

**ELEMENTARY SCHOOL**

**HAND  
BOOK**

**2025-2026**

# **DISD Elementary School Student Handbook School Year 2025-2026**

If you have difficulty accessing the information in this document because of disability, please contact the district at [www.dickinsonisd.org](http://www.dickinsonisd.org) or call (281) 229-6020

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2025-2026 Standard of Dress

Bus Rider's Safety Manual

Freedom from Bullying Policy

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Student/Parent Safety Handout

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact:

Bay Colony Elementary

Julie O'Gea, Principal  
101 Colony Elementary Drive  
League City, TX 77539  
(281) 229-6200

Lobit Elementary

Melody Lilley, Principal  
1251 W FM 517  
Dickinson, TX 77539  
(281) 229-7600

Calder Elementary

Jennifer Heard, Principal  
6511 Calder Road  
League City, TX 77573  
(281) 229-7500

San Leon Elementary

Tuyet Vo, Principal  
2655 Broadway  
Dickinson, TX 77539  
(281) 229-7400

Hughes Road Elementary

Kathy Behrendsen, Principal  
11901 Hughes Road  
Dickinson, TX 77539  
(281) 229-6700

Silbernagel Elementary

Brendan Fitzpatrick, Principal  
4201 25th Street  
Dickinson, TX 77539  
(281) 229-6800

KE Little Elementary

Kim Davidson, Principal  
622 Oklahoma Ave  
Bacliff, TX 77518  
(281) 229-7000

Registration is completed online. Please see the information requested via online registration below:

- Acknowledgment Form **OR** Acknowledgment of Electronic Distribution of Student Handbook]
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey for more information.]

## **Preface Parents and Students:**

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The DISD Elementary School Student Handbook is a general reference guide that is divided into two sections:

**Section One: Parental Rights** describes certain parental rights as specified in state or federal law.

**Section Two: Other Important Information for Parents and Students** is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

**Note:** Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the Dickinson ISD Student Code of Conduct. To review the Code of Conduct, visit the district’s website at [www.dickinsonisd.org](http://www.dickinsonisd.org). State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at your school’s office.



**Note:** References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at <https://pol.tasb.org/Home/Index/498/>.

### **Accessibility**

If you have difficulty accessing this handbook because of a disability, please contact:

[Patrick Monaghan](#)

Executive Director of Special Programs

2218 FM 517; Dickinson, TX 77539

(281) 229-6020

## **Section One: Parental Rights**

This section describes certain parental rights as specified in state or federal law.

### **Consent, Opt-Out, and Refusal Rights**

#### **Consent to Conduct a Psychological or Psychiatric Evaluation**

Unless required under state or federal law, a district employee or contractor of the district will not conduct a psychological or psychiatric examination, test, or treatment without obtaining prior written parental consent.

**Note:** An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

#### **Consent to Human Sexuality Instruction**

##### ***Annual Notification***

As a part of the district's curriculum, students receive instruction related to human sexuality. The Districtwide Educational Improvement Council (DEIC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's DEIC or attending DEIC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and FNG(LOCAL).]

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity
- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

### ***Consent Before Human Sexuality Instruction***

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

### **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

### ***Annual Notification***

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. Districtwide Educational Improvement Council (DEIC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

The District's program to address child sexual abuse, trafficking, and other maltreatment of children includes:

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

For further information, see the district's abuse prevention instruction website at <https://www.dickinsonisd.org/page/gc.gatorwellness>

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's DEIC or attending DEIC meetings. See the campus principal for details.

- Use the district’s grievance procedure concerning a complaint. [See Complaints and Concerns (All Grade Levels) and policy FNG for information on the grievance and appeals process.]

[See Consent Before Human Sexuality Instruction, Dating Violence, and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)]

**Consent to Provide a Mental Health Care Service**

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district’s intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district’s mental health liaison will notify the student’s parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

**Mental Health or Substance Abuse Procedures:**

- If a student shows any signs of a mental health concern or substance use the following actions are required.

**Staff, Parent or Community Member:**

- Contact the [School Counselor](#), [Nurse](#), or Campus Administrator

**Dickinson ISD Staff (Professional School Counselor, Nurse, Administrator):**

- Contact the Parent/Guardian
- Offer the Parent/Guardian a recommendation for an intervention referral
- Complete a referral to the Gator Wellness Center
- Provide the parent/guardian a copy of the [Mental Health Resources](#)

**Parent/Guardian**

- [Release of Information](#) Signed (if applicable)
- Refer to the [Mental Health Resources](#)
- Communicate with the staff or organization the referral was made to

**Suicidal Ideation Procedures:**

- If a student shows any signs of suicidal ideation, immediate action is required.

**Staff, Parent or Community Member:**

- Contact the [School Counselor](#), [Nurse](#), or Campus Administrator
- Never leave the student alone
- Write down exactly what happened or what was said

**Dickinson ISD Staff (Professional School Counselor, Nurse, Administrator):**

- Student Conference:
  - Complete [Risk Screener](#)
- Follow the [Suicide Risk Flow Chart](#)
- Contact Parent/Guardian
- [Release of Information](#) Signed (if applicable)
- Provide family with [Mental Health Resources](#)
- Complete mental health referral to outside agency as needed
- Complete the Safe and Supportive Safety Plan

#### **Parent/Guardian**

- Participate in the process determined by the [Suicide Risk Flow Chart](#)
- Complete the [release of information](#)
- Refer to the [Mental Health Resources](#)
- Maintain communication with the school counselor

**If the school counselor is unavailable to complete the Suicide Risk Screener, the administrator or school staff should complete the screener with the student or contact the Gator Wellness Center.**

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention. The counselor can be reached by calling the campus or by referring to the [Dickinson ISD website](#).

The mental health liaison can be reached at:

Amy Cmaidalka  
 Director of Mental Health and Counseling  
[acmaidalka@dickinsonisd.org](mailto:acmaidalka@dickinsonisd.org)  
 (281) 229-7662

The mental health liaison can provide further information about these procedures as well as curriculum materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

[See Mental Health Support (All Grade Levels)]

#### **Consent to Display a Student’s Original Works and Personal Information**

Teachers may display a student’s work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student’s work on the district’s website, a website affiliated or sponsored by the district (such as a campus

or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

### **Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14**

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

### **Consent to Video or Audio Record a Student When Not Already Permitted by Law**

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in-person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

### **Opting Out of Advanced Mathematics in Grades 6-8**

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 60 percent on the grade 5 mathematics STAAR or in the top 40 percent on a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

### **Prohibiting the Use of Corporal Punishment**

The DISD Board of Trustees prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a

means of discipline for violations of the Student Code of Conduct. [See policy [FO\(LOCAL\).](#)]

### **Limiting Electronic Communications between Students and District Employees**

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

The employee is required to include their immediate supervisor and the student's parent as recipients on all text messages.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

### **Objecting to the Release of Directory Information**

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within ten school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists—one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; honors and awards received; dates of attendance; grade level; most recent school previously attended; participation in officially recognized activities and sports; weight and height of members of athletic teams; and enrollment status. If a parent does not object to the use of his or her child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, honors and awards received, dates of attendance, grade level, participation in officially recognized activities and sports, and enrollment status. If a parent does not object to the use of the student's information for these purposes, the school must release this information when requested by an outside entity or individual

**Note: Also see Authorized Inspection and Use of Student Records.**

### **Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)**

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education, included in the forms packet.]

### **Participation in Third-Party Surveys**

#### ***Consent Required Before Student Participation in a Federally Funded Survey***

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.



A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

### ***“Opting Out” of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information***

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

## **Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction**

See Consent to Human Sexuality Instruction and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking for information on a parent's right to remove a student from such instruction.

## **Reciting a Portion of the Declaration of Independence in Grades 3-12**

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12
- Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:
  - A parent provides a written statement requesting that their child be excused
  - The district determines that the student has a conscientious objection to the recitation
  - A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

[See policy EHBK(LEGAL) for more information.]

## **Reciting the Pledges to the U.S. and Texas Flags**

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See Pledges of Allegiance and a Minute of Silence (All Grade Levels) and policy EC(LEGAL) for more information.]

## **Religious or Moral Beliefs**

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

## **Tutoring or Test Preparation**

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See Standardized Testing for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

## **Right of Access to Student Records, Instructional Materials, and District Records/Policies**

### **Parent Review of Instructional Materials and Plan**

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

Teachers are required to provide a copy of the teacher's instructional plan or course syllabus for each class to the parent of each student enrolled in that class before the beginning of each semester. A parent may obtain additional copies of plan or syllabus by request.

[For information about parental access to any online library catalog and library materials, including records of their child's checked out library materials, see Library (All Grade Levels).]

## **District Review of Instructional Materials**

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus principal.

## **Notices of Certain Student Misconduct to Noncustodial Parent**

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

## **Participation in Federally Required, State-Mandated, and District Assessments**

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to their child's participation in required assessments.

## **Student Records**

### ***Accessing Student Records***

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- Records relating to school library materials the child obtains from a school library [See Library (All Grade Levels) for more information.]
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

### ***Authorized Inspection and Use of Student Records***

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at [Objecting to the Release of Directory Information](#), are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent
- [File a complaint \(https://studentprivacy.ed.gov/file-a-complaint\)](https://studentprivacy.ed.gov/file-a-complaint) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information about student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records without written consent of the parent or eligible student when school officials have what federal law refers to as a “legitimate educational interest” in a student’s records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives
- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When the district discloses directory information-designated details. [See *Objecting to the Release of Directory Information to prohibit this disclosure.*]

Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.

The campus principal is custodian of all records for currently enrolled students at the assigned school. The Assistant Superintendent of Student Support Services is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at:

Bay Colony Elementary  
Julie O'Gea, Principal  
101 Bay Colony Elementary Drive  
League City, TX 77573  
281-229-6200

Lobit Elementary  
Melody Lilley, Principal  
1251 W FM 517  
Dickinson, TX 77539  
281-229-7600

Calder Elementary  
Jennifer Heard, Principal  
6511 Calder Road  
League City, TX 77573  
281-229-7500

San Leon Elementary  
Tuyet Vo, Principal  
2655 Broadway  
Dickinson, TX 77539  
281-229-7400

Hughes Road Elementary  
Kathy Behrendsen, Principal  
11901 Hughes Road  
Dickinson, TX 77539  
281-229-6700

Silbernagel Elementary  
Brendan Fitzpatrick, Principal  
4201 25<sup>th</sup> Street  
Dickinson, TX 77539  
281-229-6800

KE Little Elementary  
Kim Davidson, Principal  
622 Oklahoma Ave  
Bacliff, TX 77518  
281-229-7000

You may contact the custodian of records for students who have withdrawn or graduated at:

Robert Cobb  
Executive Director of Student Support Services  
P.O. Drawer Z; Dickinson, TX 77539  
Office: (281) 229-6102  
Fax: (281) 229-6023

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See Report Cards/Progress Reports and Conferences (All Grade Levels), Complaints and Concerns (All Grade Levels), and Finality of Grades at policy FNG(LEGAL)]

The district's student records policy is found at policy FL(LEGAL) and FL(LOCAL) and is available at the principal's or superintendent's office or on the district's website at <https://pol.tasb.org/Policy/Code/498?filter=FL>.

**Note:** The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

### **Teacher and Staff Professional Qualifications**

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Has an emergency permit or other provisional status for which state requirements have been waived
- Is currently teaching in the field or discipline of their certification

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.



## **A Student with Exceptionalities or Special Circumstances**

### **Children of Military Families**

[The Interstate Compact on Educational Opportunities for Military Children \(https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact\)](https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in virtual or hybrid courses offered by the district or another district or school
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

The district will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

More information is available at [Military Family Resources at the Texas Education Agency \(https://tea.texas.gov/about-tea/other-services/military-family-resources\)](https://tea.texas.gov/about-tea/other-services/military-family-resources).

## **Parental Role in Certain Classroom and School Assignments**

### ***Multiple-Birth Siblings***

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

### ***Safety Transfers/Assignments***

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the campus principal for more information.

[See Bullying (All Grade Levels), and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child to another district campus or a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

### **Student Use of a Service/Assistance Animal**

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

### **A Student in the Conservatorship of the State (Foster Care)**

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid
- Arrange for and accompany the student on campus visits
- Assist in researching and applying for private or institution-sponsored scholarships
- Identify whether the student is a candidate for appointment to a military academy
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

If you have questions, please contact the district's foster care liaison:

Robert Cobb  
Executive Director of Student Support Services  
2218 FM 517 East; Dickinson, TX 77539  
rcobb@dickinsonisd.org  
281-229-6100

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

### **A Student Who Is Homeless**

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district

- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the “school of origin” or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district’s eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district’s homeless education liaison:

Jamie Harbuck  
 Student Support Specialist  
 Dickinson ISD  
 P. O. Drawer Z  
 Dickinson, TX 77539  
 281-229-6643

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

**A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RTi). The implementation of RTi has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, their parent may contact the individuals listed below to learn about the school’s overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

### ***Special Education Referrals***

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the [Notice of Procedural Safeguards](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

**Note:** A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information about special education is available from the school district in a companion document titled [Parent's Guide to the Admission, Review, and Dismissal Process](https://fw.escapps.net/Display_Portal/publications) ([https://fw.escapps.net/Display\\_Portal/publications](https://fw.escapps.net/Display_Portal/publications)).

### ***Contact Person for Special Education Referrals***

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Patrick Monaghan  
Executive Director of Special Programs  
P.O. Drawer Z; Dickinson, TX 77539  
(281) 229-6020

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Laura Batson  
Special Programs Compliance  
lbatson@dickinsonisd.org  
(281) 229-6095

### ***Section 504 Referrals***

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

### ***Contact Person for Section 504 Referrals***

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Patrick Monaghan  
Executive Director of Special Programs  
P.O. Drawer Z; Dickinson, TX 77539  
(281) 229-6020

[See A Student with Physical or Mental Impairments Protected under Section 504]

Visit these websites for information regarding students with disabilities and the family:

- [Legal Framework for the Child-Centered Special Education Process](https://fw.escapps.net/Display_Portal?destination=/) ([https://fw.escapps.net/Display\\_Portal?destination=/](https://fw.escapps.net/Display_Portal?destination=/))
- [Partner Resource Network](http://prmtexas.org/) (<http://prmtexas.org/>)
- [SPEDTEX: Special Education Information Center](https://www.spedtex.org/) (<https://www.spedtex.org/>)
- [Texas First Project](http://www.texasprojectfirst.org/) (<http://www.texasprojectfirst.org/>)
- [TEA Special Education Parent and Family Resources](https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources) (<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

### ***Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education***

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention

strategies. This notice is not intended for those students already enrolled in a special education program.

### **Texas Driving with Disability Program**

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

### **A Student Who Receives Special Education Services with Other School-Aged Children in the Home**

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

### **A Student Who Speaks a Primary Language Other than English**

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See Emergent Bilingual Students (All Grade Levels) and Special Programs (All Grade Levels)]

### **A Student with Physical or Mental Impairments Protected under Section 504**

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services and policy FB for more information.] Section Two: Other Important Information for Parents and Students

## **Section Two: Other Important Information for Parents and Students**

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact the campus principal.

### **Absences/Attendance**

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

### **Compulsory Attendance**

#### ***Prekindergarten and Kindergarten***

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

#### ***Ages 6-18***

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.



A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

### ***Age 19 and Older***

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

## **Compulsory Attendance — Exemptions**

### ***All Grade Levels***

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services and mental health appointments
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician on the district's form
- Absences for attendance in a released time course in religious instruction
- For students in the conservatorship of the state:
  - An activity required under a court-ordered service plan
  - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See Children of Military Families]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including Wi-Fi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see Personal Communications and Other Electronic Devices (All Grade Levels).

### **Secondary Grade Levels**

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See Driver License Attendance Verification (Secondary Grade Levels Only)]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

### **Compulsory Attendance — Failure to Comply**

#### **All Grade Levels**

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

### ***Students with Disabilities***

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

### ***Ages 6-18***

When a student age 6-18 incurs three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitator for the district is:

[Aaron Whitener](mailto:awhitener@dickinsonisd.org)  
[awhitener@dickinsonisd.org](mailto:awhitener@dickinsonisd.org)  
(281) 229-6106

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

### ***Age 19 and Older***

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

### ***Attendance for Credit or Final Grade (All Grade Levels)***

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer

than 90 percent of the days may receive credit or a final grade if they complete a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under Compulsory Attendance — Exemptions and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

### **Official Attendance-Taking Time (All Grade Levels)**

The district will take official attendance every day at the following times:

9:40 AM - Bay Colony, San Leon, Calder Road

9:50 AM Lobit, Silbernagel

10:05 AM - K.E. Little

10:00 AM - Hughes Road

A student absent for any portion of the day should follow the procedures below to provide documentation of the absence.

### **Documentation After an Absence (All Grade Levels)**

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

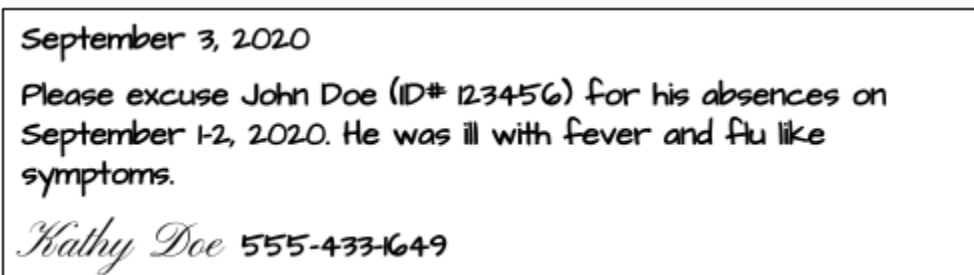
A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

**Note:** The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Excuse notes from parents/guardians must include the following:

- Written on a full sheet of paper
- The date the excuse is written
- Full legal name and school ID # of the student
- The reason for the absence of each date listed
- A contact phone number for the parent/guardian
- The signature of the parent/guardian listed on the enrollment form as the person who enrolled the student.
- Example provided below:



September 3, 2020  
Please excuse John Doe (ID# 123456) for his absences on September 1-2, 2020. He was ill with fever and flu like symptoms.  
Kathy Doe 555-433-1649

- A student is not allowed to sign a parent's name even with the parent's permission. Such a signature may be considered forgery and will result in disciplinary action.
- Absences not documented with written excuses will be considered unexcused.

### **Doctor's Note After an Absence for Illness (All Grade Levels)**

Within 5 days of returning to school, a student who is absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

If the student develops a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

### ***Certification of Absence Due to Severe Illness or Treatment***

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment on the district's form. A parent may access the required form by contacting the campus principal.

### **Accountability under State and Federal Law (All Grade Levels)**

Dickinson ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at [www.dickinsonisd.org](http://www.dickinsonisd.org). Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division \(https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting\)](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting).

### **Awards and Honors (All Grade Levels)**

Awards and honor ceremonies are held throughout the school year. Please call the campus principal or [2025 - 2026 Grading and Reporting Procedures](#) pdf for more information.

### **Bullying (All Grade Levels)**

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property

- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary/middle grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by calling (281) 229-6024 or online at <https://www.p3campus.com/tipform.aspx?ID=5031&RecipientID=5632>

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See Safety Transfers/Assignments]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook..

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels), policy FFI, the district's



Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

### **Celebrations (All Grade Levels)**

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See Food Allergies (All Grade Levels)]

### **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at [www.dickinsonisd.org](http://www.dickinsonisd.org) Abuse includes physical abuse, including sexual abuse, and mental and emotional abuse. Trafficking includes both sex and labor trafficking.

### **Duty to Report**

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

### **Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

#### ***Physical abuse***

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

#### ***Sexual Abuse***

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases

- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels) and Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

### ***Emotional Abuse***

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

### ***Neglect***

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

### **Description and Warning Signs of Trafficking**

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

### **Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children**

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. Texas Health and Human Services also manages early intervention counseling programs.

To find out what services may be available in your county, see Texas Health and Human Services' [Family Support Services Program Locator \(https://fss.hhs.texas.gov/Programs\\_Available\\_In\\_Your\\_County/default.asp\)](https://fss.hhs.texas.gov/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or online at [Texas Abuse Hotline Website \(www.txabusehotline.org\)](http://www.txabusehotline.org).

### **Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children**

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway \(https://www.childwelfare.gov/pubPDFs/whatiscan.pdf\)](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf)
- [KidsHealth, For Parents, Child Abuse \(https://kidshealth.org/en/parents/child-abuse.html\)](https://kidshealth.org/en/parents/child-abuse.html)
- [Office of the Texas Governor's Child Sex Trafficking Team \(https://gov.texas.gov/organization/cjd/childsextrafficking\)](https://gov.texas.gov/organization/cjd/childsextrafficking)
- [Human Trafficking of School-aged Children \(https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children\)](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault \(https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide\)](https://www.nsvrc.org/publications/booklets/child-sexual-abuse-parental-guide)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools \(https://safesupportivelearning.ed.gov/human-trafficking-americas-schools\)](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools)

### **College and University Admissions and Financial Aid (All Grade Levels)**

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see Foundation Graduation Program]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer/fall 2026 term through the spring 2027 term, the University will admit the top five percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See Class Rank/Highest-Ranking Student (Secondary Grade Levels Only) for information specifically related to how the district calculates a student's rank in class, and requirements for Graduation (Secondary Grade Levels Only) for information associated with the foundation graduation program.]

[See A Student in the Conservatorship of the State (Foster Care) for information on assistance in transitioning to higher education for students in foster care.]

## **Communications (All Grade Levels)**

### **Parent Contact Information**

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information in person at the campus by filling out a "Change of Information" form. This allows the campus to verify the identity of the person changing the student's information.

### **Automated Emergency Communications**

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See Safety (All Grade Levels) for information about contact with parents during an emergency situation.]

### **Automated Nonemergency Communications**

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

### **Standard messaging rates of your wireless phone carrier may apply.**

If you do not wish to receive such communications, please contact your child's principal. [See Safety (All Grade Levels) for information about contact with parents during an emergency.]

### **Complaints and Concerns (All Grade Levels)**

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a student and parent grievance policy at FNG(LOCAL) in accordance with Education Code Chapter 26A. This policy describing the grievance process in detail is available in the district's online policy manual at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=498&code=FNG#legalTabContent>

and is attached to this handbook as an appendix. A parent may file a grievance by submitting the district grievance form to the campus principal. The district's grievance forms are available at the principal's or superintendent's office. A parent may also submit a grievance electronically by emailing the campus principal.

In general, the written grievance form should be completed and submitted to the campus principal in a timely manner.

DISD requires a meeting with the appropriate Executive Director prior to scheduling an appointment with the Superintendent or designee.

If the concern is not resolved, a parent or student may appeal to the superintendent or superintendent's designee.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Hearings at each level will be conducted in accordance with the timelines established by law described in the district's policy at FNG(LOCAL).

### **Conduct (All Grade Levels)**

#### **Applicability of School Rules**

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and

on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

### **Campus Behavior Coordinator**

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at <https://www.dickinsonisd.org/> (select the campus from the Campuses tab) and the phone number for the campus is listed below:

Bay Colony Elementary – 281-229-6200

Lobit Elementary – 281-229-7600

Calder Road Elementary – 281-229-7500

San Leon Elementary – 281-229-7400

Hughes Road Elementary – 281-229-6700

Silbernagel Elementary – 281-229-6800

KE Little Elementary – 281-229-7000

### **Deliveries**

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

### **Disruption of School Operations**

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

### **Social Events**

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

### **Counseling**

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

### **Academic Counseling**

#### ***Elementary and Middle/Junior High School Grade Levels***

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.



## **Personal Counseling (All Grade Levels)**

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should contact the counselor's office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See Mental Health Support (All Grade Levels), Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels), and Dating Violence]

## **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject**

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

## **Kindergarten Acceleration**

1. The student must be enrolled in Dickinson ISD.
2. The student must be five years old on September 1.
3. The student must earn a score of 90 percent or higher on District-approved readiness tests and/or achievement tests that may be administered by appropriate District personnel in each of the core content areas of English language arts, mathematics, science, and social studies.
4. A letter of recommendation from the preschool or kindergarten class the student has attended is required.
5. Successful completion of a two- to four-week class placement where chronological age and social and emotional development of the student is observed.

6. A unanimous recommendation to accelerate from a grade placement committee consisting of the school counselor, principal, and a teacher with knowledge of the grade level and content areas.
7. Written parent approval.

### **Students in Grades 1-5**

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

### **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at <https://pol.tasb.org/Home/Index/498> [See the FFH series of policies for more information.]

### **Dating Violence**

Dating violence will not be tolerated at school. To report dating violence, see Reporting Procedures.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student

- Threats to die by suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

[See Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking]

### **Discrimination**

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

### **Harassment**

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

### **Sexual Harassment and Sex-Based Harassment**

Sexual harassment and sex-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

### **Pregnancy or Related Conditions**

The district does not discriminate on the basis of pregnancy or a related condition. Please contact Jamie Harbuck for pregnancy-related accommodations.

Jamie Harbuck  
jharbuck@dickinsonisd.org  
(281) 229-6643

### **Retaliation**

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

### **Reporting Procedures**

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying (All Grade Levels)]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

### **Investigation of Report**

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

### **Discrimination**

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

### **Distance Learning (All Grade Levels)**

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

[See Remote Instruction]

### **Virtual and Hybrid Instruction**

A student has the option, with certain limitations, to enroll in virtual or hybrid instruction through virtual or hybrid courses offered by the district or by another district or school to earn course credit for graduation.

Depending on the virtual or hybrid course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See Extracurricular Activities, Clubs, and Organizations (All Grade Levels)] In addition, a student who enrolls in a virtual or hybrid course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

A parent may ask questions or request that their child be enrolled in a virtual or hybrid course offered by the district by contacting the school counselor.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact the campus principal.

## **Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)**

### **School Materials**

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

### **Nonschool Materials**

#### ***From Students***

Students must obtain prior approval from the campus principal before selling, posting, circulating, or distributing copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The campus principal has designated front office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

#### ***From Others***

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the campus principal for prior review. The campus principal will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The campus principal has designated front office as the location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL)
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

### **Dress and Grooming (All Grade Levels)**

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided they comply with the 2025-2026 Dickinson ISD Dress Expectations approved by the board.

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

### **Electronic Devices and Technology Resources (All Grade Levels)**

#### **Safe Use of Technology**

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)

- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See Required State Assessments and Standardized Testing]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See Consent to Conduct a Psychological or Psychiatric Evaluation]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact

Caroline Lightfoot, Director of Technology  
[clightfoot@dickinsonisd.org](mailto:clightfoot@dickinsonisd.org)  
 (281) 229-6026

[See Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)]

### **Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices**

In accordance with state law, the district prohibits the use of a personal communication device (such as cell phones, tablets, and smartwatches) while on school property during the school day. For more information about permitted use in certain circumstances and disciplinary measures that apply to this prohibition, see the Student Code of Conduct and policy FNCE(LOCAL).

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

Students may bring personal communications devices (cell phones, tablets, etc.) to school but must keep them powered off and out of sight throughout the school day (including passing periods, classrooms, and lunch), as required by state law. Any device found to be powered on or in use during school hours will be confiscated by school personnel.

Violations will result in progressive disciplinary consequences as outlined in the district's policy. Students and families can review the complete consequences for multiple offenses on the district website.

If a student uses a personal communications device without authorization during the school day, the student will be disciplined in accordance with the Student Code of Conduct.

The parent may pick up the confiscated communications device from the principal's office.



Confiscated communications devices that are not retrieved by the student or the student's parent will be disposed of after the notice required by law. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal communications device may be searched by authorized personnel. [See Searches and Investigations and policy FNF for more information.]

The district is not responsible for damaged, lost, or stolen communications devices.

### **Instructional Use of Personal Electronic Devices**

Students must obtain prior approval to use personal electronic devices allowed by law for instructional purposes while on campus. The district may not permit use of a prohibited personal communication device except as required by law. [See Possession and Use of Personal Communications Devices, Including Cell Phones and Other Electronic Devices] Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### **Acceptable Use of District Technology Resources**

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

### **Unacceptable and Inappropriate Use of Technology Resources**

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the "[Before You Text" Bullying and Sexting Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

### **End-of-Course (EOC) Assessments**

[See Graduation (Secondary Grade Levels Only) and Standardized Testing]

### **Emergent Bilingual Students (All Grade Levels)**

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at Standardized Testing, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

### **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

### **Parental Consent**

State law requires the district to obtain written parental consent before a student may participate in a student club that is authorized or sponsored by the district. A parent may obtain consent forms for student clubs on the campus website or campus office.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See Transportation (All Grade Levels)]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual \(https://www.uil texas.org/athletics/manuals\)](https://www.uil texas.org/athletics/manuals) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or [curriculum@tea.texas.gov](mailto:curriculum@tea.texas.gov).

[See [UIL Texas \(https://www.uil texas.org/\)](https://www.uil texas.org/) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

If a student is enrolled in a state-approved music course that participates in UIL Concert and Sight-Reading Evaluation, and the student receives a grade below 70 in any course at the end of a grading period, the student may perform with the ensemble during the UIL evaluation performance but is ineligible for other extracurricular activities for at least three weeks.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.

- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to a maximum of 17 absences for extracurricular activities and public performances. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

### **Standards of Behavior**

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

### **Offices and Elections**

Certain clubs, organizations, and performing groups will hold elections for student officers. Each club and/or organization will elect officers based on the guidelines contained in the organization's constitution and/or chapter by-laws.

### **Fees (All Grade Levels)**

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.

- Summer school for courses that are offered tuition-free during the regular school year.
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See Buses and Other School Vehicles]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a virtual or hybrid course.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus principal. [See policy FP for more information.]

### **Fundraising (All Grade Levels)**

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

### **Gang-Free Zones (All Grade Levels)**

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

### **Grading Guidelines (All Grade Levels)**

Please view the [2025 - 2026 DISD Grading and Reporting Procedures](#) [See Report Cards/Progress Reports and Conferences (All Grade Levels) for additional information on grading guidelines.]

### **Harassment**

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

### **Hazing (All Grade Levels)**

Hazing is defined as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code

- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See Bullying (All Grade Levels) and policies FFI and FNCC for more information.]

## **Health — Physical and Mental**

### **Health-Related Services**

The district is required to provide notice of each health-related service offered at a student's campus. A parent may withhold consent for or decline a health-related service.

The following health related services are offered on the following district campuses:

All campuses have a staffed clinic onsite.

The Gator wellness center is located at McAdams Junior High School and provides services for all campuses.

The Gator Hope Clinic is located at Dickinson High School and provides clinical services for all students.

### **Illness (All Grade Levels)**

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

### **Immunization (All Grade Levels)**

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services  
Immunization Section, Mail Code 1946  
P.O. Box 149347  
Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis (All Grade Levels).

[See the DSHS's [School and Childcare Vaccine Requirements \(https://www.dshs.texas.gov/immunizations/school\)](https://www.dshs.texas.gov/immunizations/school) and policy FFAB(LEGAL) for more information.]

## **Lice (All Grade Levels)**

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.]

## **Medicine at School (All Grade Levels)**

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma, or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.



An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

### **Asthma and Severe Allergic Reactions**

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

[See also Food Allergies (All Grade Levels)]

### **Unassigned Epinephrine Delivery Systems**

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized: school personnel and/or school volunteers who have been adequately trained to administer an unassigned epinephrine delivery system to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine delivery system" is an epinephrine delivery system, including an auto-injector or nasal spray, prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine delivery system.

Epinephrine delivery systems include brand-name devices such as EpiPens® and Neffy®.

Authorized and trained individuals may administer an epinephrine delivery system at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel and/or school volunteers are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine delivery system to a person experiencing anaphylaxis at an off-campus school event or while in

transit to or from a school event when an unassigned epinephrine delivery system is available.

For additional information, see FFAC(LOCAL).

### **Unassigned Medication for Respiratory Distress**

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel and/or school volunteers to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus school personnel and/or school volunteers who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

### **Unassigned Opioid Antagonists**

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel and/or school volunteers at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

### **Steroids (Secondary Grade Levels Only)**

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

### **Mental Health Support (All Grade Levels)**

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention

- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

Dickinson ISD utilizes the following programs:

### **Character Development & Social Emotional Learning**

- Character Strong
  - Character Strong is a program that focuses on the social emotional learning competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Their program also provides character development sculpted around Respect, Responsibility, Gratitude, Empathy, Perseverance, Honesty, Cooperation, Courage and Creativity.
  - Tier 1
  - PK-12th grade
- Restorative Practices
  - Tier 1
  - PK-12th grade
- Second Steps
  - Second Steps is a program that provides social emotional learning, bullying prevention and child protection unit.
  - Tier 1 & 2
  - PK-6th grade for social emotional learning
  - Kindergarten-5th grade bullying prevention
  - PK-5th grade for child protection unit

### **Mental Health**

- VectorSolutions Mental Health SB460: This training is a three-part course that addresses early identification and intervention for mental health concerns.
- Emotional Backpack Project: This program was created by the Center for School Behavioral Health at Mental Health America of Greater Houston. Each Dickinson ISD campus has two trained instructors to implement Emotional Backpack training to staff. This program covers mental health signs and symptoms, trauma informed classrooms, suicide prevention, which fulfill the TEA requirements for mental health and suicide prevention training.
- Offer Youth Mental Health First Aid: Teaches you how to identify, understand and respond to signs of mental illnesses and substance use disorders.

### **Substance Abuse Prevention & Intervention**

- Bay Area Council on Drugs & Alcohol (BACODA) provides Dickinson ISD students the following programs:
  - Youthworks
    - Youthworks services address the State's four prevention priorities: underage alcohol use, tobacco and nicotine products use, marijuana and other cannabinoids use, and prescription drug misuse.
      - 1st-12th grade
  - Positive Action Program
    - Positive Action Program is a social and emotional learning program designed to improve student behavior and academic motivation.
      - 1st, 3rd, 5th, 7th, and 9th grade
- Gulf Coast Center
  - OSAR (Outreach, Screening, Assessment and Referral) services on secondary campuses.

### **Trauma Informed & Grief Informed Practices**

- VectorSolutions
- Emotional Backpack Project: This program was created by the Center for School Behavioral Health at Mental Health America of Greater Houston. Each Dickinson ISD campus has two trained instructors to implement Emotional Backpack training to staff. This program covers mental health signs and symptoms, trauma informed classrooms, suicide prevention; which fulfill the TEA requirements for mental health and suicide prevention training.

### **Suicide Prevention**

- Emotional Backpack Project: This program was created by the Center for School Behavioral Health at Mental Health America of Greater Houston. Each Dickinson ISD campus has two trained instructors to implement Emotional Backpack training to staff. This program covers mental health signs and symptoms, trauma informed classrooms, suicide prevention; which fulfill the TEA requirements for mental health and suicide prevention training.

VectorSolutions Suicide Awareness & Prevention: Teaches evidence-based strategies to prevent Suicide.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- Consent to Conduct a Psychological or Psychiatric Evaluation and Consent to Provide a Mental Health Care Service for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- Counseling for the district's comprehensive school counseling program
- Physical and Mental Health Resources (All Grade Levels) for campus and community mental and physical health resources
- Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels) for board-adopted policies and administrative procedures that promote student health

## **Physical Activity Requirements**

### ***Elementary School***

The district will ensure that students in full-day prekindergarten - grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

### ***Temporary Restriction from Participation in Physical Education***

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

### **Physical Fitness Assessment (Grades 3-12)**

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting:

Dr. Veonda Emholtz  
Director of Research & Accountability  
vemholtz@dickinsonisd.org  
(281) 229-6136

### ***Spinal Screening Program***

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early

detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

### ***Other Examinations and Screenings (All Grade Levels)***

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

### **Special Health Concerns (All Grade Levels)**

#### ***Bacterial Meningitis (All Grade Levels)***

Please see the district's website at [https://www.dickinsonisd.org/page/hs.com\\_disease](https://www.dickinsonisd.org/page/hs.com_disease) for information regarding meningitis.

**Note:** Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See Immunization (All Grade Levels)]

#### ***Diabetes***

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

#### ***Food Allergies (All Grade Levels)***

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) *Guidelines for the*

*Care of Students with Food Allergies at Risk for Anaphylaxis* found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>)

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment. The district's food allergy management plan can be accessed at [Allergies and Anaphylaxis](#) .

[See Celebrations (All Grade Levels) and policy FFAF for more information.]

### **Seizures (All Grade Levels)**

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See A Student with Physical or Mental Impairments Protected under Section 504 and contact the school nurse for more information.]

### **Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)**

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see Medicine at School (All Grade Levels)] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

### **Health-Related Resources, Policies, and Procedures**

#### **Physical and Mental Health Resources (All Grade Levels)**

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The campus full-time nurse:

Bay Colony Elementary – 281-229-6200

Lobit Elementary – 281-229-7600

Calder Road Elementary – 281-229-7500  
Hughes Road Elementary – 281-229-6700  
KE Little Elementary – 281-229-7000

San Leon Elementary – 281-229-7400  
Silbernagel Elementary – 281-229-6800

- The campus full-time school counselors:

Bay Colony Elementary – 281-229-6200  
Calder Road Elementary – 281-229-7500  
Hughes Road Elementary – 281-229-6700  
KE Little Elementary – 281-229-7000

Lobit Elementary – 281-229-7600  
San Leon Elementary – 281-229-7400  
Silbernagel Elementary – 281-229-6800

- The local public health authority, Galveston County Health District, which may be contacted at 409-938-7221.
- The local mental health authority, Gulf Coast Center, which may be contacted at 1-800-643-0967

### **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)**

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at <https://pol.tasb.org/Home/Index/498> .

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI



In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. The District Improvement Plan is located online at <http://www.dickinsonisd.org/page/campus.cips>.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For more information about these procedures and access to the District Improvement Plan, please contact:

Patrick Monaghan  
Executive Director of Special Programs  
P.O. Drawer Z; Dickinson, TX 77539  
(281) 229-6020

### **Districtwide Educational Improvement Council (DEIC) (All Grade Levels)**

DISD has a DOI that allows the DEIC to address the district's health education needs as they are aware of the needs of the district and the students. This will decrease the number of meetings and the number of committees required by law and will better serve this community. The DEIC will convene at least three times per year to address these needs as well as any other necessary items.

[See Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking, and policies BDF and EHAA for more information.]

### **Student Wellness Policy/Wellness Plan (All Grade Levels)**

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Amy Cmaidalka  
Director of Mental Health and Counseling  
[acmaidalka@dickinsonisd.org](mailto:acmaidalka@dickinsonisd.org)  
(281) 229-7662

### **Homework (All Grade Levels)**

Please view the [2025 - 2026 DISD Grading and Reporting Procedures](#)

### **Law Enforcement Agencies (All Grade Levels)**

#### **Questioning of Students**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

### **Students Taken into Custody**

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

### **Notification of Law Violations**

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-

sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.

- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

### **Leaving Campus (All Grade Levels)**

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

### **During Lunch**

Students are not allowed to leave campus at any time during the regular school day including lunch without administrative approval and parent permission. Students who drive a car to school and are found to be in violation of the closed campus policy will lose their driving and parking privileges. Fast-food deliveries to students are not allowed.

### **At Any Other Time During the School Day**

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

### **Lost and Found (All Grade Levels)**

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

### **Makeup Work**

#### **Makeup Work Because of Absence (All Grade Levels)**

Please click on the link to view the [2025 - 2026 DISD Grading and Reporting Procedures](#).

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See Attendance for Credit or Final Grade (All Grade Levels)]

A student involved in an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

### **DAEP Makeup Work**

#### ***Elementary and Middle/Junior High School Grade Levels***

Students assigned to the Dickinson Alternative Education Center (DALC) will complete work that applies to their home campus classes.

## **In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)**

### ***Alternative Means to Receive Coursework***

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

### ***Opportunity to Complete Courses***

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FO(Legal) for more information.]

### **Nondiscrimination Statement (All Grade Levels)**

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=498&code=FNG#legalTabContent>

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex-based harassment:

Name: Robert Cobb

Position: Executive Director of Student Support Services

Address: 2218 FM 517 Road East, Dickinson, TX 77539

Telephone: 281-229-6102

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:
- Name: Patrick Monaghan
- Executive Director of Special Programs
- Address: 2218 FM 517 Road East, Dickinson, TX 77539
- Telephone: 281-229-6020

For all other concerns regarding discrimination, see:

Name: Dr. Rebecca Brown  
Superintendent

Address: 2218 FM 517 Road East, Dickinson, TX 77539  
Telephone: (281) 229-6022

[See policies at FB, the FFH series, and GKD for more information.]

### **Nontraditional Academic Programs (All Grade Levels)**

Dickinson Continuation Center is an accelerated high school program that thrives in a smaller classroom environment. Our class average is 16 students per class. Because of the smaller setting, the teachers are able to create a space that develops an atmosphere of educational equitability. The students have the unique opportunity to complete 4 semesters in a year. Our campus provides individualized teaching based on the needs of each student. We currently offer three endorsement plans – Multidisciplinary, Art & Humanities, and the Foundation plan. The needs of the students are most important, because of this we teach in a more traditional manner for the English I/II, US History, Biology, and Algebra EOC courses. These classes are taught in a hybrid environment. Other courses are taught through Edgenuity with a certified teacher in each classroom. An additional expectation is that our seniors complete a portfolio before they leave. This project involves meeting with a college advisor, completing the FAFSA, receiving two letters of recommendations, an updated resume, and applying at a community college and/or a university. The idea is to prepare our students for life after high school the best way possible. Our seniors are also eligible to participate in all senior activities with DHS- such as prom, graduation ceremony, and other senior activities.

## Parent and Family Engagement (All Grade Levels)

### Parental Rights and Options

State law provides that a parent has the right to direct the moral and religious training of the parent's child, make decisions concerning the child's education, and consent to medical, psychiatric, and psychological treatment of the child without obstruction or interference from a governmental entity of Texas, including a school district.

In addition to referring to the rights of parents, including the right to withhold consent for or exempt the parent's child from certain activities and instruction specified throughout this handbook, parents may access additional information regarding parental rights at the district's website at: [www.dickinsonisd.org](http://www.dickinsonisd.org).

### Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See Academic Counseling]
- **Att**ending scheduled conferences and requesting additional conferences as needed. The district will provide at least two opportunities for in-person conferences during each school year for each parent of a child enrolled in the district with the child's teachers. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office at

Bay Colony Elementary – 281-229-6200  
Calder Road Elementary – 281-229-7500  
Hughes Road Elementary – 281-229-6700  
KE Little Elementary – 281-229-7000

Lobit Elementary 281-229-7600  
San Leon Elementary – 281-229-7400  
Silbernagel Elementary – 281-229-6800

for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See Report Cards/Progress Reports and Conferences (All Grade Levels)]

- Becoming a school volunteer. [See Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations including booster clubs
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:  
Lindsey Suarez  
Executive Director of Teaching and Learning  
P.O. Drawer Z; Dickinson, TX 77539  
lsuarez@dickinsonisd.org  
(281) 229-6072
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held each month at 6:30 P.M. at the Dickinson ISD Education Support Center located at 2218 FM 517 Road East, Dickinson, TX 77539. The calendar for 2024-2025 board meetings is located here <https://www.dickinsonisd.org/page/board.home> . An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at the Dickinson ISD Education Support Center located at 2218 FM 517 Road East, Dickinson, TX 77539 and online at <https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000955>. [See policies [BE](#) and [BED](#) for more information.]

### **Pledges of Allegiance and a Minute of Silence (All Grade Levels)**

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See Reciting the Pledges to the U.S. and Texas Flags]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

### **Prayer (All Grade Levels)**

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not



encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

### **Promotion and Retention**

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

### **Elementary and Middle/Junior High Grade Levels**

In kindergarten through grade 2, students shall be evaluated on a list of standards based on the Texas Essential Knowledge and Skills (TEKS). Promotion shall be based on significant mastery of skills, as determined by the student's teacher. A campus committee composed of the principal, the assistant principal, the student's teacher, and the student's parent shall review relevant student information and shall make a decision regarding promotion for each student considered for retention.

In grades 3–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading language arts, mathematics, and either science or social studies.

If a student in grades 3–8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

### **Repeating *Prekindergarten* - Grade 8 at Parent Request**

A parent may request in writing that a student repeat prekindergarten, kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

### **High School Grade Levels**

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See Grade-Level Classification (Grades 9-12 Only)]

### **Release of Students from School**

[See Leaving Campus (All Grade Levels)]

## **Remote Instruction**

The district may offer remote instruction in accordance with TEA guidelines.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

## **Report Cards/Progress Reports and Conferences (All Grade Levels)**

Please view the DISD Grading and Reporting Procedures at:

[2025 - 2026 Grading and Reporting Procedures](#)

## **Retaliation**

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

## **Required State Assessments**

### **STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8**

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

### **Standardized Testing for a Student Enrolled Above Grade Level**

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

### **Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)**

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

### **Standardized Testing for a Student in Special Programs**

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See Graduation (Secondary Grade Levels Only)]

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

### **Failure to Perform Satisfactorily on a STAAR or EOC Assessment**

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

### **Safe Storage of Firearms**

A firearm should be stored unloaded in a safe or locked container, with ammunition stored elsewhere.

It is unlawful to store, transport, or abandon an unsecured firearm in a place where children are likely to be and can obtain access to the firearm. Under the Penal Code, a person commits the offense of making a firearm accessible to a child if the child gains access to a readily dischargeable firearm, and the person with criminal negligence:

- Failed to secure the firearm; or

- Left the firearm in a place to which the person knew or should have known the child would gain access

The penalty for allowing a child access to a firearm can range from a Class C misdemeanor (punishable by a \$500 fine) to a Class A misdemeanor (punishable by a \$4000 fine, a year in jail, or a combination of the two).

### **Safety (All Grade Levels)**

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by

Bay Colony Elementary

[Tip Form](#)

Calder Road Elementary

[Tip Form](#)

Hughes Road Elementary

[Tip Form](#)

KE Little Elementary

[Tip Form](#)

Lobit Elementary

[Tip Form](#)

San Leon Elementary

[Tip Form](#)

Silbernagel Elementary

[Tip Form](#)

- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

## **Accident Insurance**

During online registration, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child. The website with information for student insurance is <https://www.texaskidsfirst.com/#plans>.

## **Insurance for Career and Technical Education (CTE) Programs**

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

## **Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies**

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. Dickinson ISD utilizes the Standard Response Protocols (SRP) developed by the 'I Love U Guys' Foundation as sponsored by the Texas School Safety Center. The standard responses are Hold, Secure, Lockdown, Evacuate, and Shelter. <https://www.dickinsonisd.org/page/parentstudent.safety>

## **Emergency Medical Treatment and Information**

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

## **Emergency School Closing Information**

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed

opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: [www.dickinsonisd.org](http://www.dickinsonisd.org), X (Twitter), Facebook, and/or School Messenger.

[See Parent Contact Information and Automated Emergency Communications]

### **SAT, ACT, and Other Standardized Tests**

[See Standardized Testing]

### **School Facilities**

#### **Asbestos Management Plan (All Grade Levels)**

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Zeke Contreras

Director of Facility Services

[econtreras@dickinsonisd.org](mailto:econtreras@dickinsonisd.org)

(281) 229-7250

#### **Food and Nutrition Services (All Grade Levels)**

The district participates in the School Breakfast Program (SBP) and National School Lunch Program (NSLP) and offers students nutritionally balanced meals daily following standards outlined in state and federal law. State and federal law, as well as board-adopted policies, define when, where, and by whom competitive foods, which are foods not sold as part of the regular meal program, can be served or sold on school premises during the school day.

[See policies [CO](#) and [FFA](#) for more information.]

Households may financially qualify for free or reduced-priced meals and are encouraged to complete an online free and reduced-price meal application each school year at <https://www.mealappnow.com/mandks/splash.php>. Information shared by the

household on the application, the household's eligibility status, and a student's participation in the SBP and NSLP is confidential and will not be shared with other programs or staff members by the child nutrition department. Students with free or reduced-price meal benefit eligibility are offered the same meal options as students who do not receive free or reduced-price meal benefits. Students are not overtly identified nor discriminated against because of meal benefit eligibility or status.

Every household has the opportunity to apply for free or reduced-price meals by completing the online application at <https://www.mealappnow.com/mandks/splash.php>. Once the application is processed, an eligibility determination notification will be sent to the applicant. If eligible, the household will begin receiving free or reduced-price meal benefits immediately following a free or reduced-price eligibility determination. To receive free or reduced-priced meals in the current school year, households must have a current school year approved meal application or current school year Direct Approval/Certification Notice on file in the Food and Nutrition Services department even if the household was approved for meal benefits in the previous school year. Households that do not apply for meal benefits or are not Directly Certified to receive meal benefits in the current school year will no longer receive meal benefits after the first thirty (30) operating days of the current school year and will be charged full price for school lunches. Parents/guardians are responsible for any charges incurred by their child(ren) in the school cafeteria. This includes any charges incurred before approval of school meal benefits and any charges incurred while the household application is being processed. The online application for free or reduced-price school meal benefits is available on August 1<sup>st</sup> of the current school year and households may apply at any time during the school year. Once approved, households will receive free or reduced-price school meal benefits for the remainder of the current school year and the first thirty (30) operating days of the following school year, or until a new benefit determination is made.

### ***Meal Prices***

Breakfast is available to all students at no cost regardless of household income and meal benefit eligibility or status. All students are encouraged to participate in this district benefit. Lunch prices are \$2.50 (PK-3), \$2.50 (4-5), \$2.75 (6-8), and \$3.00 (9-12). All households are encouraged to apply for school meal benefits by completing the online application. Adult/Staff/Visitor breakfast price is \$3.50 and lunch price is \$5.00.

### ***Meal Accounts***

All students and staff may purchase meals or a la carte food items using their district-issued student or employee identification number. Money can be placed on the meal account and purchases debited from the meal account using the district-issued identification number. Parents/guardians are encouraged to place money on the student's meal account to eliminate the need to send cash with their child(ren) daily.

### ***Adding Funds to Meal Accounts***

- Make secure payments online using PAYSCHOOLS CENTRAL <https://www.payschoolscentral.com/> . Parents/guardians can view a student's

recent meal activity, set up low-balance alerts, and view account balances through the site. There is a \$2.50 convenience fee through this service for all credit card and debit card transactions. Funds added online are posted and available for use within thirty (30) minutes of finalizing the transaction.

- Cash, Checks, and Money Orders are acceptable methods of payment at any school campus or cafeteria. Checks returned for insufficient funds will not be accepted for future payments. Checks will not be accepted during the last two weeks of the school year.

### **School Board-Approved District Meal Charge Policy:**

The school board-approved district meal charge policy must be communicated in writing to all households at the start of each school year and to households transferring to the school district during the school year and is available online at [www.dickinsonisd.org](http://www.dickinsonisd.org). District staff that assist students with school meals must also be made aware of the school board-approved district meal charge policy. The purpose of the policy is to treat all students with dignity in the cafeteria serving line and at the point of sale, to establish a consistent district policy regarding meal charges and collection, and to minimize student meal debt in Dickinson ISD.

The process and procedure for student meal accounts with insufficient funds is as follows:

- The district will allow all grade level students (Pre-K-12) to charge two lunch meals, equal to \$5.00/\$5.50/\$6.00 dependent upon the campus your student is attending.
- When the two-charge limit is reached, students in all grade levels (Pre-K) will be offered a courtesy meal.
- Ala 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 or reduced-price 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 from charging meals by contacting the campus's cafeteria manager or the school district's Food and Nutrition Services department. Nonprofit School Food



Service resources may not be used to cover costs related to bad debt arising from uncollected student meal accounts and Dickinson ISD will be responsible for paying those delinquent accounts. Dickinson ISD will collect on all unpaid meal charges.

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals. [See policy CO for more information.]

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"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](mailto:Program.Intake@usda.gov)

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See Nondiscrimination Statement (All Grade Levels) for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

[See policy COB for more information.]

### ***Vending Machines (All Grade Levels)***

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the principal. [See policy FFA for more information.]

### **Pest Management Plan (All Grade Levels)**

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child’s school assignment area may contact the district’s IPM coordinator:

Name: Gary Botello  
Title: IPM Coordinator  
(281) 229-7250

### **Conduct Before and After School (All Grade Levels)**

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will

be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

### **Library (All Grade Levels)**

Check with your campus for library hours and arrival and dismissal procedures.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their student. A parent may submit to the district a list of library materials that their child may not be allowed to check out or otherwise access for use outside of the school library by submitting the list to the campus librarian.

The district will provide to parents a record of each time the parent's child checks out a library material that includes the title, author, genre, and return date of the library material through

The district is currently working on a process by which a parent may access to the school's library or any available online catalog.

The district welcomes student and parent feedback on library materials and services. Parents may contact the campus librarian with questions or comments about their child's campus library. A district employee, parent, or person residing in the district may submit a written challenge to the inclusion of any library material in the catalog of the school library by submitting the form available on the district's website.

### **Use of Hallways during Class Time (All Grade Levels)**

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

### **Use by Students Before and After School (All Grade Levels)**

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 8:00 a.m.

- Gym
- Cafeteria

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

### **School-Sponsored Field Trips (All Grade Levels)**

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See Fees (All Grade Levels) for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

### **Searches and Investigations**

#### **Searches in General (All Grade Levels)**

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

### **District Property (All Grade Levels)**

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

### **Metal Detectors (All Grade Levels)**

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

### **Personal Communications and Other Electronic Devices (All Grade Levels)**

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See Electronic Devices and Technology Resources (All Grade Levels) and policy FNF(LEGAL) for more information.]

### **Trained Dogs (All Grade Levels)**

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

### **Sexual Harassment**

[See Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)]

### **Special Programs (All Grade Levels)**

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact:

**Foster Care Liaison:**

Robert Cobb  
Executive Director of Student Support Services  
2218 FM 517; Dickinson, TX 77539  
(281) 229-6102

**Homeless Liaison:**

Jamie Harbuck  
Student Support Specialist  
2218 FM 517; Dickinson, TX 77539  
(281) 229-6634

**Special Education:**

[Patrick Monaghan](#)  
Executive Director of Special Programs  
2218 FM 517; Dickinson, TX 77539  
(281) 229-6020

**Emergent Bilingual Program:**

Nicole Fleming  
Coordinator of Emergent Bilingual Programs  
2218 FM 517; Dickinson, TX 77539  
(281) 229-6034

**GT Program:**

Britta Carter  
Director of Academic Excellence and Advanced Programs  
2218 FM 517; Dickinson, TX 77539  
(281) 229-6014

**Migrant:**

Jaime Williams  
Coordinator of Federal and State Programs  
2218 FM 517; Dickinson, TX 77539  
(281) 229-6000

The Texas State Library and Archives Commission's [Talking Book Program](#) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

**Standardized Testing**

**SAT/ACT (Scholastic Aptitude Test and American College Test)**

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of

the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

**Note:** These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

### **Student Speakers**

[See Graduation (Secondary Grade Levels Only) for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

### **Summer School (All Grade Levels)**

Information will be available in May 2026.

### **Tardies (All Grade Levels)**

Students arriving late to school will need to be signed in by an adult at the front office. During the school day, students are expected to be in the classroom and in their seats ready to begin working when the tardy bell rings. A student who is excessively tardy to class may be assigned to detention hall or given another appropriate consequence.

### **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)**

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided

the necessary instructional resources and equipment for use at school during the school day.

For information on library books and other resources students may access voluntarily, see Library (All Grade Levels).

### **Transfers (All Grade Levels)**

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See Safety Transfers/Assignments, Bullying (All Grade Levels), and A Student with Physical or Mental Impairments Protected under Section 504, for other transfer options.]

### **Transportation (All Grade Levels)**

#### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See School-Sponsored Field Trips (All Grade Levels)]

#### **Buses and Other School Vehicles**

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district has identified areas where hazardous traffic conditions and/or a high risk of violence exist for students who live within two miles of certain campuses.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Shirley Miller  
Director of Transportation  
smiller@dickinsonisd.org  
(281) 229-7300

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact the Transportation Department at (281) 229-7300.



Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules
- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

### **Vandalism (All Grade Levels)**

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

### **Video Cameras (All Grade Levels)**

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the Executive Director of Special Programs that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

## **Visitors to the School (All Grade Levels)**

### **General Visitors**

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See Consent to Video or Audio Record a Student When Not Already Permitted by Law for video and other recording by parents or visitors to virtual or in-person classrooms.]

### **Unauthorized Persons**

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

- The person poses a substantial risk of harm to any person
- The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct]

## **Visitors Participating in Special Programs for Students**

### ***Business, Civic, and Youth Groups***

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

### ***Career Day***

The district invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

### **Volunteers (All Grade Levels)**

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus office. To ensure the safety of our community, a valid government-issued ID is required to complete a background check prior to engaging with staff and students.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

### **Withdrawing from School (All Grade Levels)**

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

## **Glossary**

**Accelerated instruction, including supplemental instruction**, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

**ACT, or the American College Test**, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

**ACT-Aspire** is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

**ARD** stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

**Attendance review committee** is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

**CPS** stands for Child Protective Services.

**DAEP** stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

**DEIC** The responsibility of the District Educational Improvement Council is to establish and review the district's educational goals, programs, and objectives. It shall then advise the School Board or its designee. This committee is made up of teachers, parents, business members and community members and it serves in an advisory role. The DEIC also approves staff development district wide.

**DFPS** stands for the Texas Department of Family and Protective Services.

**DPS** stands for the Texas Department of Public Safety.

**DSHS** stands for the Texas Department of State Health Services.

**ED** stands for the U.S. Department of Education.

**Emergent bilingual student** refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

**EOC (end-of-course) assessments** are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

**ESSA** is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

**IEP** stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

**IGC** is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

**ISS** refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

**PGP** stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

**PSAT** is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

**Safe and Supportive School Team** is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

**SAT** refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

**Section 504** is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

**STAAR** is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

**STAAR Alternate 2** is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

**STAAR Spanish** is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

**State-mandated assessments** are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

**Student Code of Conduct** is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

**TAC** stands for the Texas Administrative Code.

**TEA** stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

**TELPAS** stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

**TSI** stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

**UIL** refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

## Appendix

# 2025–2026 Academic Calendar

## First Semester

August 14 – December 19, 2025

## Second Semester

January 7 – May 21, 2026

## Student/Teacher Holidays

September 1, 2025

October 10 & 13, 2025

November 24-28, 2025

*(Nov. 24, 25, 26 & 28 are Teacher Exchange Days/Student Holidays)*

December 22, 2025 - January 2, 2026

January 19, 2026

March 9-13, 2026

April 3, 2026

May 25, 2026

## Transition Day

August 13, 2025

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

## New Teacher In-Service

August 1 and August 4-5, 2025

## Teacher In-Service/Student Holiday

August 6-8 and August 11-12, 2025

September 22, 2025

January 5-6, 2026

February 16, 2026

May 22, 2026

## Early Release All Campuses

*(2 hours early)*

December 19, 2025      May 21, 2026

## Dickinson Continuation Center Graduation

May 20, 2026 - DHS Auditorium

## Dickinson High School Graduation

May 21, 2026 - Sam Vitanza Stadium

## Nine Weeks Grading Cycle

1st 9-weeks      39 days      17,550 minutes  
(08/14-10/9)

2nd 9-weeks      44 days      19,680 minutes  
(10/14-12/19)

**First Semester      83 days      37,230 minutes**

3rd 9-weeks      41 days      18,450 minutes  
(1/7-3/6)

4th 9-weeks      48 days      21,480 minutes  
(3/16-5/21)

**Second Semester      89 days      39,930 minutes**

**Total Instructional      172 days      77,160 minutes**  
SD Waiver Days      0 minutes

**Grand Total      172 days      77,160 minutes**



## Dickinson Independent School District

| August 2025 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | T  | F  | S  |
|             |    |    |    |    | NT | 2  |
| 3           | NT | NT | SD | SD | SD | 9  |
| 10          | SD | SD | [  | 14 | 15 | 16 |
| 17          | 18 | 19 | 20 | 21 | 22 | 23 |
| 24          | 25 | 26 | 27 | 28 | 29 | 30 |
| 31          |    |    |    |    |    |    |

| September 2025 |                 |    |    |    |    |    |
|----------------|-----------------|----|----|----|----|----|
| S              | M               | T  | W  | T  | F  | S  |
|                | H               | 2  | 3  | 4  | 5  | 6  |
| 7              | 8               | 9  | 10 | 11 | 12 | 13 |
| 14             | 15              | 16 | 17 | 18 | 19 | 20 |
| 21             | IP <sup>M</sup> | 23 | 24 | 25 | 26 | 27 |
| 28             | 29              | 30 |    |    |    |    |

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

| November 2025 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    |    |    |    |    | 1  |
| 2             | 3  | 4  | 5  | 6  | 7  | 8  |
| 9             | 10 | 11 | 12 | 13 | 14 | 15 |
| 16            | 17 | 18 | 19 | 20 | 21 | 22 |
| 23            | E  | E  | E  | H  | E  | 29 |
| 30            |    |    |    |    |    |    |

| December 2025 |    |    |    |    |     |     |
|---------------|----|----|----|----|-----|-----|
| S             | M  | T  | W  | T  | F   | S   |
|               | 1  | *2 | 3  | 4  | 5   | 6   |
| 7             | 8  | 9  | 10 | 11 | 12  | *13 |
| 14            | 15 | 16 | 17 | 18 | 19^ | 20  |
| 21            | H  | H  | H  | H  | H   | 27  |
| 28            | H  | H  | H  |    |     |     |

| January 2026 |                 |                 |    |    |    |    |
|--------------|-----------------|-----------------|----|----|----|----|
| S            | M               | T               | W  | T  | F  | S  |
|              |                 |                 |    |    | H  | H  |
| 3            |                 |                 |    |    |    |    |
| 4            | IP <sup>M</sup> | IP <sup>M</sup> | [7 | 8  | 9  | 10 |
| 11           | 12              | 13              | 14 | 15 | 16 | 17 |
| 18           | H               | 20              | 21 | 22 | 23 | 24 |
| 25           | 26              | 27              | 28 | 29 | 30 | 31 |

| February 2026 |                 |    |    |    |    |    |
|---------------|-----------------|----|----|----|----|----|
| S             | M               | T  | W  | T  | F  | S  |
| 1             | 2               | 3  | 4  | 5  | 6  | 7  |
| 8             | 9               | 10 | 11 | 12 | 13 | 14 |
| 15            | IP <sup>M</sup> | 17 | 18 | 19 | 20 | 21 |
| 22            | 23              | 24 | 25 | 26 | 27 | 28 |

| March 2026 |     |    |    |    |    |    |
|------------|-----|----|----|----|----|----|
| S          | M   | T  | W  | T  | F  | S  |
| 1          | 2   | 3  | 4  | 5  | 6] | 7  |
| 8          | H   | H  | H  | H  | H  | 14 |
| 15         | [16 | 17 | 18 | 19 | 20 | 21 |
| 22         | 23  | 24 | 25 | 26 | 27 | 28 |
| 29         | 30  | 31 |    |    |    |    |

| April 2026 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            |    |    | 1  | 2  | H  | 4  |
| 5          | 6  | *7 | 8  | 9  | 10 | 11 |
| 12         | 13 | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | 27 | 28 | 29 | 30 |    |    |

| May 2026 |    |    |    |      |    |    |
|----------|----|----|----|------|----|----|
| S        | M  | T  | W  | T    | F  | S  |
|          |    |    |    |      | 1* | 2  |
| 3        | 4  | 5  | 6  | 7    | 8  | 9  |
| 10       | 11 | 12 | 13 | 14   | 15 | 16 |
| 17       | 18 | 19 | 20 | 21^] | SD | 23 |
| 24       | H  | 26 | 27 | 28   | 29 | 30 |
| 31       |    |    |    |      |    |    |

| June 2026 |    |     |    |    |     |    |
|-----------|----|-----|----|----|-----|----|
| S         | M  | T   | W  | T  | F   | S  |
|           | 1  | 2   | 3  | 4  | 5   | 6  |
| 7         | 8  | 9   | 10 | 11 | 12  | 13 |
| 14        | 15 | *16 | 17 | 18 | 19  | 20 |
| 21        | 22 | 23  | 24 | 25 | 26* | 27 |
| 28        | 29 | 30  |    |    |     |    |

| July 2026 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    |    | 1  | 2  | 3  | 4  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |
| 26        | 27 | 28 | 29 | 30 | 31 |    |

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

## School Hours for the 2025–2026 school year

### Elementary (grades PK-3)

8:30 a.m. - 4:00 p.m.

### Middle School & Junior High (grades 4-8)

7:45 a.m. - 3:15 p.m.

### High School (grades 9-12)

7:05 a.m. - 2:35 p.m.

BOARD APPROVED  
DECEMBER 10, 2024



## Administration

Administration Building 281-229-6000  
Dickinson Independent School District  
2218 East FM 517  
P. O. Drawer Z  
Dickinson, Texas 77539  
Office Hours: 7:30 a.m. to 4:00 p.m.

Superintendent of Schools  
Dr. Rebecca Brown

Chief of Finance & Operations  
Ryan Boone

Executive Directors:

Brian Cmaidalka, Operations

Robert Cobb, Student Support Services

Leslie Hudson, Payroll

Kimblery Kelley, School Leadership

Kelly Logsdon, Business Services

Pat Monaghan, Special Programs

Kimberly Rich, Human Resources

Jenna Simsen, Public Relations

Lindsey Suarez, Teaching & Learning

## Directory

|                           |              |
|---------------------------|--------------|
| Administration            | 281-229-6000 |
| Advanced Academics        | 281-229-6167 |
| Athletic Director         | 281-229-6578 |
| Benefits                  | 281-229-6050 |
| Business                  | 281-229-6010 |
| Fax                       | 281-229-6011 |
| Career & Technology       | 281-229-6424 |
| DISD Crime Stoppers       | 281-229-7867 |
| Education Foundation      | 281-229-6088 |
| Educational Services      | 281-229-6014 |
| Fax                       | 281-229-6021 |
| Facility Services         | 281-229-7250 |
| Fine Arts                 | 281-229-6163 |
| Food & Nutrition Services | 281-229-6012 |
| Gator Academy             | 281-229-7935 |
| Human Resources           | 281-229-6016 |
| Fax                       | 281-229-6017 |
| Payroll                   | 281-229-6030 |
| Public Information        | 281-229-6018 |
| Special Programs          | 281-229-6020 |
| Fax                       | 281-229-6021 |
| Technology                | 281-229-6026 |
| Fax                       | 281-229-6027 |
| Transportation            | 281-229-7300 |
| Fax                       | 281-229-7301 |

## School Directory

**Bay Colony Elementary** 281-229-6200  
101 Bay Colony Elementary Dr  
League City 77539  
Fax: 281-229-6201  
Grades PK-3 8:30 a.m. to 4:00 p.m.  
Principal: Julie O'Gea

**Calder Road Elementary** 281-229-7500  
6511 Calder Rd  
League City 77573  
Fax: 281-229-7501  
Grades PK-3 8:30 a.m. to 4:00 p.m.  
Principal: Jennifer Heard

**Hughes Road Elementary** 281-229-6700  
11901 Hughes Rd  
Dickinson 77539  
Fax: 281-229-6701  
Grades PK-3 8:30 a.m. to 4:00 p.m.  
Principal: Kathy Behrendsen

**K. E. Little Elementary** 281-229-7000  
622 Oklahoma Ave  
Bacliff 77518  
Fax: 281-220-7001  
Grades PK-3 8:30 a.m. to 4:00 p.m.  
Principal: Kim Davidson

**Lobit Elementary** PK-3 281-229-7600  
4-5 281-229-7700  
1251 West Fm 517  
Dickinson 77539  
Fax: 281-220-7601  
Grades PK-3 8:30 a.m. to 4:00 p.m.  
Grades 4-5 7:45 a.m. to 3:15 p.m.  
Principal: Melody Lilley

**San Leon Elementary** 281-229-7400  
2655 Broadway St  
Dickinson 77539  
Fax: 281-229-7401  
Grades PK-3 8:30 a.m. to 4:00 p.m.  
Principal: Tuyet Vo

**Silbernagel Elementary** 281-229-6800  
4201 25<sup>th</sup> St  
Dickinson 77539  
Fax: 281-229-6801  
Grades PK-3 8:30 a.m. to 4:00 p.m.  
Principal: Brendan Fitzpatrick

**Barber Middle School** 281-229-6900  
5651 FM 517 East  
Dickinson 77539  
Fax: 281-229-6901  
Grades 4-5 7:45 a.m. to 3:15 p.m.  
Principal: Dr. Billye Smith

**Dunbar Middle School** 281-229-6600  
2901 23<sup>rd</sup> St  
Dickinson 77539  
Fax: 281-229-6601  
Grades 4-5 7:45 a.m. to 3:15 p.m.  
Principal: Brandi Peterson

**McAdams Junior High** 281-229-7100  
11415 Hughes Rd  
Dickinson 77539  
Fax: 281-229-7101  
Grades 6-8 7:45 a.m. to 3:15 p.m.  
Principal: Matthew Cooper

**Kranz Junior High** 281-309-3600  
12850 FM 3436  
Dickinson 77539  
Fax: 281-309-3601  
Grades 6-8 7:45 a.m. to 3:15 p.m.  
Principal: Patrick Spies

**Dickinson Junior High** 281-309-3800  
11611 Central Park Blvd  
Texas City 77591  
Fax: 281-309-3801  
Grades 6-8 7:45 a.m. to 3:15 p.m.  
Principal: Temeka Brown

**Dickinson High School** 281-229-6400  
3800 Baker Drive  
Dickinson 77539  
Fax: 281-229-6401  
Grades 10-12 7:05 a.m. to 2:35 p.m.  
Principal: Courtney Ramirez

**Ninth Grade Center** 281-229-7350  
3850 Baker Drive  
Dickinson 77539  
Fax: 281-229-7351  
Grade 9 7:05 a.m. to 2:35 p.m.  
Assoc. Principal: Cara Reyes

**Dickinson Continuation Center/ACCEL & Dickinson Alternative Learning Center** 281-229-6350  
2805 Oak Park  
Fax: 281-229-6351  
DCC/ACCEL 7:05 a.m. to 2:35 p.m.  
DALC 7:45 a.m. to 3:15 p.m.  
Principal: Rashad See

## Find us online

Visit the Dickinson ISD Web Site:  
[www.dickinsonisd.org](http://www.dickinsonisd.org)  
[facebook.com/dickinsonschools](https://facebook.com/dickinsonschools)  
[twitter.com/DickinsonISD](https://twitter.com/DickinsonISD)

## School Closing Information

In the event weather conditions such as icy roads prevent the opening of schools or cause early dismissal, an announcement will be released from the Office of the Superintendent to all major radio and television stations.

## **2025-2026 DICKINSON ISD DRESS EXPECTATIONS**

A student's appearance has much to do with the way the student feels about himself or herself. Appearance also affects the way in which other students respond to them and has a great deal to do with student success and the learning atmosphere of the school. The Dickinson ISD Dress Code is established to teach grooming, hygiene, instill discipline and modesty, prevent disruption, avoid safety hazards, teach respect for authority, and prepare our students for the future.

The student's appearance (clothing, shoes, accessories and grooming) *shall not reflect gang affiliation, cause a distraction, nor conceal contraband.* **ADMINISTRATORS HAVE THE RESPONSIBILITY AND RIGHT TO DETERMINE APPROPRIATENESS OF ATTIRE AND GROOMING FOR THE SCHOOL SETTING.**

### **GRADES PK-5**

#### **PANTS, SLACKS, JEANS, SKIRTS, DRESSES, JUMPERS, SHORTS, SHIRTS, BLOUSES OR PULLOVERS:**

- May be any color or design
- Shall be appropriately sized, fitting at the waist, and cuffed/hemmed at or below mid-calf.
- Jeans/pants with tears/holes above the knee must be worn with tights underneath
- Shorts may be no shorter than mid-thigh in length with a hem. No cut off shorts.
- The length/slots of skirts, dresses, and jumpers must be clearly below mid-thigh.
- Leggings or yoga pants may be worn with acceptable clothing over them. Coverage should extend to top of the thigh in the front and below the posterior end.
- Shirts, blouses, or pullovers must have sleeves and must be appropriately sized and buttoned.
- Shirts, blouses, or pullovers may not be sheer, lace, or any see-through material (even if worn with an undergarment/ camisole/slip), backless, cut-out, off-the-shoulder, spaghetti strap, sundress, tank-style, sleeveless, low-cut, back exposed, or revealing in any way
- No vinyl, leather, suede, fleece, spandex/stretch, oversized pockets, pajamas, overalls, sweatpants, or coveralls.
- No inappropriate pictures or messages allowed.
- Underclothes may not be worn as outer clothes, including men's T shirts.

#### **OUTSIDE JACKETS AND COATS**

- All jackets/coats that are  $\frac{3}{4}$  lengths (or less) are acceptable.
- "Trench" coats or "Dusters" are not allowed.
- No inappropriate pictures, messages, or buttons allowed.

#### **SHOES**

- Shoes must be safe and appropriate for school.
- No house slippers, slides, flip flops, or shoes with skates, wheels or cleats.
- Campuses with stairs may require shoes with backs for safety reasons.

#### **HAIR**

- Hair (including facial hair) must be neat, clean, and well-groomed.
- No distracting/extreme styles or coloring.

#### **BACKPACKS**

- May be any fabric.
- No inappropriate pictures or messages allowed.

#### **PROHIBITED ITEMS:**

- Glitter, writing or drawing on the face or skin
- Tattoos (temporary and permanent)
- Sunglasses
- Any type of head covering (no cap, hat, hair net, hair rollers, combs, or picks may be worn inside the building)
- Body piercing other than the ear
- Heavy chains, heavy chain necklaces, spike necklaces, or other inappropriate types of jewelry
- Inappropriate decorations or advertisements including, but not limited to, violence, drugs, alcohol, the occult, gang membership, sex, death, suicide, etc.
- Any attire or icons that are distracting, that causes a disturbance or interferes with daily school activities, or identifies a student as part of an unauthorized group, gang, or society are not permitted.

Dear Parents,

The Dickinson Independent School District provides bus transportation to and from school as a courtesy service for students residing in the District. The state of Texas prescribes the conditions governing school bus operations and partially funds the service by allotting the District a given amount for *eligible* students and *hazardous* students transported.

*Eligible* students are defined by the State statute as those residing in the District at least two miles from the school they should attend, as measured by the nearest practical route. The nearest practical route is the nearest traveled public road which may or may not be the road used by the school bus.

*Hazardous* students are defined by the State statute as those residing in the District under two miles from the school they should attend, as measured by the nearest practical route and who have to cross a major highway, bridge, railroad tracks or lack of sidewalks.

In order to meet the conditions outlined by the State and provide safe, prompt movement of all students, the school district has adopted standard regulations and procedures and has provided restrictive measures for violations of procedures and rules. They are herein outlined for your information and for the guidance of your child.

The District solicits your assistance in helping create a safe, healthy operation. You may do so by reading the attached material and discussing the safety rules with your children. We ask your cooperation in developing proper behavior patterns for students who ride buses. Please remind your child(ren) the school bus is an extension of the classroom.

If you need to contact the Transportation Office, please call 281-229-7300.

Thank you,

*Shirley Miller*

Shirley Miller  
Director of Transportation

## **BUS RIDER'S SAFETY MANUAL**

### **PARENTS AND BUS RIDERS**

The goal of this Safety Manual is to help provide a safe and enjoyable experience for children and adults who ride school buses. Parents should take time to read and discuss the materials in this manual with their children. Riding a school bus is a privilege provided by the school district and should be treated as such.

### **GENERAL SCHOOL BUS SAFETY RULES**

1. Obey the instructions of the bus driver. At no time should a student be disrespectful or refuse to cooperate with the driver.
2. Board and leave the bus at designated stops only.
3. All students must ride their assigned bus.
4. Do not ask to ride home on another bus with a friend.
5. It is the responsibility of the parent to provide transportation to school if a child misses the bus.

### **PROCEDURES FOR WAITING FOR THE BUS**

1. Be at your bus stop five minutes before scheduled pickup time. The driver will not wait or honk. Late students should not be running towards the bus.
2. Students should be no closer than 10 feet from the bus, which is called the "Danger Zone". Students must be in **plain sight** of the approaching bus driver and other traffic. Be watchful and do not play around.
3. **Before** the bus approaches, form a line and be prepared to load immediately.
4. Stand still and stay clear of the bus. Move toward the bus **ONLY** after door opens and/or driver signals you to load.
5. If you miss the bus, go home immediately.
6. Parents should instruct their children on what procedures to follow if they miss the bus.

### **LOADING THE BUS**

1. Do not push or shove.
2. Stay out of the bus "Danger Zone." Wait until the door opens or driver gives signal before approaching the bus.
3. Use the handrail and steps.
4. Go directly to your assigned seat. The bus will not move until all students are seated. Delays affect traffic and schedules.
5. Student seating arrangement will be assigned. Stay clear of the bus when the engine is started. Do not chase or hang onto the bus at any time. Stay out of the bus "Danger Zone." At campuses while loading in the afternoon, students will not be allowed to board a bus after the doors are closed without administrative approval.

### **CONDUCT ON THE BUS**

**Classroom dress code and conduct rules shall be followed. Students wearing gym clothes will not be allowed to ride the bus. Shoes must be worn while riding the bus.**

1. Remain seated while the bus is moving.
2. Do not change seats.
3. A student shall not refuse to sit in an assigned seat or deny another student a place to sit.

4. Normal conversation is permitted but avoid making loud noises that may distract the driver and create an unsafe condition.
5. Scuffling, fighting and the use of obscene, vulgar, or profane language and gestures are forbidden.
6. Do not throw objects inside or out of the bus. Throwing any object on the bus may result in a bus suspension.
7. Do not litter, mark, cut or scratch any part of the bus. Cost of damage will be charged for repair.
8. The emergency door and exit controls should be used by pupils only during supervised drills or actual bus evacuation.
9. Students shall never attempt to operate the passenger door or other controls except in case of an emergency.
10. Students shall face forward for the duration of the trip and shall keep their feet in front of them and out of the aisle.
11. All outerwear such as coats, jackets, and sweaters must be always worn or placed in a secure location such as a bag or backpack. In addition, no hoods from jackets, beanies, caps, etc. may be worn at any time while on the bus, for the purpose of being able to identify students if needed.

#### **GETTING OFF THE BUS**

1. Stay seated until the bus is completely stopped, brakes have been set and the door has been opened.
2. Use the handrail and take one step at a time when leaving the bus.
3. Wait for your turn to leave the bus. Pushing and crowding will only slow exiting and may cause an accident.
4. Stay clear of the bus at all times. Do not chase or hang onto the bus at any time. Stay out of the bus "Danger Zone." If crossing in front of the bus after exiting, students must wait for the drivers signal that it is safe before proceeding.
5. If an article drops or rolls near or under the bus, **do not go after it!** After the driver acknowledges and signals to you, only then should you go to the bus door and ask the driver for help.

#### **DROPPING OFF PRE-KINDERGARTEN & KINDERGARTEN STUDENTS**

Parents or a designee must be at the bus stop to receive PK and K students.

**AM Pre-K:** If no one is there to receive the student, the student will be returned to campus. It is the responsibility of the parent/guardian to see that students who are returned to campus are picked up.

**PM Pre-K & K:** P.M. Pre-Kindergarten & Kindergarten Students: If a parent or designee is not at the bus stop to receive the student, the student will be taken to the district's employee daycare, Gator Academy. A fee of \$20 will be assessed for each occurrence after the first return to Gator Academy. It is the responsibility of the parent/guardian to see that students who are taken to Gator Academy are picked up. Any student returned three times a semester will have their riding privileges suspended until a conference with the parents and transportation representative is held, an agreement is made, and any charges are paid. It is the responsibility of the parent/guardian to make an appointment with the Transportation Office. If riding privileges are reinstated and the student is returned for the fourth time a three-day suspension from the bus may be issued after a conference is held and any charges are paid. If riding privileges are reinstated and the student is returned for the fifth time a 5-day suspension from the bus may be issued after a conference is held and any charges are paid. If riding privileges are reinstated and the student is returned for the sixth time, a **one-month suspension or suspension for the remainder of the semester may be issued** after a conference is held and any charges are paid. **Name(s) of persons eligible to receive student must be registered with the campus.**

#### **DAYCARE FACILITIES**

An employee representative should be waiting at the designated bus stop to receive students. If no one is there to receive the student(s), they will be returned to the Dickinson ISD Gator Academy. Any student(s) returned 3 times a semester will have their riding privileges suspended until a conference with the parents or daycare representative is held and an agreement is made. If riding privileges are reinstated and the student is returned for the fourth time a 3-day suspension from the bus may be issued after a conference is held. If riding privileges are reinstated and the student is returned for the fifth time a 5-day suspension from the bus may be issued after a conference is held. If riding privileges are reinstated and the student is returned for the sixth time a 1-month suspension or suspension for the remainder of the semester/year may be issued after a conference is held.

#### **DESIGNATED STOP/CHANGES**

**Students will be picked up and dropped off at the designated bus stop. Only one location for pick-up and one location for drop-off will be allowed. Any request for change must be made and approved by the Campus at which the student is enrolled. All requests must be made 2 days prior to needed change and must be for a minimum of 5 days. Changes to Student pick-up and drop-off locations can be made a maximum of two times per semester.**

#### **CELLULAR PHONES/ELECTRONIC DEVICES**

Students will be allowed to possess cellular phones/electronic devices (i.e. iPods) while on the bus. These devices must not be heard. Phone conversations, taking pictures or videos are not permissible. If a cell phone /electronic device creates a distraction or disturbance to the driver, the request may be made to put the device away in a secure location or may be confiscated. Confiscated cellular phones/electronic devices will be returned to the student's parent or guardian only. **A \$15.00 administrative fee may be charged for this return. Unclaimed cellular phone or electronic devices will be disposed of after 30 days.** Lost or stolen phones/electronic devices are not the responsibility of Dickinson ISD, and no administrative effort will be spent in investigating lost or stolen phones/electronic devices.

### **CROSSING THE STREET OR HIGHWAY**

1. All students living on the left side of the roadway shall exit the bus and move to a point 10 to 15 feet in front of the right bumper and wait for the driver to signal that is safe to cross. Be alert for the danger signal (Driver will honk horn) if the situation changes, and the driver detects a danger, look to the driver for instructions.
2. Check in both directions and walk directly across the road.
3. Never cross the road **behind** the bus.
4. **CAUTION! Be alert for vehicles that do not stop when the bus is loading or unloading students.**
5. Obey all traffic signals and signs on your way to and from the bus stop.

### **PROHIBITED ITEMS**

1. Tobacco and any smoking/vaping products.
2. Live animals or insects.
3. Glass containers.
4. Alcoholic beverages, harmful drugs, or chemicals.
5. Weapons and explosive devices.
6. Any object (i.e., musical instrument, shop project) too large to be carried by the student. All other items must be kept on the student's lap or within the seating compartment and may not deny another student a seat.
7. Balls or Balloons
8. Skateboards
9. Matches and cigarette lighters.
10. Food and drinks other than water are prohibited from the bus.
11. Radios, tape players, headphones, CD players or any other electronic device that is too large to fit in a pocket or backpack.
12. Chewing gum.
13. Lasers or mirrors used to reflect light.

\*The above list of prohibited items may not include all prohibited items. At the discretion of the Transportation Department, an item may be determined to be inappropriate or prohibited from the bus.

### **ACCIDENTS OR EMERGENCIES**

1. Follow the driver's instructions.
2. If you must leave the bus, stay in a group. Move to a safe place.
3. The following procedures will be used for evacuation in an emergency:
  - a. The driver will make the decision on which exit to use during the evacuation.
  - b. Follow the driver's instructions completely.

### **School-Sponsored Trips**

Students who participate in school-sponsored trips are required to use transportation provided by the school to and from the event. The principal, however, may make an exception if the parent makes a written request that the student be released to the parent or to another adult designated by the parent.

### **Field Trips**

Educational field trips shall be provided when planned with a definite purpose and objective. Only school buses and principal-approved staff-driven SUV-type automobiles may be used for transportation. A signed permission from the parent(s) or legal guardian(s) of each student participating is required for each field trip. (Forms are available in each school office.) The school must have on file a signed Emergency Medical Information Form. Please complete this form yearly and keep information up to date. All chaperones must complete a Criminal History Check form at least two (2) weeks prior to the field trip. NO EXCEPTIONS.

### **EXTRACURRICULAR TRIPS**

1. Bus riders' rules apply to all school-sponsored events.
2. Discipline will be the responsibility of the building principal, the sponsor, and the driver.
3. The bus must return clean when returning from the trip.

### **DISCIPLINE**

The school bus is an extension of the classroom and the Director or designee will administer discipline with assistance from the principal and the bus driver. All school board policies that apply to student conduct and other student-related activities apply to the school bus.

The following procedures shall be followed when discipline concerns arise on a bus serving a regular route or an extracurricular activity:

1. The driver shall attempt to correct the misbehavior of the passenger(s)
2. If the passenger refuses to comply with a reasonable request, the driver will report the incident to the Director or designee upon returning to the Transportation Department. The notification shall be made in the Bus Conduct computer program and parent contact will be attempted.
3. The Director or designee shall investigate the incident and notify the driver of the action taken.
4. The report will be processed, and an email will be sent to the parent email address, as noted in Skyward.
5. A conference involving the Director or designee, the student(s), the driver, and parent(s) may be necessary.
6. The Director or designee may suspend the student's bus-riding privileges. If such a suspension occurs, the parent(s) or guardian and principal will be notified prior to the effective time of the suspension so that the parent/guardian can make other transportation arrangements.

7. In the case of serious misconduct that endangers the safety of other passengers or the driver, any school official or law enforcement officer may remove the student from the bus. The principal and parent(s) shall be notified of the situation as soon as possible.
8. Students in grades 5-12 who are involved in a fight and/or cited for a category IV offense(s) will be turned over to a campus administrator for discipline action as outlined in the Student Handbook for the respective campus.

#### **SUSPENSIONS AND HEARING PROCEDURES**

*Notice to Parents and Appeal Process* may be found in the [Campus Discipline Management Plan](#).

#### **Immediate appropriate legal action and/or suspension from the bus will be enforced against any person participating in the following infringements:**

1. Possession of firearms, a knife, or other dangerous devices will not be permitted and may result in immediate loss of bus privileges for the remainder of the school year.
2. Using abusive, profane language on or near a bus in which students are being transported or directing such language toward the students or the driver.
3. Hindering in any manner the operation of a school bus or obstructing, unnecessarily, any roadway on which a school bus travels.
4. Making threats against or engaging in physical contact with a school bus driver.

#### **Discipline Procedure**

**When students receive their 3<sup>rd</sup> bus safety reports they may receive a 3-day suspension from transportation; 4 reports may = 5-day suspension; 5 reports may = 1-month suspension; and 6 reports may = suspension for the remainder of the school year.**

**\*At the discretion of the Transportation Department, bus-riding privileges may be suspended and/or the length of the suspension may be changed from the above discipline procedure due to the nature of the infraction.**

#### **DETECTION**

**Individual school buses may be equipped with video cameras that will record the conduct of students and any verbal communication between students and driver. This recording may be used for disciplinary purposes.**

**Pursuant to Texas Education Code §26.009(b), schools can videotape students without parent permission for purposes of maintaining discipline. However, under the Family Educational Rights and Privacy Act of 1974 (FERPA), the parent may only view the video if their child is the only student in the video. If the video reveals other students, then that video cannot be viewed by any parent. The Texas Attorney General has addressed this issue and determined that videotapes made on school buses, on which the driver addresses some students by name and which “show the faces, bodies, and behavior of students of the district” are education records under FERPA and are exempted from disclosure. Texas Attorney General or 95-821 (1975)**

Dickinson Independent School District does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The Dickinson Independent School District also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 Compliance coordinators:

Dickinson Education Support Center  
2218 FM 517 East  
Dickinson, Texas 77539  
(281) 229-6000

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Minimum Standards**

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

|                                     |  |
|-------------------------------------|--|
| Employee Report                     | Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.   |
| Report Format                       | A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.  |
| Periodic Monitoring                 | The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.  |
| <b>Notice of Report</b>             | When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.  |
| <b>Prohibited Conduct</b>           | The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.  |
| <b>Investigation of Report</b>      | The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.  |
| <b>Concluding the Investigation</b> | <p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p> |
| <b>Notice to Parents</b>            | If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.   |



|  |  |
|--|--|
| <b>District Action</b>                 |  |
| <i>Bullying</i>                        | If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.   |
| <i>Discipline</i>                      | <p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>   |
| <i>Corrective Action</i>               | Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. |
| <i>Transfers</i>                       | The principal or designee shall refer to FDB for transfer provisions.  |
| <i>Counseling</i>                      | The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.   |
| <i>Improper Conduct</i>                | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.  |
| <b>Confidentiality</b>                 | To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.  |
| <b>Appeal</b>                          | A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.   |
| <b>Records Retention</b>               | Retention of records shall be in accordance with CPC(LOCAL).   |
| <b>Access to Policy and Procedures</b> | This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.  |

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

**Complaints**

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint  
Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with the FFH series.
2. Complaints concerning dating violence shall be submitted in accordance with the FFH series.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with the FFH series.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning removal to a disciplinary alternative education program shall be submitted in accordance with FOC and the Student Code of Conduct.
7. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
8. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
9. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
10. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

11. Complaints concerning instructional resources shall be submitted in accordance with the EF series.
12. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with the CKE series.
13. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
14. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
15. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

**Notice to Students and Parents**

The District shall inform students and parents of this policy through appropriate District publications.

**Guiding Principles**

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

STUDENT RIGHTS AND RESPONSIBILITIES  
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG  
(LOCAL)

**Freedom from  
Retaliation**

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

**General Provisions**

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling  
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating  
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of

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events that have been or could have been addressed in a previous complaint.

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiled is within the designated time for filing.

**Level One**

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint

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form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

**Level Two**

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

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The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

**Level Three**

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

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The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or parent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.



**Dickinson ISD**  
**Parent & Family Engagement Policy**  
**PK-12**  
**2025-2026**

Dickinson ISD will equip and empower all learners with skills and experiences to achieve academic excellence and make meaningful contributions to our world. We are committed to the education of the students in our community. Parent and family engagement is an essential piece to ensure that our students are successful in school. When parents and families are more involved in the academic process, school becomes more of a priority for their children. The Dickinson ISD Board of Trustees, in collaboration with the administration, staff, and parents of Dickinson ISD will continue to focus on the importance of family involvement and community engagement in order to accomplish campus and district goals. Our district encourages meaningful collaboration with all stakeholders so that communication between home, school, and the community is continuous and open. We believe that an engaged and collaborative community creates an enriching environment for student development and achievement, which benefits all.

Dickinson ISD will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1). The district and each campus will utilize a variety of communicative techniques to create productive and equitable dialogue between home, school, and community. In order to build equitable and timely two-way communication, we will provide a variety of communicative measures through the following sources:

- Social Media
- Campus Newsletters
- Parent-Teacher Compacts
- District & Campus Websites
- Parent-Teacher Conferences
- Campus Family Nights
- Progress Reports/Report Cards
- Campus and District Surveys
- PTO Meetings
- District Educational Improvement Committee
- Progress Reports
- Skyward Messenger
- Parent Square

Dickinson Independent School District receives Title I, Part A funds. Our goal is to plan and implement effective parent and family engagement activities to improve student academic achievement and school performance. Therefore, Dickinson ISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)

- The policy shall be incorporated into the district improvement plan developed under Section 1112.
- The policy will establish the district's expectations and objectives for meaningful parent and family involvement.

Dickinson Independent School District will involve parents and family members in jointly developing the local educational agency plan (DIP) under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d). Section 1116 (a)(2)(A) Title I regulations require that each district and campus served under Title I jointly develop with and distribute to parents of participating children, a written parental engagement policy agreed on by the parents that describes the requirements outlined in Title I law. The District Educational Improvement Committee (DEIC) will meet a minimum of three times during the year in order to review, assess, and update the District Improvement Plan and the Parent Engagement Policy. The role of the committee is to provide input and recommendations that address the needs of the district and ensure all planned activities and initiatives reflect the district's mission, vision, goals, and long-range strategic plan. The Parent Engagement Policy will be made available to parents and the community through the District Handbook and on the Dickinson ISD website, in English and Spanish.



Dickinson Independent School District will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. Section 1116 (a)(2)(B) Dickinson ISD will build partnerships with all stakeholders in order to promote effective parental and community engagement through communication and participation in order to accomplish the district's goals. Campuses in Dickinson ISD will educate staff, with the assistance of parents, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, how to implement and coordinate parent programs, and how to build ties between parents and schools, by providing professional development and district parent and family engagement trainings on each campus. Each campus within the district will be required to provide an annual meeting with parents to discuss the Title I, Part A requirements, school report card, Texas Academic Performance Report (TAPR), Title budgets, and expectations for achieving desired goals. The district will present in an open forum, the District Report Cards, Texas Academic Performance Report, and other pertinent data required by law.

Dickinson Independent School District will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Section 1116 (a)(2)(C) and Section 1116 (e)(4) Dickinson Independent School District will coordinate and integrate parent and family engagement strategies provided by the district under the following additional programs such as:

- Gator Academy
- Parent/teacher conferences
- PTO
- Math & Literacy Nights
- Gator Wellness Center
- Communities in Schools

Dickinson Independent School District will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying— Section 1116 (a)(2)(D)

- barriers to greater participation by parents in activities authorized by this Section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers, and strategies to support successful school and family interactions.

Campuses in Dickinson ISD will provide to parents and students an annual survey during the Spring Semester to evaluate the content and effectiveness of parent engagement. Results of the survey data will be discussed at the July Meeting of the Board of Trustees. The survey will include:

- Questions to evaluate the effectiveness of the campus
- Questions to determine if parent engagement is increasing
- Questions to identify barriers prohibiting participation by parents



Dickinson ISD will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies. Section 1116 (a)(2)(E) The District Education Improvement Committee will use the data from the evaluation to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

Dickinson ISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this Section as parents may request. Section 1116 (a)(2)(F) and Section 1116 (e)(14)

Parent and Family Engagement at the school and district level is encouraged through the following committees:

- District Education Improvement Committee
- Campus Education Improvement Committee
- Parent Volunteer Programs
- Parent Teacher Organizations
- Special Programs Parent Advisory Committee
- Booster Clubs
- Watch D.O.G.S. (Dads on Patrol)
- Campus Site Based Activities
- District Safety Committee

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Dickinson ISD shall: Section 1116 (e)

(i) provide assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child’s progress and work with educators to improve the achievement of their children. Section 1116 (e)(1) Campuses within Dickinson ISD will host a variety of family events to ensure parents have the opportunity to gain an understanding of the academic expectations of their child. The following are some examples of the family engagement opportunities offered:

|                            |                                     |                                |
|----------------------------|-------------------------------------|--------------------------------|
| STAAR Information Night(s) | Galveston Bay Foundation Activities | Pre AP Academic Night          |
| Academic Night(s)          | AP Art Show at Public Library       | Scholastic Book Fair           |
| Technology Night           | Top 20 GALA                         | DISD Product Fair              |
| Open House Events          | Senior Serve                        | CCMR Recruitment               |
| Meet the Teacher           | Athletic/Fine Arts Banquets         | Special Olympics               |
| Career Day(s)              | AVID Banquet                        | Lighted Windows/Open Doors     |
| Grade Level Performances   | Greater Gulf Coast Blood Drives     | Red Ribbon Week                |
| GT Project Fair            | March Madness through Reading       | District Health Fair           |
| Project Graduation         | Parent University                   | Campus College and Career Fair |
|                            | 8 <sup>th</sup> Grade Parent Night  | Battle of the Books            |

(ii) providing materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement. Section 1116 (e)(2) Campuses within Dickinson ISD will host a variety of events to ensure parents have the opportunity to gain an understanding of how to work with their children to improve their academic achievement. The following are some examples of the opportunities offered:

- Literacy Night
- Math & Science Night
- Read with your Students Nightly
- Technology Nights



Dickinson Independent School District  
P. O. Drawer Z, Dickinson, Texas 77539  
(281) 229-6000  
[www.dickinsonisd.org](http://www.dickinsonisd.org)

(iii) educating teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Section 1116 (e)(3) Dickinson ISD educates all stakeholders through the following opportunities:

- Staff Training on the Value of Parent Engagement
- Vector Solutions Training Courses
- Public transportation training through Special Programs
- Protégé Session on working with Parents
- Title I Parent Meetings
- Campus Improvement Planning Sessions

(iv) ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Section 1116 (e)(5) Parents of all students, regardless of English proficiency, mobility or disability, are considered to be an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school-wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resources in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, and providing easier accessibility to parents and/or students with disabilities. The Dickinson ISD Language Access Plan ensures timely, meaningful access for limited English persons to all district programs and activities. All personnel shall provide free language assistance services to limited English individuals whom they encounter or whenever a limited English person requests language assistance services. All personnel will inform members of the public that language assistance services are available free of charge to limited English persons and that the district will provide these services to them. The District and Campus Improvement Plan, and the District and Campus Parent Engagement policies are available in English and Spanish on the Dickinson ISD website. The Dickinson ISD Internal Language Access Contact is Robert Cobb, Executive Director of Student Support Services.

#### **ADOPTION**

This District-wide Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced through feedback received by the District Educational Improvement Committee.

The school district will post this document on the district's website and include a copy in the foyer of the Education Support Center in English and Spanish making it available to all parents for the 2025-2026 school year.

Please note: Individual Campus Parent and Family Engagement Policies have been developed and are available on their respective webpage, as well as on the district webpage.

District Authorized Official:

Lindsey Suarez, Executive Director of Teaching and Learning



**Dickinson ISD  
 High Quality PreKindergarten  
 Family Engagement Plan  
 2025-2026**

“The mutual responsibility of families, schools, and communities to build relationships to support student learning and achievement, support family well-being and the continuous learning and development of children, families, and educators. Family engagement is fully integrated in the child’s educational experience and is both culturally and linguistically appropriate.” Texas Administrative Code §102.1003.

Dickinson ISD, in accordance with the House Bill 3 High-Quality Prekindergarten guidelines, created a High-Quality Prekindergarten Family Engagement Plan to promote partnership between our school, families, and community to ensure successful outcomes for our youngest learners in prekindergarten programs. Collaboratively, we all share the responsibility to encourage and support initiatives, activities, and practices that enhance the success of student learning and achievement.

**Family Engagement Plan 2025-2026**

| Family and Engagement Plan component             | Component Description  | Activity/Detail/Practice  |
|--|--|---|
| Facilitate Family-to-Family Support              | Inclusive and transparent communication allows school personnel to foster a safe and respectful environment that encourages meaningful and supportive interactions among families. By building trust and ensuring all voices are heard, educators can strengthen the sense of community and collaboration that is essential for every child’s success. | <ul style="list-style-type: none"> <li>● Meet the Teacher Night</li> <li>● Open House</li> <li>● Math &amp; Literacy Nights</li> <li>● Parent Information Nights</li> <li>● Book Fairs</li> <li>● PK Round-Up</li> <li>● PreK Musicals</li> <li>● PreK Field Day</li> </ul> |
| Establish a network of community resources       | Dickinson ISD will build strategic partnerships with community organizations to leverage community resources for caregivers through the community resources handbook, and ongoing district-wide events.  | <ul style="list-style-type: none"> <li>● Communities in Schools</li> <li>● Fun Run</li> <li>● Career Day</li> <li>● Field Trips</li> <li>● Gator Wellness</li> </ul>  |
| Increase family participation in decision making | Throughout the year, participation in district and school-wide decision-making empowers caregivers as their child’s first teacher and advocate.  | <ul style="list-style-type: none"> <li>● Campus Improvement Plan Committee</li> <li>● PTO</li> <li>● LPAC Committee</li> </ul>  |
| Equip families with tools to                     | Caregivers have multiple opportunities to learn  | <ul style="list-style-type: none"> <li>● Parent/Teacher Conferences</li> </ul>  |

|   |  |   |
|---|--|---|
| enhance and extend learning   | about student progress and ways to support success at home. Caregivers also have personal extended learning opportunities  | <ul style="list-style-type: none"> <li>● Curriculum Nights</li> <li>● Parent Orientation</li> <li>● Monthly Newsletters</li> </ul>  |
| Provide ongoing professional development opportunities for educators          | Prekindergarten teaching staff participate in professional development opportunities to support and use culturally diverse, culturally relevant, and culturally responsive family engagement strategies and enhance instruction. | <ul style="list-style-type: none"> <li>● Children’s Learning Institute</li> <li>● Campus CTT weekly meetings</li> <li>● PK Literacy Best Practices</li> <li>● Behavior Management</li> <li>● Seven Steps Training</li> <li>● Foundations</li> </ul> |
| Evaluate family engagement efforts and use results for continuous improvement | Ongoing campus/district needs assessment cycle will seek input to improve the quality of instruction, climate, and family engagement   | <ul style="list-style-type: none"> <li>● Title I Parent Survey</li> <li>● Campus Improvement Plan Cycle</li> <li>● District/campus climate surveys</li> <li>● District Performance Review</li> </ul>  |

|   |  |
|---|--|
| <b>Transition Activity</b>                                  | Dickinson offers students who are beginning school for the first time a special opportunity to attend a <b>transition day</b> before the official start of the school year. This day is designed to help students acclimate to their new environment in a calm and supportive setting. It provides a valuable chance for young learners to feel comfortable and confident as they take their first steps into school life. During the transition day, students receive a warm welcome and participate in a thoughtful orientation that includes a guided tour of the classroom and key areas of the school, such as the cafeteria, bathrooms, nurse’s office, and playground. This introduction helps familiarize students with their new surroundings, reduces first-day anxiety, and sets the stage for a positive and successful school experience. |
| <b>Family Engagement Plan Development Committee Members</b> | DISD administrators, teachers, district personnel, and parent representatives  |
| <b>Primary Contact and Contact Information for Families</b> | Jaime Williams, Coordinator of State and Federal Programs<br><a href="mailto:jwilliams@dickinsonisd.org">jwilliams@dickinsonisd.org</a><br>281-229-6066  |





# **Dickinson Independent School District**

## **Bay Colony Elementary Title I Parent Engagement Policy**

### **2025-2026**

#### STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of Bay Colony Elementary, continue to focus on the importance of family involvement and community engagement. Bay Colony Elementary strives to create and maintain a welcome atmosphere for parent and community involvement on all district sites. Bay Colony Elementary encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open. In order to ensure greater opportunities for student success, Bay Colony Elementary supports:

- Strong parent engagement activities for all campuses,
- A positive working relationship between educators and families of all student groups and
- Diverse communication channels between school and families.

#### PARENT INVOLVEMENT POLICY DEVELOPMENT

Annually parents and school staff will work to revise and improve the District and Campus Parent Involvement Policies. The format and language of this policy is designed to be easily read and understood. Copies will be available on the district's website and are available to parents and other members of the community upon request.

#### ANNUAL DISTRICT MEETING/EVALUATION

Dickinson ISD uses Title I funds to provide school wide services for students on 15 campuses. Bay Colony Elementary is one of those 15 campuses. The Bay Colony Elementary Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent involvement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the Bay Colony Elementary Parent Involvement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments.

#### SCHOOL COMPACT

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate Bay Colony Elementary School Compact annually and revise if needed. This compact will identify ways the school, parents and student can share the responsibility for student performance and success. A copy of the Bay Colony Elementary School Compact detailing these responsibilities will be made available on our campus website, distributed to parents through flyers, parent-teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

### PARENTE ENGAGEMENT OPPORTUNITIES

Bay Colony Elementary will support many varied ways of parental involvement as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community member suggestions for improving Bay Colony Elementary School is encouraged and welcomed. Successful school, parent and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. The following activities, programs and /or services are provided by Bay Colony to strengthen the partnership between school, home, and community:

- Meet the Teacher Night before school begins
- Grade level Orientations in early September to share academic/procedural guidelines with parents
- Open Invitation to help in the classrooms and in the cafeteria
- PTO parent representatives
- PTO bi- monthly parent events and opportunities to volunteer
- Read with your students nightly
- Math/Science Night
- Literacy Night
- Career Day
- Field Day
- Classroom Celebrations
- Veterans' Day Ceremony
- Grade Level Performances
- GT Project Fair
- Open House
- Book Fair
- Family Dance Night
- Emails and Callouts from Campus about important events
- Event Communication via Campus Calendar on Web Page, Campus Facebook Page, Class DoJo
- Parent/Community Volunteers for reading

### STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up-to-date in an effort to inform families. All Bay Colony staff members will make every effort to communicate positively and work effectively with parents and community members.



#### FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental involvement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. Bay Colony Elementary will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental involvement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

#### CONCLUDING STATEMENT

Bay Colony Elementary is committed to the success of students. We will work together with parents, community members and staff to monitor the effectiveness of our Parental Involvement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other staff as we seek active participation by our parents.

- Read with your students nightly
- Multicultural Night
- Tailgating Night community Resources
- Career Day
- Field Day
- Classroom Celebrations
- Grade Level Performances
- UIL A+ Participation
- Open House
- Book Fair
- Emails and Callouts from Campus about important events
- Event Communication with parents via Campus Calendar on the Web Page and Campus Social Media Platforms

#### STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts, and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up to date in an effort to inform families. All Calder Road staff members will make every effort to communicate positively and work effectively with parents and community members.

#### FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental involvement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. Calder Road Elementary will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental involvement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

#### CONCLUDING STATEMENT

Calder Road Elementary is committed to the success of students. We will work together with parents, community members and staff to monitor the effectiveness of our Parental Involvement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other staff as we seek active participation by our parents.

# Dickinson Independent School District

## Calder Road Elementary Title I Parent Involvement Policy

### 2025-2026

#### STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of Calder Road Elementary, continue to focus on the importance of family involvement and community engagement. Calder Road Elementary strives to create and maintain a welcome atmosphere for parent and community involvement on all district sites. Calder Road Elementary encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open. In order to ensure greater opportunities for student success, Calder Road Elementary supports:

- Strong parent involvement activities for all campuses,
- A positive working relationship between educators and families of all student groups and
- Diverse communication channels between school and families.

#### PARENT INVOLVEMENT POLICY DEVELOPMENT

Annually parents and school staff will work to revise and improve the District and Campus Parent Involvement Policies. The format and language of this policy is designed to be easily read and understood. Copies will be available on the district's website and are available to parents and other members of the community upon request.

#### ANNUAL DISTRICT MEETING/EVALUATION

Dickinson ISO uses Title I funds to provide school-wide services for students on 17 campuses. Calder Road Elementary is one of those 10 campuses. The Calder Road Elementary Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent involvement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the Calder Road Elementary Parent Involvement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments.

#### SCHOOL COMPACT

By Title I regulations, each Title I school and their parent representatives will evaluate Calder Road Elementary School Compact annually and revise if needed. This compact will identify ways the school, parents and student can share the responsibility for student performance and success. A copy of the Calder Road Elementary School Compact detailing these responsibilities will be made available on our campus website, distributed to parents through flyers, parent-teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

#### PARENT INVOLVEMENT OPPORTUNITIES

Calder Road Elementary will support many varied ways of parental involvement as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community member suggestions for improving Calder Road Elementary School is encouraged and welcomed.

Successful school, parent and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. The following activities, programs and /or services are provided by Calder Road to strengthen the partnership between school, home, and community:

#### **COVID 19 RESPONSE: All activities are subject to be transitioned to an online platform**

- Meet the Teacher Night before school begins
- Grade level Orientations in early September to share academic/procedural guidelines with parents
- Open Invitation to help in the classrooms and in the cafeteria
- PTO parent representatives
- PTO bi- monthly parent events and opportunities to volunteer

- Read with your students nightly
- Multicultural Night
- Tailgating Night community Resources
- Career Day
- Field Day
- Classroom Celebrations
- Grade Level Performances
- UIL A+ Participation
- Open House
- Book Fair
- Emails and Callouts from Campus about important events
- Event Communication with parents via Campus Calendar on the Web Page and Campus Social Media Platforms

#### STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts, and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up to date in an effort to inform families. All Calder Road staff members will make every effort to communicate positively and work effectively with parents and community members.

#### FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental involvement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. Calder Road Elementary will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental involvement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

#### CONCLUDING STATEMENT

Calder Road Elementary is committed to the success of students. We will work together with parents, community members and staff to monitor the effectiveness of our Parental Involvement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other staff as we seek active participation by our parents.

## **Hughes Road 2025-2026 Parent Engagement Policy**

The DISD Board of Trustees, in collaboration with the administration and staff of Hughes Road Elementary, continues to focus on the importance of family involvement and community engagement. Hughes Road Elementary strives to create and maintain a welcoming atmosphere for parent and community involvement. Hughes Road Elementary encourages meaningful collaboration with all stakeholders so that communication between home, school, and the community is continuous and open. To ensure greater opportunities for student success, Hughes Road Elementary supports:

- Strong parent involvement
- A positive working relationship between educators and families of all student groups
- Communication between school and families.

### **PARENT INVOLVEMENT POLICY DEVELOPMENT**

Annually parents and school staff will work to revise and improve the District and Campus Parent Involvement Policies. The format and language of this policy is designed to be easily read and understood. Copies will be available on the district's website and are available to parents and other members of the community upon request.

### **ANNUAL DISTRICT MEETING/EVALUATION**

Dickinson ISO uses Title I funds to provide school wide services for students on 14 campuses. Hughes Road Elementary is one of those 13 campuses. The Hughes Road Elementary Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent involvement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the Hughes Road Elementary Family Engagement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary, and parent volunteers will be recruited for various district committee appointments.

### **SCHOOL COMPACT**

In accordance with Title I regulations, each Title I school, and its parent representatives will evaluate Hughes Road Elementary School Compact annually and revise it if needed. This compact will identify ways the school, parents, and students can share the responsibility for student performance and success. A copy of the Hughes Road Elementary School Compact detailing these responsibilities will be available on our campus website, distributed to parents through flyers, parent-teacher conferences, and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

### **PARENT INVOLVEMENT OPPORTUNITIES**

Hughes Road Elementary School will support many ways of parental involvement as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute by volunteering at school and creating a supportive environment. Parent and community member suggestions for improving Hughes Road Elementary School are encouraged and welcomed. Successful school, parent, and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. The following activities, programs, and /or services are provided by Hughes Road Elementary to strengthen the partnership between school, home, and community:

- Meet the Teacher Night before school begins
- Use of Skyward to communicate student progress
- Open House
- Career Day
- Family Academic Night
- Book Fair
- Celebrity Readers
- Campus Buddies
- Family Nights
- PTO Events
- Grade Level Performances
- Classroom Celebrations

**Kathy Behrendsen, Principal**

- Field Day
- Parent/Teacher Conferences
- Awards Programs
- Fall Festival

### **STAFF/PARENT COMMUNICATION**

Newsletters, conferences, personal contacts, and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up to date in an effort to inform families. All Hughes Road Elementary staff members will make every effort to communicate positively and work effectively with parents and community members.

### **FUNDING /COORDINATION WITH OHER PROGRAMS**

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISO for purposes of parental involvement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. Hughes Road Elementary School will spend Title I funds according to identified comprehensive needs and Title I guidelines. Coordination, technical assistance, and other support will also be provided by the district to assist campuses and families in planning and implementing parental involvement activities. This coordination will include other programs to maximize district, state, and federal monies.

### **CONCLUDING STATEMENT**

Hughes Road Elementary is committed to the success of students. We will work with parents, community members, and Hughes Road Elementary staff to monitor the effectiveness of our Parental Involvement and Title I Programs to provide excellence in education. This policy will be promoted by the administrators, principals, and other Hughes Road Elementary staff as we seek active participation by our parents.



## **Dickinson Independent School District**

### **Lobit Elementary School Title I Parent Engagement Policy 2025-2026**

#### **STATEMENT OF PURPOSE**

The DISD Board of Trustees, in collaboration with the administration and staff of Lobit Elementary School, continue to focus on the importance of family involvement and community engagement. Lobit Elementary School strives to create and maintain a welcome atmosphere for parent and community engagement on all district sites. Our campus encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open. In order to ensure greater opportunities for student success, LES supports:

- Strong parent involvement activities for all campuses,
- A positive working relationship between educators and families of all student groups and
- Diverse communication channels between school and families.

#### **PARENT INVOLVEMENT POLICY DEVELOPMENT**

Annually parents and school staff will work to revise and improve the District and Campus Parent Engagement Policies. The format and language of this policy is designed to be easily read and understood. Copies will be available on the district's website and are available to parents and other members of the community upon request.

#### **ANNUAL DISTRICT MEETING/EVALUATION**

Dickinson ISD uses Title I funds to provide school wide services for students on 14 campuses. LES is one of those 14 campuses. The Lobit Elementary School Campus Improvement Committee will hold at least one meeting annually to review Title I, Part A parent engagement guidelines and services offered through the district. The meeting will be held at a convenient time and location. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the Lobit Elementary School Parent Involvement Policy will be distributed and discussed at the meeting. Parents, administration, staff, and community members will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments.

#### **SCHOOL COMPACT**

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate Lobit Elementary School's School Compact annually and revise if needed. This compact will identify ways the school, parents and student can share the responsibility for student performance and success. A copy of the LES School Compact detailing these responsibilities will be made available on our campus website, distributed to parents through flyers, parent- teacher conferences and upon request. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child.

#### **PARENT INVOLVEMENT OPPORTUNITIES**



Lobit Elementary School will support many varied ways of parental engagement as they strive to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parent and community member suggestions for improving our school is encouraged and welcomed. Successful school, parent and community communication will strengthen and reinforce everyone's desire for continued achievement for every child in the district. The following activities, programs and /or services are provided by LES to strengthen the partnership between school, home, and community:

- Provide a safe, healthy, secure and orderly environment for students, staff, families and community
- Volunteer opportunities in LES library, science labs, and classrooms as guest readers
- Promote effective parental and community involvement through communication, participation and partnerships in accomplishing the district's goals
- Work in coordination with Communities in Schools and outside agencies to extend opportunities to students and family access to support health and school/family connections
- Provide activities that will enrich student academic and socialization skills that will promote life-long learning

#### STAFF/PARENT COMMUNICATION

Newsletters, conferences, personal contacts, and written notices will be utilized to establish and maintain an open line of communication. In addition, our website and other internet and electronic sources will be kept up-to-date in an effort to inform families. All LES staff members will make every effort to communicate positively and work effectively with parents and community members. Parents may request conferences from teachers, administrators, and staff at any time to discuss any concerns or suggestions.

#### FUNDING /COORDINATION WITH OTHER PROGRAMS

A minimum of one percent of the Title I, Part A funds will be set aside by Dickinson ISD for purposes of parental engagement activities. The District distributes a large portion of these funds proportionally to the Title I campuses. Lobit Elementary School will spend Title I funds according to identified, comprehensive needs and Title I guidelines. Coordination, technical assistance and other support will also be provided by the district to assist campuses and families in planning and implementing parental involvement activities. This coordination will also include other programs in order to maximize district, state, and federal monies.

#### CONCLUDING STATEMENT

Lobit Elementary School is committed to the success of students. We will work together with parents, community members and campus staff to monitor the effectiveness of our Parental Engagement and Title I Programs in order to provide excellence in education. This policy will be promoted by the administrators, principals, and other Lobit Elementary School staff as we seek active participation by our parents.



# Dickinson Independent School District

## K.E. Little Elementary School Title I Parent Engagement Policy 2025-2026

### STATEMENT OF PURPOSE

K.E. Little Elementary is committed to the education of the children in our community. We feel parent engagement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. The vision of K.E. Little Elementary is to ensure that students make at least a year's growth or more each year throughout their tenure at K.E. Little Elementary School. Our students in grades Pre-K through third grade will continue to excel in learning that will prepare them to be competitive and successful throughout the 21<sup>st</sup> century. It is our mission to ensure that all students have successful learning opportunities that will help them reach their full potential throughout their lives. The Dickinson ISD Board of Trustees, in collaboration with the administration, staff, and parents of K.E. Little Elementary will continue to focus on the importance of family involvement and community engagement to accomplish campus and district goals. Our campus encourages meaningful collaboration with all stakeholders so that communication between home, school, and the community is continuous and open.

### PARENT ENGAGEMENT POLICY DEVELOPMENT

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements outlined in Title I law. Annually parents and school staff will work to revise and improve the Campus Parent Engagement Policies. The format and language of the policy are designed to be easily read and understood. Copies of the policy are available on the district's website in English and Spanish and are available to parents and other members of the community upon request.

### ANNUAL CAMPUS MEETING

K.E. Little Elementary will convene an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, to inform parents of their school's participation under this part and explain the requirements of this part, and the right of the parents to be involved. K.E. Little Elementary will hold an annual meeting on August 11, 2025 from 3:00-5:00 to review with parents Title I School requirements and the school's Parent Engagement Policy. In addition, the principal gives parents an update on school test data and facilitates a review of the school's improvement plan.

### FLEXIBLE NUMBER OF MEETINGS

K.E. Little Elementary may offer one meeting every nine weeks in the morning or evening and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental engagement. Parents are invited to participate in a variety of meetings and activities over the school year. STAAR Night will be held in December, Social Emotional Literacy Night in February, Student Showcase in May. These events are designed to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectations and their student's academic progress. K.E. Little Elementary encourages parents and community members to actively participate in our school by, but not limited to:

- ✓ Become a volunteer in the classroom
- ✓ Accompany students on field trips
- ✓ Help in the library/cafeteria
- ✓ Volunteer for a school committee
- ✓ Assist with campus decision-making
- ✓ Attend parent-teacher conferences, student programs and celebrations

### PARENT INVOLVEMENT AND TIMELY INFORMATION

K.E. Little Elementary will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, reviewing, and improving the school parental engagement policy. K.E. Little Elementary annually invites parent representatives to participate in review and revision meetings to examine and discuss the Campus Improvement Plan and the Parent Engagement Policy. The Campus Improvement Committee consistently reviews school policy in an organized, ongoing, and timely way. K.E. Little Elementary provides parents of participating children timely information about programs under this part; descriptions and explanations of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practically possible. Our school communicates with parents regarding curricular and assessment expectations, school-wide requirements about the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our district handbook, campus website, Schoology, communication folders, parent conferences, social media, individual phone

calls, family nights, open house, benchmark results, fluency scores, MAP/MClass test data, state assessment data, reports card, progress reports, IEP meetings, PTO Meetings, LPAC meetings, survey data, and academic nights to solicit parent participation, suggestions, and opportunities for parents and families to participate in the education of their child in hopes of creating a productive dialogue between home and school. Through these communicative measures, parents and families are provided with an explanation of the campus and district curriculum, the various forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards.

#### SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

The education of a student is not only the responsibility of the teacher but also of the parent and the child. For this reason, a Parent-Teacher-Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is provided to all parents at Parent Orientation meetings, Parent Conferences, and Open House. The compact is reviewed at student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

#### BUILDING CAPACITY FOR INVOLVEMENT

To ensure the effective involvement of parents and to support a partnership among the school, parents, and the community, each school and local educational agency assisted under this part shall:

1. Assist the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. Parent assistance in understanding content standards, how to monitor their child's progress, and help improve student achievement will be held on August 11, from 3:00-5:00 PM
2. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. K.E. Little Elementary will provide training on how parents can assist their students with academics during parent conferences in the 1st 9 weeks of school. Additional parent involvement activities include STAAR night in December, Social Emotional Literacy night in February and Student Showcase-Tech night in May
3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
4. Coordinate and integrate parent involvement programs and activities with community-based early learning programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (to the extent feasible and appropriate).
5. Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.

In carrying out the parental involvement requirements of this part, districts, and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand. Parents of all students, regardless of English proficiency, mobility, or disability, are an important part of our learning community. All parents are allowed to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent understand the educational process and the academic progress of his/her child more fully, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school-wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resources in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc. The Dickinson ISD Language Access Plan ensures timely, meaningful access to all district programs and activities for limited English persons. All personnel shall provide free language assistance services to limited English individuals they encounter or when a limited English person requests language assistance. All personnel will inform members of the public that language assistance services are available free of charge to limited English persons and that the district will provide these services to them. The Dickinson ISD Internal Language Access Contact is Robert Cobb, Assistant Superintendent for Administration.

Any comments concerning the K.E. Little Elementary Campus Improvement Plan or Parent Engagement policy can be submitted to Kimberly Davidson, Principal.

## **San Leon Elementary School Title I Parent Engagement Policy 2025-2026**

### **STATEMENT OF PURPOSE**

San Leon Elementary School is committed to the education of the children in our community. We feel parent engagement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. The vision of San Leon Elementary School is to transform students into life-long, all-inclusive, innovative learners who achieve their full potential and use it to strengthen their community. It is our mission to develop all students, academically and emotionally, to provide endless possibilities for their futures. The Dickinson ISD Board of Trustees, in collaboration with the administration, staff, and parents of San Leon Elementary School will continue to focus on the importance of family involvement and community engagement in order to accomplish campus and district goals. Our campus encourages meaningful collaboration with all stakeholders so that communication between home, school, and the community is continuous and open.

### **PARENT ENGAGEMENT POLICY DEVELOPMENT**

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children a written parental involvement policy agreed on by the parents that describes the requirements outlined in Title I law. Annually, parents and school staff will work to revise and improve the Campus Parent Engagement Policies. The format and language of the policy is designed to be easily read and understood. Copies of the policy are available on the district's website in English and Spanish and are available to parents and other members of the community upon request.

### **ANNUAL CAMPUS MEETING**

San Leon Elementary School will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and explain the requirements of this part, and the right of the parents to be involved. San Leon Elementary School holds the annual campus meeting at Parent Orientation every fall to review with parents Title I School requirements and the school's Parent Engagement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and also facilitates a review of the school's improvement plan.

### **PARENT INVOLVMENT AND TIMELY INFORMATION**

San Leon Elementary School will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental involvement policy. San Leon Elementary School annually invites parents to participate in review and revision meetings to examine and discuss the Campus Improvement Plan and the Parent Engagement Policy. The school's parent council consistently reviews school policy in an organized, ongoing, and timely way. San Leon Elementary provides parents of participating children timely information about programs under this part; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practically possible. Our school communicates with parents often the state's curricular and assessment expectations, school-wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our district handbook, campus website, classroom websites, communication folders, Home Access, parent conferences, social media, individual phone calls, family nights, open house, benchmark results, fluency scores, test data, state assessment data, reports card, progress reports, IEP meetings, PTO Meetings, LPAC meetings, survey data, and academic nights to solicit parent participation, suggestions, and opportunities for parents and families to participate in the education of their child in hopes of creating productive dialogue between home and school. Through these communicative measures, parents and families are provided with an explanation of the campus and district curriculum, the various forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards.

**SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC  
ACHIEVEMENT**

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher- Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is provided to all parents and is reviewed at student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

**BUILDING CAPACITY FOR INVOLVMENT**

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community, each school and local educational agency assisted under this part shall:

1. Provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content and achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. This will be done at the campus by providing parents opportunities to interact with their child's academics through math and literacy nights. These nights are planned by the math and literacy committees.
2. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Technology training will be offered to assist parents in using Skyward to monitor their student's progress and grades.
3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Coordinate and integrate parent involvement programs and activities with community based early learning programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (to the extent feasible and appropriate).
5. Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to extent the practicable, in a language parents can understand.

In carrying out the parental involvement requirements of this part, districts, and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand. Parents of all students, regardless of English proficiency, mobility, or disability, are considered to be an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to more fully understand the educational process and the academic progress of his/her child, assistance will be provided to that parent. This type of support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resource in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc. The Dickinson ISD Language Access Plan ensures timely, meaningful access for limited English persons to all district programs and activities. All personnel shall provide free language assistance services to limited English individuals whom they encounter or whenever a limited English person requests language assistance services. All personnel will inform members of the public that language assistance services are available free of charge to limited English persons and that the district will provide these services to them. The Dickinson ISD Internal Language Access Contact is Robert Cobb, Assistant Superintendent for Administration.

Any comments concerning San Leon Elementary School's Campus Improvement Plan or Parent Engagement policy can be submitted to: Tuyet Vo, Principal; [tvo@dickinsonisd.org](mailto:tvo@dickinsonisd.org)



# Dickinson Independent School District

Silbernagel Elementary School

## Title I Parent Engagement Policy

2025-2026

### STATEMENT OF PURPOSE

Silbernagel Elementary is committed to the education of the children in our community. We feel parent engagement is an essential piece in ensuring that our students are successful in school. We believe that when parents are more involved in the academic process, school becomes more of a priority for their children. The vision of Silbernagel Elementary is to ensure that students make at least a year's growth or more each year throughout their tenure at Silbernagel Elementary School. Our students in grades Pre-K through third grade will continue to excel in learning that will prepare them to be competitive and successful throughout the 21<sup>st</sup> century. It is our mission to ensure that all students have successful learning opportunities that will help them reach their full potential throughout their lives. The Dickinson ISD Board of Trustees, in collaboration with the administration, staff, and parents of Silbernagel Elementary will continue to focus on the importance of family involvement and community engagement to accomplish campus and district goals. Our campus encourages meaningful collaboration with all stakeholders so that communication between home, school and the community is continuous and open.

### PARENT ENGAGEMENT POLICY DEVELOPMENT

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements outlined in Title I law. Annually parents and school staff will work to revise and improve the Campus Parent Engagement Policies. The format and language of the policy are designed to be easily read and understood. Copies of the policy are available on the district's website in English and Spanish and are available to parents and other members of the community upon request.

### ANNUAL CAMPUS MEETING

Silbernagel Elementary will convene an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, to inform parents of their school's participation under this part and explain the requirements of this part, and the right of the parents to be involved. Silbernagel Elementary will hold an annual meeting in September to review with parents Title I School requirements and the school's Parent Engagement Policy. In addition, the principal gives parents an update on school test data and facilitates a review of the school's improvement plan.

### FLEXIBLE NUMBER OF MEETINGS

Silbernagel Elementary may offer one meeting every nine weeks in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parental engagement. Parents are invited to participate in a variety of meetings and activities over the course of the school year. Family math and literacy night is held in September and Open House in March to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectation and their student's academic progress. Silbernagel Elementary encourages parents and community members to actively participate in our school by, but not limited to:

- ✓ Become a volunteer in the classroom
- ✓ Accompany students on field trips
- ✓ Help in the library/cafeteria
- ✓ Volunteer for a school committee
- ✓ Assist with campus decision-making
- ✓ Attend parent-teacher conferences, student programs and celebrations

### PARENT INVOLVEMENT AND TIMELY INFORMATION

Silbernagel Elementary will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including planning, review, and improvement of the school parental engagement policy. Silbernagel Elementary annually invites parents to participate in review and revision meetings to examine and discuss the Campus Improvement Plan and the Parent Engagement Policy. The Campus Improvement Committee consistently reviews school policy in an organized, ongoing, and timely way. Silbernagel Elementary provides parents of participating children timely information about programs under this part; descriptions and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practically possible. Our school communicates with parents regarding curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student work, and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative

techniques such as our district handbook, campus website, Schoology, communication folders, parent conferences, social media, individual phone calls, family nights, open house, benchmark results, fluency scores, MAP/mCLASS test data, state assessment data, reports card, progress reports, IEP meetings, PTO Meetings, LPAC meetings, survey data, and academic nights to solicit parent participation, suggestions, and opportunities for parents and families to participate in the education of their child in hopes of creating productive dialogue between home and school. Through these communicative measures, parents and families are provided with an explanation of the campus and district curriculum, the various forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards.

#### SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher-Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is provided to all parents at Parent Orientation meetings, Parent Conferences, and Open House. The compact is reviewed at student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

#### BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community, each school and local educational agency assisted under this part shall:

1. Provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. Parent assistance in understanding content standards, how to monitor their child's progress and help improve student achievement will be held in September.
2. Provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Silbernagel Elementary will provide training on how parents can assist their students with academics in September. Family math and literacy night is in September.
3. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
4. Coordinate and integrate parent involvement programs and activities with community based early learning programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (to the extent feasible and appropriate).
5. Ensure that information related to school and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to extent practicable, in a language parents can understand.

In carrying out the parental involvement requirements of this part, districts, and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand. Parents of all students, regardless of English proficiency, mobility, or disability, are an important part of our learning community. All parents are afforded the opportunity to be involved in their child's school environment. For this reason, if a special need is identified that would help a parent to understand the educational process and the academic progress of his/her child more fully, assistance will be provided to that parent. This type support often comes in the form of interpreted school documents in a parent's primary language, having an interpreter on hand to translate important information at school wide meetings and events, working with an interpreter to provide translation in parent/teacher conferences, making available parent resources in our center that are in English and Spanish, participating in faculty and staff training to better understand the culture of the students served, providing easier accessibility to parents and/or students with disabilities, etc. The Dickinson ISD Language Access Plan ensures timely, meaningful access for limited English persons to all district programs and activities. All personnel shall provide free language assistance services to limited English individuals whom they encounter or whenever a limited English person requests language assistance service. All personnel will inform members of the public that language assistance services are available free of charge to limited English persons and that the district will provide these services to them. The Dickinson ISD Internal Language Access Contact is Robert Cobb, Assistant Superintendent for Administration.

Any comments concerning Silbernagel Elementary Campus Improvement Plan or Parent Engagement policy can be submitted to Brendan Fitzpatrick, Principal.

# Sam Vitanza Stadium

## Student/Spectator Safety Rules

During attendance at our athletic events, spectator safety is the district's primary concern. To promote the safety and well-being of all stadium guests, Dickinson ISD has established the following rules and procedures for all stadium activities. These policies were approved by the Board of Trustees and will be enforced at all times to keep fans safe and students well supervised.

- All tickets will be sold online using [gofan.co](http://gofan.co). Gates will open 1 hour prior to the game time for spectators. Home fans will enter through the main stadium gate, and all visitors will enter through "C Gate." No ticket refunds will be given.
- The home side middle section with chair backs is reserved. Students/spectators without reserved seats are not allowed to sit in this section.
- All fans will be subject to the stadium's clear bag policy. No backpacks, diaper bags, camera bags, large purses, etc. are allowed in the stadium. All bags are subject to search.
- Law prohibits firearms and weapons of any kind.
- Alcoholic beverages, controlled substances, and the use of tobacco products in any form, including vaporizers/ecigs are strictly prohibited at the stadium and on all school district property. State law and school district policies will be in effect.
- All elementary, middle school, and junior high students must be accompanied by a parent or adult guardian or they will not be admitted into the stadium.
- Parents or adult guardians are responsible for their elementary, middle school, and junior high students' behavior during the event. This includes while in the stands watching the game and when going to the restroom or concession stand areas. Junior High students must wear their current school ID during the game.
- All high school students must wear their current school ID to enter the stadium and while attending the game. High school students will remain in the designated student section.
- Running in the stands and throwing food, drinks, or any other items is not permitted.
- Noisemakers (shakers, cowbells, whistles, airhorns, etc.), confetti, balloons, pyrotechnic devices, fireworks, baby strollers, skateboards, bicycles, coolers, outside food or drinks are not allowed in the stadium. (*Band, drill team, cheerleaders, JAFROTC, student media team may bring food/drinks to their specific area.*)
- No loitering will be permitted. All students/spectators must sit in the stands and keep off the rails. Aisles must be kept clear at all times. Congregating under the bleachers or by the restroom/concession areas before, during, or after the game will not be permitted.
- All signs and banners must be to promote the school team and program. No negative signs toward the opponent will be permitted, and no signs may be hung from the top rail fence. At the conclusion of the event, designated personnel from each school must remove all signage, tape, and straps.
- Students/spectators who leave the stadium are not allowed to return to the event (unless they purchase another ticket), and they must leave the stadium and high school grounds.
- No one will be allowed on the field or track during or after games unless authorized by the Stadium Manager. Sideline access is restricted to team personnel and other approved, credentialed individuals.
- Food, drinks, (other than water and sports drinks), gum, and sunflower seeds are prohibited on the field and track.
- The Student Handbook and Code of Conduct will be in effect for all DISD students attending stadium events. This means students may face additional disciplinary consequences at school.
- Students/spectators who violate stadium rules and refuse to comply with law enforcement or stadium officials' directives will be escorted from the stadium, will not be allowed re-admittance, and may be banned from the stadium for the remainder of the school year.

Thank you for helping us make your experience at Sam Vitanza Stadium the best it can be. **Go Gators!**





# STANDARD RESPONSE PROTOCOL

## INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

## COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure (Lockout), Lockdown, Evacuate, and Shelter.

## HOLD

**"In Your Room or Area. Clear the Halls."**

**Students** are trained to:

- Clear the hallways and remain in their room or area until the "All Clear" is announced
- Do business as usual

**Adults and staff** are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



## SECURE

**(Lockout)**

**"Get Inside. Lock outside doors"**

**Students** are trained to:

- Return to inside of building
- Do business as usual

**Adults and staff** are trained to:

- Bring everyone indoors
- Lock outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



## LOCKDOWN

**"Locks, Lights, Out of Sight"**

**Students** are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

**Adults and staff** are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



## EVACUATE

**"To a Location"**

**Students** are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

**Adults and staff** are trained to:

- Bring roll sheet and Go Bag (unless instructed not to take anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



## SHELTER

**"State Hazard and Safety Strategy"**

**Hazards** might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

**Safety Strategies** might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

**Students** are trained in:

- Appropriate Hazards and Safety Strategies

**Adults and staff** are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Reporting injuries or problems using Red Card/Green Card method.





# STANDARD RESPONSE PROTOCOL

## PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

## SECURE (LOCKOUT)

“Get Inside. Lock outside doors”



Secure was formerly called Lockout, and the actions are the same. It is called when there’s something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or

nearby windows. Inside, it will be business as usual.

## SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE (LOCKOUT) EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

## WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure (Lockout) might change to a Monitored Entry and/or Controlled Release.

## WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a Secure (Lockout) condition is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

## LOCKDOWN

“Locks, Lights, Out of Sight”

A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.



A Lockdown is only initiated when there is an active threat inside or very close to the building.

## SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

## SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

## WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That’s called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It’s important to differentiate between a **drill** and an exercise. A drill is used to create the “muscle memory” associated with a practiced action. There is no simulation of an event, simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

## CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.

