



ELEMENTARY SCHOOL

**HAND
BOOK**

2022-2023

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- 2022-2023 District Directory
- 2022-2023 Standard of Dress
- Bus Rider’s Safety Manual
- Freedom from Bullying Policy
- Parent Engagement Plan – Campus
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- Student/Parent Safety Handout

Dickinson ISD Mission Statement

The mission of the Dickinson Independent School District is to ensure that all students have safe and successful learning opportunities that help them reach their full potential and add quality throughout their lives.

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 Dickinson Junior High 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. 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 newsletter and other 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 main office of the school.

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/>.

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

Amy Smith
Principal
101 Bay Colony Elementary Drive; League City, TX 77539
(281) 229-6200

Lobit Elementary

Stephanie Williams
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

Sherri Blackburn
Principal
2655 Broadway; Dickinson, TX 77539
(281) 229-7400

Hughes Road Elementary

Kelly Jackson
Principal
11901 Hughes Road; Dickinson, TX 77539
(281) 229-6700

Silbernagel Elementary

Leslie Burke
Principal
4201 25th Street; Dickinson, TX 77539
(281) 229-6800

KE Little Elementary

Brooke Newell
Principal
622 Oklahoma Ave; Bacliff, TX 77518
(281) 229-7000

Complete and return to the student’s campus the following forms:

- 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), and
- 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.]

Accessibility

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

Laurie Rodriguez
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 Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological 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 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 the [Dickinson ISD Referral](#)
- Provide the parent/guardian a copy of the [Mental Health Resources](#)

Parent/Guardian

- Sign the Dickinson ISD Referral and Return Back to School
- [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](#)
 - Complete the [Student Safety Plan](#) (as appropriate)
- Notify Administrator & Relevant Personnel who participate in the care of this student
 - Relevant Personnel: can include the teacher, nurse, principal, assistant principal, LSSP, LPC, Social Worker, Mental Health Provider on campus, and/or School Resource Officer.
- Contact Parent/Guardian
- Complete the [Parent/Guardian Acknowledgement Form](#)
- Complete the [Student Suicide Risk Report](#)
- [Release of Information](#) Signed (if applicable)
- Provide family with [Mental Health Resources](#)
- Complete mental health referral to outside agency as needed
- Complete the [Suicide Screening Log \(online\)](#)
- [Postvention Safety Plan](#) completed for students upon return to school after evaluation /hospitalization

Parent/Guardian

- Sign the [Parent/Guardian Acknowledgment Form](#)
- 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 nurse should complete the screener with the student or contact Special Programs for an LSSP.

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
Social Emotional Learning Specialist
acmaidalka@dickinsonisd.org
 (281) 229-7662

The mental health liaison can provide further information regarding 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.

For further information, see **Mental Health Support**.

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, and
- 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. 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 it:

- Is to be used for school safety,
- Relates to classroom instruction or a cocurricular or extracurricular activity,
- Relates to media coverage of the school, or
- Relates to the 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.

Prohibiting the Use of Corporal Punishment

The Board 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 his or her class to relay information regarding 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 his or her immediate supervisor and the student’s parent as recipients on all text messages.

A parent who does not want his or her 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); and
- 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: Review **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 his or her student’s information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education for the student’s:

- Name,
- Address, and
- Telephone listing.

[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; or
- 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; and
- Instructional material used as part of the educational curriculum.

The ED provides extensive information about the [Protection of Pupil Rights Amendment](#), including a [PPRA Complaint Form](#).

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

Human Sexuality Instruction

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for course materials.

State law requires that the district provide written notice before each school year of the board's decision to provide human sexuality instruction.

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; and
- 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.

Per state law, here is a summary of the district's curriculum regarding human sexuality instruction:

The district presents abstinence as the preferred choice of behavior for unmarried persons of school age.

A parent is entitled to review the curriculum materials. In addition, a parent may remove his or her child from any part of the human sexuality instruction without academic, disciplinary, or other penalties. A parent may also choose to become more involved with the development of this curriculum by becoming a member of the district's SHAC. (See the campus principal for details.)

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 provide:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, and
- 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:

- A parent provides a written statement requesting that his or her child be excused,
- The district determines that the student has a conscientious objection to the recitation, or
- 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 his or her 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** and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove his or her 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, or
- 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 ten percent of the days the class is offered.

Under state law, students with grades below 70 for a reporting period are required to attend tutorial services—if the district offers these services.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC.]

Right of Access to Student Records, Curriculum Materials, and District Records/Policies

Instructional Materials

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 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.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that he or she be provided, for the remainder of the school year, a copy of any written notice usually provided to a parent related to his or her 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 his or her child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review his or her child's records. These records include:

- 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,
- State assessment instruments that have been administered to the child, and
- 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; and
- File a complaint at <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 pertaining to 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:

- Reaches the age of 18,
- Is emancipated by a court, or
- 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; or
 - 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; or
 - A parent or student assisting a school official in the performance of his or her 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. [To prohibit this disclosure, see **Objecting to the Release of Directory Information**]

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 principal is custodian of all records for currently enrolled students at the assigned school. The Assistant Superintendent for Administration 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 he or she wants to inspect.

Records may be reviewed in person during regular school hours. The records custodian 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 ten 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

Amy Smith
Principal
101 Bay Colony Elementary Drive; League City, TX 77539
(281) 229-6200

Lobit Elementary

Stephanie Williams
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

Sherri Blackburn
Principal
2655 Broadway; Dickinson, TX 77539
(281) 229-7400

Hughes Road Elementary

Kelly Jackson
Principal
11901 Hughes Road; Dickinson, TX 77539
(281) 229-6700

Silbernagel Elementary

Leslie Burke
Principal
4201 25th Street; Dickinson, TX 77539
(281) 229-6800

KE Little Elementary

Brooke Newell
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
Assistant Superintendent for Administration
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 records custodian. 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, as determined by the board of trustees, the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

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

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or 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 regarding the professional qualifications of his or her 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, and
- Is currently teaching in the field of discipline of his or her 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 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 the Texas Virtual School Network (TXVSN); and
- 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, or
- 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.

Additional information may be found at [Military Family Resources at the Texas Education Agency](#).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (e.g., 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 his or her 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 or its designee may transfer a student who has engaged in bullying to another classroom. The board or its designee 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 principal for more information.

[See **Bullying**, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of his or her 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 his or her 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 ten district business days.

A Student in the Conservatorship of the State (Foster 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. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

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.

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 prior to 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 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); and
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state.

[See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students in Foster Care** .]

A Student Who Is Homeless

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; and
- 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.

[See **Credit by Examination for Advancement/Acceleration, Course Credit, and Students who are Homeless**]

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, his or her 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*. 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 regarding special education is available from the school district in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

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:

Laurie Rodriguez
P.O. Drawer Z; Dickinson, TX 77539
(281) 229-6020

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

Michael Herdman
mherdman@dickinsonisd.org
(281) 229-6096

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, and
- 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:

Laurie Rodriguez
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](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

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.

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 his or her 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 would be 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 prior to 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 his or her 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 **English Learner** and **Special Programs**]

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

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.

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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.

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

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 the state assessment for his or her grade level and/or applicable subject area.

Age 19 and Older

A student who voluntarily attends or enrolls after his or her 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 for the following activities and events, as long as the student makes up all work:

- Religious holy days (student or guardian must provide supporting documents about holiday);
- Required court appearances;
- Funeral;
- Activities related to obtaining U.S. citizenship;
- Documented health-care appointments for the student or a child of the student, including absences related to autism services, if the student returns to school on the same day of the appointment and brings a note on official letterhead from the health-care provider;
- For students in the conservatorship of the state;
 - An activity required under a court-ordered service plan; or
 - 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** for more information.]

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 wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and will be monitored by the district. For more information, see Telecommunication and Other Electronic Devices.

Secondary Grade Levels

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

- An early voting clerk, provided the district’s board has authorized this in policy FEA(LOCAL), the student notifies his or her teachers, and the student receives approval from the principal prior to the absences; or
- 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 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 ages 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 his or her duty to monitor the student's attendance and require the student to attend school;
- Request a conference between school administrators and the parent; and
- 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.

Truancy prevention facilitators for the district are:

Noemi Arredondo
Attendance Intervention Specialist
narredondo@dickinsonisd.org
(281)229-6041

Julie Ferrell
Attendance Interventionist Specialist
jferrell@dickinsonisd.org
(281)229-6040

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 ten or more unexcused absences within a six-month period in the same school year.

If a student age 12–18 incurs ten 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.]

Attendance for Credit or Final Grade

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 he or she completes 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.]

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 use the following guidelines:

- 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).

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

Official Attendance-Taking Time

The campus will take official attendance every day at 9:30 A.M.

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

Documentation after an Absence

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

Within 5 days of returning to school, a student 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.

Should the student develop 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.

[See policy FEC(LOCAL) for more information.]

Academic Dishonesty-Cheating

Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise. Academic dishonesty/misconduct may include any of the following: Plagiarism and/or sharing materials/content/answers through any means. (See Student Code of Conduct)

Accountability under State and Federal Law

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; and
- 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. 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](#).

Awards and Honors

A student must have an average of 90 or more in all subjects graded numerically and no grade below S in any content area graded E, S, N, and U to be placed on the all-A Honor Roll. AB Honor Roll requires students to earn no more than 2 B's in any academic subject, with no content grade below S. Conduct grades do not affect a student's placement on the honor roll.

Booster Clubs

Neighborhood patrons form booster clubs to help enrich the school's participation in extracurricular activities. The fundraising role of booster clubs is particularly crucial in today's economic climate. Positive and direct communication can prevent most problems. Keep the superintendent (or designee) informed of all activities.

- Follow a chain of command for communication with the administration.
- Clear all activities through the campus advisor/director/coach and the campus administration.
- The superintendent (or designee) who does not coach or direct a UIL contest but has approval authority over booster clubs should be invited to all meetings. All meetings should be open to the public.
- Booster clubs should apprise school administrators of all club activities. Make sure your local administration has a copy of all booster club publications. Invite administrators to all booster club meetings. Have an officer meet with the school administration regularly.
- Booster clubs do not have authority to direct the duties of a school district employee. The scheduling of contests, rules for participation, methods of earning letters and all other criteria dealing with inter-school programs are under the jurisdiction of the local school administration.
- Minutes should be taken at each meeting and submitted to campus administration within five (5) school days.
- Monthly financial statements itemizing all receipts and expenditures should be made to the general club membership and submitted to the campus administration.

Bullying

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; or
- Infringes on the rights of the victim at school.

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

- 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.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. 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

<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 rise to the level of bullying.

Available counseling options will be provided to the affected individuals, including any student who witnessed the bullying.

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 as an appendix.

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, Hazing** , 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.]

Career and Technical Education (CTE) Programs

The district offers career and technical education programs in several areas. Admission to these programs is based on interest, age appropriateness, successful completion of prerequisite courses, and available class space.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations

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. Therefore, it is imperative to 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**]

Child Sexual Abuse, Trafficking, and Other Maltreatment of Children

Child Abuse

Ages 3-6 (Pre-Kindergarten and Kindergarten)

The district utilizes a program called Happy Bear. Happy Bear comes to visit schools with an instructor and together they teach a personal safety curriculum called *P.S. It’s My Body!* In this curriculum, children beginning at preschool age and used most often until 1st grade, are taught about *welcome* and *unwelcome* touches, saying *No!*, *moving away* and *telling a trusted adult* and they identify who these people are in their lives! For more information please visit: <http://www.galvestoncac.org/training-and-prevention/prevention-program-ages-3-7-years-p-s-happy-bear/>

1st-6th Grade

The district utilizes Play it Safe!® as a child abuse awareness and prevention program that incorporates age-appropriate scripts and movies to teach children how to reduce their risk of sexual and physical abuse, and sexual assault. It teaches them to recognize potentially abusive behavior, provides the tools to respond to threatening situations, and encourages them to report abuse to a trusted adult.

Play it Safe!® is an evidence-informed, age-appropriate risk reduction program for Pre-K through high school age students. Since 1983, more than 1.5 million children in north Texas have learned about personal safety from The Women’s Center’s Play it Safe!® program. Each grade level’s interactive curriculum speaks to children in a way that they can best learn and respond. For more information please visit: <http://www.galvestoncac.org/training-and-prevention/programs-for-ages-1st-grade-8th-grade/>

Sex Trafficking

Implemented in 4th, 6th, 8th, and 11th grades.

PROTECT is a human trafficking prevention education and training program that

provides school communities with trauma-informed training for school staff, curricula for grades k-12, reporting protocols, and impact data.

The PROTECT program offers an adaptable social and emotional learning curriculum for all ages that is research-based, age-appropriate, and TEKS aligned. The PROTECT k-12 curriculum provides opportunities to equip students with knowledge that will enhance their personal boundaries, build resilience, and increase protective skills.

Curriculum:

Grade	Title	Time
K-3	MY INNER VOICE	2 - 20 minute lessons
4-6	SAFE PEOPLE, SAFE PLACES, SAFE CHOICES	2 - 45 minute lessons

Warning Signs of Sexual Abuse

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child’s mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

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).

A child who has been or is being sexually abused may exhibit physical, behavioral, or emotional warning signs, including:

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches;
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior; or
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

Be aware that children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [See **Dating Violence, Discrimination, Harassment, and Retaliation**]

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, although traffickers frequently make contact with 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; and
- 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 his or her own money;
- Living with an employer or having an employer listed as a student's caregiver; and
- A desire to quit a job but not being allowed to do so.

Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children

Anyone who suspects that a child has been or may be abused, trafficked, 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).

A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Children may be more reluctant to disclose sexual abuse than physical abuse and neglect 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 he or she did the right thing by telling you.

If your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area.

The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](#).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1-800-252-5400 or on the web at [Texas Abuse Hotline Website](#).

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

The following websites might help you become more aware of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway Factsheet](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [Office of the Texas Governor’s Child Sex Trafficking Team](#)
- [Human Trafficking of School-aged Children](#)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [National Center of Safe Supportive Learning Environments: Child Labor Trafficking](#)

Class Rank/Highest-Ranking Student

Information regarding calculation of GPA and class rank is available in the [2022-2023 DHS Academic Handbook](#).

[See policy [EIC](#) for more information.]

Class Schedules

All students are expected to attend school for the entire school day and maintain a full class schedule. Students are not allowed to “drop” classes after course selections have been made and classes have been scheduled

[See **Schedule Changes** for information related to student requests to revise their course schedule.]

Communications—Automated

Emergency

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** for information regarding contact with parents during an emergency situation.]

Nonemergency

Your child’s school will request that you provide contact information for the school to send information specific to your child, your child’s school, or the district. If you provide a phone number for this purpose, please notify the school’s administration office immediately if your number changes.

The district or school may generate automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission, so prompt notification of any change in contact information will be crucial.

Standard messaging rates of your wireless phone carrier may apply.

If you have specific requests or needs related to how the district contacts you, please contact your child's principal. [See **Safety** for information regarding contact with parents during an emergency.]

Complaints and Concerns

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 Complaints/Grievances policy [FNG\(LOCAL\)](#). This policy can be viewed in the district's policy manual, available online at <https://pol.tasb.org/Home/Index/498>. The complaint forms can be obtained from the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent or designee.

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

Conduct

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 preceding the summer period shall apply, unless the district amends either or both documents for the purposes of summer instruction.

Campus Behavior Coordinator

Dickinson ISD believes in a collaborative approach to discipline, with multiple people providing emotional social support to students, rather than just one person. All campus principals and assistant principals handle student discipline. Each campus administrator will serve as a campus behavior coordinator in regard to student discipline, as outlined in the Dickinson ISD District of Innovation Plan.

Each campus administrator (campus behavior coordinator) will 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 campus website. Any junior high school administrator can be reached by calling the main campus number.

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; and
- 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 his or her 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; and
- 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

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, and Child Sexual Abuse, Trafficking, and Other Maltreatment of Children, and Dating Violence**]

Course Credit

Credit by Examination—If a Student Has Taken the Course/Subject (Grades 6–12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination.

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy [EHDB\(LOCAL\)](#) for more information.]

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 prior to the scheduled testing date. [See policy EHDC for more information.].

Students in Grades 6–12

A student in grade 6 or above is eligible to earn course credit with:

- A passing score of at least 80 on an examination approved by the board; or
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP), or
- A score of 3 or higher on an AP examination, as applicable.

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school’s high school course sequence, the student must complete the course.

Crime Stoppers

Crime Stoppers is a peer driven program to reduce weapons and drug violations on campus and increase safety awareness. Students are oriented each year as to how to report emergency situations and staff are trained in dealing with student information and confidentiality. This program encourages students to confide potentially dangerous situations to the proper authority. The number to call for Crime Stoppers is: 281-229-STOP

Dating Violence, Discrimination, Harassment, and Retaliation

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

disability, age, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office, in the superintendent's office and online at <https://pol.tasb.org/Home/Index/498>. [See policy [FFH](#) for more information.]

Dating Violence

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 commit 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; or
- 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 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>)
- The CDC's Preventing Teen Dating Violence (<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.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; or
- Other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-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; and
- 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.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors;
- Physical aggression or assault;
- Threatening or intimidating conduct; or
- Other kinds of aggressive conduct such as theft or damage to property.

Retaliation

Retaliation against a person who makes a good-faith report or participates in an investigation of discrimination, harassment, or dating violence is prohibited. A person who makes a false claim, offers false statements, or refuses to cooperate with a district investigation, however, may be subject to appropriate discipline.

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.

Reporting Procedures

Any student who believes that he or she has 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 policy FFH(LOCAL) and (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 policy FFH. 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**]

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 policy FFH.

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 the course of 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**]

Distance Learning

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.

The district does not offer distance learning options at this time.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal prior to enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction**]

Texas Virtual School Network (TXVSN)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the “no pass, no play” rules. [See **Extracurricular Activities, Clubs, and Organizations**] In addition, a student who enrolls in a TXVSN 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 TXVSN course by contacting the school counselor. Unless an exception is made by the campus principal, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

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 campus principal.

Distribution of Literature, Published Materials, or Other Documents

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, etc.

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 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 the 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 non-school 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 policy [GF](#) for more information.]

The campus principal has designated the front office as the location for approved non-school 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 non-school materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming

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 that they comply with the 2021-2022 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

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [For graphing calculator applications on computing devices, see **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials**]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

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.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated. The student/parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.

Confiscated telecommunications 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 telecommunications device may be searched by authorized personnel. [See **Searches** and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Reports of lost or stolen property may be reported to the School Liaison Officer (SLO).

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. 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" Sexting Prevention Course](#), a state-developed program that addresses the consequences of sexting.

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.

English Learners

A student who is an English learner 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 English learner 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 English learners who qualify for services.

If a student is considered an English learner 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

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

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**]

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 at [UIL Parent Information Manual](#). 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.

[See [UIL Texas](#) 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) course, or an 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.
- Students must be present for the majority of the school day (four of the seven classes) in order to participate in any after school performances, games, and/or activities.

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.

Travel

Students who have the opportunity to travel in connection with the DHS extracurricular activity/organization are representatives of the District and must exhibit exemplary behavior at all times.

Students who dress or act inappropriately while traveling to or from or during a DHS activity may be suspended or removed from the activity or organization, depending upon the nature of the misconduct.

Students involved in travel must:

- Dress neatly and in compliance with the grooming requirements of the organization as instructed by the Teacher/Coach/Sponsor/Director and/or the district dress code. .
- Be on their best behavior in restaurants and hotels; care for any equipment assigned to the student and return it to the proper storage location upon return to the school;
- Be on their best behavior while on the bus or other vehicle; and promptly obey all instructions given by the Teacher/Coach/Sponsor/Director or any adult chaperone.

If a student traveling with a DISD or DHS student group chooses to participate in an activity that warrants a disciplinary action by the sponsor or coach, the student will be immediately sent home at the parent's or guardian's expense. The student's parents and the DHS administrators will be notified immediately should this action be taken.

Attendance and discipline records will be reviewed by the director/coach/sponsor to determine eligibility to participate in all travel opportunities.

Disciplinary Infractions and Loss of Extracurricular Privileges

A student's participation in a particular extracurricular activity is conditioned upon the student's compliance with the requirements and standards of behavior set forth in the individual activity guidelines, the DISD Student Code of Conduct, the Student Handbook and these Extracurricular Standards. Students who commit infractions that result in ISS, Suspension, DALC, and JJAEP placements are subjected to additional consequences and/or removal from a program.

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

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide his or her 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, etc.
- 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 fee not to exceed \$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 requirement. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

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

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

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.

Gender-Based Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Grading Guidelines

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period;
- How the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.);
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed; and
- Procedures for a student to follow after an absence.

[See **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.]

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Hazing

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; and
- 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 or superintendent.

[See **Bullying** and policies FFI and FNCC for more information.]

Health—Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know he or she 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, if a child has a fever over 100 degrees, he or she 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 parent should contact the school nurse if a student has been diagnosed with COVID.

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

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. This form may be obtained online at [Affidavit Request for Exemption from Immunization](#) or by writing the DSHS Immunization Branch (MC 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 more information on immunization against bacterial meningitis and college enrollment and attendance, see Bacterial Meningitis.

[See the DSHS website: [Texas School & Child Care Facility Immunization Requirements](#) and policy FFAB(LEGAL) for more information.]

Lice

Head lice is very common among children. Although not an illness or a disease, it spreads easily 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 can be obtained from the DSHS website [Managing Head Lice in School Settings and at Home](#).

[See policy FFAA for more information.]

Medicine at School

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 his or her 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 a 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.

Students whose schedules provide for regular time spent outdoors, including for recess and physical education classes, should apply sunscreen before coming to school.

At the elementary level, a 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. A student at this level may apply his or her own sunscreen if the student is able to do so.

At the secondary level, a student may possess and apply sunscreen when necessary. If the 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 he or she has written authorization from his or her parent and a physician or other licensed health-care provider. The student must also demonstrate to his or her 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** .

Steroids

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

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; and
- 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 Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, and Humility.
 - Tier 1
 - PK-12th grade
- Restorative Practices
 - National Educators for Restorative Practices has trained staff on proactive tools that help build and sustain relationships with students.
 - 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-8th grade for social emotional learning
 - Kindergarten-5th grade bullying prevention
 - PK-5th grade for child protection unit

Mental Health

- Eduhero Mental Health SB460: This training is a three part course that addresses early identification and intervention for mental health concerns.
- Kognito At-Risk for Educators: This training provides an interactive role-play simulation that prepares staff to recognize when a student is exhibiting signs of psychological distress and how to appropriately interact with the student and parent in order to connect them to the appropriate resources and or services.
- 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.
- Offer Mental Health First Aid: This is a national program to teach the skills to respond to the signs of mental illness and substance use.

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

Trauma Informed & Grief Informed Practices

- **Kognito Trauma Informed Care Training:** Teaches how to identify warning signs, empathetically approach students who are struggling, use communication techniques to learn more about their experience in class, brainstorm instructional interventions.
- **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.
- **Eduhero 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 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** for campus and community mental and physical health resources; and
- **Policies and Procedures that Promote Student Physical and Mental Health** 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.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters], in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle 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 his or her child's physical fitness assessment conducted during the school year by contacting:

Dr. Debby Noffsinger
Director of Assessment, Accountability, and Compliance
dnoffsinger@dickinsonisd.org
(281) 229-6014

Physical Health Screenings/Examinations

Athletics Participation

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program.
- District marching band.
- Any district extracurricular program identified by the superintendent.

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to his or her required physical examination.

See the UIL's explanation of [sudden cardiac arrest](#) for more information.

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

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

Bacterial Meningitis

Please see the district's website at www.dickinsonisd.org 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**]

COVID-19

Please go to www.dickinsonisd.org for the latest information on COVID-19.

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

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 inhalation, ingestion, or skin contact with 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 website at [Allergies and 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 www.dickinsonid.org.

[See **Celebrations** and policy FFAF for more information.]

Seizures

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.

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

Tobacco and E-Cigarettes Prohibited (All Grade Levels and All Others on School Property)

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.

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

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	San Leon Elementary – 281-229-7400
Hughes Road Elementary – 281-229-6700	Silbernagel Elementary – 281-229-6800
KE Little Elementary – 281-229-7000	

- The campus full-time school counselors:

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	

- 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

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 <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: FFH
- 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 further information regarding these procedures and access to the District Improvement Plan, please contact:

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

School Health Advisory Council (SHAC)

During the preceding school year, the district’s School Health Advisory Council (SHAC) held four meetings. Additional information regarding the district’s SHAC is available online at <http://www.dickinsonisd.org/page/sp.programs.shac>.

[See **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

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:

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

Homework

Please refer to the DISD Grading and Reporting Procedures Manual located online at <https://www.dickinsonisd.org/page/parentstudent.home>

Law Enforcement Agencies

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 his or her 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

Remember that 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.

State rules require parental consent 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.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, a note provided by the parent must be submitted to the main office no later than two hours prior to the student's need to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon his or her return, if the student returns the same day.

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 his or her 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.

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. 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

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

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 his or her 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**]

A student involved in an extracurricular activity must notify his or her 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.

Please refer to the DISD Instructional Grading and Reporting Procedures at www.dickinsonisd.org for more information.

DAEP Makeup Work

If a junior high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), he or she will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, 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 [FOCA\(LEGAL\)](#) for more information.]

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 [FOCA\(LEGAL\)](#) for more information.]

Nondiscrimination Statement

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 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 Assistant Secretary for Civil Rights of the Department of Education, 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 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 gender-based harassment:

Name: Robert Cobb

Position: Assistant Superintendent for Administration

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 at FFH(LOCAL).

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: Laurie Rodriguez

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 the superintendent:

Name: Carla Voelkel

Superintendent

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

Telephone: (281) 229-6022

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

Nontraditional Academic Programs

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

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**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during his or her conference period or before or after school. [See **Report Cards/Progress Reports and Conferences**]
- Becoming a school volunteer. [See **Volunteers** and policy GKG for more information.]
- Participating in campus 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:

Dr. Jeff Pack

Deputy Superintendent for Educational Services

P.O. Drawer Z; Dickinson, TX 77539

rpac@dickinsonisd.org

(281) 229-6014

- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking. [See **School Health Advisory Council (SHAC)** and policies BDF, EHAA, FFA for more information.]
- 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 on the first Monday of each month at 6:30 P.M. at the Dickinson ISD Education Support Center located at 2218 FM 517 Road East, Dickinson, TX 77539. 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

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

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:

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

In addition, at certain grade levels a student—with limited exceptions—will be required to pass the State of Texas Assessments of Academic Readiness (STAAR) if the student is enrolled in a public Texas school on any day between January 1 and the date of the first administration of the STAAR.

Junior High Grade Levels

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

To be promoted to grade 6, students enrolled in grade 5 must perform satisfactorily on the mathematics and reading sections of the grade 5 assessment in English or Spanish.

To be promoted to grade 9, students enrolled in grade 8 must perform satisfactorily on the mathematics and reading sections of the grade 8 assessment in English.

If a student in grade 5 or 8 is enrolled in a high-school credit course with a corresponding end-of-course (EOC) assessment, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. The student will instead take the corresponding EOC assessment.

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.

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 prior to high school.

[See **Standardized Testing**]

A student in grade 5 or 8 will have two opportunities to retake a failed assessment. If a student fails a second time, a grade placement committee consisting of the principal or designee, the teacher, and the student’s parent will determine the additional special instruction the student will receive. After a third failed attempt, the student will be retained; however, the parent can appeal this decision to the committee.

For the student to be promoted based on standards previously established by the district, the decision of the committee must be unanimous and the student must complete additional special instruction before beginning the next grade level. Whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year. [See policy EIE for more information.]

Certain students—some with disabilities and some classified as English learners—may be eligible for exemptions, accommodations, or deferred testing. An admission, review, and dismissal (ARD) committee meeting will be convened if a student receiving special education services in grade 5 or 8 fails to meet satisfactory performance after the first STAAR administrations in reading or math. For more information, see the principal, school counselor, or special education director.

A student at or above grade 3 who does not perform satisfactorily on his or her state-mandated examinations will participate in special instructional programs designed to improve performance. The district will notify the parent of their child’s participation in this program. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year. Failure of a student to attend these programs may result in violations of required school attendance as well as the student not being promoted to the next grade level.

For a junior high-school student who does not perform satisfactorily on his or her state-mandated examinations, a school official will prepare a personal graduation plan (PGP). School officials will also develop a PGP for a junior high-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. [See the principal and policy EIF(LEGAL)for more information.] For a student receiving special education services, the student’s IEP may serve as the student’s PGP and would therefore be developed by the student’s ARD committee. [See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

Release of Students from School

[See **Leaving Campus**]

Remote Instruction

The district may offer remote instruction when authorized by TEA, but the primary mode of instruction will be face to face.

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

Report cards with each student's performance and absences in each class or subject are issued every nine-weeks grading period.

At the end of the third and sixth week of a nine-week grading period, parents will receive a progress report of their child's performance. If a student receives a grade lower than 70 in any class or subject, the parent will be asked to schedule a conference with the teacher. Grades and attendance are available for parent/student access in Skyward. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guideline** and policy [EIA\(LOCAL\)](#) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with [FNG\(LOCAL\)](#)

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Safety

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.
- 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 online at <https://www.p3campus.com/tipform.aspx?ID=5031&RecipientID=56325>.
- 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.
- Over the ear headphones are prohibited on school campus during the regular school day because they interfere with the student's ability to remain alert and respond to school officials' directives.

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.

Preparedness Training: CPR and Stop the Bleed

The district will annually offer instruction in CPR at least once to students enrolled in in grades 7–12. The instruction can be provided as part of any course and is not required to result in CPR certification.

The district will annually offer students in grades 7–12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Homeland Security's Stop the Bleed](#) and [Stop the Bleed Texas](#).

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, etc.).

The district may consent to medical treatment, which includes dental treatment, if necessary, for a student if:

- The district has received written authorization from a person having the right to consent;
- That person cannot be contacted; and
- 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 is unable to 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 in the event that 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.

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, Twitter, Facebook, and/or School Messenger.

[See **Communications-Automated, Emergency**]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**]

Schedule Changes (Middle/Junior High and High School Grade Levels)

See the counselor for more information.

School Facilities

Asbestos Management Plan

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:

Jimmy Anderson
Director of Maintenance
janderson@dickinsonisd.org
(281) 229-7250

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

See <https://www.mealappnow.com/mandks/splash.php> to apply for free or reduced-price meal benefits.

Every parent will have the opportunity to apply for free or reduced meals. After the application is processed, a notification will be sent to those who qualify. Free or reduced meals will begin after the application is processed. Students who received free or reduced meals in the previous year may eat the first 30 operating days until the new application is processed. If a new application is not received after 30 days, students will be changed to paid status.

- Free & Reduced Meal Applications Online – will be available on August 1st and the district request all to complete the very easy application using any computer, smartphone, or any device with internet access. Paper applications are available upon request.
- Lunch Money Now (LMN) – We encourage all parents to set up a LMN account to view their student's meals and snacks eaten daily. It is a convenient way for parents to receive not only an email but also a text that your student's balance is low or has reached a preset dollar amount.

Parents with students on the Free and Reduced meal program can also utilize LMN. It allows parents to set up recurring payments to their student's account and view account balances. Visa, MasterCard, and PayPal can be used to make deposits on the secure (SSL) site and are available on the student's account within an hour of the transaction. There is a small \$2.50 charge per transaction and multiple students can have money deposited in a single transaction. This year there will be an option to donate to "Feed All Kids" on Lunch Money Now each time you make a deposit in your student meal account. •

Meal Prices

The Dickinson ISD Food and Nutrition Services (FNS) department is pleased to announce this school year all students will be eating breakfast for free.

District Meal Charge Policy:

The 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 during the school year. This charge policy will be distributed to all households within the school district along with a letter detailing meal benefits.

All students are encouraged to eat at school to enhance learning.

When the account balance is negative, an automated call and an email will occur weekly and will continue until the account is brought to a positive balance and/or a completed meal benefits application is submitted, processed, and approved for meal benefits.

If FNS has not received payment and the grace period(10 meal charges); is exhausted and meal charges have not been paid, then FNS will send a U.S. Postal letter to the parent to remind them we have been feeding your child in good faith and that money is owed to the student's account. Automated calls and emails will continue to the parent phone number on file with the district. If after being notified by mail and FNS has not received payment FNS managers will contact their school principal to contact the parent. A decision will be made by the campus principal to either continue feeding the child in good faith or discontinue feeding lunch at school. The parent will be informed and expected to send a lunch to school so your child does not do without lunch. Nonprofit School Food Service resources may not be used to cover costs related to bad debt arising from uncollected student meal accounts and the Dickinson School District will be responsible for paying those delinquent accounts.

Dickinson ISD will collect on all unpaid meal charges. The parent/guardian is responsible to repay any charges that have accrued before the end of the school year and for charges made prior to application approval of meal benefits. All charges will be carried over to the student's account the following year. We will stop taking checks two (2) weeks before the end of school.

A la carte items such as chips, cookies, ice cream, and other snacks cannot be charged as they are not food items required to operate the National School Lunch Program (NSLP) and School Breakfast Program (SBP).

In-Sufficient Checks: Checks returned for insufficient funds will not be accepted for future payments. Cash, money orders, or online payments using Lunch Money Now will be the only payment options.

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.]

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 offer the household an application for free or reduced meals.

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 regarding these policies and guidelines, see the campus principal. [See policy FFA for more information.]

Pest Management Plan

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

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

The library is open for independent student use during the following times with a teacher permit:

- 8:15 AM to 8:30 AM
- 3:45 PM to 4:00 PM

Use of Hallways during Class Time

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

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.

- 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.

Meetings of Non-curriculum-Related Groups

Student-organized, student-led non-curriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips

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 to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches

Searches in General

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches.

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 suspicion less 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

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

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.

Telecommunications and Other Electronic Devices

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** and policy FNF(LEGAL) for more information.]

Trained Dogs

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.

Drug Testing

[See **Steroids**]

Vehicles on Campus

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation**]

Special Programs

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, English learners, 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 the campus principal or counselor:

The Texas State Library and Archives Commission's [Talking Book Program](#) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

STAAR (State of Texas Assessments of Academic Readiness)

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

State law requires successful performance on the reading and math assessments in grades 5 and 8 for a student to be promoted to the next grade level. A student may be exempt from this requirement if:

- The student is enrolled in a reading or math course intended for students above the student's current grade level; or
- The student is enrolled in a special education program and the admission, review, and dismissal (ARD) committee concludes the student has made sufficient progress in his or her individualized education plan (IEP). [See **Promotion and Retention**]

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.

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

Students in 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).

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

Robert Cobb
Assistant Superintendent For Administration
P.O. Drawer Z, Dickinson, TX 77539
rcobb@dickinsonisd.org
(281) 229-6102

[See **A Student in the Conservatorship of the State (Foster Care)**]

Students Who are Homeless

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

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

Jo Ellen Allen

Social Worker
P.O. Drawer Z; Dickinson, TX 77539
jallen@dickinsonisd.org
281-229-7421

[See **A Student Who is Homeless**

Student Speakers

[See **Graduation** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Summer School

Information will be available in May 2023.

Tardies

Tardy is defined as being in the hallway when the tardy bell rings.

Truancy is defined as being in an unauthorized area without written permission from an administrator, teacher, or other staff member. An unauthorized area includes any area of the school to which the student is not assigned during the time in question. Areas may include any of the following: parking lot, gym, locker rooms, cafeteria, hallways, library, and classrooms.

Students are allowed adequate passing time between each period during which time they are expected to efficiently manage their time and attend to personal needs such as restroom visits or getting a drink at a water fountain.

Students arriving after the start of school must be accompanied by a parent/guardian and signed-in by the parent in the main office.

Students with medical conditions that require additional restroom privileges and/or additional hallway time, must produce a note signed by a physician. The condition must be reported to the school nurse who will provide a medical permission note.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials

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.

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

Transfers

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, and A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services**, for other transfer options.]

Transportation

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 his or her 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**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students 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 subsequent 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.

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for his or her 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 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:

- 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.
- Observe all usual classroom rules.
- 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

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

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 self-contained 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, speak with the principal or Executive Director of Special Programs who the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law**]

Visitors to the School

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 first report to the main office and comply with all applicable district policies and procedures. All visitors should be prepared to show identification.

Individuals may visit classrooms 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.

[For video and other recording by parents or visitors to virtual or in-person classrooms, see **Consent to Video or Audio Record a Student when Not Already Permitted by Law**]

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:

- The person poses a substantial risk of harm to any person; or
- The person behaves in a manner that is inappropriate for a school setting 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

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 for more information and to complete an application.

Subject to exceptions in accordance with state law and district procedures, volunteers will be subject to a state criminal history background check.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School

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 is an intensive supplemental program designed to help an individual student acquire the knowledge and skills required at his or her grade level. It is required when a student does not meet the passing standard on a state-mandated assessment.

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 his or her 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.

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.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments are 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 he or she begins 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.

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.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

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 perform successfully on some state-mandated assessments to be promoted and students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for promotion or 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.

TEC stands for the Texas Education Code.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that English learners 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.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Appendix

2022–2023 Academic Calendar



Dickinson Independent School District

First Semester

August 18 – December 16, 2022

Second Semester

January 4 – May 25, 2023

Student/Teacher Holidays

September 5, 2022

October 10, 2022

November 21-25, 2022

(Nov. 21-23, 25 are Teacher Exchange Days/Student Holidays)

December 19, 2022 - January 2, 2023

January 16, 2023

March 13-17, 2023

April 7 & 10, 2023

May 29, 2023 *(Teacher/Staff Holiday)*

Transition Day

August 17, 2022

** New for 2022-2023 - all Pre-Kindergarten, Kindergarten, 5th, 7th and 9th grade students will start school a day earlier than other grades for special activities to prepare for a new school level.*

New Teacher In-Service

August 2-5, 2022

Teacher In-Service/Student Holiday

August 9-12, 2022

August 15-16, 2022

September 26, 2022

January 3, 2023

February 20, 2023

Early Release All Campuses

(2 hours early)

December 16, 2022 May 25, 2023

Dickinson High School Graduation

May 25, 2023 - Sam Vitanza Stadium

Nine Weeks Grading Cycle

1st 9-weeks 39 days 17,550 minutes
(08/18-10/14)

2nd 9-weeks 40 days 17,880 minutes
(10/17-12/16)

First Semester 79 days 35,430 minutes

3rd 9-weeks 46 days 20,700 minutes
(1/4-3/10)

4th 9-weeks 47 days 21,030 minutes
(3/20-5/25)

Second Semester 93 days 41,730 minutes

Total Instructional 172 days 77,160 minutes

SD Waiver Days 3 days 1,260 minutes

Grand Total 175 days 78,420 minutes

August 2022						
S	M	T	W	T	F	S
	1	NT	NT	NT	NT	6
7	8	TP	SD	SD	SD	13
14	SD	SD	[18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
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				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	SD ^w	27	28	29	30	

October 2022						
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						1
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9	H	11	12	13	14	15
16	[17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2022						
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13	14	15	16	17	18	19
20	E	E	E	H	E	26
27	28	29	30			

December 2022						
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11	12	13	14	15	16*	17
18	H	H	H	H	H	24
25	H	H	H	H	H	31

January 2023						
S	M	T	W	T	F	S
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14	15	H	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2023						
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12	13	14	15	16	17	18
19	SD ^w	21	22	23	24	25
26	27	28				

March 2023						
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5	6	7	8	9	10]	11
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19	[20	21	22	23	24
25	26	27	28	29	30	31

April 2023						
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9	H	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
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June 2023						
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- [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, 5, 7 & 9)
- NT New Teacher Training
- SD Staff Development (no school for students)
- TP Teacher Preparation (no school for students)
- E Teacher Exchange Day/Student Holiday
- 🎓 Dickinson High School Graduation
- w TEA-Approved Staff Development Waiver Days

School Hours for the 2022-2023 school year

Elementary

(grades K-4)

8:30 a.m. - 4:00 p.m.

(AM Pre-K)

8:30 - 11:45 a.m.

(PM Pre-K)

12:45 p.m. - 4:00 p.m.

Middle School/Junior High

(grades 5-8)

7:45 a.m. - 3:15 p.m.

High School

(grades 9-12)

7:05 a.m. - 2:35 p.m.

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
 Carla Voelkel

Deputy Supt. for Business and Operations
 Ryan Boone

Deputy Supt. for Educational Services
 Dr. Jeff Pack

Assistant Supt. for Administration
 Robert Cobb

Executive Director of Human Resources
 Kimberly Rich

Executive Director of Facility
 Planning & Construction
 Jim Rubach

Public Information

For information regarding DISD programs and policies, call the Communications Office at 281-229-6018.

For information on:	Call:
Board of Trustees	281-229-6022
Bus Transportation	281-229-7300
Gifted and Talented	281-229-6014
Kindergarten/Pre-K	281-229-6014
Meals/Free & Reduced Lunch	281-229-6012
Severe Weather	281-229-6000
To Substitute	281-229-6016

Call the school your child is attending for information on:

Age Requirements, Booster/PTO Clubs, Health Records/Immunizations, Meal Prices, Referrals to Special Education Programs, Report Cards, Special Events/ Times and Locations, Volunteer Programs

See Something, Say Something

DISD Crime Stoppers 281-229-7867

School Directory

Bay Colony Elementary 281-229-6200
 101 Bay Colony Elementary Drive
 Fax: 281-229-6201
 Pre-K 8:30 a.m. to 11:45 a.m.
 12:45 a.m. to 4:00 p.m.
 Grades K-4 8:30 a.m. to 4:00 p.m.
 Principal: Amy Smith

Calder Road Elementary 281-229-7500
 6511 Calder Rd. Fax: 281-229-7501
 Pre-K 8:30 a.m. to 11:45 a.m.
 12:45 a.m. to 4:00 p.m.
 Grades K-4 8:30 a.m. to 4:00 p.m.
 Principal: Jennifer Heard

Hughes Road Elementary 281-229-6700
 11901 Hughes Rd. Fax: 281-229-6701
 Pre-K 8:30 a.m. to 11:45 a.m.
 12:45 a.m. to 4:00 p.m.
 Grades K-4 8:30 a.m. to 4:00 p.m.
 Principal: Kelly Jackson

K. E. Little Elementary 281-229-7000
 622 Oklahoma Ave. Fax: 281-220-7001
 Bacliff, 77518
 Pre-K 8:30 a.m. to 11:45 a.m.
 12:45 a.m. to 4:00 p.m.
 Grades K-4 8:30 a.m. to 4:00 p.m.
 Principal: Brooke Newell

Lobit Elementary 281-229-7600
 1251 West Fm 517 Fax: 281-220-7601
 Pre-K 8:30 a.m. to 11:45 a.m.
 12:45 a.m. to 4:00 p.m.
 Grades K-4 8:30 a.m. to 4:00 p.m.
 Principal: Stephanie Williams

San Leon Elementary 281-229-7400
 2655 Broadway St. Fax: 281-229-7401
 Pre-K 8:30 a.m. to 11:45 a.m.
 12:45 a.m. to 4:00 p.m.
 Grades K-4 8:30 a.m. to 4:00 p.m.
 Principal: Sherri Blackburn

Silbernagel Elementary 281-229-6800
 4201 25th Street Fax: 281-229-6801
 Pre-K 8:30 a.m. to 11:45 a.m.
 12:45 a.m. to 4:00 p.m.
 Grades K-4 8:30 a.m. to 4:00 p.m.
 Principal: Leslie Burke

Barber Middle School 281-229-6900
 5651 FM 517 East Fax: 281-229-6901
 Grades 5-6 7:45 a.m. to 3:15 p.m.
 Principal: Lindsey Suarez

Dunbar Middle School 281-229-6600
 2901 23rd Street Fax: 281-229-6601
 Grades 5-6 7:45 a.m. to 3:15 p.m.
 Principal: Temeka Brown

Lobit Middle School 281-229-7700
 1251 West FM 517 Fax: 281-229-7701
 Grades 5-6 7:45 a.m. to 3:15 p.m.
 Principal: Melody Smith

McAdams Junior High 281-229-7100
 11415 Hughes Rd. Fax: 281-229-7101
 Grades 7-8 7:45 a.m. to 3:15 p.m.
 Principal: Jessica Rose

Kranz Junior High 281-309-3600
 12850 FM 3436 Fax: 281-309-3601
 Grades 7-8 7:45 a.m. to 3:15 p.m.
 Principal: Kimberly Kelley

Dickinson High School 281-229-6400
 3800 Baker Drive Fax: 281-229-6401
 Grades 10-12 7:05 a.m. to 2:35 p.m.
 Principal: Dr. Billye Smith

Ninth Grade Center 281-229-7350
 3850 Baker Drive Fax: 281-229-7351
 Grade 9 7:05 a.m. to 2:35 p.m.
 Assoc. Principal: Courtney Ramirez

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: David Jason McConnell

Directory

Administration 281-229-6000
 Athletic Director 281-229-6578
 Benefits 281-229-6008
 Business 281-229-6010
 Career & Technology 281-229-6424
 Education Foundation 281-229-6088
 Educational Services 281-229-6014
 Food & Nutrition Services 281-229-6012
 Gator Academy 281-229-7935
 Human Resources 281-229-6016
 Fax 281-229-6017
 Operations & Facilities 281-229-7250
 Payroll 281-229-6010
 Public Information 281-229-6018
 Special Programs 281-229-6020
 Fax 281-229-6021
 Technology 281-229-6026
 Transportation 281-229-7300
 Fax 281-229-7301

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.

Find us online

Visit the Dickinson ISD Web Site:
www.dickinsonisd.org

Find us on Facebook
facebook.com/dickinsonschools

Follow us on Twitter
twitter.com/DickinsonISD

2022-2023 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-6

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 or athletic/gym shorts.
- The length/slits 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 is pleased to provide transportation for all of its students and 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,

Brian J. Cmaidalka

Brian J. Cmaidalka

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 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, nor will he/she stop for late students or students running to the bus.
2. Students should be no closer than 10 feet from the bus, which is called the "Danger Zone". Be in **plain sight** of the approaching bus driver and other traffic. Be watchful and don't play around.
3. **Before** the bus approaches, form a line and be prepared to load immediately.
4. Stand still and 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. 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; avoid 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.
7. Do not litter, mark, cut or scratch any part of the bus.
8. The emergency door and exit controls should be used by pupils only during supervised drills or actual extreme emergency.
9. Students shall never attempt to operate the passenger door or other controls except in case of extreme 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 worn at all times 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.

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 when the engine is started. Do not chase or hang onto the bus at any time. Stay out of the bus "Danger Zone."
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 to receive students. If no one is there to receive the student(s), they will be returned to the campus. 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.
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 or drinks (no eating or drinking on the bus is permitted).
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 concern arises 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 writing on the School Bus Safety Report 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 student will be given a copy of the report to take home for the parent's signature and return one copy to the driver.
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 will remove the student from the bus or law enforcement assistance; 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 3rd 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:

Personnel Issues: Deputy Superintendent for Business and Operations, 281-229-6010
Executive Director of Human Resources, 281-229-6016

Dickinson Education Support Center
2218 FM 517 East
Dickinson, Texas 77539
(281) 229-6000

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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.

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.

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.

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.
Notice of Report	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.
Prohibited Conduct	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.
Investigation of Report	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.
Concluding the Investigation	<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>
Notice to Parents	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.
District Action	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>	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>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>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>



Dickinson Independent School District

Bay Colony Title I Parent Engagement Policy

2022-2023

STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of Bay Colony, continue to focus on the importance of family involvement and community engagement. Bay Colony strives to create and maintain a welcoming atmosphere for parent and community involvement. Bay Colony encourages meaningful collaboration among 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 supports:

- Strong parent involvement activities,
- Positive working relationships between educators and families of all student groups, and
- Diverse communication channels between school and families.

PARENT ENGAGEMENT 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 is one of those 15 campuses. The Bay Colony 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 or through an online platform. Notice of the meeting will be provided through invitation to parents and public notices. Copies of the Bay Colony 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 responsibilities.

SCHOOL COMPACT

In accordance with Title I regulations, each Title I school and their parent representatives will evaluate Bay Colony's School Compact annually and revise 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 Bay Colony 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

Bay Colony Elementary School 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 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 school. The following activities, programs and/or services are provided by Bay Colony to strengthen the partnership between school, home, and community:

- PTO Volunteer Opportunities
- Family Involvement Opportunities: Grade level performances, art shows, Cinco de Mayo Community Program, Math and Literacy Nights, Meet the Teacher Night, and various programs throughout the year.
- Online collaboration opportunities as necessary.

STAFF/PARENT COMMUNICATION

Social media posts, 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 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

Bay Colony is committed to the success of students. We will work together with parents, community members, and Bay Colony 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 Bay Colony staff, as we seek active participation by our parents.



Dickinson Independent School District

Calder Road Elementary Title I Parent Involvement Policy

2022-2023

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 10 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

In accordance with 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
- Math/Science Night
- Literacy Night
- Multicultural Night
- Tailgating Night for College Awareness
- Career Day
- Field Day
- Classroom Celebrations
- Grade Level Performances
- GT Project Fair
- Open House
- Book Fair
- Thanksgiving Luncheon
- Emails and Callouts from Campus about important events
- Event Communication with parents via Campus Calendar on Web Page and Campus Facebook Page

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 Elementary
Family Engagement Policy
2022-2023**

STATEMENT OF PURPOSE

The DISD Board of Trustees, in collaboration with the administration and staff of Hughes Road Elementary, continue to focus on the importance of family involvement and community engagement. Hughes Road Elementary strives to create and maintain a welcome 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. In order 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 ISD uses Title I funds to provide school wide services for students on 14 campuses. Hughes Road Elementary is one of those 14 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 their parent representatives will evaluate Hughes 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 Hughes 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

Hughes Road Elementary School 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 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
- Thanksgiving Luncheon
- Use of Skyward to communicate student progress
- Open House
- Career Day
- Multimedia Parent Communication/Event communication
- Book Fair
- Celebrity Reader
- Family Nights
- PTO
- Grade Level Performances
- Classroom Celebrations
- Field Day
- Parent/Teacher Conferences
- Awards Programs

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 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. 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 also include other programs in order to maximize district, state, and federal monies.

CONCLUDING STATEMENT

Hughes Road Elementary is committed to the success of students. We will work together with parents, community members and Hughes Road Elementary 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 Hughes Road Elementary staff as we seek active participation by our parents.



Dickinson Independent School District

Silbernagel Elementary School

Title I Parent Engagement Policy

2022-2023

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 fourth grade will continue to excel in learning that will prepare them to be competitive and successful throughout the 21st 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 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 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 holds annual meetings on September 1st, 6th, and 8th from 5:30-6:45 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, child care, 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 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 October 18th from 5:30-6:30.
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 on October 18th from 5:30-6:30. Family math and literacy night is October 18th from 5:30-6:30.
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 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 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 Silbernagel Elementary Campus Improvement Plan or Parent Engagement policy can be submitted to: Leslie Burke, Principal.

Dickinson Independent School District
Kenneth E. Little Elementary
Title I Parent Engagement Policy 2022-2023

STATEMENT OF PURPOSE

Kenneth 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 Kenneth E. Little Elementary is to see every KELES student achieve their dream of going to college, having a career, or enlisting in the military. It is our mission to provide for the whole child, so the academic, emotional, and social needs of each child are met in order for all students to become a responsible, productive member of society. Our family welcomes and accepts the challenges of guiding children to their full potential. The Dickinson ISD Board of Trustees, in collaboration with the administration, staff, and parents of Kenneth E. Little Elementary 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

Kenneth E. Little Elementary 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. Kenneth E. Little Elementary holds annual meetings on September 1, 2022 at 5:30 P.M. and September 15, 2022 at 7:30 A. M. 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 facilitates a review of the school's improvement plan.

FLEXIBLE NUMBER OF MEETINGS

Kenneth E. Little Elementary offers a flexible number of meetings, such as meetings 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. An Open House is held in August and February 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. Parents can be involved by coming to several meetings and learning about what your child is doing at school and ways you can help them at home.

PARENT INVOLVMENT AND TIMELY INFORMATION

Kenneth 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, review, and improvement of the school parental involvement policy; Kenneth E. Little 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 school's parent council consistently reviews school policy in an organized, ongoing, and timely way. Kenneth E. Little 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, parent conferences, social media, individual phone calls, family nights, open house, benchmark results, fluency scores, MAP test data, state assessment data, reports card, progress reports, IEP meetings, PTA 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 during the third week of school. 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 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. Aid 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. This will be done at the campus by regular progress reports and report cards, parent teacher conferences, phone calls, curriculum nights in which parents can learn about techniques to use at home to promote regular study skills and learning about what assessments are used and how parents can help at home.
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. This will be done at the campus by holding curriculum and assessment nights to communicate expectations at school and at home.
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 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 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 Kenneth E. Little Elementary Campus Improvement Plan or Parent Engagement policy can be submitted to Ashley Sanchez, Parent Engagement Coordinator.



Dickinson Independent School District

Louis G. Lobit Elementary

Title I Parent Engagement Policy 2022-23

Louis G. Lobit 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 Louis G. Lobit Elementary is to add value to the lives of our students by creating a learning environment where the curriculum is focused on rigor and relevance, and the instruction is driven by positive student and teacher relationships. It is our mission to ensure that all students have successful learning opportunities that help them to reach their full potential and add quality throughout their lives. The Dickinson ISD Board of Trustees, in collaboration with the administration, staff, and parents of Louis G. Lobit Elementary 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

Louis G. Lobit Elementary 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. Louis G. Lobit Elementary holds an annual meeting in September and March 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.

FLEXIBLE NUMBER OF MEETINGS

Louis G. Lobit Elementary offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, 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. An Open House is held in September and again 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. Parents are also invited to our Parent Universities that occur at the beginning of each nine weeks, as well as a variety of curriculum, fine arts, and PTO sponsored events.

PARENT INVOLVMENT AND TIMELY INFOMRATION

Louis G. Lobit 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 involvement policy; Louis G. Lobit 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 CIC which consists of parents, staff and community members consistently reviews school policy in an organized, ongoing and timely way. Louis G. Lobit 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, MAP test data, state assessment data, reports card, progress reports, IEP meetings, PTA Meetings, LPAC meetings, communication folders, 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 was 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 the beginning of the year. The compact is then 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 through ongoing two way communication, parent conferences, SIT committee meeting and Parent Universities.
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. This will be done at the campus through consistent two way communication, parent conferences, SIT committee meetings and Parent Universities.
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 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 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 Louis G. Lobit Elementary Campus Improvement Plan or Parent Engagement policy can be submitted to: Stephanie Williams at swilliams@dickinsonisd.org.



Dickinson Independent School District
San Leon Elementary School
Title I Parent Engagement Policy
2022-23

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 add value to the lives of our students by creating a learning environment where the curriculum is focused on rigor and relevance, and the instruction is driven by positive student and teacher relationships. It is our mission to ensure that all students have successful learning opportunities that help them to reach their full potential and add quality throughout their lives. 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 annual meetings on November 8, 2022 and again on April 11, 2023 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.

FLEXIBLE NUMBER OF MEETINGS

San Leon Elementary School offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided, transportation, child care, 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. An Open House is held in September and again in March 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. Title I meetings are offered before the grade level music programs to maximize the number of parents who have access to the information presented.

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, mCLASS/MAP test data, state assessment data, reports card, progress reports, IEP meetings, PTO Meetings, LPAC meetings, communication folders, 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 night. These nights are planned by the math and literacy committee.
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. Teachers utilize apps such as Remind, Dojo, and Bloomz to communicate and encourage participation with parents daily. Technology nights 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 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

Sherrri Blackburn, Principal
San Leon Elementary



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: Sherrri Blackburn, Principal, sblackburn@dickinsonisd.org.

Dickinson ISD
Parent & Family Engagement Policy
PK-12
2022-2023

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
- Report Cards
- Campus and District Surveys
- PTO Meetings
- District Educational Improvement Committee
- School-Health Advisory Committee
- Progress Reports
- Skyward Messenger

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 districts 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*
- *Lighted Windows, Open Doors*
- *Transition Youth Fair*
- *Youth Summer Program*
- *Math & Literacy Nights*
- *Gator Wellness Center at McAdams Junior High*

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)	Top 20 GALA	CCMR Recruitment
Academic Night(s)	Ascending Seniors Banquet	Special Olympics
Open House Events	Athletic/Fine Arts Banquets	Lighted Windows/Open Doors
Meet the Teacher	AVID Banquet	Red Ribbon Week
Career Day(s)	Greater Gulf Coast Blood Drives	District Health Fair
Grade Level Performances	March Madness through Reading	Campus College and Career Fair
GT Project Fair	Parent University	*Relay for Life
Project Graduation	8 th Grade Parent Night	*Hosted by DHS AVID
Dickinson Railroad Museum Art Show	Pre AP Academic Night	
Galveston Bay Foundation Activities	Scholastic Book Fair	
AP Art Show at Public Library	DISD Product Fair	

(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

(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
- EduHero Training Courses
- 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, Assistant Superintendent for Administration.

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 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 2022-2023 school year.

Please note: Individual Campus Parent and Family Engagement Policies have been developed and are available on their perspective webpage, as well as on the district webpage.

District Authorized Official:

Dr. Jeff Pack, Deputy Superintendent of Educational Services

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 our fans safe and our students well supervised.

- * All tickets will be sold online and home fans will enter through the main stadium gate. Visitors will enter through "C Gate".
- * Students (Pre Kinder through 8th grade) 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 PK – 8th grade students' behavior and are responsible for their supervision during the event.
- * ONLY clear bags will be allowed into the stadium. Balls, backpacks, noisemakers, baby strollers, diaper bags, coolers, drinks, food, etc. - shall not be brought into the stadium.
- * No loitering is permitted. All students/spectators must sit in the stands and keep off the rails. Aisles should be kept clear at all times. Congregating under the bleachers or by concessions before, during, or after the game will not be permitted.
- * For your safety and the safety of others, there is no running in the stands.
- * High school students will remain in the designated student section.
- * Students/spectators who throw food, drink, or other items 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.
- * Students/Spectators who refuse to comply with stadium officials' directions may be removed from the stadium.
- * Students/spectators who leave the stadium are not allowed to return to the event (unless they purchase another ticket) and must leave the high school grounds.
- * No one will be allowed on the field or track during or after games unless authorized by the Stadium Manager.
- * 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.
- * State laws and school district policies will be in effect concerning alcoholic beverages, controlled substances, and tobacco.
- * Students/spectators who violate these policies 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.



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.



TEXAS STATE
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