)			\$2.00		
Utility / Warehouse Worker - Add'l Steps (If Employed on Step 1)					
Step 2			\$1.25		
Step 3			\$1.50		
Step 4			\$2.00		
Step 5			\$2.50		
Step Schedule for Hiring					
Athletic Field Caretaker Assistant - FAS3					
Step 1	1) No job-related experience. 2) Possess a valid Texas Driver's license with a good driving record.				
Step 2	1) At least one (1) year of related experience. 2) One (1) year of experience in groundskeeping or athletic field maintenance practices. 3) Skilled in using various mowers, weed eaters, striping machines, etc.				

- Step 3**
- 1) At least three (3) years of related experience.
 - 2) Exhibits knowledge in the operation of irrigation systems.
 - 3) Experience mowing natural turf in various patterns using a reel mower.
 - 4) Exhibits knowledge of basic procedures for maintaining and setting the layout of athletic fields, including football, soccer, baseball, etc.
- Step 4**
- 1) At least five (5) years of job-related experience.
 - 2) Exhibits knowledge in the operation and repair of irrigation systems.
 - 3) Proficient in painting procedures for athletic fields, including layout, decal applications, striping, and chalking.
- Step 5**
- 1) At least seven (7) years of job-related experience.
 - 2) Exhibits knowledge in diagnosing and treating horticulture problems caused by disease, insects, etc.
 - 3) Experience in the restoration of athletic field surfaces using aerators, top dressers, tractors, sod cutters, etc.

Grounds Worker - FAS3

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
- Step 2**
- 1) At least one (1) year of job-related experience.
 - 2) Exhibits knowledge of basic groundskeeping practices and procedures.
 - 3) Demonstrate the ability to operate various mowers, weed eaters, trimmers, etc.
- Step 3**
- 1) At least three (3) years of related experience.
 - 2) Demonstrate basic knowledge of irrigation systems.
 - 3) Experienced in tree and shrub trimming practices and procedures.
- Step 4**
- 1) At least five (5) years of job-related experience.
 - 2) Knowledge of various classes of plants, trees, flowers, etc., and their care.
 - 3) Experience in the repair of irrigation systems.
- Step 5**
- 1) At least seven (7) years of job-related experience.
 - 2) Exhibits knowledge in diagnosing and treating horticulture problems caused by disease, insects, etc.
 - 3) Experience in the supervision of groundskeeping and landscaping projects.

HVAC Maintenance Worker - FAS3

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to follow written and verbal instructions.
 - 4) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2**
- 1) At least one (1) year of job-related experience.
 - 2) Experience in the use of hand and power tools.
 - 3) Demonstrate the ability to climb and use an extension, step, and roof ladder.
 - 4) Demonstrate the ability to work without supervision.
- Step 3**
- 1) At least three (3) years of related experience.
 - 2) Knowledge of basic preventative maintenance practices for HVAC equipment.
 - 3) Demonstrate basic computer skills.
- Step 4**
- 1) At least five (5) years of job-related experience.
 - 2) Experience in HVAC preventative maintenance, including inspecting/replacing belts, greasing bearings, etc.
 - 3) Demonstrate the ability to track the replacement of filters and maintain the filler replacement schedule.
- Step 5**
- 1) At least seven (7) years of job-related experience.
 - 2) Proficient in the use of a computer for documentation and communication purposes.
 - 3) Experience in minor troubleshooting and replacement of HVAC components and systems.

Laundry Worker - FAS3

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2**
- 1) At least one (1) year of job-related experience.
 - 2) Exhibits practical oral and written communication skills.
 - 3) Knowledge of cleaning procedures for office areas.
 - 4) Knowledge of basic washing and drying of clothes according to color, volume, and fabric type.
- Step 3**
- 1) At least three (3) years of related experience.
 - 2) Demonstrate the ability to organize and implement a laundry schedule.
 - 3) At least three (3) years of experience cleaning office areas and restrooms.
- Step 4**
- 1) At least five (5) years of job-related experience.
 - 2) Experience washing and drying clothes, including bleaching/stain removal/handling & delivery.
- Step 5**
- 1) At least seven (7) years of job-related experience.
 - 2) Proficient in all areas of commercial laundry procedures.
 - 3) Experience maintaining commercial flooring, including stripping, waxing, buffing, and carpet cleaning.

Lead Custodian, Junior High, High School and ESC - FAS3

- Step 1**
- 1) No job-related experience.
 - 2) Demonstrates the ability to lift fifty (50) pounds routinely.
 - 3) Read and understand cleaning, maintenance, and safety procedures instructions.
- Step 2**
- 1) At least one (1) year of related job experience.
 - 2) Basic knowledge of cleaning agents and their applications.
 - 3) Basic knowledge of custodial practices used in cleaning schools.
 - 4) Knowledge of custodial safety procedures, including MSDS sheets, Bloodborne Pathogens, etc.
- Step 3**
- 1) At least three (3) years of related job experience.
 - 2) Experience in classroom cleaning, including marker boards, furniture, windows, etc.
 - 3) Experience in carpet care procedures.
- Step 4**
- 1) At least five (5) years of related job experience.
 - 2) Experienced in operating floor maintenance equipment (i.e., auto scrubbers, burnishers, wet vac, etc.).
 - 3) Performs job duties without direct supervision.
- Step 5**
- 1) At least seven (7) years of related job experience.
 - 2) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, furniture repair, etc.
 - 3) Experience with the appropriate procedures for opening, closing, and safeguarding facilities, including securing exit doors, activating alarms, etc.

Delivery Driver - FAS3

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 2) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2**
- 1) At least one (1) year of related job experience.
 - 2) Experience in sorting mail for delivery.
 - 3) Exhibits a high level of oral and written communication skills.
 - 4) Demonstrate the ability to work without supervision.
- Step 3**
- 1) At least three (3) years of related job experience.
 - 2) Experience in the use of postage machines.
 - 3) Proficient at reading maps and using GPS to locate destinations.

- Step 4** 1) At least five (5) years of related job experience.
2) Knowledge of postal regulations and requirements
- Step 5** 1) At least seven (7) years of related job experience.
2) Experience in the regulations and procedures required to ship various parcels via a private carrier.
3) Experience in the regulations, requirements, and procedures involved with district and postal service delivery of mail.

Utility Worker - FAS3

- Step 1** 1) No job-related experience.
2) Possess a valid Texas Driver's license with a good driving record.
3) Demonstrate the ability to follow written and verbal instructions.
- Step 2** 1) At least one (1) year of related job experience.
2) Demonstrate the ability to lift fifty (50) pounds routinely.
3) Skilled in the use of essential hand tools.
4) Experience using a pallet jack, truck cart, vending dolly, and other moving equipment.
- Step 3** 1) At least three (3) years of related job experience.
2) Experience in the use of power tools.
3) Experience in the transport and delivery of various materials and supplies.
4) Skilled in the use of pressure washing equipment.
- Step 4** 1) At least five (5) years of related job experience.
2) Basic knowledge of parking lot maintenance and sign repair.
3) Demonstrate the ability to pressure wash buildings and parking lots following a schedule.
- Step 5** 1) At least seven (7) years of related job experience.
2) Possess certification in forklift operation.
3) Demonstrate the ability to work independently to complete assigned tasks

Warehouse Worker - FAS3

- Step 1** 1) No job-related experience.
2) Possess a valid Texas Driver's license with a good driving record.
2) Demonstrate the ability to lift fifty (50) pounds frequently.
- Step 2** 1) At least one (1) year of related job experience.
2) Exhibit knowledge of basic warehouse procedures.
3) Demonstrate basic computer skills.
4) Experience verifying shipments with information on invoices, packing slips, purchase orders, and computer use.
- Step 3** 1) At least three (3) years of related job experience.
2) Experience in warehouse shipping and receiving practices.
3) Experience moving inventory to various locations by safely and adequately operating forklift, pallet jack, and/or handcart.
4) Proficient in the use of computerized maintenance management inventory systems.
- Step 4** 1) At least five (5) years of related job experience.
2) Possess strong computer skills.
3) Provide evidence of appropriate training experience in warehouse management.
- Step 5** 1) At least seven (7) years of related job experience.
2) Proficient in purchasing and inventory control methods and procedures.
3) Possess certification in forklift operation.

FAS4	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$16.46	\$17.63	\$18.81	\$21.16	\$22.33
Position			Assigned Calendar		
Athletic Complex Caretaker			235		
Athletic Field Caretaker			235		
Craft Apprentice, HVAC, General Maintenance, Electrical, Plumbing, and Life Safety/ Security			235		
Head Custodian, Elementary, Middle Schools, and ESC			235		
Landscape Detailer			235		
Lead Laundry/Custodian			235		
Job-Specific Certification Categories			Certification Rates (per Hour)		
Athletic Facilities Caretakers					
1) Step 2			\$1.50		
2) Step 3			\$2.00		
3) Step 4			\$2.50		
4) Step 5			\$2.75		
Landscape Detailer					
TDA Applicator's License with Weed Control			\$1.75		
(3) Additional Categories for TDA Applicator's License (Lawn Ornamental, Pest, and Termite)			\$2.00		
Texas Irrigation Installer Certification			\$1.00		
Texas Irrigator License			\$1.50		
Craft Apprentice					
Electrical					
1) Texas Maintenance Electrician License			\$2.00		
2) Texas Journeyman Electrician License			\$2.50		
3) Texas Master Electrician License			\$3.00		
Plumber					
1) Texas Tradesman Plumber - Limited License			\$2.00		
2) Texas Journeyman Plumber's License			\$2.50		
3) Texas Master Plumber's License			\$3.00		
General Maintenance/ Life Safety/ Security					
1) Step 2			\$1.50		
2) Step 3			\$2.00		
3) Step 4			\$2.50		
4) Step 5			\$2.75		
HVAC					
1) EPA Certification in Refrigerant Recovery (Universal)			\$2.00		
2) Texas Class "B" license in HVAC or associate degree in Air Conditioning Technology			\$2.50		
3) Texas Class "A" license in HVAC			\$3.00		

Step Schedule for Hiring

Athletic Complex Caretaker - FAS4

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to follow verbal and written instructions.
- Step 2**
- 1) At least one (1) year of job-related experience.
 - 2) Demonstrate knowledge of basic groundskeeping practices.
 - 3) Demonstrate basic knowledge of custodial practices used in cleaning schools.
 - 4) Experience with appropriate procedures for opening, closing, and safeguarding facilities, including securing gates and doors, security alarms, etc.
- Step 3**
- 1) At least three (3) years of job-related experience.
 - 2) Experience operating floor care equipment (i.e., buffers, wet vac, burnishers, etc.).
 - 3) Basic knowledge in the care of artificial turf.
 - 4) Basic knowledge in the care of synthetic running track surfaces.
- Step 4**
- 1) At least five (5) years of job-related experience.
 - 2) Experience in the care and minor maintenance of aluminum bleachers.
 - 3) Experience with minor building maintenance such as replacement of light bulbs, ceiling tile, etc.
- Step 5**
- 1) At least seven (7) years of job-related experience.
 - 2) Experience in interior and exterior maintenance of athletic facilities, including locker rooms, press boxes, restrooms, mechanical rooms, etc.
 - 3) Experience in field preparation and setup for football, soccer, and other athletic events.
 - 4) Proficient in the operation of an athletic venue during scheduled events.

Athletic Field Caretaker - FAS4

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record
 - 3) Demonstrate basic turf (natural) knowledge, including aeration, mowing, irrigation, etc.
- Step 2**
- 1) At least one (1) year of experience in groundskeeping and landscaping procedures.
 - 2) Experience in the mowing of turf (natural) in various patterns using a reel mower
 - 3) Demonstrate basic knowledge of various procedures required to maintain athletic fields, including football, baseball, soccer, etc.
 - 4) Demonstrate basic knowledge of the layout of athletic fields, including football, baseball, soccer, etc.
 - 5) Skilled in using various mowers, weed eaters, striping machines, aerators, etc.
- Step 3**
- 1) At least three (3) years of experience in groundskeeping and landscaping procedures.
 - 2) Knowledge of painting procedures for athletic fields, including layout, decal applications, striping, and chalking.
 - 3) Experience recognizing various problems related to turf management caused by disease, weeds, insects, etc.
- Step 4**
- 1) At least five (5) years of experience in groundskeeping and landscaping.
 - 2) At least one (1) year of experience in athletic field preparation and procedures.
 - 3) Experience in the repair of athletic field irrigation systems.
- Step 5**
- 1) At least seven (7) years of experience in groundskeeping and landscaping.
 - 2) At least two years of experience in athletic field preparation and procedures.
 - 3) Experience supervising grounds personnel in athletic field procedures and preparation.

Craft Apprentice - FAS4

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to follow written and verbal instructions.
- Step 2**
- 1) At least one (1) year of job-related experience.
 - 2) Knowledge of tools in a designated craft.
 - 3) Basic knowledge of work-related systems (i.e., plumbing, A/C, electrical, etc.).
 - 4) Demonstrate basic computer skills.

Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of related experience. 2) Knowledge of general maintenance duties related to the assigned craft. 3) Demonstrate the ability to work unsupervised.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Experience in the procurement of supplies, parts, and tools. 3) Experience in work order system procedures. 4) Experienced in preventative maintenance procedures related to assigned craft.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Experience in troubleshooting procedures related to the assigned craft. 3) Proficient in the use of a computer for various duties.
Head Custodian (Elementary, Middle Schools, and ESC) - FAS4	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job-related experience. 2) Basic knowledge of custodial practices used in cleaning schools. 3) Knowledge of custodial safety procedures, including MSDS sheets, Bloodborne Pathogens, etc. 4) Read and understand written and verbal directives. 5) Experience with appropriate procedures for opening, closing, and safeguarding facilities. 6) Experience in the operation of floor maintenance equipment.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job-related experience. 2) At least one (1) year of supervisory experience.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of verifiable experience as a custodian. 2) Planning and directing experience. 3) At least two (2) years of supervisory experience.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of verifiable job-related experience. 2) At least three (3) years of verifiable supervisory experience. 3) At least two (2) years of planning and directing experience.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of verifiable job-related experience. 2) At least five (5) years of verifiable building keeper experience as a supervisor. 3) At least five (5) years of planning and directing experience. 4) Experience in training personnel in custodial safety procedures.
Landscape Detailer - FAS4	
Step 1	<ul style="list-style-type: none"> 1) No job-related experience. 2) Possess a valid Texas Driver's license with a good driving record.
Step 2	<ul style="list-style-type: none"> 1) At least one (1) year of job-related experience. 2) Exhibits knowledge of basic groundskeeping practices and procedures 3) Demonstrate the ability to operate various types of equipment such as mowers, weed eaters, hedge trimmers, etc. 4) Basic knowledge of various types of plants, flowers, trees, etc., and their care.
Step 3	<ul style="list-style-type: none"> 1) At least three (3) years of job-related experience. 2) Demonstrate basic knowledge of shrub and tree maintenance. 3) Demonstrate basic knowledge of irrigation systems maintenance and repair.
Step 4	<ul style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Experienced in flower bed and soil maintenance practices, including weeding, mulching, aerating, edging, and fertilization. 3) Experienced in removing and planting ornamental plants, bushes, flowers, plants, and shrubs.
Step 5	<ul style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Exhibit detailed knowledge and experience in pruning, trimming, grafting, and removal of trees of various types and sizes 3) Experienced in installing landscaping projects and using soft and hardscaping materials. 4) Experienced in installing and repairing irrigation systems for commercial landscaping.

Lead Laundry/Custodian - FAS4

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to lift fifty (50) pounds routinely.
- Step 2**
- 1) At least one (1) year of job-related experience.
 - 2) Exhibit practical oral and written communication skills.
 - 3) Knowledge of cleaning procedures.
 - 4) Knowledge of basic washing and drying of clothes according to color, volume, and fabric type.
- Step 3**
- 1) Three (3) years of job-related experience.
 - 2) Demonstrate the ability to organize and implement a laundry schedule.
 - 3) Experience in the operation of custodial equipment and floor machines.
- Step 4**
- 1) Five (5) years of job-related experience.
 - 2) Planning and directing experience.
 - 3) Two (2) years of verifiable supervisory experience.
- Step 5**
- 1) Seven (7) years of job-related experience.
 - 2) Experience in training personnel in custodial and laundry procedures.

FAS5	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$18.81	\$21.50	\$22.84	\$24.18	\$26.87
Position				Assigned Calendar	
Building Maintenance Technician, DHS				235	
Grounds Foreman				235	
Grounds Mechanic				235	
Head Custodian, Junior High, and Lobit Education Village				235	
Inventory Management Technician				235	
Pest Control Operator				235	
Utility Foreman				235	
Job-Specific Certification Categories				Certification Rates (per Hour)	
Grounds Foreman & Pest Control Operator					
TDA Applicator's License with Weed Control				\$1.75	
(3) Additional Categories for TDA Applicator's License (Lawn, Ornamental, Pest, and Termite)				\$2.00	
Texas Irrigation License				\$1.50	
Indoor Pest Management Coordinator Certification				\$2.25	
Grounds Mechanic					
*Certification must be through the Outdoor Power Equipment accredited program					
Small Engine Repair Certification*				\$1.25	
Diesel Engine Repair Certification*				\$1.75	
Hydraulic Systems Repair Certification*				\$1.75	
Step Schedule for Hiring					
Building Maintenance Technician, DHS - FAS5					
Step 1	<ol style="list-style-type: none"> 1) At least one (1) year of job-related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of commercial building maintenance related to electrical, plumbing, carpentry, and painting. 4) Demonstrate the ability to work without direct supervision. 				
Step 2	<ol style="list-style-type: none"> 1) At least three (3) years of job-related experience. 2) Possess the ability to organize and maintain a preventative maintenance program. 3) Experience in basic electrical, plumbing, and carpentry repairs. 				

<p>Step 3</p> <p>Step 4</p> <p>Step 5</p>	<p>1) At least five (5) years of job-related experience.</p> <p>2) Skilled in using tools in the painting trade, such as brushes, rollers, and drywall tools.</p> <p>3) Experience in troubleshooting and repairing electrical and lighting systems.</p> <p>4) Experience in troubleshooting and repairing plumbing fixtures and systems.</p> <p>1) At least seven (7) years of job-related experience.</p> <p>2) Experience repairing and replacing doors, hardware, ceilings, and flooring systems in commercial buildings.</p> <p>3) Demonstrate the ability to repair damaged drywall surfaces to maintain a uniform appearance of the surrounding area.</p> <p>4) Demonstrate advanced skills and knowledge required to repair and recoat any pre-coated paint surfaces with various paint finishes.</p> <p>1) At least nine (9) years of job-related experience.</p> <p>2) Extensive training with documentation in maintenance related to school facilities and/or commercial buildings.</p> <p>3) Demonstrate the ability to plan and direct personnel in a supervisory role.</p> <p>4) Proficient in repairing and preventative maintenance of school facilities' electrical, lighting, and plumbing systems.</p>
<p>Grounds Foreman - FAS5</p>	
<p>Step 1</p> <p>Step 2</p> <p>Step 3</p> <p>Step 4</p> <p>Step 5</p>	<p>1) Demonstrate knowledge of seasonal mowing and trimming requirements.</p> <p>2) Demonstrate knowledge of various types of equipment used in mowing operations.</p> <p>3) Possess a valid Texas Driver's license with a good driving record.</p> <p>1) At least one (1) year of job-related experience.</p> <p>2) Demonstrate basic knowledge of landscaping procedures.</p> <p>3) Demonstrate basic knowledge of irrigation installation and repairs.</p> <p>1) At least three (3) years of job-related experience.</p> <p>2) At least one (1) year of experience planning/directing a mowing and landscaping operation.</p> <p>1) At least five (5) years of job-related experience.</p> <p>2) Demonstrate knowledge in caring for various plants, trees, flowers, etc.</p> <p>3) At least three (3) years of experience planning/directing a mowing and landscaping operation.</p> <p>1) At least seven (7) years of job-related experience.</p> <p>2) Experience identifying and treating horticultural problems caused by disease, insects, etc.</p> <p>3) Experience in landscaping installation and repairs.</p>
<p>Grounds Mechanic - FAS5</p>	
<p>Step 1</p> <p>Step 2</p> <p>Step 3</p> <p>Step 4</p>	<p>1) Possess a valid Texas Driver's license with a good driving record.</p> <p>2) Demonstrate basic knowledge of grounds and landscaping procedures.</p> <p>3) Demonstrate basic knowledge of repair of outdoor power equipment.</p> <p>1) At least one (1) year of experience in the repair of lawn equipment (i.e., walking behind and riding mowers, weed eaters, blowers, etc.).</p> <p>2) Demonstrate knowledge of preventative maintenance procedures for lawn equipment.</p> <p>1) At least three (3) years of experience in the repair of lawn equipment (i.e., walking behind and riding mowers, weed eaters, blowers, etc.).</p> <p>2) Proficient in the use of all lawn equipment and tractors.</p> <p>3) Demonstrate knowledge of heavy equipment operation (i.e., backhoes, loaders, tractors).</p> <p>4) Experience in the repair of two-stroke and four-stroke engines.</p> <p>1) At least five (5) years of experience in the repair of commercial lawn and power equipment.</p> <p>2) Experience in the maintenance and repair of spray equipment (i.e., chemical sprayers, striping Machines, etc.).</p>

- Step 5**
- 3) Experience in the repair of hydraulic systems on heavy equipment.
 - 1) At least seven (7) years of experience in lawn equipment repair, including heavy equipment.
 - 2) Demonstrate detailed knowledge of grounds and landscaping procedures.
- Proficient in the repair of heavy equipment (i.e., backhoes, tractors, lifts, etc.).

Head Custodian, Junior High and Lobit Education Village - FAS5

- Step 1**
- 1) At least one (1) year of job-related experience.
 - 2) Basic knowledge of custodial practices used in cleaning schools.
 - 3) Knowledge of custodial safety procedures, including MSDS sheets, Bloodborne Pathogens, etc.
 - 4) Read and understand written and verbal directives.
 - 5) Experience with appropriate procedures for opening, closing, and safeguarding facilities.
 - 6) Experience in the operation of floor maintenance equipment.
- Step 2**
- 1) At least three (3) years of job-related experience.
 - 2) At least one (1) year of supervisory experience.
- Step 3**
- 1) At least five (5) years of verifiable experience as a custodian.
 - 2) Planning and directing experience.
 - 3) At least two (2) years of supervisory experience.
- Step 4**
- 1) At least seven (7) years of verifiable job-related experience.
 - 2) At least three (3) years of verifiable supervisory experience.
 - 3) At least two (2) years of planning and directing experience.
- Step 5**
- 1) At least nine (9) years of verifiable job-related experience.
 - 2) At least five (5) years of verifiable building keeper experience as a supervisor.
 - 3) At least five (5) years of planning and directing experience.
 - 4) Experience in training personnel in custodial safety procedures.

Inventory Management Technician - FAS5

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate the ability to lift fifty (50) pounds frequently.
 - 4) Demonstrate basic computer skills.
- Step 2**
- 1) At least one (1) year of job-related experience.
 - 2) Exhibits knowledge of basic warehouse procedures, including storing, inventory, tracking, receiving, etc.
 - 3) Experience in inventory control methods and procedures.
 - 4) Demonstrate knowledge of advanced computer skills.
- Step 3**
- 1) At least three (3) years of job-related experience.
 - 2) Proficient in the use of a computerized inventory management system.
 - 3) Exhibit warehouse and truck stock distribution knowledge, stocking, and auditing procedures.
 - 4) Possess certification as a trained forklift operator.
- Step 4**
- 1) At least five (5) years of job-related experience.
 - 2) Experience using a barcoding system for inventory control.
 - 3) Demonstrate advanced computer skills with the ability to compile detailed inventory reports.
 - 4) Demonstrate knowledge of tool crib operating procedures.
- Step 5**
- 1) At least nine (9) years of job-related experience.
 - 2) Proficient in following and implementing district and departmental purchasing procedures.
 - 3) Provide documentation of training and experience in warehouse management methods and procedures.

Pest Control Operator - FAS5

- Step 1**
- 1) No job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Demonstrate basic computer skills.
- Step 2**
- 1) At least one (1) year of job-related experience.
 - 2) Experience in the identification and resolution of pest control issues.
 - 3) Demonstrate knowledge of safety procedures in handling chemicals as Texas SPCB requires.
- Step 3**
- 1) At least three (3) years of job-related experience.
 - 2) Experience in the planning of pest and weed control strategies.
 - 3) Experience in the application of IPM procedures related to schools.
- Step 4**
- 1) At least five (5) years of job-related experience.
 - 2) Experience in the identification and resolution of termite issues.
 - 3) Proficient in the use of a computer to maintain accurate records as per Texas SPCB requirements.
- Step 5**
- 1) At least seven (7) years of job-related experience.
 - 2) Knowledge of procedures in control of nuisance wildlife.

Utility Foreman - FAS5

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

FAS6	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$21.53	\$24.61	\$27.68	\$30.76	\$32.30
Position			Assigned Calendar		
Carpenter			235		
Grounds Supervisor			235		
Head Custodian, DHS			235		
Painter			235		
Plumber			235		
Electrician			235		
Purchasing / Warehouse Manager			235		
Technician (Door Hardware, General Maintenance, Life Safety/Security and HVAC)			235		
Utility Supervisor			235		
Job-Specific Certification Categories			Certification Rates (per Hour)		
Carpenter, Door Hardware Technician, Grounds Supervisor, Painter, HVAC Technician (General Maintenance; Life Safety/Security; Facility Services Coordinator)					
Asbestos Inspector License			\$2.25		
Texas Class A HVAC License			\$3.00		
Texas Class B HVAC License			\$2.50		
Electrician					
1) Texas Maintenance Electrician License			\$2.00		
2) Texas Journeyman Electrician License			\$2.50		
3) Texas Master Electrician License			\$3.00		
Step Schedule for Hiring					
Carpenter - FAS6					
Step 1	1) At least one (1) year of job-related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to use hand tools and portable power tools.				
Step 2	1) At least three (3) years of job-related experience. 2) Demonstrate the ability to read blueprints. 3) Demonstrate the ability to organize vehicles with necessary daily work materials.				
Step 3	1) At least five (5) years of job-related experience. 2) Demonstrate the ability to operate stationary and portable power tools. 3) Demonstrate the ability to use carpentry hand tools. 4) Demonstrate the ability to follow established safety procedures and techniques for job duties.				
Step 4	1) At least seven (7) years of job-related experience. 2) Demonstrate the ability to plan basic construction projects. 3) Demonstrate the ability to read basic architectural drawings.				
Step 5	1) At least nine (9) years of job-related experience. 2) Demonstrate the ability to make drawings or sketches of construction projects. 3) Demonstrate the ability to plan and order materials for construction projects.				

Step 3	<ol style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Demonstrate the ability to install and repair cylindrical and mortise locks. 3) Demonstrate the ability to install and repair door closures and exit devices.
Step 4	<ol style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Experience in implementing and maintaining a facility key code system. 3) Experience repairing various types of interior and exterior doors. 4) Experience repairing and replacing door mullions, thresholds, hinges, and glazing systems.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Knowledge of ADA laws related to doors and door hardware. 3) Experience in the repair and replacement of locker hardware. 4) Experience in the repair and maintenance of electronic door devices.
<i>Electrician - FAS6</i>	
Step 1	<ol style="list-style-type: none"> 1) At least one (1) year of job-related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in using power tools, hand tools, and meters. 4) Demonstrate the ability to follow written and verbal instructions.
Step 2	<ol style="list-style-type: none"> 1) At least three (3) years of job-related experience as an Electrician or six (6) years as an Electrical apprentice. 2) Proficient in using a computer for documentation and communication purposes (i.e., work orders, email, requisitions, etc.). 3) Knowledge of and experience with compliance with the National Electric Code and related local codes. 4) Demonstrate the ability to read writing diagrams and schematics for diagnostic purposes.
Step 3	<ol style="list-style-type: none"> 1) At least five (5) years of job-related experience as an Electrician or eight (8) years as an Electrical Apprentice. 2) Experience in the cutting, bending, threading, and running of electric conduit materials. 3) Experience pulling insulated terminations to complete the installation of electrical circuits. 4) Skilled in testing malfunctioning electrical circuits and systems using test equipment.
Step 4	<ol style="list-style-type: none"> 1) At least seven (7) years of experience as an Electrician. 2) Demonstrate the ability to read and interpret detailed drawings, plans, and specifications. 3) Experience installing, troubleshooting, and repairing commercial lighting fixtures and systems.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of experience as an Electrician. 2) Experience in directing and training personnel to install, maintain, and repair commercial electrical circuits and systems. 3) Experience in electrical load calculations and planning for large jobs and special projects. 4) Experience in preventative maintenance procedures for electrical and lighting systems for commercial buildings.
<i>General Maintenance Technician - FAS6</i>	
Step 1	<ol style="list-style-type: none"> 1) At least one (1) year of job-related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of building maintenance related to electrical, plumbing, and carpentry.
Step 2	<ol style="list-style-type: none"> 1) At least three (3) years of job-related experience. 2) Demonstrate the ability to work without supervision. 3) Experience in organizing and maintaining a preventative maintenance program. 4) Experience in minor electrical, plumbing, and carpentry repairs.

Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Documented training and/or experience with organization and implementation of preventative maintenance program. 3) Experience in basic troubleshooting and repair of electrical and lighting systems. 4) Experience in basic troubleshooting and repair of plumbing fixtures and systems.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Experience repairing and replacing doors, hardware, ceilings, and flooring systems in commercial buildings. 3) Demonstrate the ability to interpret blueprints and schematics to troubleshoot electrical, plumbing, and structural problems.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Extensive training with documentation in maintenance related to school facilities and/or commercial buildings. 3) Demonstrate the ability to plan and direct personnel in a supervisory role. 4) Proficient in preventative maintenance of all areas of school facilities.
Grounds Supervisor - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job-related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate basic knowledge of grounds and landscaping procedures.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job-related experience. 2) Knowledge of turf management, including disease control, irrigation, and drainage.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Knowledge of indoor pest management procedures. 3) Experience scheduling and supervising an extensive mowing and landscaping operation.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) At least two (2) years of supervisory experience. 3) Experience in scheduling and supervising indoor pest management programs.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Experience in the design and installation of irrigation systems.
Head Custodian, DHS - FAS6	
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of job-related experience. 2) Basic knowledge of custodial practices used in cleaning schools. 3) Knowledge of custodial safety procedures, including MSDS sheets, Bloodborne Pathogens, etc. 4) Read and understand written and verbal directives. 5) Experience with appropriate procedures for opening, closing, and safeguarding facilities. 6) Experience in the operation of floor maintenance equipment.
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of job-related experience. 2) At least one (1) year of supervisory experience.
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of verifiable experience as a custodian. 2) Planning and directing experience. 3) At least two (2) years of supervisory experience.
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of verifiable job-related experience. 2) At least three (3) years of verifiable supervisory experience. 3) At least two (2) years of planning and directing experience.
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of verifiable job-related experience. 2) At least five (5) years of verifiable building keeper experience as a supervisor. 3) At least five (5) years of planning and directing experience. 4) Experience in training personnel in custodial safety procedures.

HVAC Technician - FAS6

- Step 1**
- 1) At least one (1) year of job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Skilled in using power tools, hand tools, and meters.
 - 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes.
- Step 2**
- 1) At least three (3) years of job-related experience.
 - 2) Possess EPA certification in refrigerant recovery with a "Universal" endorsement.
 - 3) Proficient in using a computer for documentation and communication purposes (i.e., work orders, email, heat load calculations, requisitions, etc.).
 - 4) Knowledge of and experience with compliance with the Uniform Mechanical Code and related laws and regulations.
- Step 3**
- 1) At least five (5) years of job-related experience.
 - 2) Experience in diagnosing and repairing HVAC systems 25 tons and under.
 - 3) Experience in the diagnosis and repair of commercial ice makers.
 - 4) Experience in the preventative maintenance practices and procedures for HVAC systems.
- Step 4**
- 1) At least seven (7) years of job-related experience.
 - 2) Experience repairing chilled water systems, including chillers, pumps, and air handlers.
 - 3) Experience in the troubleshooting and calibration of DDC controls.
 - 4) Experience in the diagnosis and repair of commercial boilers.
- Step 5**
- 1) At least nine (9) years of job-related experience.
 - 2) Experience using and programming BAS control systems for energy management purposes.
 - 3) Demonstrate the ability to diagnose and repair HVAC systems of any size or capacity.
 - 4) Experience in directing and training personnel to install, maintain, and repair commercial HVAC systems.

Life Safety / Security Technician - FAS6

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

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

Painter - FAS6

- Step 1**
- 1) At least one (1) year of job-related experience.
 - 2) Possess a valid Texas Driver's license with a good driving record.
 - 3) Skilled in using tools in the paint trade, such as brushes, rollers, spray equipment, and drywall tools.
- Step 2**
- 1) At least three (3) years of job-related experience.
 - 2) Demonstrate the skills and knowledge required to prepare and recoat any pre-coated paint surface.
 - 3) Experience in the preparation of new surfaces for painting. Surfaces include wood, metal, drywall masonry, etc.
 - 4) Demonstrate the ability to follow established safety procedures and techniques to perform job duties (i.e., climbing, lifting, etc.).
- Step 3**
- 1) At least five (5) years of job-related experience.
 - 2) Demonstrate the ability to use correct procedures for mixing, tinting, and matching colors of various types of paint.
 - 3) Demonstrate the ability to measure, cut, paste, and apply commercial wall covering materials.
- Step 4**
- 1) At least seven (7) years of job-related experience.
 - 2) Demonstrate the ability to tape, float, and texture new drywall surfaces.
 - 3) Demonstrate the ability to repair damaged drywall surfaces to maintain a uniform appearance of the surrounding area.
 - 4) Experience using stains, sealants, varnishes, and lacquers to coat wood surfaces.
- Step 5**
- 1) At least nine (9) years of job-related experience.
 - 2) Demonstrate the ability to develop and implement a schedule for painting a facility that minimizes the inconvenience of the building occupants.
 - 3) Experience directing and training personnel in procedures and methods related to the paint field.
 - 4) Proficient in the completion of paperwork for documentation and procurement purposes (i.e., work orders, requisitions, etc.).

Plumber - FAS6

- Step 1**
- 1) At least one (1) year of job-related experience.
 - 2) Possess a valid Texas driver's license with a good driving record.
 - 3) Skilled in using power, hand, and trade-related instruments.
 - 4) Demonstrate the ability to read basic architectural drawings.
- Step 2**
- 1) At least three (3) years of job-related experience.
 - 2) Experience cleaning obstructions in drain and sewer lines in commercial facilities.
 - 3) Knowledge of and experience with the National Plumbing and Uniform Mechanical Code.
- Step 3**
- 1) At least five (5) years of job-related experience.
 - 2) Experience in the cutting, threading, bolting, soldering, and other established pipe joining procedures.
 - 3) Experience installing and repairing commercial plumbing fixtures (i.e., toilet, lavatory, faucet, drinking fountain, etc.)
- Step 4**
- 1) At least seven (7) years of job-related experience.
 - 2) Experience in installing and repairing domestic water heaters and commercial boilers.
 - 3) Demonstrate the ability to read and interpret detailed drawings, plans, and specifications to determine the layout, methods, materials, and equipment required to complete work orders and projects.

Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Experience installing, repairing, and testing commercial natural gas piping systems. 3) Experience in the direction and training of personnel to install, maintain, and repair commercial plumbing systems plumbing systems. 4) Demonstrate the ability to diagnose and repair complex problems in commercial facilities' gas, water, and sewer systems.
<i>Purchasing/Warehouse Manager - FAS6</i>	
Step 1	<ol style="list-style-type: none"> 1) At least one (1) year of job-related experience. 2) Possess a valid Texas Driver's license with a good driving record 3) Demonstrate knowledge of routing warehouse setup.
Step 2	<ol style="list-style-type: none"> 1) At least three (3) years of job-related experience. 2) Demonstrate the ability to keep accurate records of purchases. 3) Demonstrate the ability to keep accurate records of supplies, materials, and tools disbursements. 4) Demonstrate proficient computer skills.
Step 3	<ol style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Demonstrate the ability to follow district purchasing procedures. 3) Possess certification in forklift operation
Step 4	<ol style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Provide evidence of warehouse management training. 3) Proficient in purchasing and inventory control methods and procedures.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Experience in the organization and implementation of warehouse procedures and protocols. 3) Experience in the supervision of warehouse personnel in the areas of purchasing, inventory, and tool management.
<i>Utility Supervisor - FAS6</i>	
Step 1	<ol style="list-style-type: none"> 1) At least one (1) year of job-related experience. 2) Possess a valid Texas Driver's license with a good driving record. 3) Demonstrate the ability to follow written and verbal instructions. 4) Demonstrate the ability to give verbal and written directives. 5) Demonstrate basic knowledge of transporting and delivering furniture, materials, supplies, etc.
Step 2	<ol style="list-style-type: none"> 1) At least three (3) years of job-related experience. 2) Experience using pallet jacks, truck carts, vending dollies, and other moving equipment. 3) Experience using hand tools (i.e., hammers, screwdrivers, socket sets, etc.). 4) Demonstrate basic computer skills.
Step 3	<ol style="list-style-type: none"> 1) At least five (5) years of job-related experience. 2) Demonstrate knowledge of parking lot maintenance and repair procedures. 3) Experience organizing, transporting, and delivering furniture, materials, supplies, etc.
Step 4	<ol style="list-style-type: none"> 1) At least seven (7) years of job-related experience. 2) Experience setting up procedures for special events such as banquets, fairs, and graduation. 3) Experience in the exterior cleaning of commercial buildings using commercial pressure washing equipment, chemicals, lifts, etc. 4) Demonstrate advanced computer skills.
Step 5	<ol style="list-style-type: none"> 1) At least nine (9) years of job-related experience. 2) Experience organizing, selling, and disposing of school district property by auction, recycling, or other approved methods. 3) Experience in supervising multiple crews to complete daily job assignments and meet assigned deadlines. 4) Experience in the transport and delivery of large, heavy equipment and furniture (i.e., pianos, risers, etc.).

FAS7	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$24.18	\$29.36	\$32.81	\$36.27	\$39.72
Position				Assigned Calendar	
Specialist (Electrician, HVAC, and Plumbing)				235	
Step Schedule for Hiring					
<i>Electrician Specialist - FAS7</i>					
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of experience as an Electrician or four (4) years as an Electrical Apprentice. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in using power tools, hand tools, and meters. 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes. 				
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of experience as an Electrician or six (6) years as an Electrical Apprentice. 2) Knowledge of and experience with the National Electric Code and relevant local codes. 3) Skilled in testing malfunctioning electrical circuits and systems using test equipment. 				
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of experience as an Electrician or eight (8) years as an Electrical Apprentice. 2) Experience in the cutting, bending, threading, and running of electrical conduit materials. 3) Experience pulling insulated wires and cables through conduit, including terminations to complete the installation of electrical circuits. 				
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an Electrician. 2) Possess a valid Journeyman or Maintenance Electrician license issued by the State of Texas. 3) Experience installing, troubleshooting, and repairing commercial lighting fixtures and systems. 4) Demonstrate the ability to read and interpret detailed drawings, plans, and specifications. 				
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as an Electrician. 2) Possess a Master Electrician license issued by the State of Texas. 3) Experience installing, troubleshooting, and repairing commercial lighting fixtures and systems. 4) Experience in directing and training personnel to install, maintain, and repair electrical circuits and systems. 5) Experience in electrical load calculations and planning for large jobs and special projects. 				
<i>HVAC Specialist - FAS7</i>					
Step 1	<ul style="list-style-type: none"> 1) At least one (1) year of experience as an HVAC Technician or four (4) years as an HVAC Apprentice. 2) Possess a valid Texas Driver's license with a good driving record. 3) Skilled in using power tools, hand tools, and meters. 4) Demonstrate the ability to read wiring diagrams and schematics for diagnostic purposes. 				
Step 2	<ul style="list-style-type: none"> 1) At least three (3) years of experience as an HVAC Technician or six (6) years as an HVAC Apprentice. 2) Possess EPA Certification in refrigerant recovery (Universal) 3) Knowledge of and experience with the Uniform Mechanical Code compliance and related laws and regulations. 				
Step 3	<ul style="list-style-type: none"> 1) At least five (5) years of experience as an HVAC Technician or eight (8) years as an HVAC Apprentice. 2) Possess a valid Class "B" HVAC license issued by the State of Texas or a degree in air conditioning or refrigeration engineering/technology. 3) Experience diagnosing and troubleshooting commercial HVAC systems 25 tons and under. 				
Step 4	<ul style="list-style-type: none"> 1) At least seven (7) years of experience as an HVAC Technician. 2) Experience in troubleshooting, calibrating, and repairing pneumatic and DDC control systems. 3) Experience in diagnosing and troubleshooting air conditioning, heating, and refrigeration systems of any size or capacity. 				
Step 5	<ul style="list-style-type: none"> 1) At least nine (9) years of experience as an HVAC Technician. 2) Possess a valid Class "A" HVAC license issued by the State of Texas or NATE certification in air conditioning, heating, hydroponics, and commercial refrigeration service or a degree in air conditioning/refrigeration technology. 3) Proficient in using a computer for documentation and communication purposes (i.e., work orders, 				

email, heat load calculations, refrigerant tracking, etc.).

- 4) Experience in the programming of energy management systems.
- 5) Experience in directing and training personnel to install, maintain, and repair commercial HVAC systems.

Plumbing Specialist - FAS7

Step 1

- 1) At least one (1) year of experience as a Plumber or four (4) years as a Plumber's Apprentice.
- 2) Possess a valid Texas Driver's license with a good driving record.
- 3) Skilled in using power, hand, and trade-related instruments.
- 4) Demonstrate the ability to read basic architectural drawings.

Step 2

- 1) At least three (3) years of experience as a Plumber or six (6) years as a Plumber's Apprentice.
- 2) Registered as a Plumber's Apprentice with the Texas State Board of Plumbing Examiners.
- 3) Knowledge of and experience with the National Plumbing and Uniform Mechanical Code.

Step 3

- 1) At least five (5) years of experience as a Plumber or eight (8) years as a Plumber's Apprentice.
- 2) Experience in the cutting, threading, bolting, soldering, and other established pipe joining procedures.
- 3) Experience installing and repairing commercial plumbing fixtures (i.e., toilet, lavatory, water fountains).
- 4) Experience cleaning obstructions in drain and sewer lines using the appropriate equipment.

Step 4

- 1) At least seven (7) years of experience as a Plumber.
- 2) Possess a valid Journeyman Plumber's license issued by the State of Texas.
- 3) Experience installing and repairing domestic water heaters and boilers.
- 4) Demonstrate the ability to read and interpret detailed drawings, plans, and specifications to determine the layout, methods, materials, and equipment needed to complete work orders and projects.

Step 5

- 1) At least nine (9) years of experience as a Plumber.
- 2) Possess a valid Master Plumber's license issued by the State of Texas.
- 3) Experience installing, repairing, and testing commercial natural gas piping systems.
- 4) Experience in directing and training personnel to install, maintain, and repair commercial plumbing systems.
- 5) Experience in all aspects of plumbing repair and installation for commercial buildings.

Transportation Pay Ranges

TRANSPORTATION PAY SCHEDULE				
Years of Experience	Bus Monitors - TRA1	Driver Trainees - TRA3	Driver Non-CDL TRA4	Driver CDL - TRA5
0	\$14.40	\$16.00	\$18.00	\$24.00
1	\$14.55		\$18.45	\$24.25
2	\$14.80		\$18.70	\$24.35
3	\$15.15		\$18.95	\$24.55
4	\$15.30		\$19.20	\$24.80
5	\$15.45		\$19.45	\$24.95
6	\$15.55		\$19.70	\$25.10
7	\$15.65		\$19.95	\$25.35
8	\$15.75		\$20.20	\$25.55
9	\$16.00		\$20.45	\$25.70
10	\$16.10		\$20.70	\$25.80
11	\$16.25		\$20.95	\$25.90
12	\$16.35		\$21.20	\$26.10
13	\$16.50		\$21.45	\$26.20
14	\$16.65		\$21.70	\$26.30
15	\$16.80		\$21.95	\$26.50
16	\$16.95		\$22.20	\$26.90
17	\$17.10		\$22.45	\$27.30
18	\$17.25		\$22.70	\$27.70
Pay Differentials				
Lead Driver/Trainer			\$1.00 additional per hour	
Extracurricular Trip Rate			Driver's hourly rate	
18+ Years of Experience				
Bus Monitors - SS1, 18 years of experience rate +			\$0.15 additional per hour	
Drivers - SS5, 18 years of experience rate +			\$0.40 additional per hour	
Late Run/Mid-day Dispatcher			\$15.00	
Mid-day Assistant			\$15.00	
Retire/Rehire Driver			0-year rate	
Substitute Bus Driver			0-year rate	
Substitute Bus Monitor			0-year rate	
Sponsor Pay - Rate Based on Round Trip Mileage*				
100 miles or less			\$20.00 / Trip	
101-200 miles			\$30.00 / Trip	
201-400 miles			\$50.00 / Trip	
401 miles or more			\$60.00 / Trip	
*Outside of normal scheduled hours.				

Transportation Certification - Mechanics/ Mechanic Helpers	Additional Pay (per Hour)
Certification is obtained, salary increase will be awarded as follows:	
Propane Certification	\$0.25
ASE Certification (Pay does not accumulate)	
At Least one or equivalent	\$0.25
Four areas towards ASE or equivalent	\$0.75
Certified Master Mechanic or equivalent	\$1.50
Inspections - Department of Transportation	\$0.25

TRA4	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$16.46	\$19.98	\$22.33	\$24.69	\$25.86
Position				Assigned Calendar	
Crossing Guard (2 HR) Mechanic Helper				Student Calendar 235	
Step Schedule for Hiring					
Crossing Guard (2HR) – TRA4					
Provides safe crossings for students who walk to and from school. Actively engages in actions that contribute to Dickinson ISD's overall mission and strategic plan.					
Compensation: \$16.75 per hour (2 hrs. per day)					
Mechanic Helper - TRA4					
Step 1	1) Entry level training. 2) Experienced in mechanics.				
Step 2	1) At least two (2) years of verifiable related work experience.				
Step 3	1) At least five (5) years of verifiable related work experience.				
Step 4	1) At least eight (8) years of related work experience.				
Step 5	1) At least ten (10) years or more of related work experience.				

TRA5	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$21.53	\$26.15	\$29.22	\$32.30	\$33.84
Position			Assigned Calendar		
Dispatcher			190		
Driver Trainer			177		
Field Trip Coordinator			177		
Lead Driver			177		
Office Generalist			177		
Routing Specialist			177		
Parts & Inventory Specialist			221		
Additional Pay					
Compensation for the following positions shall be regular driver salary plus \$1.00 per hour:					
Dispatcher, Driver Trainer, Field Trip Coordinator, Office Generalist, Routing Specialist, and Lead Driver					
Lead Driver - TRA5					
Lead drivers may be assigned as follows:					
1-20 drivers = 1 lead driver					
21-30 drivers = 2 lead drivers					
31-40 drivers = 3 lead drivers					
41-50 drivers = 4 lead drivers					
51-60 drivers = 5 lead drivers					
61-70 drivers = 6 lead drivers					
71-80 drivers = 7 lead drivers					
81-90 drivers = 8 lead drivers					
91-100 drivers = 9 lead drivers					
Lead drivers shall be available to:					
1) Drive any route in the district.					
2) Assist with office duties as necessary (dispatch, etc.)					
3) Assist with route auditing.					
4) Assist with the training of drivers.					
5) Assist with training of students.					
6) Provide special project support as assigned by the Director, for Transportation.					
Compensation for the lead driver position shall be a regular driver salary plus \$1.00 per hour.					
Parts & Inventory Specialist – TRA5					
Step 1	1. No job-related experience.				
	2. Possess or be willing to obtain a valid Commercial Texas Driver's license with a good driving record.				
	3. Ability to lift fifty (50) pounds frequently.				
	4. Demonstrate basic computer skills.				
	5. Willingness to substitute as a bus driver or monitor as needed.				
Step 2	1. At least one (1) year of job-related experience.				
	2. Exhibit's knowledge of basic warehouse procedures, including storing, inventory, tracking, receiving, etc.				
	3. Experience in inventory control methods and procedures/				
	4. Demonstrate knowledge of advanced computer skills.				
Step 3	1. At least three (3) years of job-related experience.				
	2. Proficient in the use of a computerized inventory management system.				
	3. Exhibit knowledge of warehouse and truck stock distribution, stocking, and auditing procedures.				
	4. Possess certification as a trained forklift operator.				
Step 4	1. At least five (5) years of job-related experience.				
	2. Experience using a barcoding system for inventory control.				

Step 5	<ul style="list-style-type: none"> 3. Demonstrate advanced computer skills with the ability to compile detailed inventory reports. 1. At least nine (9) years of job-related experience. 2. Proficient in following and implementing district and departmental purchasing procedures. 3. Document training and experience in warehouse management methods and procedures.
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TRA6	Step 1	Step 2	Step 3	Step 4	Step 5
Hourly	\$24.18	\$29.36	\$32.81	\$36.27	\$37.99
Position				Assigned Calendar	
Mechanic				235	
Step Schedule for Hiring					
<i>Mechanic - TRA6</i>					
Step 1	<ul style="list-style-type: none"> 1) At least two (2) years of verifiable mechanical experience. 2) Evidence of some type of automotive technical training. 3) Have or be able to obtain a CDL driver's license. 4) Have or be able to obtain DOT Inspections certification. 				
Step 2	<ul style="list-style-type: none"> 1) At least three (3) to five (5) years of verifiable mechanical experience. 2) Credible certification in 2-3 areas of automotive technical training. 				
Step 3	<ul style="list-style-type: none"> 1) At least five (5) to ten (10) verifiable mechanical experience. 2) Creditable certification in 4-5 areas of automotive technical training. 				
Step 4	<ul style="list-style-type: none"> 1) At least ten (10) to fifteen (15) years of verifiable mechanical experience. 2) Creditable certification in 6-7 areas of automotive technical training. 				
Step 5	<ul style="list-style-type: none"> 1) At least fifteen (15) to twenty (20) years or more of verifiable mechanic experience. 2) Associate degree in automotive technical training or equivalent Master Mechanic certification. 				

Food & Nutrition Services Pay Ranges

This hiring schedule is based on qualifying factors such as education and/or experience.

All Food and Nutrition employees must complete the required training hours required by the USDA Professional Standards annually and complete all course documentation by May 15th of each year.

FNS Position	Certification Level	Required PD Hours / Experience	Hourly Certified Increase
Apprentice	1	20 hours + 1 year experience	\$1.50
Technician	2	40 hours + 1-year experience	\$2.50
Assistant Manager Mechanical /	3	52 hours + 1-year experience	\$3.00
Distribution Supervisor	4	52 hours + 1-year experience	\$3.00
Additional Rates			
Substitute Rate			\$14.50
FNS Summer Manager			\$25.00

Minimum Criteria for each position:

FNS1	Minimum	Midpoint	Maximum
Hourly	\$14.65	\$16.77	\$21.80
Position			Assigned Calendar
FNS Apprentice			172
Step Schedule for Hiring			
FNS Apprentice - FNS1			
1) No High School Diploma or experience is required.			
2) A high school diploma or Texas Education Agency certified GED is preferred.			

FNS2	Minimum	Midpoint	Maximum
Hourly	\$14.75	\$18.47	\$24.01
Position			Assigned Calendar
FNS Technician			172
Step Schedule for Hiring			
FNS Technician - FNS2			
1) No experience required.			
2) A high school diploma or Texas Education Agency certified GED is preferred.			

FNS3	Minimum	Midpoint	Maximum
Hourly	\$15.00	\$20.15	\$26.20
Position			Assigned Calendar
FNS Assistant Manager, Elementary and Middle School			172
Step Schedule for Hiring			
<i>FNS Assistant Manager, Elementary and Middle School - FNS3</i>			
<ul style="list-style-type: none"> 1) A high school diploma or Texas Education Agency-certified GED is required. 2) Minimum one (1) year as an FNS2 or experience approved by the FNS Director. 3) Certified at Level III. 4) ServSafe Certified. 			

FNS4	Minimum	Midpoint	Maximum
Hourly	\$16.78	\$23.51	\$30.56
Position			Assigned Calendar
FNS Assistant Manager, Junior High, and High School			172
Step Schedule for Hiring			
<i>FNS Assistant Manager, Junior High, and High School - FNS4</i>			
<ul style="list-style-type: none"> 1) A high school diploma or Texas Education Agency-certified GED is required. 2) Minimum one (1) year as an FNS3 or two (2) years as an FNS2 or experience approved by the FNS Director. 3) Certified at Level III. 4) ServSafe Certified. 			

FNS6	Minimum	Midpoint	Maximum
Hourly	\$21.53	\$30.76	\$39.99
Position			Assigned Calendar
Commercial Refrigeration/ Appliance Technician			221
Warehouse Manager			221
Step Schedule for Hiring			
<i>Warehouse Manager - FNS6</i>			
1) A high school diploma or Texas Education Agency-certified GED is required.			
2) Minimum two (2) years of warehouse experience or education approved by the FNS Director,.			

FNS7	Minimum	Midpoint	Maximum
Hourly	\$24.18	\$34.54	\$44.90
Position			Assigned Calendar
Mechanical/Distribution Supervisor			221
Step Schedule for Hiring			
<i>Mechanical/Distribution Supervisor - FNS7</i>			
1) A high school diploma or Texas Education Agency-certified GED is required.			
2) Minimum two (2) years of related experience or experience approved by the FNS Director.			
3) Level IV Certification.			

Stipends and Supplemental Pay for Supplemental Duties

A stipend is in addition to your regular salary. The start dates and end dates for the supplemental duty(ies) may differ from those under your employment contract with the district. Your stipend(s) include(s) payment for all duties, responsibilities, and additional time your supplemental duty(ies) may require. A stipend associated with a particular supplemental duty may be prorated if you do not complete the supplemental duty or if the supplemental duty is terminated for any reason.

Your supplemental duty(ies) is/are at will and is/are not part of your employment contract with the district. There is no property right to your continuation of the supplemental duty(ies). You may resign from one or more of these supplemental duties at any time, or the district may reassign or terminate one or more supplemental duties at any time.

General Stipends/Rates	Amount
Academic Decathlon - DHS, Sponsor/Coach	\$5,000.00
Allowance, Travel	
Director, Energy Management	<i>Varies according to approximate travel/year based on mileage rate</i>
Assistant Director, Energy Management	
Homebound Teacher	
Audio/Visual	
Broadcast	\$4,500.00
Extracurricular Media (Scoreboard)	\$4,500.00
AVID Tutors	
Adults	\$12.00/hour
Students	\$10.00/hour
Bilingual	
Bilingual endorsement in Bilingual Classroom	\$4,000.00
Diagnostician, School Psychologist, SLP (must demonstrate ability to provide and evaluate therapy)	\$4,000.00
Interpreter (Clerical or Instructional)	\$500.00
Instructional Coach/Interventionist/Specialist/Dyslexia Specialist	\$1,000.00
Bus Driver Training for Extracurricular	
Sponsors/Special Education Teacher	\$9/hour (not to exceed \$300)
Career & Technology Student Organization (CTSO)	
Level I	\$1,000.00
Level II	\$1,500.00
Level III	\$2,000.00
Cheerleader Coach	
Varsity	\$6,000.00
Varsity Assistant	\$3,000.00
Junior High	\$1,400.00

Critical Shortage (Secondary Math, Science, Foreign Language) <i>Must be Teacher of Record</i>	\$2,500.00
Drama	
High School	\$7,000.00
High School Assistant	\$5,000.00
Junior High	\$1,600.00
Drill/Dance Team	
Varsity	\$6,000.00
Varsity Assistant	\$3,000.00
Junior High	\$2,000.00
Dual Credit Instructor (# of dual credit students receiving credit per semester)	
<i>Total Dual Credit/onRamps Students</i>	
5 to 9	\$1,000.00
10 to 19	\$1,600.00
20 to 29	\$2,200.00
30 to 39	\$2,800.00
40 to 49	\$3,400.00
50 to 59	\$4,000.00
60 to 69	\$4,600.00
70 to 79	\$5,200.00
80 to 89	\$5,800.00
90 to 99	\$6,400.00
100 to 109	\$7,000.00
110+	\$7,600.00
Enhancement Pay (To be Paid in Semester Earned)	
Academic Rating Enhancement	<i>Varies according to grade span</i> \$5,000-\$20,000
Fine Arts Excellence Enhancement	<i>Varies according to recognition level</i> \$1,000-\$5,000
Musical (Drama/Choir; To be Paid in Semester Performed)	\$2,000.00
Band/Choir	
High School Head Band Director,	\$18,000.00
High School Lead Band Director,	\$8,500.00
High School Band Director,	\$6,000.00
High School Percussion	\$1,000.00
High School Lead Choir	\$6,250.00
High School Choir	\$4,000.00
High School Color Guard	\$1,000.00
High School Winter Guard	\$1,000.00
Junior High School Lead Band Director,	\$6,500.00
Junior High School Band Director,	\$5,000.00
Junior High School Choir	\$4,000.00

Nurse (Lead)	\$5,000.00
Special Education	
Campus Compliance Facilitator	\$2,500.00
Teacher	
ECSE/Life Skills/Behavior/18+	\$3,500.00
Paraprofessional (ECSE/Life Skills/Behavior/18+)	\$700.00
Vocational	
Agriculture Science Teacher	\$7,800.00
Cosmetology – Lead Teacher	\$3,500.00
The stipends listed below are paid per semester; however, the amounts shown represent the full annual stipend, not the quantity per semester:	
Mentor (<i>Dependent on Federal Funding</i>)	\$750
Special Olympics Coordinator	\$1,500.00
Special Programs CBI/CBVI Bus Driver (<i>Requires a minimum of 10 documented CBI/CBVI trips per semester during the instructional day, annual bus training, and a copy of CDL on file with the Transportation Department</i>)	\$1,500.00
The stipends listed below are paid at the end of the year (June 30):	
Department Head/Team Lead/Grade Level Chair <i>Limit: PK-3/4-5 (3); PK-5 (4); JH (6); HS (13)</i>	\$750.00
National Honor Society	
High School	\$800.00
Junior High School	\$600.00
Robotics	
DHS Robotics Competition Sponsor (CTE)	\$4,000.00
Lead Robotics Sponsor (District)	\$750.00
Robotics Sponsor (<i>Limit 3 per campus</i>)	\$500.00
Out-of-District	\$650.00
Science/History Fair	\$1,000.00
Special Olympics (per sport)	\$250.00
Student Council	
High School	\$800.00
Junior High School	\$800.00
UIL Events (<i>Coordinator is Director, of Academic Excellence & Academic Programs</i>)	
Assistant Director (<i>Limit 3</i>)	\$500.00
UIL (K-8 Events)	
1 st Event	\$400.00
2 nd Event	\$250.00
Each additional event after 2 nd	\$100.00
Quiz Bowl Sponsor (<i>JH only</i>)	\$400.00
UIL (9-12 Events)	
1 st Event	\$600.00
2 nd Event	\$500.00
UIL Events (continued)	
Each additional event after 2 nd	\$250.00
Speech/Debate Coach	\$2,500.00
Speech/Debate Coach Assistant	\$2,000.00
UIL Spring Events	\$1,600.00
UIL Coordinator (<i>DHS</i>)	\$2,500.00
Yearbook	
High School	\$1,250.00
Junior High School	\$800.00

Athletic Stipends

Coaching Assignment	Stipend		
GENERAL ATHLETICS	Min	Mid	Max
Head Athletic Trainer	\$17,600		
Asst. Athletic Trainer (3)	\$12,850		
Girls JH Coordinator (per campus)	\$3,000		
Boys JH Coordinator (per campus)	\$3,000		
Strength and Conditioning Coach	\$12,500		
Assistant Strength and Conditioning	\$7,300		
Academic Advisor	\$1,100		
BASEBALL	Min	Mid	Max
Varsity Head	\$8,250	\$9,250	\$10,250
Varsity Assistant	\$5,550	\$6,050	\$6,550
JV Blue	\$3,750	\$4,250	\$4,750
JV White	\$3,750	\$4,250	\$4,750
BASKETBALL	Min	Mid	Max
Varsity Head (boys/girls)	\$8,400	\$9,400	\$10,400
JV Head (varsity assistant boys/girls)	\$5,400	\$5,900	\$6,400
Varsity Asst. Boys (9th A, assist soph)	\$3,900	\$4,400	\$4,900
Varsity Asst. Girls (assist 9th and JV)	\$3,900	\$4,400	\$4,900
Soph (boys)	\$3,000	\$3,500	\$4,000
9th Grade (boys/girls)	\$3,000	\$3,500	\$4,000
8th Grade Head (boys)-per campus	\$2,750		
8th Grade head (girls)-campus	\$2,750		
8th Asst. (boys)-per campus	\$2,000		
8th Asst. (girls)-per campus	\$2,000		
7th Head (boys)-per campus	\$2,250		
7th Head (girls)-per campus	\$2,250		
7th Asst.(boys)-per campus	\$1,750		
7th Asst. (girls)-per campus	\$1,750		
FOOTBALL	Min	Mid	Max
Varsity Assistant Head Coach	\$4,500		
Defensive Coordinator	\$12,500	\$13,500	\$14,500
Offensive Coordinator	\$12,500	\$13,500	\$14,500
Special Teams Coordinator	\$12,500	\$13,500	\$14,500

Varsity Assistant (8)	\$7,600	\$8,600	\$9,600
JV Head	\$7,550	\$8,550	\$9,550
JV Assistant (2)	\$7,300	\$8,300	\$9,300
9th Head	\$7,550	\$8,550	\$9,550
9th Assistant (2)	\$7,300	\$8,300	\$9,300
9th Assistant	\$7,300	\$8,300	\$9,300
8th Head (per campus)	\$6,000		
8th Assistant (3 per campus)	\$3,750		
7th Head (per campus)	\$4,250		
7th Assistant (3 per campus)	\$3,500		
Equipment Coordinator	\$3,150	\$3,550	\$3,950
Video Coordinator	\$1,750	\$2,150	\$2,550
Varsity Statistician	\$900		
Varsity Video	\$900		
GOLF	Min	Mid	Max
Varsity Head (boys & girls)	\$4,000	\$5,000	\$6,000
POWERLIFTING	Min	Mid	Max
Varsity Head	\$6,400	\$7,400	\$8,400
Varsity Asst/JV	\$2,000	\$2,500	\$3,000
SOCCER	Min	Mid	Max
Varsity Head (boys/girls)	\$6,050	\$7,050	\$8,050
Varsity Assistant (boys/girls)	\$3,450	\$3,950	\$4,450
JV (boys/girls)	\$2,550	\$3,050	\$3,550
9th (boys/girls)	\$2,550	\$3,050	\$3,550
Jr. High (boys/girls)-per campus	\$1,000		
SOFTBALL	Min	Mid	Max
Varsity Head	\$8,250	\$9,250	\$10,250
Varsity Assistant	\$5,550	\$6,050	\$6,550
JV Blue	\$3,750	\$4,250	\$4,750
SWIMMING	Min	Mid	Max
Varsity Head (Boys/Girls)	\$6,000	\$7,250	\$8,250
Assistant	\$2,250	\$3,250	\$4,250

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

Extra-Curricular Pay Scale

Extra-Curricular Assignment	Amount
Varsity Football Games	<u>Per Game</u>
Stadium Ushers	\$80.00
Ticket Takers	\$80.00
FNS Concession Supervision (1)	\$200.00
FNS Concession Manager (3)	\$150.00
FNS Concession Workers	\$110.00
Announcers (2)	\$70.00
Scoreboard / Spotter	\$70.00
Communications Coordinator	\$70.00
Head Ticket Coordinator	\$100.00
Ticket Seller	\$80.00
Field Gate Workers	\$70.00
Parking Attendants	\$80.00
Press Box Staff (3)	\$95.00
Special Events are events and games not sponsored by DISD	<u>Per Hour</u>
Stadium/Gym Manager/Equipment Manager	\$100.00
Support staff will be paid on the Varsity Football Pay Scale	
Sub-Varsity Football Games	<u>Per Game</u>
Announcer/Clock	\$25.00
Chain Crew	\$20.00
Ticket Taker	\$30.00
Other Sports	<u>Per Game</u>
Baseball/Softball Ticket Taker	\$35.00
Baseball/Softball Books/Clocks/Announcer	\$25.00
Basketball Books/Clock/Announcer	\$25.00
Basketball Ticket Taker	\$30.00
Soccer Books/Clock	\$25.00
Soccer Ticket Taker	\$30.00
Track (District Meet) Starter	\$25.00/Hour-\$150.00/Day
Volleyball Books/Clock	\$25.00
Volleyball Ticket Taker	\$30.00
Other Extracurricular Events	<u>Per Hour</u>
Graduation Ceremony	Varsity Football Pay Scale
Ticket Seller (Season Tickets, Playoffs, One-Act Play, etc.)	\$15.00
Junior High School Games	<u>Per Game</u>
Football Books/Clock	\$25.00
Basketball Books/Clock	\$25.00
Ticket Taker	\$25.00
Volleyball Books/Clock	\$25.00
Auditorium Facilities	<u>Per Event</u>
Auditorium Manager	\$80.00
Operation of Sound and Lights	\$80.00

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

Extra Duty Pay

Agreement Form Required

Each occasion resulting in extra duty pay will require the completion of a full and accurate Extra Duty Agreement form. The original must be submitted prior to the extra duty begin date and maintained on file in the Human Resources office.

Responsibility for Notification

Project Directors are responsible for ensuring proper notification through the payroll process when employees are to receive extra duty pay under the following conditions.

Special Circumstances

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

REMINDER:

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

Summer Activity Pay Schedule	Pay Not to Exceed
Summer Help	
Employee/Retiree	\$25.00/hour
Student Helpers	\$15.00/hour
Summer Recreation	
Program Coordinator	\$30.00/hour
Teacher	\$25.00/hour
Instructional Paraprofessional	\$10.00/hour

Professional Staff

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

Notes: Any preparation time eligible for reimbursement requires prior approval from the appropriate Teaching & Learning Department staff and must not exceed two hours per day unless previously authorized by the Superintendent.

Professional Staff Extra Duty Pay Schedule	Pay Not to Exceed
Attendance at required staff development, study groups, etc., if on a Saturday or during the summer months. <i>(Exception if paid by a grant, the time needed during the work week [outside typical school day] may be reimbursed, providing prior specific approval is granted by the Superintendent [or designee], and there is no expense to local funds.)</i>	\$18.00/hour of seat time (attendance); not to exceed \$110.00/day
Curriculum work is as directed by the appropriate Teaching & Learning Department staff. Also, for presentation of workshops and related pre-approved preparation time. Translation of materials.	\$30.00/hour not to exceed \$240.00/day
Direct instruction of students or parents in a classroom setting, such as summer school, tutors, and related pre-approved preparation time. Includes homebound instruction and summer test administration.	\$35.00/hour not to exceed \$280.00/day
Specialty/Support positions to provide services for the extended school year (Speech Pathologist, LSSP, Diagnostician, OT/PT, Behavior Specialist).	Days beyond work calendar \$45.00/hour
Individual student testing/interpretation/report writing for dyslexia or special education students. Amounts above "not to exceed" require Executive Director's approval. <i>Timesheet submittal required.</i>	\$45.00/hour; not to exceed: Dyslexia Evaluation - \$625.00 Psycho-educational Evaluation - \$750.00 Psychological Evaluation - \$1100.00
Administration of Summer School Programs.	Days beyond the work calendar are based on the employee's base daily rate. They are paid on a half or full day basis (minimum 3 hrs).
Teachers who are certified trainers from outside providers provide training for staff during non-contract days. <i>Examples: Teachers qualified as TOTs for ABYDOS, Thinking Maps, etc.</i>	Current year's daily rate or rate required by the outside certified agency/company.
Specialized consultant services are provided to band/choir students and performed outside the employee's scheduled work assignment.	\$75.00/hour not to exceed \$125.00/hour
Specialized consultant services provided to administrative positions (mentor, substitute, etc.).	\$85-\$125/hour Range varies based on YOE/Role
UHCL Clinical Teacher 2 Supervisor	\$1000 per Clinical Teacher
Accompanist services performed outside the employee's scheduled work assignment (piano, guitar, etc.)	\$25.00/hour
Fine Arts Teachers who act as Solo Contest and UIL Concert Contest Adjudicators perform outside their scheduled work assignments.	\$150.00 - \$200.00/day; not to exceed \$50.00/hour
Other special assignments/duties (Such as athletic competition duty, i.e., gate, field, weight room, etc.) Athletic Camps paid from activity account funds- price per hour set by the Athletic Department	\$15.00/hour not to exceed \$25.00/hour

Paraprofessional Staff

Use the following scale for extra duty pay for paraprofessional staff.

Notes: During a workweek, a paraprofessional may not be assigned more than 40 hours of work in the same or similar job without receiving time-and-a-half pay for any hours worked over 40. The Executive Director of Human Resources must be consulted before arranging any such pay agreement. Instead of receiving time-and-a-half pay, the employee may be permitted to exchange one and a half hours of regularly scheduled work time for each hour worked beyond 40 hours in a workweek. This arrangement must be agreed upon in advance by the employee and their direct or indirect supervisors.

Paraprofessional Staff Extra Duty Pay Schedule	Pay Not to Exceed
Attendance at required staff development, study groups, etc., if on a Saturday or during the summer months.	\$12.00/hour of seat time (attendance); not to exceed \$84.00/day
Job Coaching of students, working directly with students, such as in summer school.	\$15.00/hour not to exceed \$105.00/day
Translation of materials	\$23.00/hour not to exceed \$160.00/day
Other special assignments/duties (such as summer school secretary, athletic competition duty, i.e., gate, field, selling season tickets, etc.)	The amount is per the PCT/extracurricular (daily/hourly rate) scale, which the Executive Director, Human Resources, communicated to the employee in advance.

Special Duty Salary Schedule

Substitutes

Day to Day Substitutes - less than 11 consecutive days in the same assignment.

Long Term* Substitute - 11 to 30 consecutive days in the same assignment.

Permanent Substitute - 31 or more consecutive days in the same assignment.

Substitutes are allowed to miss one unpaid day in any twenty (20) day period for personal or family illness and still retain long-term or permanent substitute status.

Note: Same assignment = Same Teacher/Same Location

Substitute Teacher Salary Schedule	Full Day	1/2 Day
<i>Non-certified</i>		
Day to Day	\$90.00	\$45.00
Long Term	\$115.00	N/A
Permanent	\$120.00	N/A
<i>Certified (valid Texas) or Certified (other state)</i>		
Day to Day	\$120.00	
Long Term	\$155.00	
Permanent	\$160.00	
Substitute Paraprofessional Salary Schedule	Full Day	1/2 Day
Day to Day	\$80.00	\$40.00
Long Term	\$110.00	\$55.00
Substitute Administrator (Assistant Principal/Counselor) Salary Schedule	Full Day	
Day to Day	\$250.00	
Substitute Salary Schedule - All Others		
As approved by the Superintendent: <ul style="list-style-type: none"> -Must be approved at or above the minimum wage rate as set by the Federal Government -Non-certified teaching positions approved on an individual basis by the Superintendent -Not to exceed 90% of the rate of full-time employees -Retire-Rehire teachers' daily rate is based on years of service at retirement 		

DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT

Meeting Date: June 1, 2026
Item Title: Public Notice of Intent to Apply for Federal Grants
Agenda Item: Lindsey Suarez

Background Information:

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

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

DICKINSON ISD NOTICE OF INTENT TO SUBMIT AN APPLICATION FOR THE FOLLOWING FEDERAL GRANTS: EVERY STUDENT SUCCEEDS ACT (ESSA): Title I, Part A; Title II, Part A; Title II, Part A; Title IV, Part A; PERKINS V; and SPECIAL EDUCATION CONSOLIDATED.

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

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2026-2027 ESSA Consolidated Federal Grant. For more information about ESSA, visit our Federal Programs page.

Please email Jaime Williams at jwilliams@dickinsonisd.org by July 1, 2026 to share suggestions or comments.

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

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2026-2027 PERKINS V: Strengthening Career and Technical Education for the 21st Century grant. For more information about Perkins V, visit the TEA Perkins V Executive Summary.

Please email Dr. Melissa Everett at meverett@dickinsonisd.org by July 1, 2026 to share suggestions or comments.

SPECIAL EDUCATION CONSOLIDATED GRANT APPLICATION

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2026-2027 Special Education Consolidated Federal and State Grants under the Individuals with Disabilities Act (IDEA) Parts B and C. The intent and purpose of these grants is to assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages three through 21 and providing early intervention services for infants and toddlers birth through age two and their families.

Please email Patrick Monaghan at pmonaghan@dickinsonisd.org by July 1, 2024 to share suggestions or comments.

Recommendation:

Information only

Action Item: Yes No



TEACHING & LEARNING

FEDERAL PROGRAMS

Notice of Intent to Apply:

Dickinson ISD will be applying for the 2026-2027 Every Student Succeeds Act (ESSA) funding, Individuals with Disabilities Education Act (IDEA), and Perkins V federal block grants. If you have any feedback, questions or concerns regarding ESSA funding and the programs these funds support, please contact Jaime Williams, Coordinator of State and Federal Programs, at jwilliams@dickinsonisd.org or 281.229.6066.

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

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2026-2027 ESSA Consolidated Federal Grant. For more information about ESSA, visit our [Federal Programs](#) page.

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

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2026-2027 PERKINS V: Strengthening Career and Technical Education for the 21st Century grant. For more information about Perkins V, visit the [TEA Perkins V Executive Summary](#).

SPECIAL EDUCATION CONSOLIDATED GRANT APPLICATION

The Dickinson Independent School district is providing public notice to the community and stakeholders of its intent to submit an application for the 2026-2027 Special Education Consolidated Federal and State Grants under the Individuals with Disabilities Act (IDEA) Parts B and C. The intent and purpose of these grants is to assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages three through 21 and providing early intervention services for infants and toddlers birth through age two and their families.

Explanation of each Title Funding:

Title 1, Part A – Economically Disadvantaged – The goal of this program is to provide financial assistance to districts/schools with high numbers or percentages of children from low-income households to help ensure all children meet state academic standards. (In DISD, we use free/reduced lunch application to determine if a student in ED). At this time, all of our schools receive school wide support because every campus has a ED population of over 40%.

DISD – Total Students – 12,611 ED – 7,870 (62.41%)



TEACHING & LEARNING

FEDERAL PROGRAMS

Title II, Part A – Supporting Effective Instruction – The purpose of this program is to increase academic achievement by improving teacher and principal quality. This is done by increasing the number of highly qualified teachers, principals and assistant principals in classrooms/schools through professional development, support for new teachers, etc.

Title III, Part A – English Learners – The purpose is to ensure that English learners (Emergent Bilinguals) attain English language proficiency and meet the same challenging state academic standards that other students are expected to meet.

DISD – Total Students – 12,611 EB – 2,495 (19.8%)

Title IV, Part A – Student Support and Academic Enrichment (well-rounded) – The purpose is to improve student's academic achievements by increasing the capacity of schools to:

1. Provide all students with access to a well-rounded education.
2. Improve school conditions for learning.
3. Improve the use of technology in order to improve the academic achievement and digital literacy for all students.

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 1, 2026
Item Title: Low Attendance Day Waivers
Agenda Item: Lindsey Suarez

Background Information:

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

A text threat was circulated among students and families, designating September 26, 2026 as a day that a safety incident could occur at Dickinson Junior High School (DJHS). Attendance for DJHS on September 26, 2026 was 83%. The average daily attendance rate for this campus is 95%.

Recommendation:

The Superintendent and Executive Director of Teaching and Learning recommend approval of a Low Attendance Day Waivers for Dickinson Junior High for September 26, 2026.

Action Item: Yes No

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

<u>Entity</u>	<u>Name</u>	<u>Cal</u>	<u>Operational Days</u>	<u>Grade Level</u>	<u>Total Days Membership</u>	<u>Total Ineligible Days Present</u>	<u>Total Eligible Days Present</u>	<u>Refined ADA</u>	<u>Percentage Of Attendance</u>
061	DICKINSON JUNIOR HIG	061	1	ALL	1132.0	0.0	941.0	941.00	83.13
		DAL	1	ALL	5.0	0.0	5.0	5.00	100.00
REPORT TOTALS:					1137.0	0.0	946.0	946.00	83.20

***** End of report *****

PRINCIPAL'S REPORT OF STUDENT ATTENDANCE

Campus-level Data

Campuses: 061

2024 - 2025 Summer Collection, Accepted Submission

LEA: 084901 - DICKINSON ISD
Campus: 084901061 - DICKINSON J H

Total Grade Summary

	06	07	08	09	10	11	12	Total
B. Days Membership	60,687.0	62,162.0	57,696.0	0.0	0.0	0.0	0.0	180,545.0
C. Total Days Absent	2,864.0	3,174.0	3,291.0	0.0	0.0	0.0	0.0	9,329.0
D. Total Days Present	57,823.0	58,988.0	54,405.0	0.0	0.0	0.0	0.0	171,216.0
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	57,823.0	58,988.0	54,405.0	0.0	0.0	0.0	0.0	171,216.0
G.1 BE - Elig Days Bilingual/ESL	2,095.0	4,222.0	3,169.0	0.0	0.0	0.0	0.0	9,486.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	0.0
H.2 Early Ed Lang Elig Days	X	X	X	X	X	X	X	0.0
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	1,582.0	2,170.0	3,408.0	0.0	0.0	0.0	0.0	7,160.0
L.1 BE - Bil/ESL Refined ADA	12.276	24.765	18.618	0.000	0.000	0.000	0.000	55.660
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	9.307	12.752	20.098	0.000	0.000	0.000	0.000	42.156
O.1 Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	0.000
O.2 Early Ed Lang Refined ADA	X	X	X	X	X	X	X	0.000
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	9.403	21.314	0.000	0.000	0.000	0.000	30.717
Q.2 Career & Technical Ed FTE - Tier 2	0.000	14.177	33.312	0.000	0.000	0.000	0.000	47.489
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	26.447	13.371	12.130	0.000	0.000	0.000	0.000	51.948
S. Regular Program Ref ADA	313.695	309.744	253.404	0.000	0.000	0.000	0.000	876.843
T. Total Refined ADA	340.142	346.695	320.160	0.000	0.000	0.000	0.000	1,006.997
U. Percent in Attendance	95.281%	94.894%	94.296%	0.000%	0.000%	0.000%	0.000%	94.833%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
This report displays the data for SUMR 2024 - 2025 that was accepted by the ESC on 07/21/25 03:14 PM.

DICKINSON INDEPENDENT SCHOOL DISTRICT

BOARD AGENDA DOCUMENT

Meeting Date: June 1, 2026

Item Title: Proposed Prekindergarten Tuition Rate 2026-27

Agenda Item: Kim Kelley

Background Information:

We currently offer tuition-based prekindergarten to four-year-old children of employees on a space-available basis. The tuition rate must be approved by the Commissioner of Education. Current TEA guidelines state that the “paid pre-k tuition cannot exceed the cost of the program per student.” We propose the tuition be set at \$4,095 per year (the same rate as 25-26) based on the following cost analysis:

- Classroom teacher salary \$74,141 (midpoint) / 15 students per class = \$4942
- Instructional coaching salaries \$74,141 x 2 coaches / 5 grade levels / 3 pre-k teachers / 15 students = \$659 per student
- CLI – no cost
- ST Math - \$73,500(district) / 200 elementary teachers / 15 students per class = \$24.50
- Schoology - \$80,300 (district) / 12, 500 students = \$6.50 per student
- Character Strong - \$6,700 (district) / 12,500 students = .50 per student
- Teachermade \$19,500 (district) / 12,500 students = \$1.60 per student

Grand total per student = \$5,634.10 per student

A current bill that passed in the 89th legislative session, HB2, added children of classroom teachers to the list of children eligible for prekindergarten. Based on this change, tuition-based pre-k will be for employees who are not classroom teachers (paraprofessionals, administrators, counselors, etc.).

Recommendation:

The Superintendent and Executive Director of School Leadership recommend the board approve tuition-based prekindergarten for four-year-old children of employees on a space-available basis at a rate of \$4,095 per year for the 2026-27 school year. This is the same rate as the prior year.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 1, 2026

Item Title: Approval of Agenda Item A

Agenda Item: Dr. Rebecca Brown

Background Information:

Agenda Items:

A. Consent Agenda Items

Recommendation:

The Superintendent recommends approval of Agenda Item A.

Action Item: Yes No

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

**DICKINSON INDEPENDENT SCHOOL DISTRICT
BOARD AGENDA DOCUMENT**

Meeting Date: June 1, 2026

Item Title: Consent Agenda Items

Agenda Item: Dr. Rebecca Brown, Superintendent

Background Information:

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

- Budget Amendments/Adjustments for May 7, 14, 21, 2026
- Out of State Travel-DHS Student Council National Conference
- Approval of Proposals Received-Contracted Services 26-04-1192
- New Hires for the Week of May 11, 2026
- Donation to DCC-House of Hope Church
- Donation to DHS FFA -Dam Brothers LLC
- Campus Fundraising Request MJHS-Royals Dance, Cheer
- New Hires for the Week of May 18, 2026
- Out of State Travel-TAFE
- May 18, 2026 Minutes

Recommendation:

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

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